# LAEP GRADUATE HANDBOOK

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20. Disclaimer: This handbook is intended as a guide, but makes no claims to being exhaustive. It represents key, important information, but each graduate student is responsible to know the policies, regulations, and procedures of the School of Graduate Studies and those regulations and procedures are all available online at [http://rgs.usu.edu/graduateschool/](http://rgs.usu.edu/graduateschool/)
1. WELCOME AND INTRODUCTION

Dear Prospective Graduate Student,

Welcome! It is our great pleasure to introduce the graduate program offerings in the Department of Landscape Architecture and Environmental Planning (LAEP) at Utah State University.

The LAEP Department has enjoyed a rich and diverse history since its inception in 1939. Our more than 1,286 undergraduate alumni and 241 from our graduate degree programs since 1963 occupy professional leadership positions in a wide range of private sector offices, federal, state, and local government agencies, and university faculties throughout the nation and around the world. The success and excellent reputation of this department is due to the dedicated faculty, excellent facilities, support of the University, generous alumni, and our outstanding students.

Our graduate program offerings in landscape architecture and environmental planning emphasize a combination of fundamental professional skills and knowledge, with areas of specialization based on faculty expertise and particularly suited to address the design and planning needs of the Intermountain West. These programs provide the student with a sound foundation for the practice of landscape architecture and environmental planning, and facilitate the acquisition of skills and abilities needed to advance the profession in the student’s chosen area of specialization. Both the BLA and the MLA are first professional degrees accredited by the Landscape Architecture Accreditation Board (LAAB).

You will find the department to have a unique culture, perhaps different from any other academic program you’ve been involved in. The academic offerings are rigorous, challenging, and the time demands are high. But there is concurrently a strong sense of community, a close-knit supportive togetherness, and an almost “familial” feel to things in LAEP. This is a culture that we consciously try to cultivate in both the graduate and undergraduate programs. We all need support in order to do our best and in LAEP, excellence is our goal so we support one another in that effort.

This handbook is the first step in providing you the help and support we can offer. It is intentionally brief. But it has been developed to help you navigate this university, this program, and the scholarly studies in your graduate training. In it you will find detailed information about our graduate program offerings, suggestions, and answers to frequently asked questions. Parts of this document and further information can be found online at http://www.laep.usu.edu/htm/degrees-programs/graduate. Information from the college of graduate studies can be found at http://www.usu.edu/graduateschool/. Information from the University can be found at http://www.usu.edu/.
2. PROGRAM OVERVIEW

The LAEP graduate program was established in 1966-1967 in order to expand the educational offerings of the program and better equip students for a challenging professional environment. Since that time 241 MLA degrees have been awarded.

LAEP’s graduate program emphasizes both traditional site scale planning and design, as well as broader areas of the profession, such as large-scale regional landscape analysis and planning, utilizing GIS (geographic information systems) and planning techniques, while advancing inquiry through research.

In support of this philosophy, the following are the major objectives of the graduate program:

1. To provide a well-structured curriculum in fundamental professional knowledge and skills.
2. To research, analyze, and resolve land use and design issues related to the Intermountain West. The scope of the program examines national, regional, and local issues, and their impact on the visual, physical, and cultural setting of the Intermountain West.
3. To integrate field experience and independent research into major graduate studio courses structured around real world projects.
4. To provide opportunities for each student for exploration and development of an area of specialization.
5. To draw upon the regional, national, and international relationships of Utah State University to facilitate a program of academic and professional excellence that will allow the student to achieve eminence in practice, research or education.
3. PLAN OPTIONS

The USU LAEP graduate program offers four different graduate level degrees:

1. MS in Bioregional Planning (2 year)
2. MLA (accredited 3 year 1st professional degree or 2 year advanced MLA)
3. Dual MLA/MSBRP (4 year)
4. PhD in Landscape Architecture (3 year)

* The Master of Science of Bioregional Planning at USU prepares students to address complex issues in bioregional planning and management. The two year program presents an interdisciplinary core of courses focused on planning at the ecosystem scale with dispersed populations with a primary economic base in agriculture, energy development, recreation, and natural resources.

* The accredited Master of Landscape Architecture prepares students to address the critical challenges of a sustainable society: health, water, urbanization, and environmental quality by exploring design and planning solutions that are beautiful, functional, and sustainable. The MLA programs emphasizes both traditional site scale planning and design and large scale landscape analysis and planning, while advancing the field of practice and theory through research.

* The interdisciplinary Doctor of Landscape Architecture prepares leaders and future faculty in landscape architecture by engaging in creative intellectual work that contributes to the theory and practice of landscape architecture. Candidates apply critical theories and methods in landscape architecture to address the dynamic issues and scales of natural and built landscapes in the context of human systems.

Regardless of which of the LAEP degrees sought, there are two masters thesis options for graduate students in LAEP. Determination of whether the student’s scholarship is best presented as a Plan A thesis or Plan B paper is made by the student and their thesis committee at the time of the proposal defense.

**Plan A – Thesis Option**
The Plan A masters thesis must be a contribution to the field of knowledge based on the student’s own research or a treatment and presentation of known subject matter from a new point of view (see USU general catalog - [http://catalog.usu.edu/](http://catalog.usu.edu/)). The student and major professor should decide upon a problem or subject for the thesis study by the end of the student’s second semester of graduate study. Requires 6 credits of LAEP 6970 Thesis Research. The final thesis is turned into the Graduate School.

**Plan B - Terminal Project/Creative Work/Paper**
The Plan B option requires the production of a paper or a planning and design project. Plan B may be a planning and design project, or a review of literature, involving conceptualizing an area of inquiry, planning and completing a systematic search, analyzing and critiquing the acquired information, and drawing conclusions. The summary and conclusions reached should enhance knowledge in the field. Requires 2 credits of LAEP 6970 Thesis Research and 4 credits of LAEP 6960 Master’s Project. The final thesis is turned into the LAEP Department, not the Graduate School.

Students who are unable to complete their coursework and their thesis in the same semester are required by the School of Graduate Studies to take 3 additional credits for the semester in which they intend to defend.
4. DEGREES OFFERED

As noted elsewhere in the handbook, the USU LAEP graduate program offers three different master’s level degrees:

**The MLA Advanced Professional Degree**
The MLA-Advanced Professional degree is an accredited **TWO-YEAR PROGRAM** of study. An applicant for this degree path **must** hold a baccalaureate degree in landscape architecture from an accredited program. The advanced degree allows outstanding students to expand their knowledge in areas of special interest under the supervision of a major professor and supervisory committee.

**Course of Study**
The Graduate Program Director advises all incoming students until they have selected a thesis topic. A major professor whose interests are closely aligned to those of the student (hyperlink: see areas of faculty expertise above) supervises thesis work. A minimum of 30 graduate-level credits, including thesis work, is required. Students supplement requirements with courses negotiated with the major professor and supervisory committee. An outside area of emphasis or graduate specialization may be pursued by concentrating elective coursework in another department.

**Area of Emphasis**
The program possesses an enviable reputation for graduating students with strong core professional skills. In addition to these skills, the Department has four areas of emphasis which reflect the strengths of the faculty, along with elective course offerings in other units of the University. These four areas of emphasis have recommended curriculum that reflect a depth of study in a particular area of landscape architectural theory and practice. Students may choose one of these areas, or they may create their own course of study to reflect their particular interests.

**The MLA First Professional Degree**
The Master of Landscape Architecture program is **THREE-YEAR PROGRAM** designed to prepare the student for the landscape architect’s challenging role of providing a holistic approach to environmental planning and design. Students pursuing this option are those **without** an undergraduate degree in landscape architecture. Thus this course of study includes “leveling” courses in basic graphics, design, plant materials, and construction that bring the MLA candidate to a level of competency in the fundamentals of landscape architecture.

**Course of Study**
The Graduate Program Director advises all incoming students until they have selected a thesis topic. A major professor whose interests are closely aligned to those of the student (see areas of faculty expertise above) supervises thesis work. APPROXIMATELY 80 CREDITS, A minimum of 30 **WHICH ARE** graduate-level credits including thesis work, is required. Students supplement requirements with courses negotiated with the major professor and supervisory committee. An outside area of emphasis or graduate specialization (see professor specializations under faculty pages) may be pursued by concentrating elective coursework in another department.
Area of Emphasis
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1. community planning & urban design
2. cultural & historic landscapes
3. open space planning & green space design
4. sustainable landscapes

The MS Bioregional Planning Degree
The TWO-YEAR MS Graduate education in bioregional planning recognizes the importance of how the biophysical attributes of a region influence the human dimensions of settlement and culture. The reciprocal relationship is also addressed. The program will prepare future planners and land managers to work within a transdisciplinary environment providing better alternatives for land-use decisions and policy. This degree program is offered jointly by the Department of Environment and Society in the College of Natural Resources and the Department of Landscape Architecture and Environmental Planning in the College of Humanities, Arts and Social Sciences.

The program requires a minimum of 37 - 40 graduate-level credits, including 6-3 credits of work on an A thesis or Plan B paper/project. Eight to ten of the required credits are to be in the candidate’s area of specialization. These credits are to be negotiated with the candidate's major professor and supervisory committee.

Course of Study
This two-year Master of Science degree program presents an interdisciplinary core of courses and faculty for the purpose of addressing complex issues in the areas of bioregional analysis, planning and management. Emphasis is placed on three problematic content areas associated with environmental planning: biophysical, social, and economic. The spatial focus is on the planning of large landscapes with a mix of population densities and a primary economic base in agriculture, energy development, tourism/recreation, new communities, and natural resources.

Area of Emphasis
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5. DEGREE REQUIREMENTS

Below you will find the typical curriculum for each of the three graduate degrees offered by LAEP.

The Advanced Professional MLA Degree curriculum
For students with an undergraduate degree in landscape architecture from an accredited program the time to degree is usually two years. The academic credits required are a minimum of 30 credits, including thesis work. Students supplement requirements with courses negotiated with the major professor and supervisory committee. An outside area of emphasis or graduate specialization may be pursued by concentrating elective coursework in another department. The general expectation of progress through the curriculum looks like this:

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<tr>
<th>FIRST YEAR: Fall Semester - required courses</th>
<th>FIRST YEAR: Spring Semester - required courses</th>
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<td>LAEP 6200 Bioregional Analysis &amp; Planning</td>
<td>LAEP 6100 Regional Analysis &amp; Planning</td>
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<td>LAEP 6110 Landscape Ecology</td>
<td>LAEP 6910 Readings Seminar 1</td>
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<td>LAEP 6930 Reading Seminar 2</td>
<td>Electives</td>
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<td>LAEP 6890 Thesis Proposals and Procedures</td>
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<td>LAEP 6860 Issues in Landscape Architecture</td>
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<td>electives from your chosen Emphasis Area</td>
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<th>SECOND YEAR: Fall Semester - required courses</th>
<th>SECOND YEAR: Spring Semester - required courses</th>
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<tr>
<td>LAEP 6970 Thesis Research</td>
<td>LAEP 6970 Option 1 Plan A Thesis</td>
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<td>LAEP 6960 Option 2 Plan B Terminal Project</td>
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<td>LAEP 6740 LA Theory and Methods</td>
<td>LAEP 6750 Implementation and Regulatory Tech</td>
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<td>Electives</td>
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Selection of electives must be negotiated between the student and major professor. Electives should be related to thesis or terminal project content. Additional elective coursework may be required by the student’s supervisory committee in order to properly prepare the student for thesis work (plan A, B, or C). Biology 2220, General Ecology (3 credits) or equivalent lower division course is required unless waived due to previous undergraduate coursework. One additional ecology-focused course, upper division (3000) level or higher, is required: Student must negotiate with their academic advisor when selecting the course. Phil 3510, Environmental Ethics (3 credits) is recommended.
The MLA First Professional Program

For students without an undergraduate degree in landscape architecture, the time to degree is longer, usually three years with the first year being a “leveling year” of undergraduate courses in the professional undergraduate LA curriculum. The academic credits required are a minimum of 80 credits, of which 30 are graduate-level credits. The general path through the graduate program looks like this:

### FIRST YEAR: Fall Semester - required courses

- LAEP 1200 2D Graphics: 4 credits
- LAEP 2600 Construction I: 4 credits
- LAEP 6270 Analysis and Design I: 4 credits
- LAEP 6860 Issues in Landscape Architecture: 1 credit
- LAEP 6890 Thesis Proposals and Procedures: 1 credit

Required semester credits: 14 credits

### FIRST YEAR: Spring Semester - required courses

- LAEP 1300 2D Color Graphics: 3 credits
- LAEP 1350 Theory of Design: 4 credits
- LAEP 6910 Reading Seminar 1: 1 credit
- LAEP 2720 Analysis and Design II: 5 credits
- LAEP 6880 Research Methods: 2 credits

Required semester credits: 15 credits

### SECOND YEAR: Fall Semester - required courses

- LAEP 6200 Bioregional Analysis/Planning: 5 credits
- LAEP 6110 Landscape Ecology: 3 credits
- LAEP 3300 Adv. Computer Apps: 4 credits
- LAEP 6930 Reading Seminar 2: 1 credit
- Elective: 3 credits

Required semester credits: 16 credits


### SECOND YEAR: Spring Semester - required courses

- LAEP 6100 Regional Analysis and Planning: 5 credits
- LAEP 6230 History of Landscape Architecture: 3 credits
- Electives: 6 credits

Required semester credits: 14 credits

### THIRD YEAR: Fall Semester - required courses

- Electives: 3 credits
- LAEP 6740 LA Theory and Methods: 3 credits
- LAEP 6970 Option 1 Plan A Thesis: 4 credits
  or
- LAEP 6960 Option 2 Plan B Terminal Project: 4 credits

Required semester credits: 10 credits

Additional credits should be added as electives from your chosen Emphasis Area

### THIRD YEAR: Spring Semester - required courses

- Electives: 3 credits
- LAEP 6160 Professional Communication: 3 credits
- LAEP 6750 Implement. & Regulatory Tech.: 2 credits
- LAEP 6970 Option 1 Plan A Thesis: 3 credits

Required semester credits: 11 credits

Additional credits should be added as electives from your chosen Emphasis Area

**Plan A requires 6 credits of 6970**

Selection of electives should be related to thesis or terminal project content and should be selected in consultation with your mentor and/or thesis/project committee. Specific elective coursework may be required by your thesis/project committee in order to properly prepare for your thesis or project work (Plan A, or B).

**Plan B requires 2 credits 6970 and 4 credits of 6960**
The MS Bioregional Planning Degree  
Students in the MS Bioregional Planning degree program can expect a two-year program of study. The academic credits required are a minimum of 41 graduate-level credits, including 6-3 credits of work on an A thesis or Plan B paper/project. Eight to ten of the required credits are to be in the candidate’s area of specialization. These credits are to be negotiated with the candidate’s major professor and supervisory committee.

The following 3 courses are required:
- GIS- ESRI Certificate (First Year-Fall) 2 cr
- NEPA 6200 Shipley Seminar (F or S) 2 cr
- ENVS 6000, Theoretical Foundations (F) 3 cr

Studio sequence - Required
- ENVS 6200, Bioregional Analysis/Planning (F) 5 cr
- ENVS 6210, Bioregional Management/Policy (S) 5 cr

Area for specialization based on electives and/or from the categories 8-10 below in consultation with his/her committee.

A. Research Methods (One of the following courses is required)
- LAEP 6880, Landscape Architecture Research Methods 2 cr
- SOC 6100, Advanced Methods of Social Research (F) 3 cr
- ENVS 6700, Research Approaches (S) 3 cr
- ECN 5950, Economic Research and Methods 3 cr

Additional Recommended Research Methods Courses
- WILD 6500, Biometry: Design and Analysis of Ecology Research 4 cr
- EDUC 6600, Research Design and Policy Analysis 3 cr
- EDUC 6770, Qualitative Methods I 3 cr

B. Biophysical (One of the following courses is required)
- WATS 6530, Water Quality and Pollution 3 cr
- WILD 6710/LAEP 6110, Landscape Ecology (S) 3 cr
- WILD 6700, Restoration Ecology 4 cr
- GEO 6150, Fluvial Geomorphology 3 cr

C. Social/Economic (two of the following courses is required)
- ENVS 6150, Conservation Policy for Private Lands (F) 3 cr
- ENVS 6550, Sustainability; Concepts & Measurement (S) 3 cr
- APEC 6710, Community Planning and Impact Analysis (F) 3 cr
- LAEP 6750, Implementation and Regulatory Techniques 3 cr
- SOC 5640, Managing Community Conflict 3 cr
- APEC 5950, Applied Economics Policy Analysis 3 cr
APEC 6700, Regional and Community Economic Development 3 cr

D. Thesis or Project
A thesis or Plan B paper/project option is required and is to be negotiated with the candidate, major professor, and supervisory committee 6 or 3 cr
WILD 4600, Conservation Biology (S) (3 cr)
(Required as a prerequisite for those individuals without a background in Ecology - credit does not apply to graduate program)

E. ENVS 6800, NR Seminar (F), ENVS 6800, Dept. Seminar (S) 2 cr
(Register for only one each academic year; however, you are required to attend both semesters each year you are in residence)

F. ENVS 6840, Orientation Seminar (F) 1 cr.
Total Credits 41 - minimum

A suggested course of study is as follows:

First Year:
*Fall semester:* LAEP 6200, ENVS 6000, LAEP 6860, LAEP 6890, ENVS 6800.
*Spring semester:* LAEP 6210, GIS Elective, Research Methods Elective, Social Elective

Second Year:
*Fall semester:* Economic Elective, BioPhysical Elective, and 3 credits of Electives
*Spring semester:* LAEP 6970, NEPA 6200, and 3 credits of Electives

Joint MLA + MS Bioregional Planning Option
Students pursuing either the MLA or the MS Bioregional Planning degree may choose to complete both degrees concurrently. The program of study for the joint degree option blends both curricula, includes a separate thesis/project document for each degree, and requires 7 semesters. A detailed program of study is available from the Department.
6. PROGRAM REQUIREMENTS

In addition to the curriculum requirements associated with the various degree options, there are other general program requirements, expectations, and opportunities connected with being a graduate student in LAEP.

While there is some flexibility in course selection, most of the credit and course requirements for the Advanced Professional and the First Professional MLA degrees are as outlined in the previous chapter. In addition to those requirements, the following are also requirements:

• **Travel Course Requirement**
  All students in LAEP – graduate or undergraduate – must participate in a Travel Course. The Travel Course is a required group field trip led by an LAEP faculty member(s). Generally, the travel destinations rotate yearly between a domestic destination and international destinations. For instance, in 2015 the Travel Course went to Germany. In 2016 it went to New York. In 2017 it went to Spain and Portugal. In 2018 students can expect a domestic destination. Students are required to pay all expenses associated with the field trip through a course fee. Generally, cost and destination information on the spring Travel Course is provided in the fall semester prior to spring registration. (See [https://laep.usu.edu/students/travel-requirements](https://laep.usu.edu/students/travel-requirements) for further travel course information.)

• **Special Speaker Series Events**
  Nearly every other Friday during the academic year at 11:30 am, LAEP hosts a special lecture related to landscape architecture. Some of these speakers are alums, some are potential employers speaking about the profession. These events are opportunities for both enrichment and networking and graduate students are strongly encouraged to attend.

• **Coffee Break**
  The student ASLA chapter hosts a coffee break for LAEP students at times determined by the ASLA officers. This is an opportunity to take a break from classes and the studio for refreshments and socializing. It’s a valuable opportunity for students from different classes and faculty to all interact in an informal setting.

• **Fall Departmental Meeting & Kickoff**
  Within the first week of the fall semester, all graduate students, undergraduate students, faculty and staff meet will meet for an all-department meeting. This is a unique opportunity for the whole department to gather and hear announcements regarding departmental changes, new hires, new equipment, etc.

• **Graduate Colloquiums**
  All graduate students and all the faculty will meet at various times to discuss topics of interest to the group. This provides all new graduate students with the opportunity to meet other graduate students and the faculty in an informal social setting to discuss the program, thesis topics, or other thoughts.
• **The LAEP Charrette**
  The LAEP Charrette is held every year in the second week of the spring semester. The week-long Charrette provides all LAEP (freshman to graduate) students with valuable training and real world experience. Students are asked to use what they have learned in their classes to solve complex problems and come up with possible solutions for communities. Because participation is expected, core LAEP classes are cancelled for the week of the LAEP Charrette.

• **LAEP Week**
  The LAEP Department has a long-standing tradition of “LAEP Week” each April, usually in the 13th week of the semester. During LAEP Week a series of events are held and the department cancels LAEP classes to allow for full participation by both graduate and undergraduate students in these events. Some of these events typically include lectures by distinguished alums, a service project, a breakfast for students that is prepared and served by the faculty, a lunchtime BBQ sponsored by the student ASLA, a film festival, and fun events like a croquet tournament, and a student vs faculty bowling competition. Graduate students prepare a poster that describes their thesis proposal and participate in a thesis poster reception. The LAEP Awards Banquet caps off LAEP Week where scholarships, honors, and other prizes are awarded.

• **Community Design Teams**
  The Student chapter of the ASLA at USU sponsors “Community Design Teams” (CDTs) as their primary fund raising opportunity. A CDT is a combined team of 2nd, 3rd, 4th year and graduate students along with a faculty advisor that create residential designs for private clients. For this design, clients will make a donation to the student chapter of the ASLA. The teams usually start in the fall by the end of September and wrap up their designs by the first of April. Benefits to students include increased experience in real world design projects, working closely with faculty advisors, learning teamwork skills. The time commitment is fairly light and flexible and the benefits well outweigh the time investment.

• **Thesis Defense**
  As the spring semester begins to wind down each year and MLA students are scheduling their thesis defenses, other students, especially other MLA students are encouraged to attend MLA students’ thesis presentations. The schedule of these presentations is made available to all students within LAEP. This opportunity not only shows invaluable support for colleagues, it also provides unique insights into the thesis defense process, demystifying it for first and second year graduate students.
7. SELECTION OF THE THESIS TOPIC, THESIS ADVISOR, AND THESIS COMMITTEE

In general, your progress through these steps must follow this order by these dates:
- Major Professor affirmed by May, 1st Year;
- Committee affirmed by Sept., 2nd Year;
- Program of Study (POS) signed and submitted by Dec., 2nd Year;
- Thesis Proposal Defense completed by May, 2nd Year.

Selecting a Topic
You must select a thesis topic by the end of your second semester of graduate study. Failure to finalize a topic by this date or switching topics after this date will delay graduation. A database of previous MLA thesis titles and topics is available at [https://laep.usu.edu/students/student-resources](https://laep.usu.edu/students/student-resources). If you don’t have a topic now or are unsure of your topic, please peruse this list as it may inspire an idea. It’s always useful to review other theses on your topic area.

Very often, as students consider pursuing a graduate degree, they know vaguely that they will be required to prepare a thesis, but it seems somehow distant and ambiguous and thus little thought is given to it. This is a mistake. The choice of thesis topic should actually be one of the first things a would-be graduate student considers as they look at potential programs. Your thesis topic and the requisite research that accompanies it will dominate your life for the next few years and it would be wise to give it careful consideration.

1. What are you passionate about? How does one choose a topic to pursue? The first consideration is to choose a topic you feel passionate about. Given the amount of time you will invest in research, design, and writing about the topic, it needs to be something that will sustain your interest and investment for not just months, but years. Further, the work you produce will be better if you’re passionate about it.

2. What do you want to do for your career? Being passionate about your topic leads to the second consideration: what do you want to do in the future for a career? It’s always advisable to align your passions with society’s needs and with where trends will take us in the future. For example, becoming an expert in the use of black and white film photography of landscapes may be your passion, but it doesn’t bode well in a society that has moved to color digital photography. Becoming an expert in your thesis topic can be invaluable in kickstarting your professional career and securing your long-term professional prospects.

3. Is there a faculty mentor passionate about your topic? The third consideration is whether the faculty member you hope to have as your thesis advisor is also passionate about your topic. Ideally, the topic is also one that your thesis advisor is an expert in or at least knowledgeable about. Barring expertise and knowledge, they should at least be interested in the topic. (If your advisor isn’t at least interested in the subject, it might behoove you to change advisors.)
Selecting a Thesis Advisor
You must select a Thesis Advisor by the end of your second semester of graduate study. Once you have a topic in mind and an approach to the work, initiate a conversation with several faculty members to gauge their interest and explore who might be a good fit as your thesis major advisor.

1. **Select a mentor you can get along with.** The first consideration in selecting a thesis advisor is to select someone with whom you have a comfortable rapport and relationship. This may take some time, but you have until the end of your first year to make the selection. (verify timing) If you simply cannot get along comfortably with the advisor it doesn’t matter how prestigious they are or how much they may know about your topic. They will not be able to provide you the kind of support and assistance you will need if the two of you rub each other the wrong way. Consider their sense of humor (or evident lack thereof), their understanding of familial and/or religious obligations, and their communication skills.

2. **Select a mentor that knows something about your topic.** Once you know you can get along with the advisor, then next it’s important to know whether they have expertise in your topic area or at least a working knowledge of your topic area. In addition to a working knowledge of your topic it’s also valuable if your potential advisor is enthusiastic about your topic. When your advisor is as enthusiastic about your topic as you are it makes the hard work of research more palatable.

3. **Consider the mentor’s availability.** Another consideration is the availability of the advisor. While it’s often difficult for a new graduate student to gauge, other graduate students or faculty may be able to offer insight on the potential advisor’s availability. For instance, are they about to go on sabbatical for a year? Are they in the running for a big grant that will consume their time for the next two years? Are they editing a book or journal that will squeeze out other responsibilities? Are they in the later stages of their tenure and/or promotion efforts? All these factors will loom larger as you progress toward the completion of your graduate work and impact your advisor’s ability to help and guide you to completion.

4. **Consider the mentor’s advising reputation.** Lastly, consider not only the advisor’s academic reputation and qualifications, but also their advising reputation. This can be gauged by asking other graduate students about their experiences. How long does it generally take the advisor to return draft documents? Do they provide quality feedback? Since one student’s experience may or may not be representative of other’s experience, be sure to ask several students to comment.

Formation of the Guidance Committee
You must select and form your guidance committee by the end of your second semester of your first year of graduate study.

Once you have selected both a topic and your major advisor, it is time to form your guidance committee. While your major advisor may make suggestions regarding the composition of the committee, the responsibility for initiating those conversations, interviewing potential members, and making those invitations is yours alone.
The college of graduate studies has rules regarding who can serve on a master’s committee. The department has a list of faculty and their levels of involvement on thesis committees. Please check in at the front office if you have questions about committee members.

The purpose of the thesis committee is to help you to write the best thesis you can; its composition should be determined solely by that. The minimum size of a committee is three members (including your major advisor). At least one member must represent LAEP and at least one must be from outside the department. Although you may have more than three members on your committee, it isn’t advisable unless the additional members bring something of real value to the process. The third (or fourth or fifth) member can be from outside the department and from outside the university if desired as long as they meet the basic requirements. Committee members from outside the university will need to be reviewed and accepted by the department and the School of Graduate Studies.

To be frank, the value of adding a 4th or 5th member is usually outweighed by the difficulties in scheduling committee meetings with so many schedules to coordinate.

Aside from these basic requirements, here are some other considerations as you seek to form your guidance committee. First, it’s sometimes wise to select committee members that can provide expertise in specific topical areas or in specific research methodologies related to your effort. Next, be sure that a potential faculty member isn’t planning a sabbatical in the next two years.
Thesis Format Tips
Early in your graduate studies please attend a thesis workshop put on by the School of Graduate Studies. You will be notified by the RGS and given the upcoming workshop dates. Plan to RSVP because space can be limited. [http://rgs.usu.edu/graduateschool/graduate-training-and-development/](http://rgs.usu.edu/graduateschool/graduate-training-and-development/)

Requirements for thesis formatting are found at: [http://laep.usu.edu/htm/degrees-programs/graduate/masters-thesis](http://laep.usu.edu/htm/degrees-programs/graduate/masters-thesis)

Please remember that YOU are the primary person responsible for your thesis – both content and format. Your major professor is not an editor. While they will help, they primarily review for content issues, structure, etc. Your major professor will point out editing errors, but when an error is pointed out, the reviewer is not responsible for pointing out every instance of that error. You as author, however, are responsible to search the document thoroughly to assure the error does not occur elsewhere. Please do not assume that your major professor will do this or edit at the level necessary for departmental review or the Grad school (i.e. grammatical, spelling, punctuation, proper APA format). When your committee has signed off as successfully defended, your thesis will still need your careful editing to move forward.

As you prepare your theses for submission please remember that there is a format/style review process in addition to the reviews conducted by your committee chair and committee.

- Once you and your advisor feel the thesis/dissertation is ready for departmental review, Keith Christensen will put the student in contact with the department reviewer, Mary Ellen Heiner. Mary Ellen charges students $25 an hour to edit theses. For a clean, well prepared document, it will cost about $50-$100. The documents that are poorer in quality that require more time to edit will have a higher price for editing. Once the document meets Mary Ellen's standards, and the student has paid the fee, Mary Ellen will send the thesis/dissertation to the Grad School.
- Email your title page, copyright, authorship, copy of electronically signed Electronic Theses and Dissertations (ETD) form processed by the USU library, and any other supporting documents (journal samples) to your GPC for SGS formatting review.
  - Title page, authorship, and copyright forms must be signed by committee, either by hand or electronically via docusign
  - The ETD form can be accessed via the library website: [http://digitalcommons.usu.edu/grad_info/](http://digitalcommons.usu.edu/grad_info/)

As you prepare the final drafts of your Plan A/B documents for acceptance here are some suggestions to help with that process. Think of them as best practices for saving pain and time and even money.

- Review past emails on formatting sent since you began. There are usually one or two format changes every academic year and you may have forgotten them.
- Review and review again that you're adhering to APA format.
- When you get back the inevitable corrections (from your chair, the committee, the department reviewer, or from Mike Marino in the SGS—and he WILL find something!), use a highlighter to mark each red-lined edit. This is a standard practice to avoid thinking you made a change (when your eyes are going cross-eyed) but in fact missing some.
- Don't be a robot when making corrections; Mary Ellen Heiner or Mike Marino sometimes indicates a correction (e.g., inserting pub date) but do not show literally how it is to appear. Think, and don't merely make rote changes.
To save you time from having copies sent back the most common mistakes that result in a returned thesis are these:

- **Cover sheet formatting**
  Theses and dissertations should list the School of Graduate Studies's representative as follows:
  
  Mark R. McLellan, PhD
  Vice President for Research and
  Dean of the School of Graduate Studies

We also use this as the de facto structure for the Major Professor and Committee Member listings as well.

- Deviations from APA style in citing and in the References
- Different font used for page numbering vs body of the text
- Lack of tab alignment on elements of the table of contents/tables/figures
- Printing double-sided vs single-sided

There are other mistakes that we see, however if you can address the above ones it will go a long way to shortening and simplifying the review process.

**Public Abstracts**

The School of Graduate Studies has recently instituted the requirement of a “public abstract” for theses. A public abstract is not a “dumbed down” version of your research application or findings, but a clear, plain English explanation of your research. Public abstracts also provide the context for the research. Public reviewers are not expected to comment on the science—this is the role of the peer reviewers and scientific members of a research review panel. Therefore, it is vitally important that a public abstract passes the ‘so what?’ test and communicate why the research is important to people.

**Tips for writing a public abstract:**

- Write your public abstract as if it’s for a major broadsheet newspaper or a journal.
- Set the scene carefully, and explain how your work fits into the bigger picture.
- Give the reader a reason to care about what you do – explain how your work will help people affected by asthma, even if this is a long way off.
- The first sentence is crucial – you need to engage the reader and invite them to read on. Try to explain your research in 25 words and then use this as your first sentence.
- Find a balance between accuracy and information overload - avoid using too much jargon, technical and scientific terms and acronyms; explain them clearly when you use them.
- Your primary aim is to be easily understood – avoid overly complicated English and uncommon words.
- Be wary of using complex, logical arguments – short sentences and brief arguments will make your research much easier to digest – your average sentence length should be 15-20 words.
- Think about the order and structure of information – use headings and bulleted lists to break up the text.
- Check spelling and grammar closely – any mistakes will undermine your message.
- Finally, to help you view your work from an entirely different perspective, ask at least one non-scientist (this could be a patient, friend, or member of the family) to review your abstract and point out phrases or concepts they don’t understand.
8. TIPS FOR THE THESIS COMMITTEE MEETING

Generally, you will meet with your major advisor only on a regular (though perhaps infrequent) basis. You will meet with the whole committee even less frequently – perhaps as little as once a semester. There are exceptions to this however and each student, their advisor, and the rest of the committee will work out the frequency of meeting times.

Some students and some chairs will prefer to have frequent and regularly scheduled meetings. This is advisable. However, if your chair is particularly busy, they may desire to only meet with you when you have specific and definable questions that must be addressed. If your meeting is only to update them with your progress, they may desire that to be done via email. As you draw closer to completion, the number and frequency of meetings with your advisor and committee will increase.

Some tips to making the best use of your advisor and committee:

• Be professional with your advisor and committee members. Let them know you value their time.
• When you’ve set a meeting, be there on time. If you will not be able to keep the appointment, call and/or email and let them know well in advance.
• Since the “absent minded professor” isn’t just proverbial but likely your reality, send an email reminding them of the meeting the day before. Don’t fret if your advisor or members are late – they’re busy too.
• Have an agenda – this is your meeting to run. Prepare questions ahead of time.
• Send your document(s) ahead via email so the committee can review them ahead of time and be prepared to discuss your questions. Verify with each committee member how much time ahead of the meeting they will need your documents. Some faculty members won’t look at a draft unless they’ve had it at least 72 hours in advance in order to have sufficient time to review it prior to your meeting.
• Always bring a hard copy of your document(s) with you.
• Always take notes at all meetings – you won’t remember as much as you think you do. It provides you a record of the instructions and directions the committee provided and creates a de facto goal list for you to pursue before the next meeting.
• After the meeting, send a follow-up email reiterating and confirming any direction you received or other items that were discussed during the meeting. This ensures everyone is on the same page and prepares a paper trail you can point back to if conflicts arise later.
9. THE THESIS EXAMINATION & DEFENSE

The thesis presentation, examination, and defense is one of the final hurdles to achieving your master’s degree. The process goes something like this:

- You will make a brief, clear, and concise presentation of your research and final products (brief is a relative term, but generally under an hour). At your presentation there will be present both your committee, other faculty members, and fellow students.
- In your presentation you should be able to demonstrate your mastery (hence the “master’s” appellation) over your narrowly defined topic. This can include the disciplinary context of your topic, its history, contrary views, counter-arguments, and alternative interpretations of findings.
- Following your presentation will be a question and discussion period which could be another hour or longer. The committee and other faculty in attendance will “examine” your knowledge of the topic. You must be prepared to explain and defend your research approach and conclusions in great detail. Though not always adversarial in tone, a thesis defense can feel that way. Not only will your committee be there questioning you, but other faculty are free to come and examine you as well. Other attendees – students or guests – may be present as well but protocol prohibits them from asking questions or commenting until the faculty are done.
- After the question and discussion period everyone but the committee will be asked to leave the room. The committee will then discuss and evaluate the quality of your work and the overall presentation.
- Each committee member will be asked to complete a ballot. There are four possible outcomes from this discussion and balloting. You can either pass your examination and defense with a grade of:
  1. “Pass As Is”, or a
  2. “Pass With Minor Revisions”, or a
  3. Pass With Major Revisions, or
  4. “Failed Examination”.
   Obviously, your desired outcome is a (1) or (2).

- Following the balloting, you will be called back into the room (usually privately) and the committee will announce their findings and discuss the outcome with you. Any “next steps” for completion will be discussed and outlined for you.
- The steps to scheduling your defense include, but are not limited to:
  1. Completing all courses on your program of study
  2. Being enrolled for at least three credits the semester you desire to graduate.
  3. Your committee has to be satisfied with your progress and products and be willing to schedule your defense. It isn’t wise to push this if you really aren’t ready and your committee will let you know.
  4. All necessary forms and paperwork must be completed and submitted in a timely fashion. The failure to complete all paperwork in a timely fashion has held up more than one thesis defense. All forms are online at the Graduate School website.
  5. Forms change quite frequently so always download the latest forms from the website. Read the instructions carefully and save according to the directions. Most forms will need to be send to kathy.allen@usu.edu for distribution to the grad school instead of sending directly. These paperwork items include but are not limited to:

- **Supervisory Committee Form** approved and up-to-date (should have been completed by the end of your second semester). Fillable form found online. [http://rgs.usu.edu/graduateschool/htm/forms](http://rgs.usu.edu/graduateschool/htm/forms)
- **Program of Study to be completed in DegreeWorks** Instructions found on the
Changes in the Program of Study require a form also found online.

- No coursework (excluding transfer credit) on the Program of Study form is out-of-date (older than eight years). If so, has the major professor been notified? If revalidation is allowed by the department, the major professor must send a letter to the dean of the School of Graduate Studies outlining how the courses will be revalidated.
- **Appointment for Examination Form** submitted to the School of Graduate Studies at least two weeks or 10 working days before the final examination.

Complete lists of what is required for graduation can be found at the links below:

Please see the graduation checklist for Plan A & B degrees at:
http://rgs.usu.edu/graduateschool/forms/

Before you defend, you are strongly encouraged to attend several of your graduate student peers’ presentations to get a feel for what the process is like.

**PREPARING TO INITIATE THESIS/DISSERTATION REVIEW**

- Consult the SGS Publication Guide and edit the paper to the correct formatting specifications.
  - The Publication Guide can be found on the following website: http://rgs.usu.edu/graduateschool/forms/#thesis
- Once the student and their advisor feel the thesis/dissertation is ready for departmental review, Keith Christensen will put the student in contact with the department reviewer, Mary Ellen Heiner. Mary Ellen charges students $25 an hour to edit theses. For a clean, well prepared document, it will cost about $50-$100. The documents that are poorer in quality that require more time to edit will have a higher price for editing. Once the document meets Mary Ellen's standards, and the student has paid the fee, Mary Ellen will send the thesis/dissertation to the Grad School.
- Email your title page, copyright, authorship, copy of electronically signed Electronic Theses and Dissertations (ETD) form processed by the USU library, and any other supporting documents (journal samples) to your GPC for SGS formatting review.
  - Title page, authorship, and copyright forms must be signed by committee, either by hand or electronically via docusign
  - The ETD form can be accessed via the library website: http://digitalcommons.usu.edu/grad_info/
10. DEPARTMENTAL POLICIES: ACADEMIC PERFORMANCE

The LAEP Departmental Policies regarding academic performance of graduate students do not differ in substance from the university’s academic performance standards. Graduate students are required to know the university’s policies regarding academic performance. Highlights we want you to know include these below:

- Time Limit
- Maintenance of minimum GPA
- Minimum credit hours to be considered full-time
- Minimum credit hours to be considered part-time
- Monitoring of Progress
- Academic probation
- The Grace Semester

Time Limits
A master’s degree must be completed within six years of matriculation. (Matriculation is defined as being admitted into the a specific program of study.)

Coursework that is more than eight years old may not be used for a graduate degree. If permitted by the departmental or interdepartmental degree program policy, a supervisory committee may allow revalidation through testing, following a plan developed by the supervisory committee and approved by the dean of the School of Graduate Studies. The results must be verified in writing to the graduate dean by the student’s major professor or other person(s) responsible for the testing. Work experience cannot be substituted for out-of-date coursework or used for revalidation.

Graduate credits from another institution that exceed the eight-year limit at the time of degree completion may be transferred to a USU graduate degree only if the student’s supervisory committee provides a justification acceptable to the graduate dean. Then, the re-validation procedures described above apply.

A full-time matriculated graduate student must be one of the following:

1. Registered for 9 or more graduate credits; or
2. Registered for 6 or more graduate credits if employed as a graduate assistant for 15 hours per week or more; or
3. Registered for 3 graduate credits with all required credits completed (the student’s Program of Study must have been submitted to the School of Graduate Studies); or
4. Registered for at least 3 graduate credits during the semester of the final thesis/dissertation defense or, in a non-thesis degree program, the last semester of coursework required on the student’s Program of Study.

GRADUATE DEGREE LATE COMPLETION FEES
LAEP Department Policy - On Going Administration Fee
5.7.13

Overview:
During the ‘12/13 academic year the LAEP faculty reviewed means to address ongoing burdens on the department related to graduate degrees that are not completed within the 3-year time...
frame. The result of this review was a new departmental policy that addresses protracted degree completion and the associated responsibilities this places upon LAEP staff and administration. The following changes describe the Ongoing Administration Fee (see underlined text). The language and procedures for the policy are derived from the current USU General Catalog. The policy will appear in the latest edition of the LAEP Graduate Handbook.

**Implementation:**
The new policy was implemented summer of 2013. Fees will not be retroactive, but will apply to all LAEP graduate students, including those in Logan and those in absentia. Fall 2013 was the first semester an incomplete student was assessed the fee.

**Policy language:**
Occasionally, graduate students depart campus before they have completed all requirements for their degree. In particular, it is not uncommon for students to defend their thesis, and then, upon leaving Logan, become inundated with changes in their lives. This is unfortunate, and constitutes a significant threat to degree completion, if history is a fair indicator. Those who enter this so-called *in absentia* standing often jeopardize the investment they have made in their degree.

Not only does an *in absentia* standing place degree completion at risk, it also carries financial implications for the student. First, all graduate students using University facilities or faculty time must be registered for a minimum of 3 graduate credits every semester (excluding summer) until completion of all degree requirements, except, in some cases, the semester of final thesis or dissertation approval (see below). Students employed as graduate assistants or graduate instructors during all semesters, except for summer semester, must be registered as full-time matriculated students. More than 3 credits of continuous registration may be required by a department. Continuous registration may be met with courses, seminars, independent study, research credit, or 6990 (Continuing Graduate Advisement). The continuous registration requirement goes into effect the semester a student matriculates in the School of Graduate Studies.

A graduate student who is not using University facilities or faculty time may meet the continuous registration requirement by paying the School of Graduate Studies’ Continuous Registration Fee of $100 per semester (not necessary for summer semester). This alternative requires a written request from the department head, including verification that the student is not using University facilities and/or faculty time. International students usually do not qualify to pay the Continuous Registration Fee because of immigration regulations.

Students who do not complete their degrees on time continue to weigh on their home departments’ resources. Record keeping, follow-up communications, answering of questions, and prodding are invariably a result of ongoing degrees. Staff, faculty and administrators who assist with those students’ needs have their limited time consumed. To a single student this likely seems inconsequential. In reality, a department will annually have 6-12 incomplete graduate students at any point in time. Hours of time end up being invested as a result. Because of this,
LAEP departmental policy requires that students pay an Ongoing Administration Fee. This fee ($75) is assessed for each semester, as well as summer, that the School of Graduate Studies’ Continuous Registration Fee may be assessed.

The semester a student defends (or re-defends) a thesis, or Plan B paper, he or she must be registered for at least 3 credits. Students will be given until the last day of the next semester (known as a “grace” semester) following the defense to finish degree requirements. Summer semester does count as a grace semester following a successful spring semester defense.

If a student has not completed all degree requirements by the end of the “grace semester”, the student must pay the School of Graduate Studies’ $100 Late Completion Fee for each semester following the grace semester. In addition, LAEP departmental policy requires that students pay the Department Ongoing Administration Fee of ($75) for each semester, including summer semesters, after the grace semester. Students who do not complete thesis revisions in a timely fashion continue to consume departmental resources beyond their graduate committees. This fee reflects that ongoing burden.

If working with faculty involves more than routine submission of the thesis or dissertation to the assistant dean, registration for 3 or more credits is required. After one year, re-defense may be required. However, students should be aware that not all faculty members may be available during the summer months. It is the student’s responsibility to ascertain each member’s availability.

Because of SEVIS regulations, a student holding an F-1 or J-1 visa is not eligible to pay the $100 fee to complete the degree, but must be registered as a full-time student through the semester of completion.

**Maintenance of Grade Point Average**
Graduate students are required to maintain at least a 3.0 GPA. Grades below a C will not be accepted for a graduate degree.

Graduate assistants and fellowship recipients must be full-time matriculated students with a GPA of 3.0 or above, and must be registered each semester of the assistantship or fellowship, except summers.

An international student must be admitted to a degree program and hold a valid F-1 or J-1 visa before enrolling in classes at Utah State University. A student on an F-1 or J-1 visa must maintain full-time student status throughout the degree program. For other information about the University, he or she can contact:

**The International Students and Scholars Office**
Utah State University
9545 Old Main Hill
Logan, UT 84322-0140
Phone: (435) 797-1124

**Monitoring of Progress**
LAEP and the School of Graduate Studies monitor the progress of their graduate students. For continued participation in the LAEP graduate program, a student must complete requirements in a timely manner. In reviewing a student’s progress, several factors will be considered, including demonstrated ability to develop a thesis proposal, independence in the conduct of research, performance on comprehensive examinations, GPA, and special program requirements. Satisfactory progress also involves maintaining the standards of professional ethics and integrity expected in the student’s discipline.

Academic Honesty, Research Misconduct, & Probation
Maintaining the highest standards of academic honesty and research ethics is especially important at the graduate level, where students are expected to do original, scholarly work in preparation for future professional and academic roles. Academic dishonesty is defined in The Code of Policies and Procedures for Students at Utah State University (revised September 2009) Article VI, Section 1 to include cheating, falsification of information, and plagiarism.

Violations of the above policy will subject the offender to the University disciplinary procedures as outlined in Article VI, Section 3 of the student Code, with the penalties or disciplinary measures to include one or more of the following:

- Probation: continued participation in the LAEP graduate program would be predicated upon the student satisfying certain requirements as specified in a written notice of probation. Probation is for a designated period of time and includes the probability of more severe disciplinary penalties if the student does not comply with the specified requirements or is found to be committing academic integrity violations during the probationary period. The student must request termination of the probation in writing.
- Suspension: temporary dismissal from the LAEP graduate program or from the University for a specified time, after which the student is eligible to continue the program or return to the University. Conditions for continuance or readmission may be specified.
- Expulsion: permanent dismissal either from LAEP or from the University.
- Denial or revocation of degrees:
- Research is a vital part of the education of most graduate students, and appropriate scientific and research conduct is expected. An allegation of scientific misconduct involving funded research is handled through the Office of the Vice President for Research. If the research is non-funded, the allegation is handled following The Code of Policies and Procedures for Students at Utah State University.
- Research misconduct may be determined during a student’s program or after the program is completed. If a student is found guilty of research fraud, the penalty may include, in addition to any listed above, correction and reanalysis of data and/or rewriting of the thesis or dissertation, with re-submission and re-defense of the thesis or dissertation, and/or loss of financial assistance.
- Appeals Procedure
- Graduate students with grievances relating to academic matters may appeal to the dean of the School of Graduate Studies following the steps and procedures in The Code of Policies and Procedures for Students at Utah State University.

The Grace Semester
After you defend your Plan A or B thesis, the Graduate School allows you the following semester to complete your paperwork without incurring a fee. This is called the “grace semester.” For example, if you defended your Plan A or B thesis during Spring semester but you didn’t manage to get your thesis finally approved or all the paperwork filed before the end of that semester, the Graduate School would give you until the end of the Summer semester as a “grace” semester to tie up the loose ends. Similarly, if you finished academic work in Fall, Spring would be your grace semester. You do not have to be registered or pay the graduate tuition for any credits during the grace semester. It’s assumed that during the grace semester you won’t need faculty assistance beyond routine submission of the thesis. If more than
routine effort is required by your faculty mentor or committee, you’ve exceeded “grace” and registration for 3 or more credits is required. After one year, redefense may be required.

11. DEPARTMENTAL POLICIES: RESPONSIBLE CONDUCT OF RESEARCH

All University research involving human subjects, animal subjects, radiation materials, recombinant DNA, or biohazardous materials must be reviewed and approved by the appropriate University committee(s) before the research is started. Graduate students are, with the assistance of their advisors, responsible for obtaining the necessary approval for their research. Verification of approval must be submitted to the School of Graduate Studies before the student’s master’s Program of Study or doctoral Application for Candidacy can be approved. For further information, contact the School of Graduate Studies or the Office of the Vice President for Research.
12. STUDENT CONDUCT EXPECTATIONS & CONFLICT RESOLUTION

Student conduct is governed by The Code of Policies and Procedures for Students at Utah State University. These policies can be found at http://www.usu.edu/studentservices/studentcode/

Students who feel they have been unfairly treated have recourse through channels identified in The Code of Policies and Procedures for Students at Utah State University.

In matters of student conduct, see Article V of the Code: https://studentconduct.usu.edu/studentcode/article5

In matters of academic integrity, see Article VI of the Code: https://studentconduct.usu.edu/studentcode/article6

In matters of admission, residency, employment, traffic, and parking, see the procedures for each area that is separate and independent from the Student Code.

In other matters (both academic, perceived discrimination or harassment), follow the procedures identified at https://studentconduct.usu.edu/studentcode/article7

**Appeals Procedure**

There are distinct steps with associated timelines that should be followed by the grievant. These can be found at https://studentconduct.usu.edu/studentcode/article7

For all academic grievances, the channel is: (1) the instructor, or graduate supervisory committee if the grievance pertains to committee action; (2) the academic department head; (3) the dean of the college— for graduate students: the Dean of the School of Graduate Studies, who will consult and coordinate with the academic dean; (4) Grievance Board; (5) the Hearing Officer; (6) the Provost; and (7) the President of the University.

For all nonacademic grievances, the channel is: (1) the staff member or other person involved; (2) the department head, or unit director; (3) the appropriate dean, or the administrator to whom the unit director reports; (4) the Grievance Board; (5) the Hearing Officer; (6) the Vice President for Student Services (where a decision of a Grievance Board may require enforcement by a vice president other than the Vice President for Student Services, the Vice President for Student Services shall consult and coordinate with the other vice president); and (7) the President of the University.

For all grievances relating to discrimination or to harassment, the channel is: (1) at the option of the grievant, the instructor, the graduate supervisory committee, the staff member, or other person involved; (2) at the option of the grievant, the department head or unit director; (3) the AA/EO Director in concert with the appropriate administrator mentioned in A.(3) or B.(3) above; (4) the Grievance Board; and (5) the President of the University.
13. WORK RELATED / ASSISTANTSHIP AND FELLOWSHIP POLICIES

A variety of assistantship opportunities are available to graduate students, and all are offered through individual colleges and departments. International students may be considered for teaching assistantships if they demonstrate adequate proficiency in English communication, as determined by Utah State University's Intensive English Language Institute (http://ieli.usu.edu/), and an optional training available is the Teaching Assistant Workshop (http://rgs.usu.edu/graduateschool/graduate-training-and-development/) from the School of Graduate Studies. This is for students who will be sole instructors of a course. While we may call our assistants "teaching assistants", generally they are not sole instructors of a course and are therefore not required to attend the workshop. It is encouraged for those who wish to possibly pursue a career in academic teaching.

In the interest of timely degree completion, graduate students are typically employed for no more than 20 hours per week. Exemptions to work beyond 20 hours per week are available but must be approved by the student’s advisor, department head, and the graduate dean. Graduate assistants must be full-time, matriculated students with a GPA of 3.0 or higher.

What is considered full-time is dependent upon the number of hours per week that a student is employed and how far the student is in his or her program of study. For instance, for a graduate student who is employed 20 hours per week (.50 FTE), 6 credits is considered full time. Graduate students may register for a maximum of 12 credits per semester. However, if a research assistant's assistantship involves his thesis or dissertation research, he may register for additional credits.

There are four (4) types of assistantships available through LAEP:

**Graduate Instructor**
A graduate instructor is a graduate student who is assigned to teach one or more courses for an entire semester and is the official instructor of record.

Graduate instructors are granted through departments. Students must be nominated by someone in the department to be eligible for a teaching assistantship.

Teaching loads vary up to a maximum of 20 hours per week and salaries vary depending on the department and the teaching load.

**Graduate Teaching Assistant**
A graduate teaching assistant (GTA) is a graduate student assigned to assist 1 or more faculty with instruction. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision.

Graduate Teaching Assistantships are granted through departments, and students must be nominated by someone in the department to be eligible for a teaching assistantship.

Teaching loads vary up to a maximum of 20 hours per week and salaries vary depending on the department and the teaching load.
14. STUDENT RESOURCES

You will find below a series of links to a variety of departmental, college, and university resources available to graduate students.

Important USU resources you may avail yourself of:

- USU Graduate Student Organizations: [http://www.usu.edu/asusu/gss/](http://www.usu.edu/asusu/gss/)
- USU Counseling Center: [https://counseling.usu.edu/](https://counseling.usu.edu/)
- Online Writing Help: [http://writing.usu.edu/](http://writing.usu.edu/)
- Office for International Students and Scholars: [http://globalengagement.usu.edu](http://globalengagement.usu.edu)

National links of general interest

Association for the Support of Graduate Students ([http://www.asgs.org/](http://www.asgs.org/)) - Updated regularly, this site provides articles and information for graduate students about a variety of subjects. Currently there is an article that provides tips for thesis and dissertation writing. Included in the site is an archive of all the articles put out by ASGS. There are also links to ASGS surveys, professional consultants (editors, stats consultants) and thesis consultants.

Council of Graduate Schools ([http://www.cgsnet.org/](http://www.cgsnet.org/)) - The CGS is an organization of institutions of higher education across the globe engaged in research and graduate education. The purpose of the Council is to help prepare graduate students for advanced degrees and the job market by advocating in the federal policy arena, aiding students in their research and developing the best research practices. The site contains information about preparing future faculty and research published by the CGS.

The National Association of Graduate-Professional Students - ([http://www.nagps.org/](http://www.nagps.org/)) The NAGPS is a networking organization for students and their organizations. The Web site contains resources and links. NAGPS also serves as an advocate at the local and national levels.
15. SURVIVAL SKILLS FOR GRADUATE STUDENTS

First, a map for campus can be found at:
http://www.usu.edu/map/

A background on the city of Logan and climate data can be found at:
http://en.wikipedia.org/wiki/Logan,_Utah

FAQ
How do I get a key for the building?
• See Allison Cochley in the main LAEP office

Where do I get a key for the graduate studio?
• See Allison Cochley in the main LAEP office.

Where can I print?
• There are printers in two print rooms located in the studio hallways

Where can I scan?
• There is a large format scanner in print room #2

Where is the computer lab?
• Since all students have personal computers or laptops, LAEP doesn’t have a computer lab.

Where can I make copies?
• Graduate students have access to free copying with the copier in print room #2

Where can I print large format documents?
• LAEP has two large format plotters in the print room (FAV 204) and a plotter/scanner in Print Room #2 FAV 212

Where can I buy supplies for graphics?
• There are several options for graphic supplies locally such as Logan Fine Arts, Michael’s, Staples, and other retail outlets. Online resources include:
  ◦ http://www.dickblick.com
  ◦ http://carpediemstore.com/

What do I do if the printers or plotters don’t have any more paper or ink?
• See the support staff in the main office.

Where can I get something to eat?
• There are several options for grabbing something to eat close by:
  ◦ The closest is the Artist Block Café is in the basement of our building. During the academic year it is open from morning until midnight, six days a week. They have a variety of sandwiches and pastries and drinks.
  ◦ Aggie Ice Cream is located in the Nutrition and Food Science building, across 1200 East and half a block north from LAEP. In addition to ice cream, cheese, and yogurt, they also have a pretty good sandwich bar and soups.
  ◦ Frederico’s Pizza is on 700 North about three blocks east of LAEP.
  ◦ The Quadside Café is located in the Library, about a 5 minute walk west of LAEP in the core of campus.
  ◦ The Taggart Student Center on the west side of campus has a variety of food service options including a food court, buffet, and an upscale restaurant – as well as a convenience store and the bookstore.
Where do I get cheap books, find out what books are required and when should I order books?

- Under Federal law, listings of required textbooks are made available online when you register for your classes.
- Textbooks are available for purchase in the Aggie Campus Store in the Taggart Student Center. There are always online sources like Amazon and Barnes and Noble as well.

How do I get financial aid?

- Please see http://www.rgs.usu.edu/graduateschool/finances/

How do I find an internship?

- LAEP doesn't have a formal program to place students in internships, however Professor David Evans is the internship coordinator and may have some ideas for you. There is an extensive informal network linking faculty, the advancement board, and the profession. You are encouraged to personally pursue opportunities in consultation with the faculty and the mentoring program.
Dave Anderson,  
*Professional Practice Associate Professor*  
david.anderson@usu.edu  
Office Phone:  435-797-1984

Dave is the Director of the USU Botanical Center (USUBC), a 100-acre facility owned and operated by Utah State University dedicated to the mission of promoting resource conservation. He is responsible for all design, construction, strategic planning, public relations, marketing, and advancement for the USUBC. The UBC incorporates Utah State University’s three-fold mission of teaching, service, and research. The USUBC includes water-wise demonstration landscapes, wetlands, environmental education, plant nursery, trails, the Utah House, arboretum, and the award-winning LEED Platinum Wetland Discovery Point classroom.

Dave has a Bachelor’s degree in Ornamental Horticulture from Brigham Young University and a Master’s of Landscape Architecture from Utah State University. He has served on Logan City’s Board of Adjustment and currently serves on USU’s Sustainability Council.

**Education**
- Master of Landscape Architecture Utah State University 1993
- Bachelor of Science Brigham Young University 1990

**Experience**
- USU Botanical Center Director
- Utah Wetland Interpretive Network Administrative Officer
- Utah State University Adjunct Assistant Professor, Environment Society Department Adjunct Instructor Landscape Architecture and Environmental Planning Department
Keith Christensen,  
Associate Professor  
keith.christensen@usu.edu  
Office Phone: 435-797-0507

Keith Christensen joined the USU Landscape Architecture and Environmental Planning faculty in 2008. After receiving an undergraduate degree in Agronomy, from Brigham Young University, Keith completed a MLA degree at USU in 2001. In 2010, Keith completed his doctoral research in disability disciplines at USU.

Keith’s areas of expertise include socially equitable planning and design, particularly related to individuals with disabilities. Prior to joining the faculty, Keith worked as a research scientist with the Center for Persons with Disabilities at Utah State University where he explored the relationship between design and social access (inclusion), social values, human rights, and social justice. Keith’s efforts included a number of federally supported research programs investigating the relationship between the built environment and the behavior of individuals with disabilities. Presently, Keith is evaluating the effect of current and proposed Americans with Disabilities Act Accessibility Guidelines (ADAAG) for the built environment on the emergency egress of individuals with disabilities using a microsimulation of individual behavior representing the diversity and prevalence of disabilities in the population and their interaction with the environment.

Keith developed and directs the Beyond Access program, a national technical assistance program on inclusive play environments for children with disabilities. The Beyond Access program works with industry partners, consumers, and advocates to move beyond minimal accessibility requirements to create inclusive play environments which recognize the child’s right to equality of play opportunity, full participation in play, and the independence of the child. Keith is involved in the planning and design of a number of inclusive environments, actively provides technical assistance on socially accessible design, and has lectured and published nationally and internationally on the subject.

Keith is licensed to practice landscape architecture in the states of Utah and Wyoming where he is actively involved in private practice. His diverse practice includes commercial and residential development, children’s gardens, memorials, landscape analysis, and illustration. Since 2001, Keith has worked with Utah’s Cooperative Extension program and Professor David Bell, providing planning and design services on over 70 landscape projects with rural communities throughout Utah.

Education
- Doctor of Philosophy in Disability Studies Utah State University 2010
- Master of Landscape Architecture Utah State University 2001
- Bachelor of Science in Agronomy Brigham Young University 1998

Licensure/Accreditation
- Licensed Landscape Architect Utah Wyoming

Experience
- Landscape Architecture and Environmental Planning Utah State University Assistant Professor Prior to 2008
- Adjunct Faculty
- Center for Persons with Disabilities Utah State University Faculty Fellow Prior to 2009 Senior Research Scientist

Areas of Expertise
- Socially Equitable Planning and Design
- Inclusive Environments
- Socially Accessible Play Environments
- Universal Design
- Research Methods & Statistical Techniques
- Computational Thinking
David Evans,
*Professional Practice Associate Professor*
david.evans@usu.edu
Office Phone: 435-797-0508

David Evans joined the USU Landscape Architecture and Environmental Planning faculty in 2012. He holds a Master of Urban Design from UC Berkeley and a Master of Landscape Design from the Conway School of Landscape Design. His professional history spans thirty-five years, and covers a broad spectrum of work that includes design/build, development planning, parks and open space design, urban design, community facilitation and the construction of catalyst urban projects. For the past twenty-three years, David’s practice was centered in California and includes award-winning public planning, design and construction projects.

David’s areas of expertise include graphics and design, community facilitation, downtown and corridor revitalization, public infrastructure design and construction, and ecological urbanism. Before joining the USU faculty, he was an instructor in the UC Berkeley Landscape Architecture Extension program with a focus on graphics, design and construction courses. David is a licensed landscape architect in California and Massachusetts and a Certified Charrette Facilitator with the National Charrette Institute.

**Education**
- University of California, Berkeley: 1996-1998: Master of Urban Design
- San Francisco Art Institute: 1990-1994: Studio work in drawing, painting and ceramic sculpture
- Conway School of Landscape Design: 1975-1976: Master of Arts in Landscape Design

**Licenses and Certifications**
- California Landscape Architect #3923
- Massachusetts Landscape Architect #944
- Certified Charrette Facilitator: National Charrette Institute

**Professional Experience**
- David Evans, Landscape Architects: 2009-2012: Urban design and landscape architectural consultant for downtown revitalization and community facilitation.
- SFE Design: 2001-2009: Founding partner focused on downtown revitalization and the design and construction of urban landscape architecture.
- Freedman, Tung & Sasaki: 1999-2001: Principal focused on street corridor revitalization and the design and construction of catalyst urban projects.
- Singer, Hodges and Evans: 1989-1996: Partner focused on community facilitation, and the design and construction of parks, play areas, sports facilities and trail systems.
- Guidelines, Inc.: 1985-1988: Vice-President for a planning and landscape architecture practice focused on mixed use and residential development projects.

**Areas of Expertise**
- Community Facilitation
- Public Infrastructure Design and Construction
- Ecological Urbanism
- Downtown and Corridor Revitalization
- Visual Thinking, Graphics and Design
Ben George,  
**Assistant Professor**  
[benjamin.george@usu.edu](mailto:benjamin.george@usu.edu)  
Office Phone: 435 797-0561  

Ben George began teaching the department’s first online course (LAEP 1030) in 2008, and has since developed and taught additional online courses for LAEP and the Plants, Soils and Climate department at USU. In addition to his teaching experience, he has worked professionally in the horticultural industry.

His MLA thesis involved a historical overview of the development and evolution of the indoor-outdoor relationship and developed a design toolset. Currently, Ben is pursuing a doctorate in Instructional Technology & Learning Sciences at USU, where he is developing pedagogical methods and instructional tools to teach landscape architectural design online.

**Education**

- PhD in Instructional Technology & Learning Sciences, Utah State University 2013  
- Master of Landscape Architecture, Utah State University 2009  
- Masters Certificate in Irish Studies, The Queen's University of Belfast 2006  
- BS Political Science, Minor in History, Utah State University 2005 Magna Cum Laude  

**Experience**

- Assistant Professor  
  Landscape Architecture & Environmental Planning, Utah State University 2015-present  
- Instructor, RCDE  
  Landscape Architecture & Environmental Planning, Utah State University 2008-2014  
- Horticultural Manager, Tony Grove, Inc., 2009-2011  

**Areas of Expertise**

- Landscape History  
- Indoor-Outdoor Environments  
- Instructional Technology  
- Educational Pedagogy  
- Planting Design and Maintenance
Todd Johnson has practiced landscape architecture, planning and urban design for thirty-five years. With bachelor degree from Utah State University (BLA) and masters degree from Harvard University's Graduate School of Design, Todd has practiced widely throughout the United States, in the Middle East, Asia, South America, Mexico and Canada. His most recent practice was as principal and partner with Design Workshop.

Recent and notable projects include:
- Site planning and design for the world headquarters of the Eaton Corporation in Cleveland, OH with Pickard Chilton Architects. This $180M corporate headquarters is LEED Platinum certified and was conceived to attract and sustain the best and brightest work force for the Eaton Corporation.
- Renovation of the Cherry Creek North Shopping District in Denver, CO involved the analysis of assets for Denver's most significant retail district. An $18M renovation was supported by district funds and led to streetscape and public space design that upgraded and transformed the 22 block district.
- Urban redevelopment plan for a 175 acre site called the Domain in Austin, TX, formerly the site of IBM's production facilities north of Austin. The Domain is planned to accommodate over one million square feet of retail development, over two million square feet of commercial development and three thousand units of residential development.
- Urban redevelopment plans for the Denver railyards, known today as the Denver Commons and Riverfront Park. Denver Commons was conceived in the mid-nineties as the location for 21st century development in the Denver Metro area. Denver Commons is now home of the central hub of Denver Metro transit with construction of the commuter rail link to the airport underway. This twenty block and seventy acre urban redevelopment is the new address for urban development in Denver. Commercial office, retail and residential uses combine with community institutions to make this the most vibrant development address in Denver. Denver Commons has received top awards from the Congress for New Urbanism, the Urban Land Institute and the Dreihaus Form-Based Code Institute.
- Urban redevelopment plan for Keirland Commons includes thirty-five acres of mixed use redevelopment that has influence a decade of mixed use development progress in the Phoenix Metro area. Kierland is an established mixed-use destination for thousands of people every day enjoying an atmosphere of living, working and playing. It is one of the most successful retail and mixed-use projects in Phoenix.

Other private practice experiences have been as co-founding partner of Civitas and design associate responsibilities at Landplan Associates in Calgary and Damon Farber Associates in Minneapolis. Todd Johnson was recipient of the the Jerusalem Fellowship from Harvard University, he spent a year in Jerusalem working on an urban design for the Damascus Gate area. This plan was awarded First Prize in Urban Design by “Progressive Architecture”.

Todd has acted as adjunct professor at the University of Colorado School of Architecture and Planning. He has also taught and or lectured at Arizona State University, Colorado State University, Cornell University, Harvard University, the University of Illinois, Mississippi State University, the University of North Carolina A and T, the University of Texas and Utah State University. He has also served on national and state awards juries for the American Society of Landscape Architects and for the Urban Land Institute's Geral Hines Competition.
Caroline Lavoie,  
Associate Professor  
caroline.lavoie@usu.edu  
Office Phone: 435-797-0505

Caroline Lavoie is an Associate Professor in the Department of Landscape Architecture and Environmental Planning at Utah State University. She holds two master’s degrees from the University of Southern California in both Landscape Architecture and Planning; and a bachelor degree in Landscape Architecture from the Université de Montréal. As a native French Canadian from Québec, Prof. Lavoie brings an international perspective to students. She investigates ideas in the realm of the urban cultural landscape, landscape theory and representation. She is interested in the theoretical frameworks that influence the design of urban spaces, and understanding the limitations of the normative design process.

Professor Lavoie studies the relationships of urban form and the patterns of use and organization by immigrant communities in various North American and European cities (published in Japanese Design 1999). This research has focused on Turkish communities in Berlin and North African communities in Paris. In the light of the 2005 riots of Clichy-Sous-Bois, nine years later, her work has expanded to document changes in the use and cultural appropriation of these public spaces.

As a part of cultural landscapes in urban vacant areas, Prof. Lavoie is interested in the redevelopment of derelict large scale sites such as railroads, abandoned industrial sites and degraded canal corridors. She has recently received a Fulbright Senior Specialist Grant (2006) in Santa Fe Argentina, at the Universidad Del Littoral, School of Architecture and Urbanism. Prof. Lavoie developed a dual studio project to develop plans for an abandoned train station “Estacion Terminal del FFCC”--a large, centrally-located industrial site in Santa Fe. Through the design process, she addressed varied socio-political and cultural aspects such as collective memory, cultural identity and social justice. Utah students were awarded a 2007 Utah ASLA merit award for their project.

Professor Lavoie is the recipient of numerous awards, among others the Council of Educators in Landscape Architecture (CELA) for Research and Service. She has been invited to present her work at several universities and conference venues such as in New Zealand, Australia, Slovenia, Croatia, Poland, Canada and Argentina.

Education
- Master of Landscape Architecture & Master of Planning University of Southern California 1995
- Bachelor of Landscape Architecture Universite de Montreal 1989
- Diplome d'Etudes Collegials (College Degree of Humanities) 1984

Licensure/Accreditation
- Association of Landscape Architects of Quebec, Licensed Member

Areas of Expertise
- Urban Cultural Landscapes  Design, Theory, & Representation  Planning & Urban Design Theory
Carlos Licon,
Associate Professor
carlos.licon@usu.edu
Office Phone: 435-797-3978

Carlos joined LAEP in 2008 as the Swaner Professor in the Green Space Institute. Before coming to United States, he taught in Mexico at the School of Architecture in the Toluca, Chihuahua, and Querétaro Campuses of Tecnológico de Monterrey. Carlos graduated from the Ph.D. program in Environmental Design and Planning at the College of Architecture and Environmental Design at Arizona State University in December 2004, where he also received a Master's degree in Environmental Planning, both as a Fulbright student. Carlos has an undergraduate degree in Architecture from ITESM Monterrey. He also practiced architecture in Mexico for several years.

He has participated in planning projects, in United States, Spain and Mexico; with a variety of cultural and socioeconomic contexts including Native American and Hispanic communities; and different scales ranging from specific urban environments to regional, watershed, and site specific. He is also interested in the bioclimatic aspects of design and the interconnection between landscape architecture, architecture, planning, and urban design.

His research interests focus in sustainable development models and assessment. Carlos is convinced that actions towards sustainability will be more effective as we direct our efforts into a truly interdisciplinary understanding of the complex conditions of planning and design.

His recent appointment at Utah State University will explore the role and contribution of open space in creating high quality of life places and sustainable living environments.

Education
PhD in Environmental Design & Planning Arizona State University 2004
Master of Environmental Planning Arizona State University 1997
Bachelor of Architecture ITESM, Chihuahua, Mexico 1984

Experience
BArch Program Coordinator & Faculty ITESM, Campus Chihuahua
Architecture Department Head ITESM, Campus Toluca
Environmental Planning Research Project For the Hopi Tribe in Northern Arizona
Planning Alternatives & Ecological Restoration on the Rio Alamar Watershed Tijuana, Mexico
Planning Guidelines for Valladolid & Surrounding Areas Spain

Areas of Expertise
Sustainable Development Methods for Landscapes  Ecological Planning  Cultural Landscapes  Passive & Low Energy Architecture
Sean Michael,  
*Department Head / Professor*  
sean.michael@usu.edu  
Office Phone: 435-797-0509

Sean Michael joined the USU Landscape Architecture and Environmental Planning faculty in 2008 after 11 years at Washington State University. While earning a BSLA at West Virginia University, Sean served as the first landscape intern at Frank Lloyd Wright's Fallingwater. He practiced in Pennsylvania, Connecticut and Colorado, and pursued his interest in environmental psychology and design through an MLA at Texas A&M University. His PhD (Virginia Tech) focused on the relationship between landscapes and criminal behavior.

**Education**
- PhD in Natural Resource Recreation, Forestry Department Virginia Polytechnic Institute & State University 1997
- Master of Landscape Architecture Texas A&M University 1992
- Bachelor of Science - Landscape Architecture West Virginia University 1988

**Experience**
- Associate Professor/Graduate Program Coordinator Washington State University 1997-2008
- Assistant Professor Texas Tech University 1996-1997
- Landscape Architect City of Colorado Springs 1991
- Landscape Architect Army Corp of Engineers Naugatuck, CT 1990
- Environmental Planner/Landscape Architect Sandy Hook, CT 1990

**Areas of Expertise**
- Crime in Parks and Recreation Areas
- Crime Prevention and Criminal Behavior
- Human Responses to the Environment
- Design Modules for Rails-to-Trails
- Restorative/Healing Garden Design
Ole Sleipness,  
Assistant Professor  
ole.sleipness@usu.edu  
Office Phone: (435)797-0510

Ole joined the Landscape Architecture and Environmental Planning faculty in August, 2014. Prior to Utah State University, he served as a Clinical Assistant Professor in Landscape Architecture at Washington State University, teaching a broad array of studio, technical, and seminar courses. He served on masters and doctoral committees, and mentored students on their independent capstone projects. Ole holds a Ph.D. in Environmental Design and Planning from Clemson University. His dissertation research addressed how real estate developers in the rural Southern Appalachian Mountains brand residential projects as sustainable, green, or similar identifiers through their projects’ promotional materials and physically constructed environment. Ole also holds a Master of City and Regional Planning, also from Clemson University. His thesis documented how gateway communities in Mountain West use themes as catalysts for economic development and the tensions among competing interests, values, and senses of place. He has a Bachelor of Landscape Architecture degree is from Washington State University.

Ole's research agenda is focused on issues of rural community growth and change within the Intermountain West and Northern Rocky Mountain Bioregions, branding of the built environment, and unique relationships between gateway communities and the interface between private and public lands. Currently, he is teaching Recreation and Open Space as well as Landscape Materials. "I enjoy integrating my research expertise into my studios and providing students with opportunities to apply their knowledge to real-world problems through service learning and civic engagement projects."

Education

- Ph.D. in Environmental Design and Planning  
  Clemson University  
  2009
- Master of City and Regional Planning  
  Clemson University  
  2005
- Bachelor of Landscape Architecture  
  Washington State University  
  2003
- Associate of Technical Arts in Horticulture and Landscape Design  
  Edmonds Community College  
  1999

Areas of Expertise

- Branding of the Built Environment, Interface Among Gateway Communities, Private and Public Lands, Recreation and Design and Planning, Rural Community Development and Change
Phil Waite,
Associate Professor
ps.waite@usu.edu
Office Phone: 435-797-0504

Phil comes to Utah State from the Landscape Architecture Program at Washington State University where he had been an Associate Professor and Program Coordinator. He is the creator and Director of the Horticulture & Landscape Architecture Display Garden at WSU. His scholarly interests include sustainable design and development, campus planning, and landscapes as communication media, especially pertaining to marketing. He formerly worked as an assistant director for planning, campus planner, and campus landscape architect. An exceptional teacher and mentor, Phil earned a Master of Arts in Architecture from the University of Idaho, a BSLA from WSU, and is a Registered Landscape Architect. He has served as a member of the National Academy of Environmental Design, and is sought after nationally as an expert on issues pertaining to campus design, planning and marketing. He is author of the “Non-Architect’s Guide to the Design Process”, and recently served as Principal Designer for the Almaty Botanical Garden in Almaty, Kazakhstan, a Soviet-era botanical garden. The project supported three MSLA graduate students who made multiple trips to Kazakhstan, and were funded through a $250,000 grant for travel, design, and construction of the garden. Phil is responsible for key MLA and BLA courses in construction, materials, planting design and sustainable practices. He is also the director of LAEP's forthcoming "Landscape Field Studio," an outdoor, hands-on laboratory for research and teaching related to construction and site design. He is very well read on a range of subjects and has a personal library of several thousand volumes.

Education
- Master of Arts, Architecture University of Idaho, Moscow, Idaho 1998
- Bachelor of Science, Landscape Architecture Washington State University, Pullman, Washington 1983

Licensure/Accreditation
- Licensed Landscape Architect Idaho

Experience
- Associate Professor Department of Landscape Architecture and Environmental Planning, Utah State University 2011 to Present
- Associate Professor Department of Horticulture and Landscape Architecture, Washington State University Tenured 2006
- Program Coordinator Department of Horticulture and Landscape Architecture, Washington State University 2009-11
- Director, Horticulture & Landscape Architecture Display Garden Department of Horticulture and Landscape Architecture, Washington State University 2006-11

Areas of Expertise
- Campus Planning, Planting Design, Sustainable Design, Construction Materials, and Methods Design/Build
Barty Warren-Kretzschmar
Assistant Professor - Bioregional Planning
barty.warren@usu.edu
Office Phone: 435-797-4293

Barty returned to Utah State University after living and working in Germany for more than twenty years. She actually began her teaching career at Utah State University as one of the first female faculty members in the LAEP department in 1981.

After receiving her Master of Landscape Architecture from Cornell University, New York, she was awarded the Eidlitz Traveling Fellowship from Cornell University which she used to study urban spaces and historical gardens in Italy and England. Upon returning to the US, Barty worked for Project for Public space in New York City before joining the LAEP Department at Utah State University.

In 1983, She left Utah State University to pursue research in Germany as a Fulbright Fellowship finalist. Barty gained professional experience in the landscape architecture office of Heimer, Montag und Herbstreit in Hildesheim, Germany, where she worked design competitions and impact mitigation studies as well as international projects such as the design of a residential community in Kuala Lumpur, Malaysia.

In 1987, she joined the Institute for Landscape and Nature Conservation (presently Institute for Environmental Planning) at Leibniz University (LUH) in Hannover, Germany. From 2006 until 2011, Barty taught landscape planning studios and seminars as a guest professor in the international Master of Landscape Architecture program at Anhalt University of Applied Sciences in Bernburg, Germany.

An ongoing theme of her research is the use of computers and technology to support landscape planning. Her research has focused on the role of computer visualization and internet to support citizen participation in the landscape planning process. Present research re-evaluates web-based landscape planning that was proposed in the R&D project “Interactive Landscape Plan of Königslutter, Germany”. Further research questions address how design approaches and methodologies can be used to improve the effectiveness of landscape planning and how Geo-design can support and coordinate the integration of planning and design.

Education
Doctorate of Engineering Leibniz University Hannover 2011
Master of Landscape Architecture Cornell University 1980
Bachelor of Arts - Environmental Biology Hamilton College, 1976

Experience
Anhalt University of Applied Sciences, Bernburg, Germany 2006-2013
Leibniz University of Hannover, Hannover, Germany 1987-2013
Institute for Landscape Architecture, Hannover, Germany 1990-1995
Centre for Applied Languages, Hannover, Germany 2008-2013

Areas of Expertise
Urban spaces
Use of computers and technology to support landscape planning
Geo-design
Visual impact of renewable energies
Ecosystem services in landscape planning
Kristofer Kvarfordt,  
*Adjunct Instructor*  
tofkvar@yahoo.com

Kristofer Kvarfordt has a wide variety of planning and landscape architectural experience throughout the Intermountain West. He has spent time working for both the public and the private sector and therefore understands many of the challenges faced by communities as they receive pressure for growth and development. He understands and advocates that growth and development should be well balanced, economically viable, and sensitively integrated into the natural environment.

Kristofer strives to balance functionality, life cycle maintenance and aesthetics in all of the planning and landscape architecture that he is involved with. He works closely with civil engineers and architects to create plans that become a well integrated system with all components functioning together in an ideal manner. He has developed significant expertise in site planning, site grading and earthwork design, storm water system design, planting design and erosion control. Kristofer enjoys the challenge of planning places for people that are well integrated into the existing built and natural systems. His experience has helped him provide clients with solutions that are creative, functional and responsive to the spirit of the place.

Additionally, he has worked on many large-scale master-planning projects encompassing thousands of acres. At this level of design, Kristofer focuses on finding suitable locations for development to occur while mitigating the negative impacts by avoiding sensitive ecological areas and promoting enhancements to natural systems where possible. Many of his planning projects have been conducted in conjunction with Utah State University and are regional and multi-jurisdictional. He has provided detailed opportunities and constraints analysis, site systems analysis, program development and feasibility studies for many of these large-scale plans.

Kristofer is a licensed landscape architect. He currently holds a license to practice in the states of Utah, Idaho & Wyoming. He is the senior landscape architect at Cache Landmark, a multi-disciplinary firm in Logan, Utah. He has been working in professional practice for over 10 years. During that time, Kristofer has also served as an adjunct instructor in the Department of Landscape Architecture and Environmental Planning at Utah State University, and has brought many of his real-world projects and expertise into the classroom. He enjoys working closely with students to encourage their creativity and to emphasize the skills they will need to be successful in the professional environment.

**Education**
- Master of Landscape Architecture, Utah State University 2010
- Bachelor of Landscape Architecture, Utah State University 2002

**Licensure/Accreditation**
- Licensed Landscape Architect in Utah, Idaho and Wyoming

**Experience**
- Cache Landmark Engineering, Inc.  
  Senior Landscape Architect  
  Logan, Utah

**Areas of Expertise**
- Planning Law & Implementation, GIS, and Regional Visioning & Planning through Envision Cache Valley
Josh Runhaar,  
*Adjunct Instructor*  
josh.runhaar@ cachecounty.org

**Education**  
Master of Urban Planning, University of Illinois Urbana-Champaign 2005  
Master of Landscape Architecture, University of Illinois Urbana-Champaign 2005  
Bachelor of Landscape Architecture, Utah State University

**Licensure/Accreditation**  
AICP (American Institute of Certified Planners)  
Utah

**Experience**  
Logan City, Logan, Utah 2004-2005  
Cache County Utah, County Planner & Zoning Administrator, Logan, Utah 2005-2008  
Cache County Utah, Director of Development Services, Logan, Utah, 2008-present

**Areas of Expertise**  
Planning Law & Implementation  
GIS  
Regional Visioning & Planning through Envision Cache Valley
Anne Spranger,  
*Adjunct Instructor*  
anne.spranger@usu.edu  
Office Phone: 435-797-0568

Anne Spranger has served as an adjunct instructor for the Department of Plants, Soils, and Climate at Utah State University for 12 years. In 2011, she became a full-time faculty member, and also currently teaches three landscape design courses within the department's Residential Landscape Design and Construction program.

Professionally, Anne served for 16 years on the planning and design team of the Utah State University Botanical Center, a 100-acre facility in Kaysville, Utah dedicated to the mission of promoting resource conservation. Water-wise landscape design and plants of the intermountain west are my areas of expertise. Her professional roles include landscape designer, project field supervisor, on-site operations coordinator, and gardens manager. She has made significant contributions to students and the public by creating numerous water-wise demonstration gardens used for research and teaching. As an avid plant enthusiast, she has created memorable outdoor spaces that unite people with plants in an environmentally responsive manner. She is trained to bring together a multidisciplinary team of experts in the areas of environmental science, horticulture, engineering, art, and ecology. As a landscape designer, her primary goal is to always achieve a balance between the built and natural environment.

As a teacher, she strives to inspire and motivate students to become independent and creative problem solvers. She emphasizes the need for designers to respond to natural site conditions, and hopes to convey to students the importance of connecting both science and art in landscape design.

**Education**

Master of Landscape Architecture, Utah State University 1993  
Bachelor of Fine Arts Metropolitan State College 1986

**Experience**

Lecturer, Department of Plants, Soils, and Climate, Utah State University 2011 - Present  
Adjunct Instructor, Department of Plants, Soils, and Climate, Utah State University 1999-2011  
Landscape Planner, Project Coordinator, Garden Designer, Garden Manager, Utah State University Utah Botanical Center 1995-2011  

**Areas of Expertise**

Water-wise Landscape Design/Build/Maintain  
Plants of the Intermountain West  
Sustainable Landscaping  
Public Demonstration Garden Design  
Residential Landscape Design
Mary Ann Anderson,
*Staff Asst. II*
[maryann.anderson@usu.edu](mailto:maryann.anderson@usu.edu)
Office Phone: 435-797-0501

Mary Ann has been a Staff Assistant in the Department since October of 2012. Working in the LAEP office has been somewhat of a "homecoming", since she and her husband moved to Logan in 1990 so that he could be a Graduate Student in the program. Mary Ann enjoys being part of the LAEP family, and appreciates her association with faculty and students. "They are a wonderful group of people", she says, and there is always someone passing through the office who makes your day. She has worked at USU in the past, but has been away for several years. She says that coming back to campus and working with the LAEP students has been very rewarding.

Mary Ann assists with all functions of the front office, which she says provides her with a great variety of tasks and projects. Next to the awesome students, she considers this varied role one of best parts of her job, because "there is never a dull moment". She thinks the LAEP Department is a great place to be.

Allison Cochley
*Staff Asst. II*
[allison.cochley@usu.edu](mailto:allison.cochley@usu.edu)
Office Phone: 435-797-0500

Allison recently joined the Department in March of 2017 as a Staff Assistant. She graduated from Utah State University in 2012 with a bachelors degree in Residential Landscape Design and Construction. Allison assists graduate students with applications, scheduling and graduation paperwork. She is the department Graduate Coordinator with the School of Graduate Studies. She can be reached either by email or phone regarding difficulties or questions with graduate applications. Allison also assists Mary Ann with the front office.
Pamela George,
LAEP Academic Advisor & Development Assistant I
pam.george@usu.edu
Office Phone: 435-797-9245

Pamela George (BLA 2009) joined the Landscape Architecture department in June of 2010, where she became the first Alumni Development Assistant at USU to represent an individual department. In September of 2010 she added the title of Academic Advisor for LAEP, where she was able to seamlessly transfer the student’s records from the College of HASS to the College of Agriculture. Beginning in November 2011 she began working as a Staff Assistant where she has worked in the front office to fulfill faculty and student needs. Through all her varied roles, the underlining theme has been to assist LAEP students, whether they’re past, present, or prospective students. As an alumnus of the program, she can relate to the experiences of both alumni and current students of the program.

On the side, Pam also enjoys working with clients doing residential design work and loves to see her designs turn into reality. Pam also enjoys traveling with her husband and on their most recent trip to Spain and Portugal she will never forget the magical sight of the Alhambra lit up at night and the mesmerizing tunnels of the Quinta da Regaleira. In her spare time you will find Pam hiking, painting, gardening, cooking and spending time with her family.
17. GENERAL POLICIES AND FACILITIES

Policies:

Safety / Emergencies
• http://dps.usu.edu/

Keys
• You can secure keys to the building and your studio by seeing Allison Cochley in the LAEP main office.

Mail
• Snail mail can be sent to you care of the LAEP office. Their mailing address is 4005 Old Main Hill Logan, UT, 84322-4005

Telephones
• Since nearly everyone has a cellphone, there isn’t a landline for general public use in the graduate studio.

Photocopying
• Graduate students have access to a copier/printer/scanner in Print room #2

Purchasing
• Purchasing materials for the Department or USU must follow university regulations. Please see http://www.usu.edu/purchasing/

Typing
• Guidelines for the typing of your thesis can be found at: http://rgs.usu.edu/graduateschool/forms/

Travel
• Travel grants are available through the Graduate Student Senate at http://rgs.usu.edu/graduateschool/finances
• There are also travel scholarship offered through LAEP that graduate students can apply for. See https://laep.usu.edu/students/scholarships

Facilities:

Office space
• Faculty offices contain sensitive, valuable and even irreplaceable professional materials (e.g., computers, research data, students' grades). To ensure security, students may not enter faculty offices without explicit verbal or written permission from the faculty member. An office door that is open does not constitute permission to enter an office.
• The LAEP Graduate Studio has approximately 22 work stations. Each work station has a drafting table, a layout table, and lockable storage. Additionally there is a kitchenette space, seminar space, informal meeting space, cutting and layout space.
Studio space / Cleaning / Maintaining
- The students are directly responsible for the cleanliness and neatness of their work area(s). University staff will empty garbage and vacuum, but students are responsible for keeping their own areas clean. Anything left in the studio fridge after the first of May will be thrown out.

Computing services, Printing / Scanning
- At this time, printing and scanning of large format documents, plans, and maps for class work is free to LAEP students.

Audio/visual presentation equipment
- The LAEP Department has digital projectors and laptops that may be checked out for use in presentations. Please note that the Junior and Senior Studios and the Jury Room have permanently mounted projectors already in place.

Field research facilities (field studio)
- The LAEP Field Studio is available for some aspects of field research on plant materials, construction materials, and landscape architectural construction methods. Any plans to use the Field Studio for research must be approved by the Department Head and the Field Studio Director and coordinated with the Field Studio Director.
### 18. STEPS TO PREPARE: RECOMMENDED READING LIST FOR LAEP MLA STUDENTS

This list was compiled by the LAEP Faculty as a means to guide prospective students in the month preceding enrollment in the department. While preparatory reading is critical, students are encouraged to continue reading from these seminal works during and after their studies at USU.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sense of Place, A Sense of Time</td>
<td>J. B. Jackson</td>
</tr>
<tr>
<td>Architecture: Form, Space, and Order</td>
<td>Francis Ching</td>
</tr>
<tr>
<td>Becoming a Landscape Architect</td>
<td>Kelleann Foster</td>
</tr>
<tr>
<td>Beyond the Hundredth Meridian: John Wesley Powell and the Second Opening of the West</td>
<td>Wallace Stegner</td>
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<tr>
<td>Cadillac Desert: The American West and Its Disappearing Water</td>
<td>Marc Reisner</td>
</tr>
<tr>
<td>Community Design Primer</td>
<td>Randolph T. Hester</td>
</tr>
<tr>
<td>Cradle to Cradle</td>
<td>William McDonough</td>
</tr>
<tr>
<td>Design with Nature</td>
<td>Ian McHarg</td>
</tr>
<tr>
<td>Good City Form</td>
<td>Kevin Lynch</td>
</tr>
<tr>
<td>Granite Garden: Urban Nature and Human Design</td>
<td>Anne Whiston Spirn</td>
</tr>
<tr>
<td>Great Streets</td>
<td>Allan Jacobs</td>
</tr>
<tr>
<td>Landscaping on the New Frontier</td>
<td>Meyer, Kjelgren, Morrison, Varga</td>
</tr>
<tr>
<td>Learning from Las Vegas (Revised Edition)</td>
<td>Robert Venturi, Denise Scott Brown and Steven Izenour</td>
</tr>
<tr>
<td>Pattern Language</td>
<td>Christopher Alexander</td>
</tr>
<tr>
<td>People Places</td>
<td>Clare Cooper Marcus and Carolyn Francis</td>
</tr>
<tr>
<td>Regenerative Design-Sustainable Development</td>
<td>John Lyle</td>
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<tr>
<td>Sand County Almanac</td>
<td>Aldo Leopold</td>
</tr>
<tr>
<td>The Biophilia Hypothesis</td>
<td>Stephen R. Kellert and Edward O. Wilson</td>
</tr>
<tr>
<td>The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism</td>
<td>Adam Rome</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
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<tr>
<td>The Death and Life of Great American Cities</td>
<td>Jane Jacobs</td>
</tr>
<tr>
<td>The Experience of Landscape</td>
<td>Jay Appleton</td>
</tr>
<tr>
<td>The New Urbanism</td>
<td>Peter Katz</td>
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<tr>
<td>The Next American Metropolis</td>
<td>Peter Calthorpe</td>
</tr>
<tr>
<td>The Planting Design Handbook</td>
<td>Nick Robinson</td>
</tr>
<tr>
<td>The Universal Traveler: A Soft Systems Guide to Creativity, Problem Solving and the Process of Reaching Goals</td>
<td>Don Koberg and Jim Bagnall</td>
</tr>
<tr>
<td>Water in Environmental Planning</td>
<td>Thomas Dunne and Luna Leopold</td>
</tr>
<tr>
<td>Wilderness and the American Mind</td>
<td>Roderick Nash</td>
</tr>
</tbody>
</table>
## APPENDIX 1

### COMPLETION TASKS AND TIME LINES FOR ALL GRADUATE DEGREES

<table>
<thead>
<tr>
<th>Action or Element</th>
<th>Master’s Plan A (Thesis)</th>
<th>Master’s Plan B (Paper/Project)</th>
<th>Specific to LAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisory Committee</td>
<td>Supervisory committee form submitted to SGS by end of first semester (changes cannot be made to committee membership within 6 weeks of defense).</td>
<td>Supervisory committee form submitted to SGS by end of first semester (changes cannot be made to committee membership within 6 weeks of defense).</td>
<td>Please try to have your committee formed early, i.e. by the first semester of your second year. The signed committee form is turned in to SGS first, followed by the POS.</td>
</tr>
<tr>
<td>Supervisory Committee Approval Form: <a href="http://rgs.usu.edu/graduateschool/forms">http://rgs.usu.edu/graduateschool/forms</a></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Program of Study</td>
<td>Program of Study submitted by end of second semester* following matriculation and at least 2 months prior to the final defense (need to submit signed copy of proposal with Program of Study).</td>
<td>Program of Study submitted by end of second semester* following matriculation and at least 2 months prior to the final defense (no proposal).</td>
<td>Committees can be changed up to 6 weeks of the defense. Kathy, Sean or Major Professor can submit changes by email to the grad school.</td>
</tr>
<tr>
<td>Program of Study Form: <a href="http://rgs.usu.edu/graduateschool/forms">http://rgs.usu.edu/graduateschool/forms</a></td>
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<tr>
<td>3. Proposal Defense</td>
<td>Department schedules proposal defense as required by departmental guidelines.</td>
<td>Department schedules proposal defense as required by departmental guideline.</td>
<td>Arrange with your major professor. A cover sheet which states the Thesis topic should be signed by each committee member and submitted to the Grad school.</td>
</tr>
<tr>
<td>4. Appointment for Examination</td>
<td>Appointment for Examination form submitted to SGS at least 10 working days prior to desired defense date.</td>
<td>Appointment for Examination form submitted to SGS at least 10 working days prior to desired defense date.</td>
<td>10 WORKING DAYS is important. The grad school will not make exceptions to this.</td>
</tr>
<tr>
<td>5. Thesis &amp; Dissertation Defense/ Delivery of Graduation Paperwork</td>
<td>Hold defense; give student graduation forms (graduation forms** are in defense packet).</td>
<td>Hold defense; give student graduation forms (graduation forms** are in defense packet).</td>
<td>The defense packet is given to your major professor. After you defend they will sign the necessary forms.</td>
</tr>
<tr>
<td>6. Record of Examination</td>
<td>Return signed Record of Examination form (purple) to SGS indicating exam results.</td>
<td>Return signed Record of Examination form (orange) to SGS indicating exam results.</td>
<td>You cannot submit the forms yourself, it must be the major professor or grad coordinator.</td>
</tr>
<tr>
<td>7. Graduation Forms and Fees</td>
<td>Student pays diploma fee and submits graduation forms* to SGS</td>
<td>Student pays diploma fee and submits graduation forms* to SGS</td>
<td>Currently the Fee is $15.00</td>
</tr>
<tr>
<td>8. Thesis, Plan B Completion</td>
<td>***Thesis is signed by all committee members and turned into SGS for review</td>
<td>The project is signed by all committee members, but the document does not come to the SGS</td>
<td></td>
</tr>
<tr>
<td>9. Thesis Plan A</td>
<td>Allow 7 wks from defense to binding (allows time for revisions, reading, approvals, signatures, copying, binding)</td>
<td>PLAN A - it is to your best interest to get your thesis to the grad school for review EARLY in the semester to allow time to make changes. Steve Beck reviews theses and PhD dissertations in the order they were received. Later in the semester he has more to review so it will take longer to get back - slowing your chances of graduating.</td>
<td></td>
</tr>
<tr>
<td>10. Completion Memo Plan B</td>
<td>Memo of completion sent to SGS from department</td>
<td>Kathy will type the completion memo after you bring in your binding receipt from the library proving you have submitted the thesis.</td>
<td></td>
</tr>
<tr>
<td>11. Binding Verification</td>
<td>Binding receipt brought by student to SGS after thesis is taken to Merrill-Cazier Library for binding</td>
<td>Binding receipt is brought to the SGS after project is completed and filed with the Merrill-Cazier Library</td>
<td>Once you have a binding receipt from the library, 1st bring it to the dept. for a copy. Kathy will change all thesis grades from incompletes. YOU take the binding receipt to the school of grad studies.</td>
</tr>
<tr>
<td>12. Grace Semester and Late Fees</td>
<td>All graduate students (excepting international students because of visa restrictions) have a “grace semester” the semester after their defense (or semester after completion of coursework for Plan C students) to complete the process. A $100 Late Completion fee is assessed for each semester thereafter until the degree is posted.</td>
<td></td>
<td>This grace semester applies to the semester after you defend. You must pay 3 credits of tuition during the semester you defend. If you did not pay tuition for 1 or more semester(s) prior to defense you will need to pay $100 per semester, plus 3 credits of tuition the semester you defend.</td>
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<tr>
<td>13. Posting the Degree</td>
<td>Once all grades are entered and all paperwork is submitted the “degree conferred” date on the student’s transcript will typically be the day the binding receipt was signed for Plan A &amp; B. The date on the diploma will be the last day of the semester for all students.</td>
<td></td>
<td>Summer semester counts with the grad school! If you defend late in spring semester your corrections will need to be made in summer as your grace semester. However, most faculty are off contract and won’t be able to approve your changes until mid-August.</td>
</tr>
</tbody>
</table>

* These forms include: Graduation Fee Payment form; Commencement Data card; Alumni File card; Graduate Survey.

** This is a lengthy process. Anticipate several days and sometimes weeks for this process depending upon faculty availability and workload.
This MLA Thesis Inventory is available for check out from the LAEP office.