NOTICE OF MEETING

November 2, 2012
1:00pm – 2:30pm
University of California Extension Certificate Program Task Force
2420 Del Paso Road, Suite 105
Sacramento, CA 95834
(916) 575-7230

The Landscape Architects Technical Committee (LATC) will hold a University of California Extension Certificate Program Task Force meeting via teleconference, as noted above, and at the following locations:

Patrick Caughey
3067 5th Avenue
San Diego, CA 92103

Lee-Anne Milburn
3801 West Temple Avenue
Pomona, CA 91768

Linda Gates
2571 Crow Canyon Road
San Ramon, CA 94583

Jon Wreschinsky
4980 Rosebedge Drive
La Mesa, CA 91942

The agenda items may not be addressed in the order noted and the meeting will be adjourned upon completion of the agenda which may be at a time earlier than that posted in this notice. The meeting is open to the public and held in a barrier free facility according to the Americans with Disabilities Act. Any person requiring a disability-related modification or accommodation to participate in the meeting may make a request by contacting John Keidel at (916) 575-7230, emailing latc@dca.ca.gov, or sending a written request to LATC, 2420 Del Paso Road, Suite 105, Sacramento, California, 95834. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

Agenda

A. Call to Order – Roll Call
Chair's Remarks

B. Public Comment Session

C. Approve October 8, 2012, University of California Extension Certificate Program Task Force Summary Report

D. Review Proposed Language for CCR Section 2649, Fees, and Make a Recommendation

E. Review Draft University of California (UC) Extension Certificate Program Review Documents and Make a Recommendation:
   1. Review and Approval Procedures
   2. Self-Evaluation Report
   3. Visiting Team Guidelines
   4. Annual Report Format
   5. Visiting Team Report Template

F. Review Proposed Language for California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, and Possible Action

G. Determine Future UC Extension Certificate Program Task Force Meeting Date

Adjourn

Please contact John Keidel at (916) 575-7230 for additional information related to the meeting. Notices and agendas for LATC meetings can be found at *www.latc.ca.gov*.

Agenda Item A

CALL TO ORDER – ROLL CALL

University of California Extension Certificate Program Task Force

Christine Anderson, Chair

Patrick Caughey

Linda Gates

Sandra Gonzalez

Lee-Anne Milburn

Jon Wreschinsky

Dick Zweifel

CHAIR'S REMARKS

Task Force Chair, Christine Anderson, will review the agenda and scheduled actions and make appropriate announcements.

Agenda Item B

PUBLIC COMMENT SESSION

Members of the public may address the University of California Extension Certificate Program Task Force at this time. The Task Force Chair may allow public participation during other agenda items at her discretion.

Agenda Item C

APPROVE OCTOBER 8, 2012 UNIVERSITY OF CALIFORNIA EXTENSION CERTIFICATE PROGRAM TASK FORCE SUMMARY REPORT

The Task Force is asked to approve the attached October 8, 2012, University of California Extension Certificate Program Task Force Summary Report.

SUMMARY REPORT

CALIFORNIA ARCHITECTS BOARD
Landscape Architects Technical Committee

University of California Extension Certificate Program Task Force Meeting
October 8, 2012
Sacramento, California

Task Force Members Present
Christine Anderson, Chair, Landscape Architect
Patrick Caughey, Landscape Architect, Past President, American Society of Landscape Architects (ASLA)
Linda Gates, Landscape Architect
Lee-Anne S. Milburn, Landscape Architecture Department Chair, California State Polytechnic University, Pomona
Jon Wreschinsky, President, California Council, ASLA
Dick Zweifel, Associate Dean, California Polytechnic State University, San Luis Obispo

Task Force Members Absent
Sandra Gonzalez, Landscape Architect
Linda Jewell, Professor, Landscape Architecture and Urban Design, University of California (UC), Berkeley

Staff Present
Doug McCauley, Executive Officer, California Architects Board (Board)
Trish Rodriguez, Program Manager, Landscape Architects Technical Committee (LATC)
John Keidel, Special Projects Coordinator, LATC
Claire Chung, Examination Coordinator, LATC

Guests Present
J.C. Miller, Landscape Architecture Program Director, Department of Art and Design, UC Berkeley Extension
Miel Wilson, Landscape Architecture Program Staff, Department of Art and Design, UC Berkeley Extension

A. Call to Order – Roll Call
Chair's Remarks

Task Force Chair, Christine Anderson, called the meeting to order at 9:10 a.m. and called roll.

B. Public Comment Session

Ms. Anderson called for any public comments. J.C. Miller introduced himself as the Program Director for the UC Berkeley Landscape Architecture Extension Certificate Program. He introduced Miel Wilson, who he noted will be assisting him with the upcoming Self-Evaluation Report (SER) preparation.

C. Approve June 27, 2012 University of California Extension Certificate Program Task Force Summary Report

The Task Force members had no revisions for the June 27, 2012, University of California Extension Certificate Program Task Force Summary Report.

- **Patrick Caughey moved to approve the June 27, 2012, University of California Extension Certificate Program Task Force Summary Report.**

  Dick Zweifel seconded the motion.

  The motion carried 6-0.

D. Review Proposed Language for California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, and Make a Recommendation

Ms. Anderson presented the modified proposed regulatory language for CCR section 2620.5 for review and discussion. She explained that the modified proposed language included edits based on the Task Force discussion at its June 27, 2012 meeting. Trish Rodriguez noted that the proposed language included new regulation language allowing provisional approval for extension programs in order to allow the programs to correct deficiencies identified during the review process. She also noted that provisions to deny or rescind approval were added to the proposed language. She stated that edits were also made changing the approval period from the proposed seven years to six to align with Landscape Architectural Accreditation Board (LAAB) standards. She noted that the six-year approval period aligns with the biennial application fee proposed in CCR section 2649, Fees (agenda item E).

The Task Force discussed additional edits to the modified proposed language for CCR section 2620.5. The Task Force determined that the title "program administrator" should be used throughout the section when referring to a program head, or director, since the title of the lead administrator can vary between extension programs. The Task Force determined that CCR section 2620.5, item (i) should directly align with LAAB standards and that the last sentence in item (i) should be removed in order to align with LAAB program curriculum requirements. The Task Force also determined that the programs should submit an annual report instead of the proposed biennial report, in order to have consistent contact with the extension programs. The Task Force determined that provisional approval should be granted for a period of 24 months to align with LAAB standards.

Mr. Zweifel noted that extension programs are a different entity than degree programs. He stated that the standards in CCR section 2620.5 do not necessarily need to align with LAAB standards since LAAB accredits degree programs. Lee-Anne S. Milburn noted that the emphasis of

extension certificate programs is to prepare the students for licensure. The Task Force determined that the term "learning outcomes" should be included in item (k) to align with LAAB requirements, and that the last sentence in item (k) should be separated into a new item (l) to clearly identify the extension certificate program emphasis of protecting the public health, safety, and welfare.

The Task Force discussed evaluation criteria to include on the Annual Report Format. Ms. Milburn suggested that it include the minimum requirements for CCR section 2620.5 (n), and then address any significant changes, comments, and suggestions. Ms. Anderson noted that Ms. Milburn and Mr. Zweifel will prepare a draft Annual Report Format for review at the next Task Force meeting.

The Task Force determined that CCR section 2620.5, item (o) should have a new sub-item (1) to require the annual report to include verification of continued compliance with minimum requirements to align with LAAB standards. The Task Force determined that demographic information is important to gather for a possible administrative and funding needs. The Task Force determined that sub-item (3) in item (o) should say "Current enrollment and demographics" to require the programs to send demographic information in their annual reports.

E. Review Proposed Language for CCR Section 2649, Fees, and Make a Recommendation

Ms. Rodriguez presented the proposed language for CCR section 2649, Fees. She explained that Business and Professions Code (BPC) section 5681, Fee Schedule, authorizes LATC to charge a maximum of $600 for filing an application for approval of a school on a biennial basis. She noted that this fee must be specified in regulation for it to be enforceable. She noted that LATC voted to charge the maximum fee allowable by statute for filing an application for approval of a school at its August 14, 2012 meeting. She explained that the maximum fee allowable is $600 collected on a biennial basis, for a total of $1,800 over a six-year period. Ms. Anderson noted that LAAB's application fees are substantially higher than $600 every two years. Ms. Rodriguez explained that charging a higher fee would require changing BPC section 5681. Doug McCauley noted that raising the application fee in BPC section 5681 could possibly be addressed during the next Sunset Review Report if it is determined that charging a higher application fee is justified.

The Task Force discussed the proposed language for CCR section 2649 and determined that it needed further review by Department of Consumer Affairs (DCA) legal staff to ensure that it is worded in a manner that specifies the fee properly. Ms. Rodriguez noted that the language must be written in a manner that directly links it to the authorizing statute. Ms. Anderson stated that LATC staff will have the DCA legal office review the language to address any concerns over clarity, and present the findings at the next Task Force meeting.

F. Review Draft University of California (UC) Extension Certificate Program Review Procedures, and Possible Action

The Task Force reviewed the Minimum Requirements for Achieving and Maintaining LATC Approved Status of the draft LATC Review/Approval Procedures and discussed further edits that would adapt it for the extension programs and the role of LATC in the reviews. While reviewing the minimum requirements section, the Task Force generated additional questions regarding the proposed language for CCR section 2620.5. Mr. Zweifel expressed concern that CCR section

2620.5, item (a) may be written in a manner that allows four-year institutions to apply for approval that LATC may not have intended. The Task Force determined that DCA legal staff will need to provide an explanation of CCR section 2620.5, item (a), and clarify which four-year institutions may apply for approval.

The Task Force discussed the faculty and staffing requirements for approved extension certificate programs. The Task Force recommended adding provisions to CCR section 2620.5 that require a minimum of one full-time equivalence (FTE) program support staff, so that the programs have enough staffing support to address daily functional issues. The Task Force determined that each program needs to have enough faculty to deliver the range of necessary coursework and that each program should be required to have a minimum of three FTE instructional faculty, in alignment with LAAB standards.

The Task Force discussed the time-base requirement for the program administrator. Mr. Zweifel stated that a program needs to have a minimum level of oversight in order to be effective. Ms. Milburn stated that in order for a program to be effective, someone needs to be present at the campus to handle various matters that arise such as alumni and administration issues. She stated that it is important to have someone present within the program who can have enough time allotted in their schedule to meet individually with each part-time faculty member to discuss and review their performance. She noted that this level of review is not inherently built-in to the administrative system. She explained that deficiencies have a tendency to remain uncorrected unless a program administrator has enough time to review them with the faculty. She noted that this level of review is only possible if an administrator has the time available in their work schedule to accomplish it. Mr. Miller noted that although he is a half-time Program Director, there is additional value to being a part-time practicing landscape architect. He explained that working as a practicing landscape architect provides him with a unique perspective that helps him when counseling students in his role as an educator. He stated that this perspective would be harder to attain if he were not half-time. Mr. Caughey stated that it is valuable for students to be able to receive counseling from a practicing landscape architect, but that that level of counseling does not necessarily need to come from the administrator of a program. He noted that it could come from other instructional faculty members. Mr. Zweifel explained that there are more people to manage when a program relies on having an FTE aggregate to fulfill staffing requirements. He noted that he would be concerned if a program had to hire people on short notice, and the program administrator was not available to guide the process. The Task Force recommended that the program administrator should have a minimum of a .75 time-base, in order to meet a minimum level of program oversight. Mr. Zweifel asked Mr. Miller if it would be possible for the UC Berkeley Extension Certificate Program to meet this standard if it becomes a requirement. Mr. Miller stated that it is a realistic goal, but it will be challenging in an administrative context.

The Task Force also recommended adding a new item (p) to CCR section 2620.5, requiring a program title and degree description to incorporate the term “Landscape Architecture” to align with LAAB standards.

The Task Force reviewed the “standards” portion of the draft LATC Review/Approval Procedures and discussed further edits that would adapt it for the extension programs and the role of LATC in the reviews.

The Task Force also reviewed the draft Self-Evaluation Report Format for Certificate Programs in Landscape Architecture and discussed further edits that would adapt it for the extension programs and the role of LATC in the reviews.

Ms. Anderson reviewed the task list for the next Task Force meeting:

1. Mr. Zweifel and Ms. Milburn will create a new draft Annual Report Format, for review and approval.
2. Jon Wreschinsky and Mr. Caughey will create a table for health, safety, and welfare curriculum items within the addenda portion of the SER Format for Certificate Programs in Landscape Architecture.
3. Mr. Miller will provide input to the SER addenda tables in the SER Format for Certificate Programs in Landscape Architecture.
4. Ms. Anderson and LATC staff will assemble the final edits to SER Format.
5. Mr. Caughey and Mr. Wreschinsky will edit the draft Visiting Team Guidelines.
6. Linda Gates will draft a new purpose statement within the LATC Review/Approval Procedures.
7. Ms. Anderson and LATC staff will draft the new LATC Report Template edited by Ms. Milburn.
8. Ms. Anderson and LATC staff will review the proposed language for CCR section 2649 with DCA legal counsel.
9. Ms. Anderson and LATC staff will obtain clarification about which four-year institutions can apply for LATC approval based on the regulation language in CCR section 2620.5 (a).
10. Ms. Anderson and LATC staff will assemble the final edits to the LATC Review/ Approval Procedures.

Ms. Anderson stated that the draft documents in the task list will be presented to LATC at the November 14, 2012, LATC meeting. She stated that Task force members need to submit their respective task items to LATC staff by November 5, 2012.

G. Identify UC Extension Certificate Program Review Milestones and Possible Action

The Task Force reviewed the milestones for review of the extension certificate programs. Ms. Anderson noted that LATC staff must notify each of the two extension programs that LATC will send them a revised SER Format in late November 2012. She also stated LATC must inform the extension programs that LATC needs to receive their completed SER at least 45 days in advance of their review, and that the site reviews will be conducted in March or April of 2013. Ms. Anderson noted that it is important for each of the site review team members to complete their reviews before leaving the site.

H. Appointment of Site Review Teams

Ms. Anderson appointed the Site Review Teams as follows:

UC Los Angeles Extension Certificate Program Site Review Team:

1. Christine Anderson
2. Jon Wreschinsky
3. Dick Zweifel

UC Berkeley Extension Certificate Program Site Review Team:

1. Patrick Caughey
2. Linda Gates
3. Lee-Anne S. Milburn

I. Select Future Meeting Dates

The Task Force members will be polled to determine the next Task Force meeting date.

Adjourn

Christine Anderson adjourned the meeting.

The meeting adjourned at 3:13 p.m.

Agenda Item D

REVIEW PROPOSED LANGUAGE FOR CCR SECTION 2649, FEES, AND MAKE A RECOMMENDATION

Business and Professions Code (BPC) section 5681, Fee Schedule, was amended by Senate Bill 572 on July 27, 1989, to allow the Landscape Architects Technical Committee (LATC) to charge a fee for filing an application for the approval of a school of landscape architecture. BPC section 5681(h), states:

> "The fee for filing an application for approval of a school pursuant to Section 5650 may not exceed six hundred dollars ($600) charged and collected on a biennial basis."

Although LATC is authorized to charge a fee for filing an application for the approval of a school of landscape architecture, LATC cannot charge the fee until it has been specified in regulation.

At the June 27, 2012, University of California Extension Certificate Program Task Force meeting, the Task Force discussed specifying a fee for applying for approval of the extension programs due to the cost of conducting the reviews. At the August 14, 2012, LATC meeting, LATC approved a motion to charge the maximum allowable fee for the application for approval of a school of landscape architecture.

LATC staff met with DCA legal counsel to discuss how to administer a biennial fee for filing an application for approval of a school. Since LATC currently reviews extension schools and approves them for a period up to six or seven years, there was clarification needed on how to administer an application fee on a biennial basis. DCA legal counsel explained that in the context of the language contained in BPC section 5681, the term application fee can be interpreted to mean an "initial application fee" for approval. Since the law also states that the application fee is to be collected on a biennial basis, this implies that any additional collections of the fee are in essence a "renewal fee" once the initial application and fee have been processed. Essentially, a school would be required to pay an initial application fee of $600 when they first applied for LATC approval. If the school were approved, they would then be required to submit

another $600 payment two years later as an application renewal fee. The school would also be required to pay another $600 application renewal fee four years after their initial approval. When the six-year approval period of the school ended, the school would start the approval cycle over again by paying the initial application fee of $600.

Modification to LATC's approval process will be necessary in order to implement an annual report (as proposed in the pending regulatory package for CCR section 2620.5, Requirements for an Approved Extension Certificate Program) along with a biennial application renewal fee. To meet this requirement, schools would submit their biennial renewal fee along with their annual report. Should this process be approved by the LATC, the Task Force would need to include how the annual reports will be reviewed as part of the Review/Approval Procedures.

Any modifications to the approval process would also need to be incorporated into the regulations and a justification would need to be provided in the regulatory proposal to charge the $600 fee. A $600 biennial renewal fee would equate to $1,800 over the six-year approval period from each program. Currently, there are two approved extension certificate schools in California.

At the October 8, 2012, Task Force meeting, the Task Force was asked to review the proposed language for California Code of Regulations (CCR) section 2649, Fees, and make a recommendation to LATC. The Task Force reviewed the proposed language and determined that it needed further clarification by DCA legal counsel to ensure that it was properly worded. Specifically, the Task Force wanted to ensure that the proposed language was clear in specifying the initial $600 application fee, and the corresponding $600 biennial ongoing application renewal fees.

Subsequent to the October 8, 2012, Task Force meeting, LATC staff consulted with DCA legal counsel, Don Chang, to ensure that the proposed language for CCR section 2649 was clear in accordance with the concerns of the Task Force. Mr. Chang advised that the proposed language was clear and was worded in a manner that the ongoing application renewal fee was tied to the statute that authorized it, BPC section 5681, and would also be clear when referenced in the future. He explained that since LATC is only authorized to charge and collect the $600 application fee on a biennial basis, the ongoing biennial $600 fee must be worded in such a way that it is tied to the application for approval. Thus, the biennial renewal fees collected after the initial $600 application fee must be called an "ongoing application renewal fee."

LATC staff made a minor edit to the proposed language, removing the phrase "six hundred dollars ($600)" and replacing it with "$600" to make the language consistent with the rest of the section. The Task Force is asked to review the attached proposed language to amend CCR section 2649, Fees, and make a recommendation to LATC.

<u>ATTACHMENT:</u>
Proposed Language for CCR Section 2649, Fees

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
PROPOSED LANGUAGE

California Code of Regulations, Title 16, Division 26

Amend Section 2649 to read as follows:

§ 2649 Fees

The fees for landscape architect applicants and landscape architect licensees shall be fixed by the Board as follows:

(a) The fee for reviewing an eligibility application or an application to take the California Supplemental Examination is $35.

(b) The fee for the California Supplemental Examination is $225. On or after July 1, 2009, the fee for the California Supplemental Examination is $275.

(c) The fee for a duplicate license is $15.

(d) The penalty for late notification of a change of address is $50.

(e) The fee for an original license is $300. For licenses issued on or after July 1, 2009, the fee for original license shall be $400.

(f) The fee for a biennial renewal is $300. For licenses expiring on or after July 1, 2009, the fee for a biennial renewal shall be $400.

(g) The fee for filing an application for approval of a school pursuant to Section 2620.5 shall be $600 initially, and $600 collected thereafter on a biennial basis as an ongoing application renewal fee during the approval period of the school.

Note: Authority cited: Section 5630, Business and Professions Code. Reference: Section 5650, Business and Professions Code.

Agenda Item E

REVIEW DRAFT UNIVERSITY OF CALIFORNIA (UC) EXTENSION CERTIFICATE PROGRAM REVIEW DOCUMENTS AND MAKE A RECOMMENDATION:

1. **Review and Approval Procedures**
2. **Self-Evaluation Report**
3. **Visiting Team Guidelines**
4. **Annual Report Format**
5. **Visiting Team Report Template**

The UC Extension Certificate Program Task Force was charged with developing the procedures for review of the UC extension certificate programs. The procedures will incorporate new standards outlined in the proposed language for California Code of Regulations section 2620.5, Requirements for an Approved Extension Certificate Program.

At the June 27, 2012, Task Force meeting, the Task Force used the February 6, 2010, Landscape Architectural Accreditation Board's (LAAB) Accreditation Standards and Procedures as a template to draft the LATC's Review Procedures and discussed potential edits to adapt them for use by LATC. The Task Force also used the February 6, 2010, LAAB Self-Evaluation Report Format for First-Professional Programs in Landscape Architecture as a template to draft an LATC Self-Evaluation Report and discussed potential edits to adapt them for use by LATC. Subsequent to the June 27, 2012, Task Force meeting, the recommended edits were incorporated into the draft documents.

At the October 8, 2012, Task Force meeting, the Task Force reviewed the draft documents and made additional edits to each of the documents. The Task Force also developed the Visiting Team Guidelines, Annual Report Format, and Visiting Team Report Template, as documents to use in the review process.

The Task Force is asked to review the draft Review and Approval Procedures, Self-Evaluation Report, Visiting Team Guidelines, Annual Report Format, and the Visiting Team Report Template, and make a recommendation to the LATC.

ATTACHMENTS:

1. Review and Approval Procedures
2. Self-Evaluation Report
3. Visiting Team Guidelines
4. Annual Report Format
5. Visiting Team Report Template

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Review/Approval Procedures

Landscape Architects Technical Committee

2420 Del Paso Road, Suite 105
Sacramento, CA 95834
(916) 575-7230

November 2, 2012

Purpose

Mission

The mission of the Landscape Architects Technical Committee (LATC) is to regulate the practice of landscape architecture in a manner which protects the public health, safety, and welfare and safeguards the environment by:

- Protecting consumers and users of landscape architectural services
- Empowering consumers by providing information and educational materials to help them make informed decisions
- Informing the public and other entities about the profession and standards of practice
- Ensuring that those entering the practice meet standards of competency by way of education, experience, and examination
- Establishing and enforcing the laws, regulations, codes, and standards governing the practice of landscape architecture
- Requiring that any person practicing or offering landscape architectural services be licensed

Overview and Educational Preparation for Licensure

In implementing its mission, LATC has established regulations identifying the education and training requirements necessary for a candidate to apply for the licensure examination. In order to identify the appropriate combination of requirements, LATC has convened an Education Subcommittee on several occasions since its inception. Each time, the subcommittee has recognized and upheld the value of education, experience, and examination in the training of a candidate for licensure. At the same time, LATC has also recognized the need to define multiple options for meeting the education and training requirements. The majority of the options for addressing the education requirement are based on the use of a traditional college or university degree programs that are accredited by the national Landscape Architectural Accrediting Board (LAAB). However, LATC recognized the need to address both the inability of standard accredited degree programs to expand capacity for additional graduates and the growing need of students in California to obtain their education through night school programs. The need for this non-traditional approach to obtain education might be due to any number of circumstances: finding a second career in landscape architecture, military veterans returning from serving their country, mothers and fathers returning to the work force after raising a family, or the inability to find the economic means to attend a full degree program. The post-degree professional landscape architecture education, offered by the University of California (UC) extension programs strives to address this nontraditional route. Acknowledging these facts, the Education Subcommittee, in 2006, recommended that extension graduates in landscape architecture be allowed some education credit toward taking the Landscape Architect Registration Examination (LARE). *The extension programs are not reviewed by LAAB. Thus, in allowing education credit for extension program graduates, LATC assumes the responsibility for ongoing verification that the extension programs provide the education in landscape architecture necessary for a graduate to qualify to take the LARE.* To facilitate this evaluation, the LATC has interpreted standards established by LAAB to objectively evaluate landscape architectural certificate programs and judge whether a landscape architectural program is in compliance. The intent of the LATC is not to supersede LAAB's role in accreditation, but to allow additional access to licensure for candidates within the State of California who might not find it feasible to pursue a regular degree-level program.

Academic Quality

LATC approved programs must maintain and monitor – and strive to advance – academic quality within their program and their institution. "Academic quality" at its most basic definition is that the program satisfies (meets or exceeds) student and professional expectations. However, the program reflects the institutional mission, thus providing diversity amongst programs and fostering innovation in practice and serves the community. The program must have specific processes to determine if its quality standards are being met; this evaluation must be on-going and forward-thinking. In addition to student achievements, academic quality is also indicated by high standards of teaching and service. The goals and results of these activities should reflect both the institutional mission and the profession of landscape architecture.

Definitions, Interpretation and Application

Approved(al) – an acceptance by LATC for graduates to meet the education credit for licensure examination.

Approval Period – The period of time between review cycles.

Assessment **-** Each criterion has one or more questions that seek qualitative and quantitative evidence used to assess the level of compliance with or achievement of the related criteria.

Compliance **-** Achieved when LATC concludes, after review of relevant indicators or other evidence, that a standard is met or met with recommendation as defined below. To achieve approval a program must demonstrate to LATC, through the Self-Evaluation Report (SER), site visit, and technical accuracy review of the Visiting Team Report, that it complies with all standards.

Criteria **-** Each standard has one or more criteria statements that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a standard as 'not met'. To be approved, a program demonstrates progress towards meeting the criteria.

Discreet Program – A program that is not a hybrid with another.

Initial Application – An application for review by a program that has not been reviewed before.

Intent **-** Explains the purpose of the standard.

Landscape Architectural Accreditation Board (LAAB) – Organization charged with accrediting landscape architectural degree-granting programs as overseen by the American Society of Landscape Architects (ASLA).

LATC Certificate Program Approval **-** A voluntary process of peer review designed to evaluate programs based on their own stated objectives and the review standards.

Program **-** An inclusive term for the coursework and other learning experiences leading to a landscape architectural curriculum and the supporting administration, faculty, facilities and services which sponsor and provide those experiences.

Recommendation Affecting LATC Approval **-** Are issues of serious concern, directly affecting the quality of the program. Recommendations affecting approval are only made when the visiting team

assesses a standard as met with recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that are described in the rationale sections of the Visiting Team Report. The program is required to report progress regularly on these issues. Recommendations Affecting Approval identify issues, and do not prescribe solutions.

Renewal – An application for review by a program that has been reviewed and approved before.

Shall…is defined as mandatory.

Should…is defined as prescriptive.

Standards - Qualitative statements of the essential conditions an approved program must meet. A program must demonstrate adequate evidence of compliance with all standards to achieve LATC approval.

Standard Met - Evidence shows that overall program performance in this area meets LATC minimum standards. A standard may be judged as met even though one or more indicators are not minimally met.

Standard Met With Recommendation - Deficiencies exist in an area directly bearing on approval. The problem or problems have observable effects on the overall quality of the program.

Standard Not Met - Cited deficiency is so severe that the overall quality of the program is compromised and the program's ability to deliver adequate landscape architecture education is impaired.

Suggestions for Improvement - Areas where the program can build on strength or address an area of concern that does not directly affect approval at the time of LATC review.

Minimum Requirements For Achieving And Maintaining LATC Approved Status

The Landscape Architects Practice Act contains the following language which addresses the minimum requirements for achieving and maintaining Approval Status:

> ***(NOTE: For the purpose of this draft, this section matches the modified proposed text of CCR Section 2620.5, Requirements for an Approved Extension Certificate Program, as referenced in agenda item F of the November 2, 2012, UC Extension Certificate Program Task Force meeting packet)***
>
> An extension certificate program shall meet the following requirements:
>
> (a) The educational program shall be established in an educational institution which has a four-year educational curriculum and either is approved under a regional accrediting body or is an institution of public higher education as defined by Section 66010 of the Education Code.
>
> (b) There shall be a written statement of the program's philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture. The program objectives shall provide for relationships and linkages with other disciplines and public and private landscape architectural practices. The program objectives shall be reinforced by course inclusion, emphasis and sequence in a manner which promotes achievement of program objectives. The program's literature shall fully and accurately describe the program's philosophy and objectives.

(c) The program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(d) The program shall be administered as a discrete program in landscape architecture within the institution with which it is affiliated.

(e) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program and between the program and other administrative segments of the institution with which it is affiliated.

(f) The program shall have sufficient authority and resources to achieve its educational objectives.

(g) The program's administrator shall be a California licensed landscape architect.

(h) The program administrator shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program. The faculty shall be adequate in type and number to develop and implement the program approved by the Board.

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety and welfare:

(1) History, theory and criticism
(2) Natural and cultural systems including principles of sustainability
(3) Public Policy and regulation
(4) Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
(5) Site design and Implementation: materials, methods, technologies, application
(6) Construction documentation and administration
(7) Written, verbal and visual communication
(8) Professional practice
(9) Professional values and ethics
(10) Plants and ecosystems
(11) Computer applications and other advanced technology

(j) The program shall consist of at least 90 quarter units or 60 semester units.

(k) The program shall maintain a current syllabus for each required course which includes the course objectives, learning outcomes, content, and the methods of evaluating student performance.

(l) The program clearly identifies where the public health, safety, and welfare issues are addressed.

(m) The curriculum shall be offered in a timeframe which reflects the proper course sequence. Students shall be required to adhere to that sequence, and courses shall be offered in a consistent and timely manner in order that students can observe those requirements.

(n) A program shall meet the following requirements for its instructional personnel:

(1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.
(2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
(3) The program administrator should be at least .75 time-base.
(4) The program administrative support shall be 1.0 full-time equivalence (FTE).
(5) The program shall have 3 FTE instructional faculty with a degree in landscape architecture.

(o) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:

(1) Verification of continued compliance with minimum requirements;
(2) Any significant changes such as curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
(3) Current enrollment and demographics; and
(4) Progress toward complying with the recommendations, if any, from the last approval.

(p) The program title and degree description shall incorporate the term "Landscape Architecture."

The Board may choose to further evaluate changes to any of the reported items or to a program.

The Board will either grant or deny an application. When specific minor deficiencies are identified during evaluation of an application, but the institution is substantially in compliance with the requirements of the Code and this Division, a provisional or conditional approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to correct those deficiencies identified. If deficiencies are not corrected after the first period of provisional approval, or the condition upon which an approval may be granted is not satisfied, the provisional or conditional approval to operate may be extended for a period not to exceed 24 months if the program demonstrates to the Board a good faith effort and ability to correct the deficiencies. A provisional or conditional approval to operate shall expire at the end of its stated period and the application shall be deemed denied, unless the deficiencies are corrected prior to its expiration and an approval to operate has been granted before that date.

The Board shall review the program at least every six years for approval.

The Board may rescind an approval during the six-year approval period based on the information received in the program's annual report after providing the school with a written statement of the deficiencies and providing the school with an opportunity to respond to the charges. If an approval is rescinded, the Board may subsequently grant provisional approval in accordance with the guidelines of this section to allow the program to correct deficiencies.

A program approved by LATC shall:

a. Continuously comply with LATC approval standards;
b. Pay the annual sustaining and other fees as required; and
c. Regularly file complete annual and other requested reports.

The program administrator shall inform LATC if any of these factors fails to apply during an approval period. The program administrator is responsible for reporting any substantive changes to the program when they occur. Substantive changes would be those that may affect the approval status of the program.

STANDARDS

Standard 1: Program Mission and Objectives

The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT: *Using a clear concise mission statement, each landscape architecture certificate program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.*

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relates to the institution's mission statement?

B. Educational Goals. Clearly defined and formally stated academic goals reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have an effective procedure to determine progress in meeting its goals and is it used regularly?

C. Educational Objectives. The educational objectives specifically describe how each of the academic goals will be achieved.

Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

D. Long-Range Planning Process. The program is engaged in a long-range planning process.

Assessment 1: Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Assessment 3: Does the SER respond to recommendations and suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

E. Program Disclosure. Program literature and promotional media accurately describe the program's mission, objectives, educational experiences and LATC approval status.

Assessment: Is the program information accurate?

Standard 2: Program Autonomy, Governance & Administration

The program shall have the authority and resources to achieve its mission, goals and objectives.

***INTENT**: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.*

A. Program Administration. Landscape architecture is administered as an identifiable/discrete program.

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Assessment 3: Does the program administrator exercise the leadership and management functions of the program?

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and support individual faculty development and advancement.

Assessment 1: Are student/faculty ratios in studios typically not greater than 15-18:1?

Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Assessment 3: Does the institution provide student support, i.e., scholarships, work-study, internships, etc?

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

C. Commitment to Diversity. The program demonstrates commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?

D. Faculty Participation. The faculty participates in program governance and administration.

Assessment 1: Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

Assessment 2: Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation of faculty?

Assessment 3: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations?

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in creative activity and scholarship and to be actively involved in professional endeavors such as presenting at conferences. To address this criterion, a certificate program should have a minimum of three fulltime equivalent faculty who hold professional degrees in landscape architecture and are licensed California landscape architects.

Assessment 1: Are the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

Assessment 2: Is at least 50% of the academic faculty licensed as a landscape architect?

Assessment 3: Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number of faculty?

Standard 3: Professional Curriculum

The certificate curriculum shall include the core knowledge skills and applications of landscape architecture. In addition to the professional curriculum, the certificate program shall require that all enrolled students have, at minimum, a bachelor's degree for entry into the program.

***INTENT**: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.*

A. Mission and Objectives. The program's curriculum addresses its mission, goals, and objectives.

Assessment: Does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

B. Professional Curriculum. The program curriculum includes coverage of:

History, theory and criticism
Natural and cultural systems including principles of sustainability
Public Policy and regulation
Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
Site design and Implementation: materials, methods, technologies, application
Construction documentation and administration
Written, verbal and visual communication
Professional practice
Professional values and ethics
Plants and ecosystems
Computer applications and other advanced technology

Assessment 1: Does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Assessment 3: Do curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

Assessment 4: Does the curriculum provide opportunities for student engagement in interdisciplinary professions?

Assessment 5: Does the curriculum include a "capstone" or terminal project?

C. Syllabi. Syllabi are maintained for courses.

Assessment 1: Do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Assessment 2: Do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

D. Curriculum Evaluation. At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program's learning objectives in a timely way.

Assessment 1: Does the program demonstrate and document ways of:

a. *Assessing students' achievement of course and program objectives in the length of time to graduation stated by the program?*
b. *Reviewing and improving the effectiveness of instructional methods in curriculum delivery?*
c. *Maintaining currency with evolving technologies, methodologies, theories and values of the profession?*

Assessment 2: Do students participate in evaluation of the program, courses and curriculum?

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences.

Assessment 1: Does the program provide any of these opportunities?

Assessment 2: How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Assessment 3: Do students report on these experiences to their peers? If so, how?

F. Coursework and Areas of Interest:

1. What percentage of current students are currently enrolled in the program with a bachelor's degree or higher? Please provide a breakdown of degree levels admitted.

2. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, coursework outside landscape architecture, collaboration with related professions, etc.?

3. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

Standard 4: Student and Program Outcomes.

The program shall prepare students to pursue careers in landscape architecture.

***INTENT**: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.*

A. Student Learning Outcomes. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

Assessment 1: Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

Assessment 2: Do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

Assessment 3: Can the students demonstrate and understanding of the health, safety and welfare issues affecting the coursework studied? Can these issues be applied to the real world?

B. Student Advising. The program provides students with effective advising and mentoring throughout their educational careers.

Assessment 1: Are students effectively advised and mentored regarding academic development?

Assessment 2: Are students effectively advised and mentored regarding career development?

Assessment 3: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

Assessment 4: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

C. Participation In Extra Curricular Activities. Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.

Assessment 1: Do students participate in institutional/college organizations, community initiatives, or other activities?

Assessment 2: Do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events and the activities of other professional societies or special interest groups?

Standard 5: Faculty

The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

***INTENT**: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.*

A. Credentials. The qualifications of the faculty, instructional personnel, and teaching assistants are appropriate to their roles.

Assessment 1: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?

Assessment 2: Are faculty assignments appropriate to the course content and program mission?

Assessment 3: Are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Assessment 4: Are qualifications appropriate to responsibilities of the program as defined by the institution?

B. Faculty Development. The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: Are faculty activities such as scholarly inquiry, professional practice and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community, college and university media?

Assessment 2: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated, and are the results used for individual and program improvement?

Assessment 3: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Assessment 4: Are the activities of faculty reviewed and recognized by faculty peers?

Assessment 5: Do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

C. Faculty Retention. Faculty hold academic status, have workloads, receive salaries, mentoring and support that promote productivity and retention.

Assessment 1: Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

Assessment 2: What is the rate of faculty turnover?

Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners

The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT*: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.*

A. Interaction with the Profession, Institution, and Public. The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

Assessment 1: Are service-learning activities incorporated into the curriculum?

Assessment 2: Are service activities documented on a regular basis?

B. Alumni and Practitioners. The program recognizes alumni and practitioners as a resource.

Assessment 1: Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, licensure, and significant professional accomplishments?

Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education etc.?

Standard 7: Facilities, Equipment, and Technology

Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

INTENT: *The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.*

A. Facilities. There are designated, code-compliant, adequately maintained spaces that serve the professional requirements of the faculty, students and staff.

Assessment 1: Are faculty, staff and administration provided with appropriate office space?

Assessment 2: Are students assigned permanent studio workstations adequate to meet the program needs?

Assessment 3: Are facilities adequately maintained and are they in compliance with ADA, life-safety and applicable building codes? (Acceptable documentation includes reasonable accommodation reports from the university ADA compliance office and/or facilities or risk management office.)

B. Information Systems and Technical Equipment. Information systems and technical equipment needed to achieve the program's mission and objectives are available to students, faculty and other instructional and administrative personnel.

Assessment 1: Does the program have sufficient access to computer equipment and software?

Assessment 2: Is the frequency of hardware and software maintenance, updating and replacement sufficient?

Assessment 3: Are the hours of use sufficient to serve faculty and students?

C. Library Resources. Library collections and other resources are sufficient to support the program's mission and educational objectives.

Assessment 1: Are collections adequate to support the program?

Assessment 2: Do courses integrate library and other resources?

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

REVIEW AND APPROVAL PROCEDURES

Initiating Review and Approval

A program can apply to the LATC for approval whenever it meets the Minimum Requirements for Achieving and Maintaining Approval Status

A program should notify LATC of its intention to apply for initial approval at least four months before the anticipated visit. A program must have had one graduating class, and meet the approval requirements (see Minimum Requirements For Achieving And Maintaining LATC Approved Status) before a visit can be scheduled. The approval process is the same whether a program is applying for renewal of accreditation or initial accreditation.

Candidacy Status

To assist non-approved programs, the LATC has developed a Candidacy Status to help programs prepare for the accreditation process. The purpose of candidacy is to establish stable, constructive, ongoing, and helpful partnerships between LATC and institutions working toward becoming approved by LATC. Programs designated as "candidates" have voluntarily committed to work toward LATC approval. Candidacy status signifies that the program is demonstrating reasonable progress toward the attainment of accreditation. However, candidacy status does not indicate approval status or guarantee eventual approval.

To achieve candidacy status a program must meet the minimum requirements for achieving and maintaining approved status.

After achieving candidacy status, a program must apply for initial approval once it has had at least 20 graduates. If initial approval is not granted, the program can retain its candidacy status for one additional year.

To achieve candidacy status, a program may submit a SER and undergo a program review. A program review is an initial assessment where one member of LATC program review committee will review the program's SER. LATC will review the report and determine whether the program should be granted candidacy status or not. In addition, LATC will make recommendations and suggestions on how the program can continue to advance towards meeting the approval standards.

LATC will vote on whether to grant a program candidacy status at its next regularly scheduled meeting by reviewing the program's SER and the Visiting Team Report. If LATC decides not to grant candidacy status this decision is not subject to appeal. The program will be informed in writing of LATC's decision.

After achieving candidacy status, programs are required to submit annual reports to LATC.

Programs that have achieved candidacy status must pay a biennial application renewal fee (a fee schedule can be obtained from the LATC).

Self-Evaluation Report

All programs applying for accreditation prepare a SER following the required LATC format. The SER describes the program's mission and objectives, its self-assessment, and future plans; provides a detailed response to the recommendations of the previous visiting team; and details the program's compliance with each approval standard. It is important that faculty, administrators, and students participate in preparing

the SER. The SER must include a statement explaining the participation of each group. The LATC notifies each program of the approval schedule and LATC deadlines.

Since LATC approval is a voluntary process, the LATC cannot conduct a review without an invitation or written notice of consent from the chief executive officer of the institution. This invitation and notice of preferred visit dates must be submitted at least four months prior to the review.

At least 45 days before the visit, the program submits two copies of the SER and proposed visit schedule to the LATC Program Manager.

If the documents are not submitted by this deadline, the program may be notified that the visit has been postponed. In the case of a currently LATC approved program, this may result in the suspension of approval and/or the term of approval expiring.

The program is responsible for all costs incurred plus an administrative fee (a fee schedule can be obtained from the LATC).

LATC Certificate Program Review Committee/Visiting Team

Visiting team members are selected by the LATC. There are three categories of evaluators:

> **Landscape architecture educators** or administrators who hold a first-professional degree in landscape architecture, teach or have taught in an accredited program, and hold the minimum academic rank of tenured associate professor.
>
> **LATC Member** (current or former)
>
> **Landscape architecture practitioners** who are licensed landscape architects and have at least five full years of practice experience.

Where special conditions warrant, such as providing team member training or assisting with site-evaluation procedures and matters of due process, a four-person team may be assembled.

Exceptions to these criteria must be approved by the LATC.

Visiting Team Selection

The visiting team consists of one landscape architecture educator, one practitioner, and one LATC member.

Teams are selected to avoid potential conflicts of interest. For example, a previous affiliation with the program under review, or an affiliation with a program in the same geographic location with competing enrollments, monies, etc., renders an evaluator ineligible.

The program is advised of the proposed team, including each proposed team member's present position, experience, and areas of expertise. The program has the right to challenge one team member, with cause. For the purpose of challenge, conflict of interest can be cited if the nominee comes from the same geographic location and is affiliated with a competitive institution; if the nominee had a previous affiliation with the institution; or if the institution can demonstrate that the nominee is not competent to evaluate the program. However, the final decision on team assignments rests with the LATC chair.

Following the program's review of potential team members, the team members are invited to serve. When the visiting team composition and date of the review are finalized, the team and the program are formally notified. Any subsequent changes in team makeup because of scheduling conflicts or emergencies are made in consultation with the program.

At the discretion of the LATC chair, one of the following may accompany the visiting team: an additional LATC member, a landscape architecture educator who has a specialist background relevant to the program under review, or another LATC evaluator for training purposes.

Pre-Visit Responsibilities: Visiting Team

The team chair is responsible for making assignments and assembling the Visiting Team Report. Team members receive the LATC Approval Standards and Procedures and the LATC Visiting Team Guidelines and are expected to be thoroughly familiar with these documents before the accreditation visit. Each visiting team member must carefully review the SER and carry out assignments as the team chair directs.

Pre-Visit Responsibilities: Program

The LATC Program Manager, after conferring with the team and the institution, schedules the dates of the accreditation visit. The program is responsible for making all lodging arrangements for the visiting team. Hotel accommodations should, where possible, use on-campus facilities such as those for visiting faculty or guest lecturers. LATC is responsible for the travel, lodging, and meal expenses of the visiting team within State travel guidelines.

Sample Visit Schedule

The following is a sample schedule of activities for a visiting team of the LATC. This includes all necessary elements and provides adequate time for report preparation. The certificate programs generally function in the evening. The visiting team is required to spend at least three hours each day to prepare reports and executive summaries. Changes may be made to this schedule as long as this requirement is met.

Day 1

8:30 am	Breakfast with certificate program administrator
9:30 am	Familiarization tour of the landscape architectural facilities. Tour should be brief.
10:30 am	Meet with the chief administrator of the unit that in which the certificate program is located
11:00 am	Meet with the immediate supervisor of the landscape architecture certificate program administrator.
12:00 Noon	Lunch
1: 30 pm	Team meets with landscape architecture certificate program administrator to finalize schedule and to discuss the program in general
3: 00 pm	Executive session: confirm team member assignments and plan how the team will conduct interviews and various meetings that will take place during the visit.
4:30 pm	Curriculum review by faculty to visiting team. Reviews how program accomplishes its mission through the curriculum and a review of student work from each class and sequence.

6:00 pm	Dinner
7:00 pm	Interviews with students and faculty. Student interviews should be conducted with students grouped by year. It is recommended that student interviews take place before faculty interviews. Faculty interviews are usually a series of individual interviews at half-hour intervals, to discuss impressions of the program--strengths, weaknesses, faculty input, faculty development. Group faculty interviews can be conducted if more acceptable to the faculty and the team.

Day 2

8:30-11:30 am	Review of student work and facilities. Additional interviews as necessary.
11:30 am	Inspection of library and other supporting facilities, e.g., computing center, special services, etc.
12:30 pm	Lunch with recent graduates and practitioners, to be arranged at the discretion of the team and the school. Opportunity to evaluate graduates' satisfaction with the educational process and the degree to which the program prepared them to perform entry-level functions.
2: 00 pm	Team meets in executive session to review findings.
6:00 pm	Dinner with faculty.
8:00 pm	Additional interviews with students and faculty.

Day 3

8:30 am	Breakfast meeting with program administrator.
9:30 am	Team meets in executive session to compile draft report and advisory recommendations.
12:00 Noon	Lunch. Review of the team's findings with the program administrator, the chief administrator and the immediate supervisor of the landscape architecture program administrator.
3:00 pm	Team departs from campus.

The program prepares the visit schedule and forwards it to the LATC Program Manager, along with the SER, at least 45 days prior to the visit. The recommended schedule includes interviews with students, faculty, and administration officials, as well as alumni and local practitioners. Team members may conduct interviews by telephone with persons who are unable to meet with them on campus, such as alumni, practitioners or faculty on leave. The appropriate administrators should be interviewed both at the beginning and at the end of the team's visit. Early inspection of space and facilities and an exhibit of work produced by students in the program are vital.

The team members meet in several executive sessions over the course of the visit to prepare a complete report in draft form, and to decide on an advisory recommendation to LATC on the program's approval status. The content of this report, except the advisory recommendation, is discussed with the appropriate administrator as well as the certificate program administrator, particularly in regard to strengths and weaknesses of the program, recommendations affecting approval, and suggestions for program improvement. It is important to note to the administrators that all of the information discussed verbally is

in draft form until it has been reviewed, approved, and distributed by LATC. This draft is not to be copied for the program.

Visiting Team Report

Before the visit, the visiting team receives the completed SER, the LATC Review/Approval Procedures and the Visiting Team Guidelines. The guidelines include a format for the Visiting Team Report, which is designed to ensure a response to all the LATC requirements and approval standards. The team chair makes writing assignments as necessary and is responsible for compiling the report.

Within ten days following the visit, the visiting team chair completes final editing and sends copies to the other team members and the LATC Program Manager, who review the report. The report may be edited for grammar, spelling and style. The team members should send any comments to the LATC Program Manager. Any substantive changes or additions will be referred to the team chair and may result in distributing the report to the team to review the report a second time.

Institutional Response

Within ten days of the receipt of the team report, the LATC Program Manager shall send copies to the appropriate campus administrator and the certificate program director for their comment and technical accuracy review.

Within fifteen days following receipt of the team report, the institution shall submit its institutional response (substantive comments and corrections) to the LATC Program Manager. The certificate program shall respond to any standard that is assessed as “met with recommendation” or “not met.” This response should include any documentation the program deems pertinent.

The team report and institutional response are sent to the LATC members at least three weeks before the next scheduled LATC meeting.

Vacating of Application for Accreditation

Any time before action by LATC, an institution may vacate its application for LATC Certificate Approval without penalty by notifying the LATC Program Manager in writing. LATC will not refund fees and the program will be assessed for expenses incurred by LATC.

LATC Review and Decision

The LATC Certificate Program Approval review decision may take place at the next scheduled LATC meeting following receipt of the Visiting Team Report and institutional response. LATC may consult with a member of the visiting team (usually the chair) and/or LATC Program Manager in order to clarify items in the Visiting Team Report or institutional response. Certificate Programs may request to appear before the LATC to discuss the pending approval decision. LATC's decision will be based upon the program's SER, annual reports, Visiting Team Report, payment of application fee, and institutional response.

Any adverse approval decision, defined as either “LATC Certificate Program Approval denial,” or “withdrawal of LATC Approval,” will be substantiated with specific reasons, and program administrators will be notified of their right to appeal any such decision (see Appeal Process). A program that has not been granted approved status, or a program from which approval has been withdrawn, may reapply for approval when its administrators believe the program meets current requirements.

LATC Actions

LATC Certificate Program Approval is granted for a period of one to six years. A program may apply for an approval review at any time before its term expires, but may not defer a visit to extend its term. The LATC may vary these normal terms at its discretion. Reasons for such variance will be supplied to the program. The official action letter to the institution indicates the date on which approval will expire. The annually published list of accredited programs includes the LATC Certificate Approval status of each program along with the next scheduled approval review.

LATC can take the following actions:

Approved LATC Certificate Program
Granted when all standards are met or when one or more standards are met with recommendation, and continued overall program quality and conformance to standards are judged likely to be maintained.

Approval may be granted up to six (6) years.

A program receiving approval may be required to submit special progress reports at the discretion of LATC.

Provisionally Approved LATC Certificate Program
Granted when one or more standards are met with recommendation and the cited deficiencies are such that continued overall program quality or conformance to standards is uncertain. Provisional LATC Certificate Program Approval may be granted up to two (2) years. This status shall not be granted more than twice without an intervening period of approval. Provisional status is not deemed to be an adverse action and is not subject to be appealed.

Initial LATC Certificate Program Approval
Granted on a first review when all standards are at least minimally met and the program's continued development and conformance to the LATC approval standards is likely. Initial approval may be granted for up to six (6) years.

Programs receiving initial LATC Certificate Program Approval must submit a special progress report after two or three years (time determined by LATC). LATC will review the progress report to determine if an approval review should be scheduled immediately or as originally scheduled when initial LATC Certificate Program Approval was granted.

Suspension of LATC Certificate Program
This status results if a program fails to maintain good standing for administrative reasons. Suspension of approval is not subject to appeal.

Denial of LATC Certificate Program
This status results when one or more standards are not met. This determination is subject to appeal.

Withdrawal of LATC Certificate Program
This status results if a program fails to comply with accreditation standards. This determination is subject to appeal.

Notification of LATC Action

The institution is officially notified of the LATC's action with a letter. Copies of the letter are sent to the certificate program administrator and LATC visiting team.

The LATC retains a copy of a program's two most recent SERs.

Confidentiality

The LATC treats all material generated by the program and LATC for the LATC Certificate Program Approval review as confidential. However, the LATC encourages the widest dissemination of all approval materials within the institution. The Visiting Team Report and SER are considered to be the property of the institution. The LATC reserves the right to release a complete report should the institution release a portion of the team report that might, in the judgment the LATC, presents a biased or distorted view of the site-evaluation findings.

Reference to LATC Certificate Program Approval

A program's approval status must be clearly conveyed in all program and institutional literature.

Delaying a scheduled LATC Certificate Program Approval Visit

Occasionally, a program may want to delay a scheduled LATC Certificate Program Approval visit because of unexpected circumstances. LATC will grant a site visit delay for up to one year (from spring semester 2014 to spring semester 2015 for example) if the following conditions are met:

- The program received a six year term of LATC Certificate Program Approval at its last review.
- The program is in compliance with LATC Minimum Requirements for achieving and maintaining LATC approved status.
- All fees and required reports have been submitted.

To request a delay the LATC Program Manager must receive a letter from the chief administrator of the unit that in which the certificate program is located

Rescheduling Visit

When the visit is rescheduled, priority for selecting visit dates will go to programs hosting visits in their regular cycle.

A delayed visit cannot be postponed again for any reason. If the rescheduled review does not take place the program’s accreditation will lapse. If a program chooses to apply, it will be through the initial accreditation process.

Term of LATC Certificate Program Approval

When LATC takes action, the grant of certificate approval will begin from the originally scheduled review date.

Annual Reports and Other Reports

Each LATC Approved Certificate Program submits an annual report to allow LATC to monitor the program's continuing compliance with approval requirements. The report must include:

a. Changes in curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report

b. Current enrollment

c. Number of graduates for the current year

d. Report on employment for previous year's graduates

e. Progress toward complying with the recommendations of the most recent approval review

The LATC may choose to alert the program administrator as well as the chief administrator of the unit that in which the certificate program is located of its concern for potential effects of reported changes.

Policy on Substantive Change

In order to support LATC-Approved Certificate programs as they make changes between regular approval visits, LATC will offer consultative reviews of proposed changes prior to submission of an official request for Substantive Change. Substantive Change will normally be included in annual reports, yet, is encouraged to be reported prior to the change. Primary responsibility for reporting Substantive Change rests with the certificate program administrator.

Substantive Change is any change that compromises a program's ability to meet one or more of the LATC program standards or that makes a certificate program unable to meet any of the following Minimum Requirements for maintaining approved status as currently stated in the LATC Review/Approval Procedures and must be reported:

1. The program title and certificate description incorporate the term "Landscape Architecture".
2. Faculty instructional full-time equivalence (FTE) must be as follows:
   a. An academic unit that offers a single certificate program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
3. The parent institution is accredited by the institutional accrediting body of its region.
4. There is a designated program administrator for the program under review.

Procedures and requirements for reporting Substantive Change may be obtained from the LATC Program Manager. A response regarding a Substantive Change will be provided by LATC Program Manager within 30 days. The certificate program must respond to the LATC within 30 days to remain in good standing.

Other Reports

From time to time, LATC may require programs to prepare special reports to explain or describe a certain issue or problem. These issues will be ones that LATC believes require additional explanation than what is included in annual reports. The due date for submitting a special report may be different from the annual report due date.

Maintaining Good Standing

To maintain good standing a program must continuously meet the minimum requirements for achieving and maintaining LATC Approved status. LATC must be informed if any of these requirements cannot be met during an approval period.

Should a program fail to maintain good standing, LATC Approval may be suspended or withdrawn.

Suspension of LATC Certificate Program Approval

Should a program fail to maintain good standing for administrative reasons (such as failure to pay required fees or submit required reports) approval may be suspended. Before this action is taken, the LATC shall draft a letter requesting the program to explain why approval should not be suspended.

Since suspension of LATC Approval occurs only for administrative reasons it is not subject to appeal. Students attending a program with suspended approval are considered to be attending an approved program. A program can be suspended for a maximum of one year (12 months). LATC will begin procedures to withdraw approval to take effect immediately when the maximum period of suspension is reached.

If evidence of remedial action is submitted and judged adequate within the one-year period of suspension, reinstatement of the previous grant of LATC Certificate Program Approval may be made.

Withdrawal of LATC Certificate Program Approval

Should a program fail to comply with approval standards, approval may be withdrawn. Before withdrawing approval, the LATC shall send a letter requesting the program to explain why Approval should not be withdrawn. The LATC may suggest to the program that an approval visit is in order. Withdrawal of LATC approval is an adverse action and can be appealed (see Appeals Process).

If the program's parent institution or other programs within the institution are placed on probationary status or have accreditation withdrawn by their accrediting agencies, LATC may send a letter to the landscape architecture program to determine the program's current condition.

THE APPEAL PROCESS

When the LATC takes adverse action on LATC Certificate Program Approval, specific reasons shall be provided for that action to the certificate program administrator/director and chief administrator of the unit that in which the certificate program is located adverse actions include denial or withdrawal of accreditation.

Recipients of adverse action shall be advised of their right to appeal. An appeal must be based on one or more of the following issues:

1. Whether the LATC and/or the visiting team conformed to the procedures described in this document; or

2. Whether the LATC and/or the visiting team conformed to the LATC Approval Standards.

A written notice of appeal shall be signed by the chief administrator of the unit that in which the certificate program is located. The appeal must be submitted within twenty days of notice of LATC's action letter. The appeal must be sent to the LATC Program Manager who shall notify the LATC Chair. The certificate program must submit, within sixty days of LATC's action, a “comprehensive written statement” of all the reasons for the appeal. Failure to submit this statement within sixty days of notice of LATC's action is equivalent to withdrawing the appeal. During the appeal period, the approved status of the program before the adverse action will not change. The record of the appeal upon which the appeal is based shall be limited to the material that was presented to the LATC at its scheduled meeting from which the final approval report consisting of the action letter from LATC is issued. The appeal is the responsibility of the institution.

Self-Evaluation Report Format for

CERTIFICATE PROGRAMS IN LANDSCAPE ARCHITECTURE

Landscape Architects Technical Committee

2420 Del Paso Road, Suite 105
Sacramento, CA 95834
(916) 575-7230

November 2, 2012

REQUEST FOR REVIEW

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

_____
Date

Invitation to review is extended by: _____

Identify the program in Landscape Architecture to be reviewed and the name of the institution.

_____

_____

_____

_____

This landscape architectural program certifies that it has been in operation since _____ (date) and is legally entitled to confer the following certificates:

_____

Preferred Dates for Review: Indicate first, second, and third preferences.

1._____

2._____

3._____

Please give complete address for the program requesting review. Include the name, phone number, and e-mail address for the program administrator.

_____

_____

_____

_____

SELF-EVALUATION REPORT FORMAT

Certificate Programs in Landscape Architecture

INSTRUCTIONS

Preparing a self-evaluation report is a valuable part of the approval process. To receive the maximum benefit of this process, it is in the program's interest to examine itself carefully and present information in a clear and concise manner. The following provides a procedure where those involved with a certificate program may make a concise self-evaluation of its performance. The visiting evaluators, assigned by the Landscape Architects Technical Committee (LATC), will review this report prior to and during their visit, approaching the task as colleagues interested in understanding the program and its stated objectives within the framework of the institution and the approval standards.

The attached form is an outline of the *Self-Evaluation Report (SER)* to be completed by the program for which approval is being requested. Any supporting or related programs may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the program under review.

Report Preparation

Bring as many faculty members, administrators, students, graduates, staff and employers as possible into the preparation of this self study.

Terminology

The *institution* is the university, college, institute or other parent body through which the program is administered.

The *program* is administered by some division of an institution such as a college, school, division or department responsible for the curriculum and the students enrolled.

The *program administrator* is the chairman, director, head, dean, or other official immediately responsible for the program.

SER Format

- Pages should be 8 1/2" x 11", numbered, single spaced and suitable for copying.
- Use the exact heading, numbering, and sequence for the standards as given.
- Place an extended tab, numbered to correspond to the seven approval standards, on each of the sections for ease of reference. Some parts of individual sections may also be in tabular form if the program deems this useful.
- The total report (excluding appendices) should not be more than 100 sheets double sided or two hundred typed pages. Brevity and concise writing is appreciated. Ancillary information that is not critical to the SER does not facilitate an effective review by the visiting team.
- One digital copy must be submitted to LATC and each team member.

Provide digital copies of other information (examples of student work, appendix materials such as important policies, resumes, etc.). Please also note applicable websites (departmental and/or college website, important sites on the institution website such as university tenure and promotion policies, etc.) where appropriate within the report and in an appendix.

Two bound copies of the SER and digital materials must be sent to the LATC Program Manager. In addition, the program sends each visiting team member one copy of the bound SER and digital materials. These need to be received at least 45 days prior to the visit.

PROGRAM SELF-EVALUATION REPORT

For the Academic Year _____ Institution _____

Program _____

Certificate Title/Certificate Length _____

Chief Administrative Official of the Institution _____
name *title*
_____
address
_____
e-mail address *phone number*

Chief Administrative Official of the College _____
name *title*
_____
address
_____
e-mail address *phone number*

Chief Administrative Official of the Division (if applicable) _____
name *title*
_____
address
_____
e-mail address *phone number*

Chief Administrative Official of the Department _____
name *title*
_____
address
_____
e-mail address *phone number*

Chief Administrative Official of the Program _____
name *title*
_____
address
_____
e-mail address *phone number*

Report Submitted by _____
name *date*

MINIMUM REQUIREMENTS

For Achieving And Maintaining Approved Status

(NOTE: For the purpose of this draft, this section matches the modified proposed text of CCR Section 2620.5, Requirements for an Approved Extension Certificate Program, as referenced in agenda item F of the November 2, 2012, UC Extension Certificate Program Task Force meeting packet)

An extension certificate program shall meet the following requirements:

(a) The educational program shall be established in an educational institution which has a four-year educational curriculum and either is approved under a regional accrediting body or is an institution of public higher education as defined by Section 66010 of the Education Code.

(b) There shall be a written statement of the program's philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture. The program objectives shall provide for relationships and linkages with other disciplines and public and private landscape architectural practices. The program objectives shall be reinforced by course inclusion, emphasis and sequence in a manner which promotes achievement of program objectives. The program's literature shall fully and accurately describe the program's philosophy and objectives.

(c) The program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(d) The program shall be administered as a discrete program in landscape architecture within the institution with which it is affiliated.

(e) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program and between the program and other administrative segments of the institution with which it is affiliated.

(f) The program shall have sufficient authority and resources to achieve its educational objectives.

(g) The program's administrator shall be a California licensed landscape architect.

(h) The program administrator shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program. The faculty shall be adequate in type and number to develop and implement the program approved by the Board.

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety and welfare:

(1) History, theory and criticism
(2) Natural and cultural systems including principles of sustainability
(3) Public Policy and regulation

(4) Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
(5) Site design and Implementation: materials, methods, technologies, application
(6) Construction documentation and administration
(7) Written, verbal and visual communication
(8) Professional practice
(9) Professional values and ethics
(10) Plants and ecosystems
(11) Computer applications and other advanced technology

(j) The program shall consist of at least 90 quarter units or 60 semester units.

(k) The program shall maintain a current syllabus for each required course which includes the course objectives, learning outcomes, content, and the methods of evaluating student performance.

(l) The program clearly identifies where the public health, safety, and welfare issues are addressed.

(m) The curriculum shall be offered in a timeframe which reflects the proper course sequence. Students shall be required to adhere to that sequence, and courses shall be offered in a consistent and timely manner in order that students can observe those requirements.

(n) A program shall meet the following requirements for its instructional personnel:

(1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.
(2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
(3) The program administrator should be at least .75 time-base.
(4) The program administrative support shall be 1.0 full-time equivalence (FTE).
(5) The program shall have 3 FTE instructional faculty with a degree in landscape architecture.

(o) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:

(1) Verification of continued compliance with minimum requirements;
(2) Any significant changes such as curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
(3) Current enrollment and demographics; and
(4) Progress toward complying with the recommendations, if any, from the last approval.

(p) The program title and degree description shall incorporate the term “Landscape Architecture.”

The Board may choose to further evaluate changes to any of the reported items or to a program.

The Board will either grant or deny an application. When specific minor deficiencies are identified during evaluation of an application, but the institution is substantially in compliance with the requirements of the Code and this Division, a provisional or conditional approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to

correct those deficiencies identified. If deficiencies are not corrected after the first period of provisional approval, or the condition upon which an approval may be granted is not satisfied, the provisional or conditional approval to operate may be extended for a period not to exceed 24 months if the program demonstrates to the Board a good faith effort and ability to correct the deficiencies. A provisional or conditional approval to operate shall expire at the end of its stated period and the application shall be deemed denied, unless the deficiencies are corrected prior to its expiration and an approval to operate has been granted before that date.

The Board shall review the program at least every six years for approval.

The Board may rescind an approval during the six-year approval period based on the information received in the program's annual report after providing the school with a written statement of the deficiencies and providing the school with an opportunity to respond to the charges. If an approval is rescinded, the Board may subsequently grant provisional approval in accordance with the guidelines of this section to allow the program to correct deficiencies.

A program approved by the LATC shall:

a. Continuously comply with approval standards;
b. Pay the biannual sustaining and other fees as required; and
c. Regularly file complete annual and other requested reports.

The program administrator shall inform the LATC if any of these factors fails to apply during an approval period.

The _____ program meets the minimum conditions to apply for LATC approval.

_____

Program Administrator Name *Title*

_____

Program Administrator Signature *Date*

INTRODUCTION

1. History of Program.

In chronological form provide a brief history of the program being reviewed, concentrating on events since the last review.

2. Response to Previous LATC Review.

Describe the progress that has been made on the recommendation affecting approval from the previous approval visit (not applicable to those seeking initial approval). List each prior recommendation verbatim and provide an updated recap of responses made on annual interim reports. List each suggestion for Improvement and provide an update.

3. Describe current strengths and opportunities.

4. Describe current weaknesses and challenges.

5. Describe any substantial changes in the program since the last approval review.

6. Describe who participated (faculty, administrators, students, alumni, outside professionals, etc.) in preparing this self-evaluation and briefly state their roles. The LATC recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of approval.

***Note**: Begin a new page for each standard. Insert a tab here and between all other standards.*

1. PROGRAM MISSION and OBJECTIVES

STANDARD 1: The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

INTENT*: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.*

A. Program Mission

1. State the current program mission and date adopted.

2. Describe how the mission statement reflects the purpose and values of the program and how it relates to the institution's mission statement.

B. Educational Goals

1. State the academic goals of the program.

2. Describe how the academic goals relate to the program's mission.

3. Describe how the program regularly evaluates its progress in meeting its goals.

C. Educational Objectives

1. List the educational objectives of the program.

2. Describe how educational objectives fulfill the academic goals.

D. Long Range Planning Process

1. What is the program's long-range planning process?

2. Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process.

3. Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.

E. Program Disclosure

1. Describe how program information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the Site Review Team.

2. PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

STANDARD 2: The program shall have the authority and resources to achieve its mission, goals and objectives.

INTENT*: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.*

A. Program Administration

1. Is the program seen as a discrete and identifiable program within the institution?

2. Does the program administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?

3. How does the program administrator exercise the leadership and management functions of the program? Describe the primary responsibilities and authority of the administrator.

B. Institutional Support

1, Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

2. What are student/faculty ratios in studios? How are student faculty ratios influenced by the program? What is considered normal?

3. Is funding adequate for student support, i.e., scholarships, work-study, etc?

4. Are adequate support personnel available to accomplish program mission and goals?

C. Commitment To Diversity

1. How does the program demonstrate its commitment to diversity in the recruitment and retention of students, full-time faculty and staff?

D. Faculty Participation

1. Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

2. Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and promotion to all ranks?

E. Faculty Numbers

1. Does an academic unit that offers a certificate program have a minimum of 3 full time faculty who hold professional degrees in landscape architecture?

2. Is at least 50% of the academic faculty licensed as a California landscape architect?

3. Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

4. Is the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

3. PROFESSIONAL CURRICULUM

STANDARD 3: The certificate curriculum shall include the core knowledge skills and applications of landscape architecture. In addition to the professional curriculum, the certificate program shall require that all enrolled students have, at minimum, a bachelor's degree for entry into the program.

INTENT*: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.*

A. Mission And Objectives

1. How does the curriculum address the program's mission, goals, and objectives?

2. How does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

B. Program Curriculum

1. How does the program curriculum include coverage of:
   - History, theory and criticism
   - Natural and cultural systems including principles of sustainability
   - Public Policy and regulation
   - Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
   - Site design and Implementation: materials, methods, technologies, application
   - Construction documentation and administration
   - Written, verbal and visual communication
   - Professional practice
   - Professional values and ethics
   - Plants and ecosystems
   - Computer applications and other advanced technology

2. How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

3. How do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

4. How do the curriculum and other program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

C. Syllabi

1. How do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

2. How do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

D. Curriculum Evaluation

1. How does the program evaluate how effectively the curriculum is helping students achieve the program's learning objectives in a timely way at the course and curriculum levels?

2. How does the program demonstrate and document ways of:
   a. assessing students' achievements of course and program objectives in the length of time to graduation stated by the program?
   b. reviewing and improving the effectiveness of instructional methods in curriculum delivery?
   c. maintaining currency with evolving technologies, methodologies, theories and values of the profession?

3. How do students participate in evaluation of the program, courses, and curriculum?

E. Augmentation of Formal Educational Experience

1. How does the program provide opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences?

2. How does the program identify the objectives and evaluate the effectiveness of these opportunities?

3. Do students report on these experiences to their peers? If so, how?

F. Coursework and Areas of Interest

1. What percentage of current students are currently enrolled in the program with a bachelor's degree or higher? Please provide a breakdown of degree levels admitted.

2. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, coursework outside landscape architecture, collaboration with related professions, etc.?

3. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

4. STUDENT and PROGRAM OUTCOMES.

STANDARD 4: The program shall prepare students to pursue careers in landscape architecture.

INTENT*: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.*

A. Student Learning Outcomes

1. Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?

2. How does the program assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession?

3. How do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

4. How does the program assess the preparation of students in the above areas?

B. Student Advising

1. How does the student advising and mentoring program function?

2. How does the program assess the effectiveness of the student advising and mentoring program?

3. Are students effectively advised and mentored regarding academic and career development?

4. Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

5. How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

C. Participation in Extra Curricular Activities

1. What opportunities do students have to participate in institutional/college organizations, community initiatives, or other activities? How do students take advantage of these opportunities?

2. To what degree do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events, and the activities of other professional societies or special interest groups?

5. FACULTY

STANDARD 5: The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

INTENT*: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.*

A. Credentials

1. Is the faculty's balance of professional practice and academic experience appropriate to the program mission?

2 Are faculty assignments appropriate to the course content and program mission?

3. How are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

B. Faculty Development

1. How are faculty activities documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?

2. How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

3. How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?

4. How are the results of these evaluations used for individual and program improvement?

5. How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

6. How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

C. Faculty Retention

1. Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

2. What is the rate of faculty turnover?

6. OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

STANDARD 6: The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT*: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.*

.

A. Interaction with the Institution, and Public

1. How are service-learning activities incorporated into the curriculum?

2. How are service activities documented on a regular basis?

3. How does the program interact with the institution and the public, aside from service learning?

4. How does the program assess its effectiveness in interacting with the institution and the public?

B. Interaction with the Profession, Alumni and Practitioners

1. How does the program recognize professional organizations, alumni, and practitioners as resources?

2. Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?

3. Does the program use the alumni registry to interact with alumni?

4. How does the program engage alumni, practitioners, allied professionals and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc?

5. How does the program assess its effectiveness in engaging alumni and practitioners?

7. FACILITIES, EQUIPMENT & TECHNOLOGY

STANDARD 7: Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

INTENT*: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.*

A. Facilities

1. How are faculty, staff, and administration provided with appropriate office space?

2. How are students assigned permanent studio workstations adequate to meet the program needs?

3. How are facilities maintained to meet the needs of the program?

4. Are facilities in compliance with ADA, life-safety, and applicable building codes?

5. If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution's ADA compliance office and/or facilities or risk management office.)

B. Information Systems and Technical Equipment

1. How does the program ensure that students and faculty have sufficient access to computer equipment and software?

2. What are the program's policies on the maintenance, updating, and replacement of computer hardware and software?

3. What are the hours that the computer lab (if applicable) and studios are open to students/faculty?

4. How does the program determine if these times are sufficient to serve the needs of the program?

5. How does the program assess the adequacy of equipment needed to achieve its mission and objectives?

C. Library Resources

1. What library resources are available to students, faculty, and staff?

2. How does the program determine if the library collections are adequate to meet its needs?

3. How does instructional courses integrate the library and other resources?

4. What are the hours that library is open to students and faculty?

5. How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students?

6. How does the program assess its library resources?

ADDENDA

A. Program Details

B. Curriculum

C. Student Information

D. Alumni Information

E. Faculty Information

F. Facilities Information

Faculty Resources

1. Budgeted Instructional Resources: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Instructors/lecturers						
Guest speakers						
One-semester appointments						
Teaching Assistants						
Other						

2. Budgeted Instructional Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Instructors/lecturers						
Guest speakers						
One-semester appointments						
Teaching Assistants						
Other						

3. Budgeted Instructional Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Instructors/lecturers						
Guest speakers						
One-semester appointments						
Teaching Assistants						
Other						

4. Number Of Instructors With Undergraduate / MLA / Doctorate Degrees

	Undergrad degree in landscape architecture (BLA or BSLA)	**MLA**	**Doctorate**
Instructors/lecturers			
Guest Speakers			
One-semester appointments			
Teaching Assistants			
Other			

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to complete certificate requirements:

____ units or _____ credit hours

Elective Units / Credit Hours required to complete certificate requirements:

____ units or _____ credit hours

Match list from 2620.5

Required Courses	**Units/Credit Hours**
History, theory and criticism	
Natural and cultural systems including principles of sustainability	
Public Policy and regulation	
Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management	
Site design and Implementation: materials, methods, technologies, application	
Construction documentation and administration	
Written, verbal and visual communication	
Professional practice	
Professional values and ethics	
Plants and ecosystems	
Computer applications and other advanced technology	

2. Typical Program of Study

Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format given below.

Instructions

1. List specific Landscape Architecture (LA) courses required (e.g., LA 31 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.

2. Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).

3. List free electives as "Electives."

4. The sequence of courses is to be typical student coursework.

5. Reproduction of appropriate pages from the program catalog may be used for this description providing they contain the required information.

Example

	Fall	Spring
First Year	LA 101 LA Design 1 (5) English 101 (3) LA 152 History (3) LA 140 Computer applications (3)	LA 102 (5) Site Planning Planning 151 (4) Horticulture 103 (3) Social science elective (3)
Second Year	Humanities elective (3) LA 201 Planting Design (4) LA 221 Management (3) Calculus 101 (3)	English 102 (3) LA 111 Construction 1 (5) LA 252 Design Theory (3) Physical sciences elective (3)

3. Landscape Architectural Courses Offered During Past Academic Year[1]

List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Course descriptions should be in the Appendix — not in this section.

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students	R/E*	Exam Factors**	Skill Factors***

* Required course/elective course

** Student Learning Outcomes - correlation to CLARB identified factors that lead to successful performance on the Landscape Architect Registration Examination:

- 1 – Project and Construction Administration
- 2 – Inventory and Analysis
- 3 – Design
- 4 – Grading, Drainage and Construction Documentation

[1] Annual report curriculum Question 14

*** Course Pedagogic Objectives - course objectives lead to professional skill development in these critical practice areas:

- A – Technical Thinking
- B – Spatial Reasoning
- C – Computer Aided Design/GIS
- D – Construction Detailing
- E – Construction Documentation
- F – Design Studio
- G – Design Theory
- H – Grading and Drainage
- I – History of Landscape Architecture
- J – Plant Materials
- K – Professional Practice
- L – Site Analysis
- M – Stormwater Management
- N – Sustainable Design

C. STUDENT INFORMATION

1. Overview

Include only students who have declared candidacy in the certificate program being reviewed for the last five years.

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year								
1 Year Ago								
2 Years Ago								
3 Years Ago								
4 Years Ago								

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

_____% American Indian

_____% Black (non-Hispanic)

_____% Asian or Pacific Islander

_____% Hispanic

_____% Caucasian

_____% Other

3. Prior Degree Holdings

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Number of students holding Bachelor's degrees						
Number of students holding Master's degrees						
Number of students holding other forms of education (please explain)						

4. Enrollments

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment						
Males						
Females						

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian/ Pacific	Hispanic	Native American	Other
Total							
Males							
Females							

D. ALUMNI INFORMATION

1. Certificates Awarded

Tabulate the number of certificates awarded in the present year (estimated) and for the years since the last SER.

Academic Year	Males	Females	TOTAL
Current Year			
1 Year Ago			
2 Years Ago			
3 Years Ago			
4 Years Ago			
5 Years Ago			
6 Years Ago			

2. Current Employment

Tabulate the present employment of those having completed the certificate program since the last SER.

Present Occupation	**Males**	**Females**	**TOTAL**
Private Practice			
Public Practice			
Landscape Hort./Design Build			
Volunteer Service (Specify)			
Other (Specify)			
Unknown			
TOTAL			

E. FACULTY INFORMATION

1. Previous and Present Faculty

Tabulate faculty and staff specifically assigned and budgeted to the particular program under review. The number listed in the TOTAL column should agree with the information provided for Standard 2C (Faculty Numbers). Use the following format:

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Instructor				
Guest Speaker				
Other				
TOTALS				

2. Instructional Assignments

Complete the following table for all full and part time instructors. Begin with the Program Administrator and list in order of rank.

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognized by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e., committee work, visiting lecturer arrangements, student advisement.

Faculty member	Degree	Teaching %			Admin / other %	TOTAL %
		Land. Arch. Curriculum				

3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: Fall Semester - FS, Spring Semester, SS, Fall Quarter - FQ, Winter Quarter - WQ, Spring Quarter SQ, Summer Term - ST.

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students	FTE Students

4. Visiting Lecturers/Critics

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the program. List only persons who were brought in for the program under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

Name	Field/Specialty	Date(s)	Contribution
* Edward Armor	Architecture	1/29-30/10	Lecturer (Green Architecture and Current City/County Codes) and In-studio Critic
David Crane	National Park Service Historian	2/26/10	Juror

5. Individual Teacher's Record

Name:

Rank:

Department or unit (if not part of the program under review):

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted

Teaching Experience: (College level)

Institution	Years Taught	Subjects

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

Firm or Agency	Number of Years	Responsibilities

Professional Registration: Give profession and state/province(s).

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Publications. List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

F. FACILITIES INFORMATION

Instructions

1. Tabulate space data as shown below.
2. Describe any steps that are being taken to improve the spaces.
3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.
4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

Program Facilities

Room #	Size (SF)	Max. Capacity Normal Max. Users	Type of Space (studio, office, storage, etc.)	Shared Use (S) Exclusive Use (E)

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Visiting Team Guidelines

Landscape Architects Technical Committee

2420 Del Paso Road, Suite 105
Sacramento, CA 95834
(916) 575-7230

November 2, 2012

INTRODUCTION

Thank you for volunteering to serve as a visiting team member representing the Landscape Architects Technical Committee. The certificate program approval process could not succeed without dedicated volunteers like you. As a member of the Visiting Team, team members are acting as a liaison between LATC and the institution seeking approval for its program. Therefore you are a representative of LATC.

Please refer to the Review/Approval Procedures document to find details on the accreditation process. The site visit is a vital part of the approval process.

VISITING TEAM MEMBER RESPONSIBILITIES

The following guidelines provide general information regarding the roles and responsibilities of the Visiting Team and its members. While it is not possible to put everything into writing, the following guidelines will give the Visiting Team members a better understanding of their role, duties and responsibilities.

Approval reviews provide an important external assessment for programs of landscape architecture. These reviews should provide proactive, constructive, and positive insights focused on improving the quality of landscape architectural education. A great deal of the success of program approval reviews depends on how members of the visiting team prepare and conduct themselves during the review.

Team members need to be well prepared by reading and reviewing all documents (including student work provided) prior to the visit and by communicating with each other before arriving at the institution. The manner in which the team conduct interviews, reviews work and facilities, the care taken in determining findings and crafting the visiting team report, and the way that findings are presented to the various constituents of the host institution impact the perception, quality and
thus, the success of the visit. Every step in the process requires a thoughtful professional demeanor.

Visit Preparation

Read the entire Self Evaluation Report (SER)

- Know your assignment (given by the visiting team chair) and focus on those standards in the SER
- Identify any additional information (not provided in the SER) you may require to properly evaluate standards assigned to you.
- Formulate questions that need to be asked to properly assess standards assigned to

you. During the visit:

- Be punctual for all meetings.
- Be a good listener; do not overly insert yourself into the discussion.
- Ensure that the team has access to representative examples of student work
- Be objective; your role is to observe, analyze and report. Do not express views that could be interpreted as a bias about program content and outcomes.
- Have a positive attitude and tone in the interviews.
- Keep confidences; this will encourage candor.
- Focus on important issues; stay away from small problems.
- Seek a balanced view of issues; do not let a small faction skew the team's perception of an issue.
- Be thorough in searching for the truth about an issue.
- Identify important issues early (at the conclusion of the first day) so you can revisit them and gather additional information that will or will not support them.
- Write clearly, concisely and provide factual information to support any recommendations; avoid vague terms – "some faculty said…", "it was reported…" etc.
- During the exit interviews, be prepared to discuss the rationale for any recommendations or suggestions in the standards.

OVERVIEW OF THE SITE VISIT

The site visit has four principal objectives:

- To verify information in the Self-Evaluation Report (SER);
- To gather new information through observation and interviews;
- To assess whether the program under review meets LATC's approval standards; and
- To identify/verify program strengths and areas for improvement.

Visit Outcomes

It is very important that the team acknowledge that all verbal feedback is a compilation of the team's recommendations to the Landscape Architects Technical Committee (LATC) and not a finding of the LATC.

- **Verbal feedback to the program**: the exit interviews conducted on the last day of the visit should be a brief summary that includes:
    - **Team Report:** a written report completed after the visit that is shared with the program, the administration, and LATC, and
    - **Recommendation to LATC:** the team's consensus of the appropriate approval status for the program, based on their observations. This recommendation is **confidential** and **is not disclosed** to the program during the visit.

Visiting Team Report

A rough draft of the team report should be completed by the conclusion of the visit. The team report follows the Visiting Team Report Format that is sent to the chair of each site review team. The visiting team report has four sections.

1. Overall analysis
2. Report on each standard
3. Summary of recommendations and suggestions to the program
4. Confidential recommendation to LATC

SECTION 1: OVERALL ANALYSIS

The overall analysis includes two sections:

A. An introduction that sets the tone of the report and provides the reader with a sense of the program's institutional and regional context and a brief summary (two pages at most) of the team's findings. The assessment should include a statement about the focus of the program and its unique characteristics, a summary of its strengths and challenges.

B. A review of each recommendation affecting program approval and suggestion for improvement from the last program approval review, with the team's assessment of whether the issue has been adequately addressed. If any of these items are still of concern, they should be addressed in the appropriate section of the report.

SECTION 2: REPORT ON EACH STANDARD

The team must report on each standard. See the LATC Review/Approval Procedures document for definitions. This section has five parts:

A. Assessment of Program Compliance with each Standard (included in template) B. Team's Assessment

C. Recommendations Affecting Program Approval (if applicable)

D. Suggestions for Improvement (if applicable)

A. ASSESSMENT OF PROGRAM COMPLIANCE WITH EACH STANDARD

The site review team indicates one of three conclusions about the program's compliance with the standard: met, met with recommendation(s), or not met.

Standard Met - Evidence shows that overall program performance in this area meets LATC minimum standards. A standard may be judged as met even though one or more criteria are not minimally met.

Standard Met With Recommendation - Deficiencies exist in an area directly bearing on program approval. The problem or problems have observable effects on the overall quality of the program.

A finding of "met with recommendation" must be justified in the rationale section by stating the evidence the team considered, what deficiencies were found, and why, in the teams view, the deficiencies have a serious impact on overall program quality. Since one or more findings of "met with recommendation" may result in provisional approval by the Board, the team must provide justification of its assessment.

Standard Not Met - Cited deficiency is so severe that the overall quality of the program is compromised and the program's ability to deliver adequate landscape architecture education is impaired.

A finding of "not met" must be supported by evidence that the deficiencies in this area are so severe that overall program quality is unacceptably compromised. A program that has even one standard assessed as not met will be denied approval.

B. TEAM ASSESSMENT

The rationale section provides justification for the team's assessment.

Each standard has one or more criteria statements that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a
standard as 'not met'. To be approved a program demonstrates progress towards meeting the criteria. In this document, criteria are identified by letters (e.g., A. Program Mission).

Each criterion has one or more questions that seek qualitative and quantitative evidence used to assess the level of compliance with or achievement of the related criteria.

The site review team must report on each criterion following the format in the example section of this document.

For a finding of "standard met," the rationale may appropriately cite areas of strength as well as
concern.

A finding of "not met" must be supported by evidence that the deficiencies in this area are so severe that overall program quality is unacceptably compromised.

C. RECOMMENDATIONS AFFECTING PROGRAM APPROVAL (IF APPLICABLE)

Are issues of serious concern, directly affecting the quality of the program. Recommendations affecting approval are only made when the site review team assesses a standard as met with recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that are described in the rationale sections of the visiting team report template. The program is required to report progress regularly on these issues. Recommendations Affecting Approval identifies issues, and does not prescribe solutions.

D. SUGGESTIONS FOR IMPROVEMENT (IF APPLICABLE)

Areas where the program can build on strength or address an area of concern that does not directly affect approval at the time of the LATC review. Some suggestions may derive from the team's view that if left unattended these concerns could lead to a future determination that it has become serious enough to warrant a finding of "met with recommendation". Although programs are not required to take action on suggestions, they must report their response to them which could range from dismissing them to reporting progress in addressing them**.** Other suggestions may derive from items that the team's opinion is that an area can become a greater strength or provide improvement to the program Suggestions should be a very useful part of the peer review process. It is important to keep suggestions

to a minimum. The maximum number of suggestions shall be **seven (7).** A team may direct more than one suggestion to a particular standard but the total number may not exceed seven. Suggestions, unlike recommendations, may be prescriptive but they should be supported by evidence found in the rationale.

SECTION 3: Summary Of Recommendations And Suggestions To Programs

This section summarizes all recommendations affecting approval and suggestions for improvement from the reports on each standard. There cannot be any recommendations or suggestions for improvement that were not previously identified.

SECTION 4: CONFIDENTIAL RECOMMENDATION TO LATC

The site review team should agree on its recommendation to LATC of the type of approval action. This recommendation is ***advisory*** only and should be kept confidential. **Do not disclose it in the exit interview(s)**. The recommendation sheet must be completed and signed ***(by all visiting team members)*** before leaving the campus. The team's recommendation is advisory as the program has the opportunity to respond to the team report and supply additional information to LATC. The team's recommendation must be supported by the report's text.

COMPLETION SCHEDULE

The site review team should complete a draft of their report prior to the end of the visit. One way to expedite this process is for team members to bring their own computers.

Within **ten (10) working days** of the site visit, the site review team chair shall send draft copies of the site review team report to the program approval manager and to the other team members. The report will be forwarded to the LATC Program Manager. The team chair will be contacted by the LATC Program Manager shortly thereafter to discuss the team findings and any questions he/she may have concerning the site visit. The principal reader may also contact the other members of the site review team. The draft report may be edited for grammar, spelling**,** and style before being sent to the program for technical accuracy review and comment.

If there are any difficulties in producing the report or submitting it within the required ten days, the site review team chair should contact the program manager and provide a revised submission date for the report.

INTERVIEWS

Coming into contact with those who bring the institution to life is one of the most

important dimensions of the site visit. The interviews can yield the greatest dividends if appropriate preparation is undertaken.

The site review team chair and the program chair should confer about the visit schedule as soon as the assignment of the site review team chair is confirmed. A schedule is printed in the procedures document. The schedule should insure the availability of key university administrative officials. Meeting with subordinate administrative staff for primary interviews is not an acceptable substitute. Not being able to meet with the key university administration dilutes the team's potential effectiveness to help the program. In addition, the schedule should be arranged to allow the site review team to develop a good understanding of all facets of the program by the end the first full day of the visit.

It is important that the interviews be consistent. This document includes sample questions for each group (administrators, faculty, students, alumni and practitioners). The team should agree in advance on the core questions that will be asked in each interview and by whom. The team chair may, at his/her discretion, decide to conduct interviews on an individual basis rather than as a team; if so, it is even more important to agree on the ground rules. Teams should identify the
most important areas to cover, leave time in each interview to probe areas of concern, and allow the interviewee the chance to ask any questions he or she may have. The team should extend an invitation to all faculty and students to meet with the team or a member of the team individually (under conditions of anonymity) to discuss specific issues of concern.

EXIT INTERVIEW

There are four exit interviews in a typical program review visit: an informal one with program chair at breakfast; a private one with the president or other high-level administrator; a private one with the dean; and a group interview with the program's faculty and students.

The site review team chair normally conducts the exit interviews. The exit interview should provide a balanced picture of the team's findings. Each recommendation affecting approval and suggestion for improvement should be reported to all groups. It is best to read the recommendations and suggestions to avoid reporting them differently to different audiences which could leave them open to different interpretations by the various groups. The program should never be surprised by a recommendation or suggestion in the team's written report that was not mentioned in the exit interview.

The team's recommendation on approval status to LATC should not be disclosed to anyone.

SAMPLE QUESTIONS FOR THE SITE REVIEW TEAM

(Questions which elicit information already provided in the Self-Evaluation Report (SER) generally should be avoided. These questions are examples, to generate conversation and to make sure key areas of the program are discussed. **It is not expected that all questions will be asked**. **Site Review Team members should discuss questions in advance of meetings to determine what questions may be most efficient in providing the team with information to make an assessment of the program.** Questions and responses can be used for the team to comment on more than one standard or criterion. ***Site Review Team members should listen more than they speak.***

QUESTIONS FOR ADMINISTRATORS

1. How is the program regarded by other elements of the institution?

2. How does the program contribute to the institution's mission and record of achievement?

3. How is the future of the program regarded by others in the institution?
4. How is the program's faculty regarded academically and as contributors to the leadership (committee) structure of the institution?
5. Are there some issues or questions that the team should pay particular attention to during the visit?
6. How is the program perceived within the community outside of the institution?

QUESTIONS FOR THE DEPARTMENT HEAD/PROGRAM ADMINISTRATOR

1. Has the department's long-range planning effort influenced recent policy decisions? How?

2. What has been the influence of alumni and practitioner contact in facilitating the program's mission?

3. Are there special efforts underway to recruit able students, particularly women and minorities? How successful have these efforts been? What is the main draw for students who enroll in the program?

4. How do the standards for faculty selection, development, salary determination, etc., support the goals of the program?

5. Is there a strategy to assist the faculty in its professional development objectives? Is it working?

6. What efforts have been undertaken to update and strengthen the curriculum? What prompted these efforts?

7. Do you think the curriculum addresses contemporary issues?

8. How does the program assist in preparing graduates for employment or additional education opportunities? Does the program have an advisory board comprised of a
variety of experts (both LA and non-LA) to provide feedback and direction to the program?

9. Is the advisory board effective in facilitating fundraising efforts for the program? Does the program have other fund raising mechanisms in place?

10. How are instructors and other faculty members assessed?

11. (If not clearly defined in the SER) How do you assess course effectiveness?

12. How do you assess how effective courses are in addressing curriculum goals?

13. How often and by what means (assessment techniques) do you evaluate how well the curriculum is addressing your program mission and goals?

14. How and how often do you assess the overall program mission and goals?

15. How are your assessment/evaluation efforts working? Do you anticipate any revisions? Does the university have resources to help you in these areas?

16. How does the program contribute to the institution's mission?

QUESTIONS FOR INSTRUCTORS

1. What are the dean's (program director's) expectations for the program? Have these expectations lead to faculty debate? Is this debate healthy or divisive?
2. What is the faculty's role in the objective-setting process?
3. What effect has long-range planning had on important policy decisions, particularly those involving faculty considerations? Have the program's objectives influenced these considerations?
4. How were faculty members involved in the preparation of the Self-Evaluation Report?
5. Are the standards for faculty selection, development, salary determination pulling the program in the right direction?
6. Are you pleased with the students attracted to this program?
7. What are your current teaching-service interests? What assistance is available in pursuing these professional interests?
8. What is the greatest source of satisfaction in serving on this faculty?
9. Is your long-term professional growth well served by remaining on this faculty?
10. Do you understand the policies and procedures that lead to your professional teaching development and do you have the mentoring and support achieve this?
11. Are administrative and support personnel resources generally adequate?
12. What do you think of the current curriculum?
13. Do you think any changes are necessary in the curriculum?
14. Are the computer and library resources satisfactory for your teaching interests?
15. How effective is your program's assessment/evaluation process? For courses? For determining how courses support curriculum goals? How curriculum supports program mission and goals?
16. Are you excited about any current innovative efforts in the institution?
17. How successful are graduates in seeking/obtaining employment? Are they satisfied with the types of positions they obtain?
18. Are you satisfied with the physical facilities that house the program?
19. How effective are the instructors and guest speakers?

20. How is the program's relationship with other programs?

QUESTIONS FOR STUDENTS

1. What caused you to select this program and this institution?

2. Would you recommend this program to others?

3. To what extent are students involved in the policy-making decisions of the school? Have good ideas advanced from such student involvement been implemented?

4. Were students involved in the preparation of the Self-Evaluation Report?

5. How soon after initial enrollment are career and placement counseling opportunities made known to students? Are these services adequate? Is the academic advising adequate? *Are professional staff and instructors available as advisors*?

6. Do you think this program attracts able students?

7. What do you think of the capabilities of other students in the program?

8. If faculty evaluation forms are available to students, have the results of these questionnaires made any difference? If they don't exist, should they?

9. Do you get a sense of the profession from your instructors?

10. Do instructors seem concerned about their teaching performance? Does the program emphasize good teaching?

11. How are the scholarly interests of faculty introduced into the curriculum?

12. Are course prerequisites enforced?

13. What single learning experience has been most exciting and memorable?

14. Have you been expected to utilize the library resources in your courses? Computer resources?

15. Are the program's handbook, website, and course literature accurate in describing the course content from year to year? Is this material effective in helping you select classes to meet your educational objectives?

16. Are course syllabi thoroughly explained included course learning objectives?

17. What are the plusses and minuses of the physical facilities? Are you satisfied with them?

18. How effective are the instructors and guest speakers?

19. What is the program’s relationship with other programs?

Questions for Practitioners and Alumni

<u>Alumni</u>

1. How did the program prepare you for your career in Landscape Architecture?
2. Were you prepared to handle the work expectations upon graduation? 5 years? Now?
3. What sorts of contact do you have with the department, school and college? If any, what have you heard, experienced or gathered?
4. Have you hired any alumni recently? If not, would you recommend hiring a grad?
5. Are you in contact with any of your classmates?
6. What do you see as the program's strengths and weaknesses?
7. If requested, and you were available, would you consider advising, participating in the program and or serving on an Advisory Board?
8. How were the scholarly interests of faculty introduced into the curriculum?

Practitioners

1. What type of practice do you have?
2. What kind of contact do you have with the program?
3. What do you see as the program's strengths and weaknesses?
4. Have you employed graduates from this program and if so, how are they doing in your office?
5. What is their contribution? Do they meet your expectations?
6. How do they compare with employees who graduated from other schools?
7. Do graduates demonstrate adequate technical skills?

Intern - Practitioners

1. What type of contact did you have with the intern?
2. Do you actively recruit interns from (school) and why?
3. What is their contribution? Do they meet your expectations?
4. How do they compare with employees who graduated from other schools?

Advisory Boards

1. What type of contact do you have with the program?
2. Do you meet frequently, what is the setting and who sets the agenda?
3. Do you find that your input is considered by the program and what sorts of issues do you find most important to it.
4. Does the board review student work?
5. Do you recommend curriculum/faculty changes based on the need to adjust to changing professional/economic conditions?

EXAMPLE

PART I

OVERALL ANALYSIS

A. Introduction

The Bachelor of Landscape Architecture program resides in the five department College of Design at XXXXX University in xxxxxxx. The Department of Landscape Architecture shares the college with other Departments that may include, but not limited to, Architecture, Art + Design, Graphic Design, and Industrial Design.

The Department of Landscape Architecture has a certificate program. T h e program is approximately sized at 20 students each. This five year program graduates approximately 10 students per year and there is no pressure from the university or college to increase the program enrollment. At this size the faculty/student ratio for the Certificate Program is well within the standard of 15:1.

xxxxxx Extension is located in a university town in the state's central region. The area attracts industry and associated research and development from around the world. This highly developed area is rich in both cultural and environmental amenities. It also has a significant number of landscape architects who have been enlisted by the department in teaching and in the formal mentoring and advising of students. The department has recently developed excellent relationships with other college departments, the professional community and with the city and state-wide municipalities.

The College of Design has developed a rich interdisciplinary curriculum that is unusually progressive in the mixing of students and faculty with a curriculum that engages all college members with a *First Year Experience* that is truly interdepartmental and a later *Swing Studio* that requires mid-curriculum students to enroll in a studio in another college unit.

The college is led by Dean xxxxxx who has provided strong and enlightened leadership by both building the college infrastructure (excellent facilities and IT equipment and support) and a college leadership team and faculty that irreversibly values cross-disciplinary teaching and learning. In 20xx, Professor xxxxxxx was appointed Department Head. Previous issues of program isolation, lack of external interaction and support and curriculum issues have been addressed and corrected. The visiting team commends his tireless and highly effective leadership efforts.

As is the case with all academic programs in this time of budget uncertainties, the future will be difficult but with the university, college and external support, and the able college and departmental leadership, this program should be able to meet the challenges ahead.

All cohorts interviewed and evidence presented suggest that the certificate Program at xxxxxx University has met the LATC standards and satisfied the two recommendations coming out of the 20XX accreditation report.

The overall evaluation of the present program's direction is commendable.

B. Confirmation that Minimum Requirements for Approval are Satisfied

1. The program title and degree description incorporate the term "Landscape Architecture".

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.

4. Faculty instructional full-time equivalence (FTE) shall be as follows:

a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

b. An academic unit that offers a certificate program has at least 3 instructional FTE, at least two of whom hold professional degrees in landscape architecture, and at least one full time support faculty

Programs	FTE Instructional Faculty	Faculty with Professional Degreein Landscape Architecture	Full Time FTE Support Faculty
Certificate program Single Program	3	2	1

5. The parent institution is accredited by a recognized institutional accrediting agency. [such as recognition by the U.S. Department of Education or Council for Higher Education Accreditation]

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.

Does the program meet the minimum requirements listed above?

The visiting team has seen evidence to show that the certificate program at XXX University meets the minimum requirements.

B. Review of Each Recommendation Affecting program approval Identified by the Previous Review in

The Site Review Team made three recommendations as part of the 20xx visit. They are:

Recommendation 1

Review the balance of hand graphics and computer technology in design and design implementation courses such that the use of computer technology is more fully integrated into all courses (Standard 3).

Response from the Visiting Team:

After a thorough examination of the revised curriculum, discussions with students, faculty, and the department head, and through a careful review of displayed student work, the visiting team concluded that this recommendation has been satisfied.

Recommendation 2

Expand and solidify the professional practice content on the curriculum (Standard 3).

Through the initiation of a formal Mentorship program which teams a student with a local practitioner and the professional practice course the team concluded that this recommendation has been satisfied.

Recommendation 3

Provide the L.A. Department with office and studio space that gives the program more visibility and greater access to other departments and the College facilities.

There have been no changes in the program's facilities and the team concluded that this recommendation has not been satisfied. See the rationale following Standard 7.

C. Review of Each Suggestion for Improvement from the Previous Review in XXXX

1. **Consider adding references to scholarship/research and interdisciplinary programs in its mission statement (Standard 1).**

The mission statement has been updated to include references to interdisciplinary programs and research. See Standard 1 for more input on the mission statement.

2. **Consider a comprehensive narrative or equivalent of each curriculum sequence to aid faculty as to the context of their course in the curriculum (Standard 3).**

   The program developed a narrative of each curriculum sequence which has been helpful to students and faculty. See Standard 3 on curriculum for more details.

EXAMPLES

Standard 1: Program Mission and Objectives

The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

Assessment:

_____Met _____X_____Met With Recommendation _____Not Met

INTENT: Using a clear concise mission statement, each landscape architecture certificate program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relates to the institution's mission statement?

Team comments: Yes. The program mission statement in the program's 20xx strategic plan focuses primarily on the stewardship and enhancement of the urban environment in an effort to improve the quality of life for the urban populous - principally in the northwestern region of the country. This focus is also articulated in the institution's mission statement and appropriate to the urban environment in which the institution is located.

B. EDUCATIONAL GOALS. Clearly defined and formally stated academic goals reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have an effective procedure to determine progress in meeting its goals and is it used regularly?

Team Comments: Collectively, the faculty reviews the work in each course as a means of evaluating how well each course is addressing the program's goals. Reviews are scheduled for about one third of the curriculum each year. At the reviews, faculty also discusses how general education courses and elective choices support program goals.

C. EDUCATIONAL OBJECTIVES. The educational objectives specifically describe how each of the academic goals will be achieved.

Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

Team Comments: Yes. The objectives describe how the sequence of courses, the focus of specific courses, the relationship between courses during the semester, field trips, study abroad programs and internships work together to achieve the academic goals. In addition, the faculty as a whole annually reviews the objectives to determine if they are appropriate and realistic as a vehicle to achieving program goals.

D. LONG-RANGE PLANNING PROCESS. The program is engaged in a long-range planning process.

Assessment 1: Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Team Comments: The program has been engaged in long-range planning. The strategic plan defines goals and objectives for a five-year period. The goals addressing the curriculum have a set of objectives which are successfully guiding its development. The objectives supporting the goals that address student recruitment and facilities are weak.

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Team Comments: The long-range plan is reviewed annually at a faculty retreat just prior to the start of fall semester. It has been an important and effective guide for curriculum development but less so guiding student recruitment and facilities (individual faculty offices, seminar space and computer technology).

Assessment 3: Does the SER respond to recommendations and suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

Team Comments: The LATC visiting team made four recommendations after the last visit. The SER reported on the progress made to resolve all four. Two of the recommendations (strategic planning and curriculum development) have been resolved. Recommendations about student recruitment and facilities although addressed to some degree, need additional attention.

E. PROGRAM DISCLOSURE. Program literature and promotional media accurately describe the program's mission, objectives, educational experiences and accreditation status.

Assessment: Is the program information accurate?

Team Comments: All program media accurately describe the program's mission, objectives, educational experiences and accreditation status.

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Recommendations affecting accreditation:

1. Clearly articulate the Program's mission; and identify supporting educational objective the attainment of which can be demonstrated.

Suggestions for Improvement:

1. Develop a stronger statement of objectives related to outreach and scholarship and the measures that should be used to evaluate progress towards their attainment.

EXAMPLE

Standard 2: Program Autonomy, Governance & Administration#

The program shall have the authority and resources to achieve its mission, goals and objectives.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration. Landscape architecture is administered as an identifiable/discrete program.

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

Team Comments: Administrators from department heads to the Provost said the LA program was a discrete and important unit in the college and university. However, the program is a small "program" with less than 50 students, in the much larger Department of Architecture with over 300 students which is the smallest department in the College of Design. The program is not very visible. The only sign on the outside or inside of the building that says Landscape Architecture is in the listing of programs on the Department of Architecture's office door. In addition, LA students do not have their own studio space. They are in architecture studio space. LA faculty and students don't see themselves as being a very discrete unit in the department or college.

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Team Comments: The program administrator has a faculty appointment in landscape architecture.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program?

Team Comments: The department head has the authority and responsibility to lead and manage the department. The department head reports directly to the dean of the college and participates, along with other department heads, in discussions on resource allocations and management of the college.

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and support individual faculty development and advancement.

Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?

Team Comments: At the present time, student/faculty ratios are 11:1; down from the 18:1 that the program has historically had. While the lower ratios have their positive side, there was concern expressed by the department head and the dean that a continued decline in enrollment may well lead to a loss of resources.

Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Team Comments: Funding for faculty development is available but it's limited. All requests for supported travel have to be made to the provost's office. The university's first priority is to fund travel associated with gaining funded research grants. Second is funding for untenured faculty to present (not just attend) at conferences. Funds for computers, software and other technical support are available. Students pay a per credit hour fee to the university and the college to support technology.

Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, etc?

Team Comments: Funding for scholarships has historically been adequate. Normally, the program has about 30 scholarships to award among its 100 students. Funds for these scholarships come from the department endowment, the college, and university and off-campus organizations like the garden club. However, the recent turn-down in the economy has reduced this number and last year, the department awarded 13 scholarships. The department has five work-study positions.

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

Team Comments: The department has adequate support personal. It has two support staff members whose responsibilities center on ("herding cats") student course advising, receiving and managing applications and assisting the department head with clerical tasks. The college provides computer support and some assistance with accounting.

C. Commitment to Diversity. The program demonstrates commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?

Team Comments: While the department has achieved gender balance of students and faculty, recruitment of minority students and faculty has been largely unsuccessful. There are no minority faculty members and of the 120 students, two are African-American, two are Hispanic, one is Asian and one is from India. The department advertises each faculty position in all LA and related professional media and request alumni, friends at other universities and practitioners nominate candidates, especially minority candidates for positions.

D. Faculty Participation. The faculty participates in program governance and administration.

Assessment 1: Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices?

Team Comments: Faculty discusses and makes recommendations on the allocation of resources but the principle responsibility lies with the department head. Faculty also have input on some of the operating

practices of the department and a significant role evaluating and modifying the curriculum.

Assessment 2: Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

Team Comments: The department's criteria for annual evaluation have been "on the books" for many years and faculty have participated in making minor adjustments to it. The promotion and tenure guidelines went through a major revision two years ago. A faculty committee was responsible for the revisions which were then approved by the faculty. The need for the revision was triggered by a university requirement to add a post-tenure review process.

Assessment 3: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

Team Comments: The department does not have a formal mentor program. Some faculty admitted they didn't know what the expectations for gaining tenure were and said the department head hadn't discussed it with them. They also seemed a bit uncomfortable when the visiting team seemed to know more about the expectations than they did. The policies and procedures are clearly spelled out in the department, college and university faculty handbooks and on line.

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity and scholarship and to be actively involved in professional endeavors such as presenting at conferences. To address this criterion:

1. A unit that offers a professional certificate program should have a minimum of three part time faculty who hold professional degrees in landscape architecture; and
2. An academic unit that offers a professional degree should have a minimum of three part time faculty, at least two of whom hold professional degrees in landscape architecture.[1]

Assessment 1: Does an academic unit that offers a first professional program have a minimum of three part time faculty who hold professional degrees in landscape architecture?

Team Comments: Yes; three adjunct professors and two support staff all with at least one degree in landscape architecture and two are licensed.

Assessment 2: Does an academic unit that offers professional certificate programs have a minimum of three fulltime faculty, at least two of whom hold professional degrees in landscape architecture?

Team Comments: Yes; two adjunct professors and two associate professors All faculty and one adjunct professor have at least one degree in landscape architecture and two are licensed landscape architects and one is a licensed architect.

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[1] This criterion does not conflict with the numbers listed in the Minimum Requirements for Achieving and Maintaining Accredited Status (p. 5). Those numbers are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.

Assessment 3: Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

Team Comments: The strategic plan does not adequately address the number or expertise of faculty needed for new Programs as envisioned by the department.

Assessment 4: Are the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

Team Comments: The program has adequate faculty to appropriately address all of its responsibilities.

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain

Recommendation affecting accreditation*:*

The published requirements in the Scholarship Procedures of the School should be examined and potentially revised to reflect the expectations in keeping with the scholarship mission of the university. Increased clarity is imperative for the
consistent interpretation of scholarly expectations for promotion and tenure at all levels of review.

Suggestions for Improvement:

1.Develop a Memorandum of Understanding, comparable to that developed for the Community Planning Program to ensure that the necessary authority of the Program Administrator and faculty be formally recognized.

Examples of Appropriate Recommendations Affecting Approval:

Arrange the curriculum with greater flexibility and less conflict in order to meet both major objectives of the certificate curriculum; providing "basic competency in the fundamental aspects of design and technology," and "advanced study in an area of concentration."

A specific plan for the full use and maintenance of computer technology for faculty and students should be developed and implemented.

Integrate the use of computers into the curriculum.

Develop a clear set of measurable objectives for the program which are linked to the curriculum.

Improve balance between theory and practice within the curriculum.

Examples of Inappropriate Recommendations Affecting Program Approval

Add a GIS course to ensure all students have knowledge of GIS.

Hire two additional landscape architecture faculty to reduce student/faculty ratios in studios.

Increase funds allocated to program for purchase of computer hardware and software.

Team Member Misconduct

Conduct

LATC expects all visiting team members to act as professionals. Visiting team members must refrain from engaging in any conduct which might be deemed unprofessional or inappropriate. For example, no team member should make any statement or engage in any activity which might offend the reasonable sensibilities of representatives of the program. Conduct which will not be tolerated under any circumstances includes, but is not limited to, the following:

- Comments that might be construed as showing disrespect for the program, its representatives or the sponsoring institution.
- Comments or actions that may be otherwise inappropriate for workplace settings, such as:

Offensive or demeaning terms of a sexual, racial, ethnic, or similar nature;

Unwelcome suggestions regarding, or invitations to, social engagements or Work-related social events.

The deliberate or careless creation of an atmosphere of sexual harassment or personal intimidation; or

The deliberate or careless expression of jokes or remarks of a sexual, racial, ethnic, or similar nature to or in the presence of individuals who may find such jokes or remarks offensive.

Any team member who fails to act in a professional and respectful manner at all times may be dismissed immediately from the team by the team chair.

Appendix A

TEAM CHAIR VISIT CHECK LIST

BEFORE VISIT

1. __ Make travel arrangements and notify program.

2. __ Review Self-Evaluation Report (should arrive about 45 days before visit.) Expect to be contacted by LATC Program Manager

3. __ Contact other team members, discuss assignments.

4. __ Discuss schedule with program.

5. __ Review **APPROVAL** Standards and Procedures and Visiting Team Guidelines.

6. __ Exchange home phone numbers with team members,
Extension Program Administrator and LATC Program Manager to be used in case of emergency.

DURING VISIT

1. __ Introduction and orientation session with the team, review SER and other materials.

2. __ Review team member responsibilities and potential interview questions.

3. __ Complete and sign Recommendation Form.

4. ___ Complete Team Report

AFTER VISIT

1. __ File team report with LATC Program Manager within 10 days.

2. __ Send copies of report to team members.

3. __ Submit expense voucher to LATC

Appendix B

ADVISORY RECOMMENDATION TO THE

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Date of Visit _____

Institution _____

Degree Title _____

Visiting Team Recommendation

____ Initial Approval

APPROVAL

____ Provisional Approval

____ Denial

Signatures:

_____

_____

_____

APPROVAL
Granted when all standards are met or when one or more standards are met with recommendation, and continued overall program quality and conformance to standards are judged likely to be maintained.

CERTIFICATE PROGRAM APPROVAL may be granted up to six (6) years.

A program receiving **APPROVAL** may be required to submit special progress reports at the discretion of the LATC.

Provisional APPROVAL
Granted when one or more standards are met with recommendation and the cited deficiencies are such that continued overall program quality or conformance to standards is uncertain. Provisional **APPROVAL** may be granted up to two (2) years. This status shall not be granted more than twice without an intervening period of **APPROVAL**. Provisional status is not deemed to be an adverse action and is not subject to be appealed.

Initial APPROVAL
Granted on a first review when all standards are at least minimally met and the program's continued development and conformance to the **APPROVAL** standards is likely. Initial **APPROVAL** may be granted for up to six (6) years. Programs receiving initial **APPROVAL** must submit a special progress report after two or three years (time determined by LATC). The LATC will review the progress report to determine if an **APPROVAL** review should be scheduled immediately or as originally scheduled when initial **APPROVAL** was granted.

Denial of APPROVAL
This status results when one or more standards are not met. This determination is subject to appeal.

Appendix C

LATC APPROVAL VISIT
EXPENSE REIMBURSEMENT VOUCHER

Add here Standard State of California Expense Voucher

Please type or print clearly. This information is needed to process your reimbursement.

NAME: _____

ADDRESS**: _____

_____

_____

** Please indicate if this is a new address: _____ yes ____ no

PROGRAM VISITED: _____

DATE OF VISIT: _____

REIMBURSEMENT REQUEST

Transportation: _____

Airfare: _____

Local Costs: _____

Lodging: _____

Meals: _____

Other: _____

TOTAL REIMBURSEMENT: _____

Signature:_____

Return this voucher with <u>all</u> <u>receipts</u> to: LATC - Sacramento Ca.

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Annual Report Format

Landscape Architects Technical Committee

2420 Del Paso Road, Suite 105
Sacramento, CA 95834

November 2, 2012

PROGRAM ANNUAL REPORT

For the Academic Year _____ Institution _____

Program _____

Chief Administrative Official of the Institution

_____
name title

_____
address

_____
e-mail address phone number

Chief Administrative Official of the College (if applicable)

_____
name title

_____
address

_____
e-mail address phone number

Chief Administrative Official of the Division (if applicable)

_____
name title

_____
address

_____
e-mail address phone number

Chief Administrative Official of the Department

_____
name title

_____
address

_____
e-mail address phone number

Chief Administrative Official of the Program

_____
name title

_____
address

_____
e-mail address phone number

Report Submitted by _____
name *date*

MINIMUM REQUIREMENTS

For Achieving And Maintaining Approved Status

1. The program title and degree description incorporate the term "Landscape Architecture".

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.

4. Faculty instructional full-time equivalence (FTE) shall be as follows:
   a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

   b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.

5. The parent institution is accredited by a recognized institutional accrediting agency.

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.

7. A program accredited by LAAB shall:
   a. Continuously comply with accreditation standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly file complete annual and other requested reports.

The program administrator shall inform Landscape Architects Technical Committee (LATC) if any of these factors fails to apply during an approval period.

The _____ program meets the minimum conditions to apply for LATC approval.

_____

Program Administrator Name *Title*

_____

Program Administrator Signature *Date*

RESPONSE TO PREVIOUS REVIEW

1. Describe the progress that has been made on the Recommendations Affecting Approval from the previous approval visit (not applicable to those seeking initial approval). List each prior Recommendation verbatim and provide an updated recap of responses made on annual interim reports. List each Suggestion for Improvement and provide an update.

2. Describe any substantial changes in the program since the last approval review.

PROGRAM DEMOGRAPHICS AND STATISTICS

PROGRAM DEMOGRAPHICS AND STATISTICS

1. How many students does your program currently have? ____

2. How many students are actively seeking certification from your program currently? _____

3. What is the total number of students in your academic unit from the following ethnic backgrounds?

	Male	Female	Total
Caucasian			
African American			
African Descent			
Asian/Pacific Islander			
Hispanic			
Native American / First Nations			
Other			

4. What was the total number of **each of the following for** your academic unit in the last academic year?

	Male	Female	Total
Applicants			
Admitted			
Accepted			
Enrolled			
International students enrolled			

5. How many students graduated from your program during the last academic year? _____

6. Please tabulate the activities of your graduates from the last academic year.

Activity	Male	Female	Total
Advanced study and research			
Teaching			
Private practice			
Government practice			
Landscape			

horticulture/design build			
Volunteer service			
Not employed in landscape architecture			
Unknown			
Other			

7. What is the total approved operating budget for your academic unit (not including salaries) for the last academic year? _____

8. How many support staff do you have in your academic unit? _____

LATC REPORT TEMPLATE
NOVEMBER 2012

XXXXXXX OF LANDSCAPE ARCHITECTURE

Landscape Architecture Program
School
Address

VISITING TEAM MEMBERS
Name
Name
Name

XXXXX of Landscape Architecture
University of XXXXX Re-
Review DATE

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

Schedule for Visit page

Part I: Overall Analysis page

Part II: Assessment of Each Standard

1. Program Mission and Objectives page

2. Program Autonomy, Governance & Administration page

3. Professional Curriculum page

4. Student and Program Outcomes page

5. Faculty page

6. Outreach to the Institution, Communities, Alumni & Practitioners page

7. Facilities, Equipment & Technology page

Part III: Team Recommendations page

Schedule for Site Review Visit

Insert Visit Schedule

PART I

OVERALL ANALYSIS

Introduction (up to two pages)

Confirmation that Minimum Requirements for Accreditation are Satisfied

(NOTE: For the purpose of this draft, this section matches the modified proposed text of CCR Section 2620.5, Requirements for an Approved Extension Certificate Program, as referenced in agenda item F of the November 2, 2012, UC Extension Certificate Program Task Force meeting packet)

1. The certificate~~program~~ title and ~~degree~~ description incorporate the term "Landscape Architecture".

2. An extension certificate program has a minimum of 90 quarter units or 60 semester units. ~~n undergraduate first-professional program is a baccalaureate of at least four academic years' duration.~~

~~3. A graduate first-professional program is a master's equivalent to three academic years' duration.~~

3~~4~~. Faculty instructional full-time equivalence (FTE) shall be as follows:
a. An academic unit that offers a single first-professional program has at least three FTE instructional faculty ~~who hold professional degrees in landscape architecture, at least one of whom is full-time~~. A minimum of 50% of the faculty need to be licensed landscape architects.

~~b. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.~~

~~Programs~~	~~FTE Instructional Faculty~~	~~Faculty with Professional Degree in Landscape Architecture~~	~~Full Time Faculty~~
~~Single Program~~	~~3~~	~~3~~	~~1~~
~~Bachelors & Masters~~	~~6~~	~~5~~	~~2~~

4~~5~~. The parent institution is accredited by a recognized institutional accrediting agency. [such as recognition by the U.S. Department of Education or Council for Higher Education Accreditation]

5~~6~~. There is a designated program administrator with a minimum of 50% assigned time and with adequate support who is responsible for the leadership and management functions for the program under review.

Review of Each Recommendation Affecting Approval Identified by the Previous Review in (year)

Review of Each Suggestion for Improvement From the Previous Review in (year)

PART II

ASSESSMENT OF EACH STANDARD

REVISE TO MATCH STANDARDS WITHING REVIEW AND APPROVAL PROCEDURES

Standard 1: Program Mission and Objectives
The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

A. Program Mission. The mission statement expresses the underlying purposes and values of the program.

Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relates to the institution's mission statement?

Team comments:

B. EDUCATIONAL GOALS. Clearly defined and formally stated academic goals reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: Does the program have an effective procedure to determine progress in meeting its goals and is it used regularly?

Team Comments:

C. EDUCATIONAL OBJECTIVES. The educational objectives specifically describe how each of the academic goals will be achieved.

Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?

Team Comments:

D. LONG-RANGE PLANNING PROCESS. The program is engaged in a long-range planning process.

Assessment 1: Does the long-range plan describe how the program mission and objectives will be met and document the review and evaluation process?

Team Comments:

Assessment 2: Is the long-range plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?

Team Comments:

Assessment 3: Does the self-evaluation report (SER) respond to recommendations and suggestions from the previous accreditation review and does it report on efforts to rectify identified weaknesses?

Team Comments:

E. PROGRAM DISCLOSURE. Program literature and promotional media accurately describe the program's mission, objectives, educational experiences and accreditation status.

Assessment: Is the program information accurate?

Team Comments:

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations affecting accreditation:

Suggestions for Improvement:

Standard 2: Program Autonomy, Governance & Administration
The program shall have the authority and resources to achieve its mission, goals and objectives.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration. Landscape architecture is administered as an identifiable/discrete program.

Assessment 1: Is the program seen as a discrete and identifiable program within the institution?

Team Comments:

Assessment 2: Does the program administrator hold a faculty appointment in landscape architecture?

Team Comments:

Assessment 3: Does the program administrator exercise the leadership and management functions of the program?

Team Comments:

B. Institutional Support. The institution provides sufficient resources to enable the program to achieve its mission and goals and support individual faculty development and advancement.

Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?

Team Comments:

Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support?

Team Comments:

Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, etc?

Team Comments:

Assessment 4: Are adequate support personnel available to accomplish program mission and goals?

Team Comments:

C. Commitment to Diversity. The program demonstrates commitment to diversity through its recruitment and retention of faculty, staff, and students.

Assessment: How does the program demonstrate its commitment to diversity in the recruitment and retention of students, faculty and staff?

Team Comments:

D. Faculty Participation. The faculty participates in program governance and administration.

Assessment 1: Does the faculty make recommendations on the allocation of resources and ~~do they have the~~ are they encouraged~~responsibility to~~ to be involved in the develop~~p~~ment, implementation, evaluation~~e~~, and modification of~~y~~ the program's curriculum and operating practices?

Team Comments:

Assessment 2: Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?

Team Comments:

Assessment 3: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for ~~tenure and promotion to all ranks~~review of curriculum?

Team Comments:

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity and scholarship and to be actively involved in professional endeavors such as presenting at conferences. To address this criterion:

1. **a unit that offers ~~a first professional program~~an extension certificate should have a minimum of three~~five~~ fulltime faculty.~~ who hold professional degrees in landscape architecture; and~~**
2. ~~**an academic unit that offers a first professional degree at both bachelor's and master's levels should have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture.**[1]~~

Assessment 1: Does an academic unit that offers an extension certificate ~~first professional program~~ have a minimum of three~~five~~ fulltime faculty who hold professional degrees in landscape architecture?

Team Comments:

~~***Assessment 2: Does an academic unit that offers first professional programs at both bachelor's and master's levels, have a minimum of seven fulltime faculty, at least five of whom hold professional degrees in landscape architecture?***~~

Team Comments:

Assessment 3: Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?

Team Comments:

Assessment 4: Are the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

Team Comments:

F. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendation affecting accreditation*:*

Suggestions for Improvement:

~~[1] This criterion does not conflict with the numbers listed in the Minimum Requirements for Achieving and Maintaining Accredited Status (p. 5). Those numbers are minimums and are expected for emerging programs and programs that are becoming established to enroll a small number of students.~~

Standard 3: Professional Curriculum
The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

a. **In addition to the professional curriculum, a first professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.**

b. **In addition to the professional curriculum, a first professional degree at the master's level shall provide instruction in and application of research and or/scholarly methods.**

c. **A first professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for a and b.**

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

A. Mission and Objectives. The program's curriculum addresses its mission, goals, and objectives.

Assessment: Does the program identify the knowledge, skills, abilities and values it expects students to possess at graduation?

Team Comments:

B. Professional Curriculum. The program curriculum includes coverage of:

History, theory and criticism.
Natural and cultural systems including principles of sustainability.
Public Policy and regulation.
Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management.
Site design and Implementation: materials, methods, technologies, application.
Construction documentation and administration.
Written, verbal and visual communication.
Professional practice.
Professional values and ethics.
Plants and ecosystems.
Computer applications and other advanced technology.

Assessment 1: Does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?

Team Comments:

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?

Team Comments:

Assessment 3: Do curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

Team Comments:

C. Syllabi. Syllabi are maintained for courses.

Assessment 1: Do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

Team Comments:

Assessment 2: Do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

Team Comments:

D. Curriculum Evaluation. At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program's learning objectives in a timely way.

Assessment 1: Does the program demonstrate and document ways of:

a. ***Assessing students' achievement of course and program objectives in the length of time to graduation stated by the program?***
b. ***Reviewing and improving the effectiveness of instructional methods in curriculum delivery?***
c. ***Maintaining currency with evolving technologies, methodologies, theories and values of the profession?***

Team Comments:

Assessment 2: Do students participate in evaluation of the program, courses and curriculum?

Team Comments:

E. Augmentation of Formal Educational Experience. The program provides opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences.

Assessment 1: Does the program provide any of these opportunities?

Team Comments:

Assessment 2: How does the program identify the objectives and evaluate the effectiveness of these opportunities?

Team Comments:

Assessment 3: Do students report on these experiences to their peers? If so, how?

Team Comments:

~~**F. Coursework (Bachelor's Level). In addition to the professional curriculum, students also pursue coursework in other disciplines in accordance with institutional and program requirements.**~~

~~***Assessment: Do students take courses in the humanities, natural sciences, social sciences or other disciplines?***~~

~~**Team Comments:**~~

G. Areas of Interest (Bachelor's Level). The program provides opportunities for students to pursue special interests.

Assessment 1: Does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, coursework outside landscape architecture~~certificates, minors~~, and integrative final project etc.

Team Comments:

Assessment 2: Does student work incorporates academic experiences reflecting a variety of pursuits beyond the basic curriculum, collaboration with related professions, and integrative thought?

Team Comments:

~~**H. Research/Scholarly Methods (Master's Level). The program provides an introduction to research and scholarly methods.**~~

~~***Assessment 1: Does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?***~~

~~**Team Comments:**~~

~~***Assessment 2: Does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?***~~

~~**Team Comments:**~~

I. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations Affecting Accreditation:

Suggestions for Improvement:

Standard 4: Student and Program Outcomes.
The program shall prepare students to pursue careers in landscape architecture.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

A. Student Learning Outcomes. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

Assessment 1: Does student work demonstrate the competency required for entry level positions in the profession of landscape architecture?

Team Comments:

Assessment 2: Do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

Team Comments:

B. Student Advising. The program provides students with effective advising and mentoring throughout their educational careers.

Assessment 1: Are students effectively advised and mentored regarding academic development?

Team Comments:

Assessment 2: Are students effectively advised and mentored regarding career development?

Team Comments:

Assessment 3: Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?

Team Comments:

Assessment 4: How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

Team Comments:

C. Participation In Extra Curricular Activities. Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.

Assessment 1: Do students participate in institutional/college organizations, community initiatives, or other activities?

Team Comments:

Assessment 2: Do students participate in events such as LaBash, ASLA Annual Meetings, local ASLA chapter events and the activities of other professional societies or special interest groups?

Team Comments:

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations affecting accreditation:

Suggestions for Improvement*:*

Standard 5: Faculty
The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

A. Credentials. The qualifications of the faculty, instructional personnel, and teaching assistants are appropriate to their roles.

Assessment 1: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?

Team Comments:

Assessment 2: Are faculty assignments appropriate to the course content and program mission?

Team Comments:

Assessment 3: Are adjunct and/or part-time faculty integrated into the program's administration and curriculum evaluation/development in a coordinated and organized manner?

Team Comments:

Assessment 4: Are qualifications appropriate to responsibilities of the program as defined by the institution?

Team Comments:

B. Faculty Development. The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

Assessment 1: Are faculty activities such as scholarly inquiry, research, professional practice and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community, college and university media?

Team Comments:

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

Team Comments:

Assessment 3: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated, and are the results used for individual and program improvement?

Team Comments:

Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Team Comments:

~~***Assessment 5: Are the activities of faculty reviewed and recognized by faculty peers?***~~

~~**Team Comments:**~~

Assessment 6: Do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

Team Comments:

C. Faculty Retention. Faculty hold academic status, have workloads, receive salaries, mentoring and support that promote productivity and retention.

Assessment 1: Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?

Team Comments:

Assessment 2: What is the rate of faculty turnover?

Team Comments:

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations Affecting Accreditation:

Suggestions for Improvement:

Standard 6: Outreach to The Institution, Communities, Alumni, and Practitioners
The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

A. Interaction with the Profession, Institution, and Public. The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

Assessment 1: Are service-learning activities incorporated into the curriculum?

Team Comments:

Assessment 2: Are service activities documented on a regular basis?

Team Comments:

B. Alumni and Practitioners. The program recognizes alumni and practitioners as a resource.

Assessment 1: Does the program maintain a current registry of alumni that includes information pertaining to current employment, professional activity, post graduate study, and significant professional accomplishments?

Team Comments:

Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education etc.?

Team Comments:

C. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations Affecting Accreditation:

Suggestions for Improvement:

Standard 7: Facilities, Equipment, and Technology
Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

Assessment:

_____Met _____Met With Recommendation _____Not Met

INTENT: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

A. Facilities. There are designated, code-compliant, adequately maintained spaces that serve the professional requirements of the faculty, students and staff.

Assessment 1: Are faculty, staff and administration provided with appropriate office space?

Team Comments:

Assessment 2: Are students assigned permanent studio workstations adequate to meet the program needs?

Team Comments:

Assessment 3: Are facilities adequately maintained and are they in compliance with ADA, life-safety and applicable building codes? (Acceptable documentation includes reasonable accommodation reports from the university ADA compliance office and/or facilities or risk management office.)

Team Comments:

B. Information Systems And Technical Equipment. Information systems and technical equipment needed to achieve the program's mission and objectives are available to students, faculty and other instructional and administrative personnel.

Assessment 1: Does the program have sufficient access to computer equipment and software?

Team Comments:

Assessment 2: Is the frequency of hardware and software maintenance, updating and replacement sufficient?

Team Comments:

Assessment 3: Are the hours of use sufficient to serve faculty and students?

Team Comments:

C. Library Resources. Library collections and other resources are sufficient to support the program's mission and educational objectives.

Assessment 1: Are collections adequate to support the program?

Team Comments:

Assessment 2: Do courses integrate library and other resources?

Team Comments:

Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty and students?

Team Comments:

D. OTHER RELEVANT ASSESSMENTS. Are there other relevant assessments? If yes, explain.

Team Comments:

Recommendations Affecting Accreditation:

Suggestion for Improvement:

PART III

Summary of Recommendations and Suggestions

A. Recommendations Affecting Approval

B. Suggestions for Improvements

Agenda Item F

REVIEW PROPOSED LANGUAGE FOR CALIFORNIA CODE OF REGULATIONS (CCR) SECTION 2620.5, REQUIREMENTS FOR AN APPROVED EXTENSION CERTIFICATE PROGRAM, AND POSSIBLE ACTION

The Landscape Architects Technical Committee (LATC) established the original requirements for an approved extension certificate program based on university accreditation standards from the Landscape Architectural Accreditation Board (LAAB). These requirements are outlined in CCR section 2620.5. In 2009, LAAB implemented changes to their university accreditation standards. Prompted by the changes made by LAAB, LATC drafted updated requirements for an approved extension certificate program and submitted a regulation package with the proposed changes to CCR section 2620.5 to the Office of Administrative Law on June 22, 2012.

At the June 27, 2012, University of California Extension Certificate Program Task Force meeting, the Task Force discussed several standards that could potentially require further changes to the proposed language contained in CCR section 2620.5. The Task Force also discussed adding regulation language allowing provisional approval for extension programs in order to allow the programs to correct deficiencies identified during the review process and changing the approval period from the proposed seven years to six years to align with LAAB standards. The six-year approval period also aligns with the biennial application fee proposed in CCR section 2649, Fees.

LATC staff and Department of Consumer Affairs (DCA) legal counsel discussed adding new "provisional approval" language for the extension programs to the regulations subsequent to the June 27, 2012, Task Force meeting. During this discussion, it was determined that provisions to deny or rescind an approval during the proposed biennial update process should also be included in CCR section 2620.5 to address any issues which may arise during the review process. Additionally, DCA legal counsel recommended adding language to provide schools with an opportunity to respond to any charges, such as deficiencies, before an approval is rescinded.

LATC held a public hearing on the proposed changes to CCR section 2620.5 on August 6, 2012. No comments were received. Further action on the regulation package was temporarily

suspended due to the potential for further recommended changes to the regulation language that could arise from the Task Force meetings.

At the October 8, 2012, Task Force meeting, the Task Force reviewed the modified proposed language for CCR section 2620.5, and proposed the following edits to the proposed language:

1. Use the title "program administrator" when referring to the head or director of the program for consistency;
2. Change the curriculum standards in item (i) to directly align with LAAB curriculum standards;
3. Remove the last sentence in item (i) to remove the Board approval requirement for the revision of curriculum;
4. Add the term "learning outcomes" in item (k) to the program syllabus requirements;
5. Separate the last sentence in item (k) into a new item (l) to clearly identify that the extension certificate programs have an emphasis to protect the health, safety, and welfare of the public;
6. Add a new item (n)(3) stating that a landscape architecture extension certificate program administrator should be at least .75 time-base;
7. Add a new item (n)(4) stating a program's administrative support shall be 1.0 full-time equivalence (FTE);
8. Add a new item (n)(5) stating a program shall have three FTE instructional faculty with a degree in landscape architecture;
9. Add a new item (o)(1) to require a program's annual report to include verification of continued compliance with minimum requirements;
10. Add the word "significant" and "such as" in item (o)(2) to require the annual report to report significant changes;
11. Add the phrase "and demographics" to item (o)(3) to require the annual report to report demographic information;
12. Add a new item (p) to specify that a program's title and degree description shall incorporate the term "Landscape Architecture";
13. Change the approval period from seven years to six, to align with LAAB standards;
14. Require the programs to submit an annual report to align with LAAB standards and to keep in frequent contact with the programs;
15. Grant provisional or conditional approval for a term of 24 months rather than 18 months, to align with LAAB standards;
16. Include language to authorize provisional or conditional approval per recommendation by DCA legal counsel; and,
17. Include language to rescind approval per recommendation by DCA legal counsel.

The Task Force is asked to review the modified proposed language which includes all of the items above and make a recommendation to LATC to modify the proposed language in accordance with Task Force recommendations. Draft edits to the proposed language are highlighted in yellow.

ATTACHMENT:
Proposed Language for CCR Section 2620.5 with Additional Draft Edits Highlighted in Yellow

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
MODIFIED PROPOSED LANGUAGE

Edits from the University of California Extension Certificate Program Review Task Force Meetings are highlighted in yellow.

Changes to the originally proposed language are shown by double underline for new text and ~~underline with strikeout~~ for deleted text.

California Code of Regulations, Title 16, Division 26

Amend Section 2620.5 to read as follows:

§ 2620.5 Requirements for an Approved Extension Certificate Program

An extension certificate program shall meet the following requirements:

(a) The educational program shall be established in an educational institution which has a four-year educational curriculum and either is approved under a regional accrediting body ~~Section 94900 of the Education Code~~ or is an institution of public higher education as defined by Section 66010 of the Education Code.

(b) There shall be a written statement of the program's philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture. The program objectives shall provide for relationships and linkages with other disciplines and public and private landscape architectural practices. The program objectives shall be reinforced by course inclusion, emphasis and sequence in a manner which promotes achievement of program objectives. The program's literature shall fully and accurately describe the program's philosophy and objectives.

(c) The program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(d) The program shall be administered as a discrete program in landscape architecture within the institution with which it is affiliated.

(e) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program and between the program and other administrative segments of the institution with which it is affiliated.

(f) The program shall have sufficient authority and resources to achieve its educational objectives.

(g) The program's administrator ~~director~~ shall be a California licensed landscape architect.

(h) The program administrator~~director faculty~~ shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program. The faculty shall be adequate in type and number to develop and implement the program approved by the Board.

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety and welfare:

(1) History, ~~design~~ theory~~,~~ ~~art~~ and criticism~~critique communication~~
(2) Natural and ~~,~~ cultural~~, and social~~ systems~~,~~ including~~and~~ principles of sustainability
(3) Public ~~p~~Policy and regulation
(4~~3~~) Design, ~~site design and~~ planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management~~as a process in shaping the environment~~
(5~~4~~) Site design and Implementation:~~Plant~~ materials, methods, technologies, ~~and their~~ application
(6~~5~~) Construction documentation~~, materials,~~ and administration~~techniques and implementation~~
(7) Written, verbal and visual communication
(8~~7~~~~6~~) Professional practice ~~methods~~
(9~~8~~~~7~~) Professional values ~~ethics~~ and ethics~~values~~
(10~~9~~~~8~~) Plants and ecosystems
(11) Computer applications ~~systems~~ and other advanced technology

~~The program's areas of study curriculum shall not be revised until it has been approved by the Board.~~

(j) The program shall consist of at least 90 quarter units or 60 semester units.

(k) The program shall maintain a current syllabus for each required course which includes the course objectives, learning outcomes, content, and the methods of evaluating student performance~~, and~~

(l) The program clearly identifies where the public health, safety, and welfare issues are addressed.

(m~~l~~) The curriculum shall be offered in a timeframe which reflects the proper course sequence. Students shall be required to adhere to that sequence, and courses shall be offered in a consistent and timely manner in order that students can observe those requirements.

(n~~m~~) A program shall meet the following requirements for its instructional personnel:

(1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.

(2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
(3) The program administrator should be at least .75 time-base.
(4) The program administrative support shall be 1.0 full-time equivalence (FTE).
(5) The program shall have 3 FTE instructional faculty with a degree in landscape architecture.

(o~~n~~) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:

(1) Verification of continued compliance with minimum requirements;
(2) Any significant changes such as~~in~~ curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
(3~~2~~) Current enrollment and demographics; and
(4~~3~~) Progress toward complying with the recommendations, if any, from the last approval.

(p) The program title and degree description shall incorporate the term "Landscape Architecture."

The Board may choose to further evaluate changes to any of the reported items or to a program.

The Board will either grant or deny an application. When specific minor deficiencies are identified during evaluation of an application, but the institution is substantially in compliance with the requirements of the Code and this Division, a provisional or conditional approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to correct those deficiencies identified. If deficiencies are not corrected after the first period of provisional approval, or the condition upon which an approval may be granted is not satisfied, the provisional or conditional approval to operate may be extended for a period not to exceed 24 months if the program demonstrates to the Board a good faith effort and ability to correct the deficiencies. A provisional or conditional approval to operate shall expire at the end of its stated period and the application shall be deemed denied, unless the deficiencies are corrected prior to its expiration and an approval to operate has been granted before that date.

The Board shall review the program at least every six~~seven~~ years for approval. ~~The Board may shorten the current approval based on the information received in the programs' annual reports.~~

The Board may rescind an approval during the six-year approval period based on the information received in the program's annual report after providing the school with a written statement of the deficiencies and providing the school with an opportunity to respond to the charges. If an approval is rescinded, the Board may subsequently grant provisional approval in accordance with the guidelines of this section to allow the program to correct deficiencies.

Note: Authority cited: Section 5630, Business and Professions Code. Reference: Section 5650, Business and Professions Code.

Agenda Item G

SELECT FUTURE MEETING DATES

November		
12	*Veteran's Day Observed*	*Office Closed*
14	Landscape Architects Technical Committee Meeting (LATC)	Los Angeles
22-23	*Thanksgiving Holiday*	*Office Closed*
December		
3-15	Landscape Architects Registration Examination Sections 3 & 4 Administration	Various
5-6	Board Meeting/Strategic Planning	Ontario
25	*Christmas*	*Office Closed*
January		
1	*New Year's Day*	*Office Closed*
21	*Martin Luther King Jr. Day*	*Office Closed*
TBD	LATC Meeting/Strategic Planning Session	Sacramento