CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
NOTICE OF PROPOSED CHANGES IN THE REGULATIONS

NOTICE IS HEREBY GIVEN that the California Architects Board (Board) is proposing to take the action described in the Informative Digest. Any person interested may present statements or arguments orally or in writing relevant to the action proposed at a hearing to be held at the office of the **California Architects Board, 2420 Del Paso Road, Sequoia Room, Sacramento, California, 95834, on August 6, 2012 at 10:30 a.m.** Written comments, including those sent by mail, facsimile, or e-mail to the addresses listed under Contact Person in this Notice, must be received by the Board at its office no later than 5:00 p.m. on **August 6, 2012** or must be received by the Board at the hearing.

The Board, upon its own motion or at the instance of any interested party, may thereafter adopt the proposals substantially as described below or may modify such proposals if such modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposal will be available for 15 days prior to its adoption from the person designated in this Notice as contact person and will be mailed to those persons who submit written or oral testimony related to this proposal or who have requested notification of any changes to the proposal.

Authority and Reference: Pursuant to the authority vested by section 5630 of the Business and Professions Code (BPC), and to implement, interpret or make specific BPC section 5630, the Board is considering changes to Division 26 of Title 16 of the California Code of Regulations (CCR) as follows:

INFORMATIVE DIGEST

A. Informative Digest

BPC section 5630 authorizes the Board to adopt, amend, or repeal rules and regulations, in accordance with the provisions of the Administrative Procedure Act that are reasonably necessary in order to carry out the provisions of law relating to the practice of landscape architecture. BPC section 5630 also authorizes the Board to establish criteria for approving schools of landscape architecture.

B. Policy Statement Overview/Anticipated Benefits of Proposal

Amend Section 2620.5 – Requirements for an Approved Extension Certificate Program

This proposal would retain the Board's existing extension certificate program requirements and do the following: 1) amend subsection 2620.5(a) to remove the outdated reference to section 94900 of the Education Code; 2) amend subsections

2620.5(g) and (h) to clearly specify the responsibilities of the program director and his/her qualifications; 3) update and modify the names of the areas of study and clearly identify where public health, safety, and welfare issues are addressed in the course syllabus in subsections 2620.5(i) and (k); 4) amend subsection 2620.5(m) to allow instructional personnel to hold a certificate from an approved extension certificate program; 5) add a new subsection 2620.5(n) that requires extension certificate programs to submit an annual report in writing with specified information based on the date of the most recent Board approval; 6) allows the Board to evaluate changes to any of the items specified in the report or changes to the program; 7) requires the program to undergo a Board review every seven years in order to gain Board approval; and 8) allows the Board to conduct a review prior to the seven year deadline based on information received in the program's annual report.

Anticipated benefits of this regulatory action:
This regulatory proposal will bring the extension certificate program requirements up-to-date with current standards of the practice of landscape architecture.

C. Consistency and Compatibility with Existing State Regulations

This Board has evaluated this regulatory proposal and it is not inconsistent nor incompatible with existing state regulations.

FISCAL IMPACT ESTIMATES

Fiscal Impact on Public Agencies Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State: none

Nondiscretionary Costs/Savings to Local Agencies: none

Local Mandate: none

Cost to Any Local Agency or School District for Which Government Code Sections 17500 - 17630 Require Reimbursement: none

Business Impact: The Board has made an initial determination that the proposed regulatory action would have no significant statewide adverse economic impact directly affecting business, including the ability of California businesses to compete with businesses in other states.

The following studies/relevant data were relied upon in making the above determination: N/A

Cost Impact on Representative Private Person or Business: The Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Effect on Housing Costs: None

Effect on Small Business: The Board has determined that the proposed regulation would not affect small businesses. The proposed regulation sets forth, by regulation, the Board's amended approval standards for university extension programs in landscape architecture.

RESULTS OF THE ECONOMIC IMPACT ANALYSIS

Impact on Jobs/New Businesses: The Board has determined that this regulatory proposal will not have any impact on the creation of jobs or new businesses or the elimination of jobs or existing businesses or the expansion of businesses in the State of California.

Benefits of Regulation: The Board has determined that this regulatory proposal will have the following benefits to health and welfare of California residents, worker safety, and state's environment: This regulatory proposal benefits the health and welfare of California residents because it updates the extension program certificate requirements to include curriculum that addresses the principles of health, safety, and welfare.

CONSIDERATION OF ALTERNATIVES

The Board must determine that no reasonable alternative which it considered to the regulation or that has otherwise been identified and brought to its attention would either be more effective in carrying out the purpose for which the action is proposed or would be as effective as and less burdensome to affected private persons than the proposal described in this Notice or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law.

Any interested person may present statements or arguments orally or in writing relevant to the above determinations at the above-mentioned hearing or during the written comment period.

INITIAL STATEMENT OF REASONS AND INFORMATION

The Board has prepared an initial statement of reasons for the proposed action and has made available all the information upon which the proposal is based.

TEXT OF PROPOSAL

Copies of the exact language of the proposed regulations and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained at the hearing or prior to the hearing upon request from the California Architects Board, Landscape Architects Technical Committee at 2420 Del Paso Road, Suite 105, Sacramento, California 95834, or by telephoning the contact person listed below.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file, which is available for public inspection by contacting the person, named below.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the contact person named below (or by accessing the Website listed below).

CONTACT PERSON

Inquiries or comments concerning the proposed rulemaking action may be addressed to:

Name:	John Keidel
Address:	California Architects Board 2420 Del Paso Road, Suite 105 Sacramento, CA 95834
Telephone No.:	(916) 575-7220
Fax No.:	(916) 575-7233
E-mail Address:	John.Keidel@dca.ca.gov

The backup contact person is:

Name:	Trish Rodriguez
Address:	California Architects Board Landscape Architects Technical Committee 2420 Del Paso Road, Suite 105 Sacramento, CA 95834
Telephone No.:	(916) 575-7230
Fax No.:	(916) 575-7285
E-mail Address:	Trish.Rodriguez@dca.ca.gov

Website Access: Materials regarding this proposal can be found at www.latc.ca.gov.

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
PROPOSED LANGUAGE

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 director shall be a California licensed landscape architect.

(h) The program 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 critique ~~communication~~
(2) Natural and ~~,~~ cultural~~, and social~~ systems, and principles of sustainability
(3) Public policy and regulation
(4~~3~~) Design, site design and planning as a process in shaping the environment
(5~~4~~) Plant material and their application
(6~~5~~) Construction documentation, materials, ~~and~~ techniques and implementation
(7~~6~~) Professional practice methods
(8~~7~~) Professional ethics and values
(9~~8~~) Computer applications ~~systems~~ and 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, content, ~~and~~ the methods of evaluating student performance, and clearly identifies where the public health, safety, and welfare issues are addressed.

(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.

(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.

(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) Any changes in curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;

(2) Current enrollment; and
(3) Progress toward complying with the recommendations, if any, from the last approval.

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

The Board shall review the program at least every seven years for approval. The Board may shorten the current approval based on the information received in the programs' annual reports.

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

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
INITIAL STATEMENT OF REASONS

Hearing Date: **August 6, 2012**

Subject Matter of Proposed Regulation: **Requirements for an Approved Extension Certificate Program**

Sections Affected: California Code of Regulations (CCR), Title 16, Division 26, Section 2620.5

As a result of legislative reorganization, the Landscape Architects Technical Committee (LATC), established on January 1, 1998, replaced the former Board of Landscape Architects and was placed under the purview of the California Architects Board (Board). Business and Professions Code section 5630 authorizes the Board to adopt, amend, or repeal rules and regulations that are reasonably necessary in order to carry out the provisions under the Landscape Architects Practice Act.

SPECIFIC PURPOSE OF AMENDMENT

The LATC established the original requirements for an approved extension certificate program based on university accreditation standards from the Landscape Architectural Accreditation Board (LAAB). In 2009, the LAAB implemented changes to these university accreditation standards. Prompted by the changes made by LAAB, the LATC drafted updated requirements for an approved extension certificate program. The purpose of this proposal is to implement these new requirements.

This proposal would retain the Board's existing extension certificate program requirements and do the following: 1) amend subsection 2620.5(a) to remove the outdated reference to section 94900 of the Education Code; 2) amend subsections 2620.5(g) and (h) to clearly specify the responsibilities of the program director and his/her qualifications; 3) update and modify the names of the areas of study and clearly identify where public health, safety, and welfare issues are addressed in the course syllabus in subsections 2620.5(i) and (k); 4) amend subsection 2620.5(m) to allow instructional personnel to hold a certificate from an approved extension certificate program; 5) add a new subsection 2620.5(n) that requires extension certificate programs to submit an annual report in writing with specified information based on the date of the most recent Board approval; 6) allows the Board to evaluate changes to any of the items specified in the report or changes to the program; 7) requires the program to undergo a Board review every seven years in order to gain Board approval; and 8) allows the Board to conduct a review prior to the seven year deadline based on information received in the program's annual report.

Anticipated benefits of this regulatory action:

This regulatory proposal will bring the extension certificate program requirements up-to-date with current standards of the practice of landscape architecture.

FACTUAL BASIS/RATIONALE

The Board is mandated to protect the public health, safety and welfare. One of the ways the Board does this is by requiring all persons intending to become a licensed landscape architect in California to meet specific education and experience requirements and completion of a national and California supplemental examination. One way a candidate for licensure can fulfill the educational requirements is by successful completion of an approved extension certificate program established in an educational institution which has a four-year educational curriculum recognized by the Board.

The Board reviews and approves extension certificate programs that meet specific standards pursuant to California Code of Regulations (CCR) section 2620.5. The extension certificate programs are reviewed approximately every five years for compliance with accreditation standards set forth by the LATC. These standards mirror the LAAB standards. LAAB is the accrediting organization for landscape architectural programs. LAAB develops and promulgates the accreditation standards, rules and procedures for conducting the accreditation process. To gain approval, these programs are reviewed by site teams appointed by the LATC. The teams conduct site visits to determine the program's compliance with CCR section 2620.5.

In 2009, the LAAB implemented changes to their university accreditation standards. Prompted by the changes made by LAAB, on October 22, 2009, the LATC voted to review the extension certificate program standards contained in the regulation and update them where necessary to better encompass the mission of the LATC in protecting the public health, safety, and welfare; and ensure that extension programs' areas of study reflect current practice in the profession.

The review identified areas in CCR section 2620.5 that needed to be updated. Based on the results of the review, the LATC makes the following recommendations: retain the Board's existing extension certificate program requirements and do the following: 1) amend subsection 2620.5(a) to remove the outdated reference to section 94900 of the Education Code; 2) amend subsections 2620.5(g) and (h) to clearly specify the responsibilities of the program director and his/her qualifications; 3) update and modify the names of the areas of study and clearly identify where public health, safety, and welfare issues are addressed in the course syllabus in subsections 2620.5(i) and (k); 4) amend subsection 2620.5(m) to allow instructional personnel to hold a certificate from an approved extension certificate program; 5) add a new subsection 2620.5(n) that requires extension certificate programs to submit an annual report in writing with specified information based on the date of the most recent Board approval; 6) allows the Board to evaluate changes to any of the items specified in the report or changes to the program; 7) requires the program to undergo a Board review every seven years in order to gain Board approval; and 8) allows the Board to conduct a review prior to the seven year deadline based on information received in the program's annual report.

UNDERLYING DATA

The LATC used the February 6, 2010 LAAB Accreditation Standards and Procedures, along with internal LATC review and counsel from the Department of Consumer Affairs legal office, to update California-specific requirements for an approved extension certificate program.

BUSINESS IMPACT

This regulation will not have a significant adverse economic impact on businesses.

ECONOMIC IMPACT ASSESSMENT

This regulatory proposal will have the following effects:

- It will not create or eliminate jobs within the State of California because it only affects the requirements for an approved landscape architecture extension certificate program.

- It will not create new business or eliminate existing businesses within the State of California because it only affects the requirements for an approved landscape architecture extension certificate program.

- It will not affect the expansion of businesses currently doing business within the State of California because it only affects the requirements for an approved landscape architecture extension certificate program.

- This regulatory proposal benefits the health and welfare of California residents because it updates the extension program certificate requirements to include curriculum that addresses the principles of health, safety, and welfare.

- This regulatory proposal does not affect worker safety because it only affects the requirements for an approved landscape architecture extension certificate program.

- This regulatory proposal does not affect the state's environment because it only affects the requirements for an approved landscape architecture extension certificate program.

SPECIFIC TECHNOLOGIES OR EQUIPMENT

This regulation does not mandate the use of specific technologies or equipment.

CONSIDERATION OF ALTERNATIVES

The LATC did not consider other alternatives to the proposed regulation because this is the best way to carry out the purpose for which the action is proposed.

No reasonable alternative to the regulation would be either more effective in carrying out the purpose for which the action is proposed or would be as effective or less burdensome to affected private persons and equally effective in achieving the purposes of the regulation in a manner that ensures full compliance with the law being implemented or made specific.

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

Accreditation Standards
And Procedures

Landscape Architectural Accreditation Board

American Society of Landscape Architects
636 Eye Street, N.W.
Washington, D.C. 20001-3736

FEBRUARY 6, 2010

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PREAMBLE

Mission

The mission of the Landscape Architectural Accreditation Board (LAAB) is to evaluate, advocate for, and advance the quality of education in landscape architectural programs.

Identity

The LAAB is the accrediting organization for landscape architectural programs. As such, the LAAB develops standards to objectively evaluate landscape architectural programs and judges whether a school's landscape architectural program is in compliance with the accreditation standards.

The LAAB is comprised of landscape architecture practitioners and academicians, representatives from landscape architecture collateral organizations, and public representatives. The collateral organizations are the:

- American Society of Landscape Architects (ASLA).
- Council of Landscape Architectural Registration Boards (CLARB).
- Council of Educators in Landscape Architecture (CELA).

Values

To achieve our mission, the Landscape Architectural Accreditation Board seeks to:

- Hold itself to high standards and ethical behavior.
- Uphold the standards it establishes in a non-punitive manner.
- Support diversity in all its many forms.
- Promote self-examination and self-analysis of programs and curriculum.
- Aspire to achieve educational excellence as a predicate to professional excellence.
- Encourage education that prepares students to succeed in a changing world.

Introduction to Accreditation

Accreditation is a non-governmental, voluntary system of self-regulation and self-evaluation. Accreditation can be sought at both institutional and specialized levels. Institutional accreditation is concerned with the institution as a whole; specialized accreditation with a specific program. The institution or program conducts a self-study to evaluate how well it is meeting its educational objectives. The accrediting agency then provides an independent assessment of that evaluation.

LAAB is a specialized accrediting agency that accredits educational programs leading to first professional degrees at the bachelor's or master's level. Therefore, in addition to assessing how well a program meets its own specific and institutional educational mission and objectives, accreditation evaluates all programs against standards that ensure the essential educational components leading to entry level professional competence. These standards are developed by the community of interest consensus and are regularly reviewed and assessed.

The Council for Higher Education Accreditation recognition of accrediting organizations has three basic purposes:

To Advance Academic Quality, accrediting organizations must have standards that:

- Advance academic quality in higher education.
- Emphasize student achievement.
- Emphasize high expectations of teaching and learning, research, and service.
- Are developed within the framework of the institutional mission.

To Demonstrate Accountability, accrediting organizations must ensure accountability through:

- Consistent, clear, and coherent communication to the public and to the higher education community.
- Involvement of the public in accreditation decision-making.

To Encourage Purposeful Change and Needed Improvement, accrediting organizations must:

- Encourage, where needed, purposeful change and improvement.
- Anticipate and address needed change.
- Stress student achievement.
- Ensure long-range institutional viability.

LAAB has received Council for Higher Education Accreditation (CHEA) recognition and must conform to CHEA standards.

Academic Quality

LAAB accredited 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 must reflect the institutional mission, thus providing diversity amongst programs and fostering innovation in practice, research, and service. 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, research and service. The goals and results of these activities should reflect both the institutional mission and the profession of landscape architecture.

Scope

LAAB is recognized by the Council for Higher Education Accreditation (CHEA) as the official accrediting body for first-professional programs in landscape architecture. LAAB is a member of the Association of Specialized and Professional Accreditors (ASPA). CHEA reviews LAAB accreditation standards and procedures to ensure that the policies and procedures meet proper standards.

The official scope of LAAB accreditation is "...first-professional programs at the bachelor's or master's level." Others, such as pre-professional and advanced professional programs, lie outside LAAB's scope. LAAB reviews eligible programs in the United States and its territories.

The Landscape Architectural Accreditation Board is established in the ASLA bylaws:

> **Landscape Architectural Accreditation Board**
> *916. There shall be a Landscape Architectural Accreditation Board (LAAB). The board shall consist of twelve (12) members, including one (1) appointed by the Society who shall also serve as a member of the Council on Education, one (1) appointed by the Council of Educators in Landscape Architecture (CELA), and one (1) appointed by the Council of Landscape Architectural Registration Boards (CLARB). The remaining members shall be appointed according to procedures established by LAAB. The board shall be an autonomous working group with responsibility to act in matters concerning accreditation of professional landscape architecture degree programs. Fees collected by LAAB shall cover the direct costs of accreditation visits and board meetings. The Society shall provide staff support and overhead for LAAB in an amount to be determined in the annual budget of the Society as established by the Board of Trustees.*

ASLA has established an administrative policy regarding the Landscape Architectural Accreditation Board.

Purpose

The purpose of this policy shall be to affirm the American Society of Landscape Architects' (ASLA) commitment to and define its in-kind support for the Landscape Architectural Accreditation Board (LAAB) as an autonomous working group with responsibility to act in matters concerning accreditation of professional landscape architecture degree programs.

Commitment

ASLA has supported accreditation since the 1920s and will continue its commitment to the viability of LAAB for as long as such support is considered beneficial to the advancement of the profession of landscape architecture.

Decision-making authority in all matters concerning accreditation shall rest solely with LAAB. This authority shall include determination of accreditation policies and procedures, establishment of accreditation fees, and allocation of those funds to achieve its mission. ASLA will exert no influence over such decisions beyond that expressed by its one vote on the accreditation board.

In the best interests of its long-term health and stability, ASLA will expect LAAB's decisions to be fiscally responsible and generally follow ASLA management guidelines. ASLA will provide LAAB with a minimum of three (3) years notice of any reduction in the amount of support provided.

In-kind Support

ASLA will provide staffing support and overhead for the administration of LAAB's affairs. Such support will include: program management, accounting, meeting planning, library/information resources, computer/technical support, reception, and mailroom services; and office space, general office supplies, Internet/web access, equipment, furniture, and fixtures. In addition, LAAB members and volunteers will be covered by applicable ASLA insurance policies.

ASLA Administrative Policy: 2005

Community of Interest

Before adopting or revising any accreditation standard, LAAB consults the "community of interest" which is defined to include:

Chairpersons of accredited Landscape Architecture programs
ASLA Board of Trustees
Council of Educators in Landscape Architecture
ASLA National Student Representative
ASLA Student Chapters
Council of Landscape Architectural Registration Boards/State Board Members
Accrediting agencies
ASLA members
Roster of Visiting Evaluators (ROVE) members.
Canadian Society of Landscape Architects
General public

The community of interest will have a minimum of thirty days to comment on any proposed revisions. Landscape Architecture accreditation standards and procedures are reviewed by the LAAB every five years.

Membership

The Landscape Architectural Accreditation Board is responsible for judging whether a program is in compliance with the accreditation standards. The LAAB is a 12 member board that consists of representatives from the American Society of Landscape Architects, Council of Educators in Landscape Architecture, and Council of Landscape Architectural Registration Boards, three landscape architecture educators, three practicing landscape architects and three lay persons (non-landscape architects), all appointed for three year terms.

Appointments are arranged so the terms of no more than one educator, one practitioner, and one lay person will expire in the same year. LAAB members are limited to two consecutive terms of appointment without a break in service. LAAB members are selected by a vote of LAAB members. Educators and practitioners must have served on three accreditation visits before being appointed to the Board, with consideration also given to diverse experiences and regional representation. The three non-landscape architects are selected from nominations received at large and cannot be affiliated with a landscape architecture program. Replacement members to fill unexpired terms are appointed in the same manner as original appointees.

Definitions, Interpretation and Application

Accreditation - A voluntary process of peer review designed to evaluate programs based on their own stated objectives and the accreditation standards that follow.

First-Professional Program - A first-professional program encompasses the body of knowledge common to the profession and promotes acquisition of knowledge and skills necessary to enter the professional practice of landscape architecture:

…at the bachelor's level in a context enriched by the liberal arts and natural and social sciences.

…at the master's level by providing instruction in and application of research and or/scholarly methods.

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

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

Intent - Explains the purpose of the standard.

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 accredited a program demonstrates progress towards meeting the criteria. In this document, criteria are identified by letters (e.g., **A. Program Mission**).

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.

Shall…is defined as mandatory.

Should…is defined as prescriptive.

Compliance **-** Achieved when the LAAB concludes, after review of relevant indicators or other evidence, that a standard is met or met with recommendation as defined below. To achieve accreditation a program must demonstrate to LAAB, through the Self-Evaluation Report, site visit, and technical accuracy review of the visiting team report, that it complies with all standards.

Standard Met **-** Evidence shows that overall program performance in this area meets LAAB 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 accreditation. 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.

Recommendation Affecting Accreditation **-** Are issues of serious concern, directly affecting the quality of the program. Recommendations Affecting Accreditation 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 Accreditation identify issues, and do not prescribe solutions.

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

Minimum Requirements For Achieving And Maintaining Accredited 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.

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

5. The parent institution is accredited by a recognized institutional accrediting agency. [such as recognition by 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.

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 LAAB if any of these factors fails to apply during an accreditation 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 accreditation status of the program. Substantive change is addressed on page 24.

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 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 self-evaluation report (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 accreditation 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 15:1?

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?

Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, 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, promotion and tenure of faculty?

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?

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 should have a minimum of 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 a first professional program have a minimum of five fulltime faculty who hold professional degrees in landscape architecture?

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?

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

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

LAAB Recommendations for First Professional Degree Programs	**Full-Time Faculty**	**F/T Faculty with Professional Degree in Landscape Architecture**
Single Program	5	5
Bachelors & Masters Program	7	5

[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.***

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?

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 (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?

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, certificates, minors, etc.

Assessment 2: Does student work incorporates academic experiences reflecting a variety of pursuits beyond the basic curriculum?

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?

Assessment 2: Does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

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?

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, 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?

Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?

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?

Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Assessment 5: Are the activities of faculty reviewed and recognized by faculty peers?

Assessment 6: 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, post graduate study, 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?

ACCREDITATION PROCEDURES

Initiating Accreditation

A program can apply for accreditation whenever it meets the Minimum Requirements for Achieving and Maintaining Accredited Status (page 7) and has had at least one graduating class.

A program should notify LAAB of its intention to apply for initial accreditation at least four months before the anticipated visit. A program must have had one graduating class, and meet accreditation requirements 1-6 (see Minimum Requirements for Achieving and Maintaining Accredited Status) before a visit can be scheduled. The accreditation process is the same whether a program is applying for renewal of accreditation or initial accreditation.

Candidacy Status

To assist non-accredited programs the LAAB has developed a Candidacy Status to help programs prepare for the accreditation process. Candidacy is an accreditation classification granted to any program which is in the planning or early stages of development or an intermediate stage of program implementation. This accreditation classification provides evidence to the educational institution, licensing bodies, and the public that at the time of evaluation, the developing education program appears to have the potential for meeting the standards set forth in the requirements for an accredited educational program in landscape architecture.

The purpose of candidacy is to establish stable, constructive, ongoing, and helpful partnerships between LAAB and institutions working toward becoming accredited by LAAB. Programs designated as "candidates" have voluntarily committed to work toward LAAB accreditation. Candidacy status signifies that the program is demonstrating reasonable progress toward the attainment of accreditation. However, candidacy status does not indicate accredited status nor does it guarantee eventual accreditation.

To achieve candidacy status a program must meet the minimum requirements for achieving and maintaining accredited status except for:

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

However, in order to apply for initial accreditation, the minimum faculty requirements listed above must be met.

After achieving candidacy status, a program must apply for initial accreditation within one year of its first graduating class. If initial accreditation is not granted, the program can retain its candidacy status for one additional year.

To achieve candidacy status, a program must submit a self-evaluation report (SER) and undergo a program review. A program review is a mini-accreditation visit where one member of LAAB or the Roster of Visiting Evaluators will review the program's self-evaluation report and conduct a one to two day visit to the program. LAAB will review the report and determine whether the program should be granted candidacy status or not. In addition LAAB will make recommendations and suggestions on how the program can continue to advance towards meeting the accreditation standards. Programs are responsible for the expenses of the program review visitor.

LAAB will vote on whether to grant a program candidacy status at its next regularly scheduled meeting by reviewing the program's self-evaluation report and the program review report. If LAAB decides not to grant candidacy status this decision is not subject to appeal. The program will be informed in writing of the LAAB's decision.

After achieving candidacy status, programs are required to submit progress reports to LAAB annually.

Programs that have achieved candidacy status must pay an annual sustaining fee (a fee schedule can be obtained from the LAAB office).

Self-Evaluation Report

All programs applying for accreditation prepare a Self-Evaluation Report (SER) following the required LAAB 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 accreditation standard. It is important that faculty, administrators, and students participate in preparing the self-evaluation report. The SER must include a statement explaining the participation of each group. The LAAB accreditation administrator notifies each program of the accreditation schedule and LAAB deadlines.

Since accreditation is a voluntary process, the LAAB cannot conduct a review without an invitation or written notice of approval 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 to the ASLA accreditation manager and one copy of the SER with the proposed visit schedule to each member of the visiting team.

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 accredited program, this may result in the suspension of accreditation and/or the term of accreditation expiring.

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

Roster of Visiting Evaluators (ROVE)

The LAAB maintains the Roster of Visiting Evaluators (ROVE). Visiting team members are selected from the Roster. There are three categories of evaluators:

> **Landscape architecture educators** who hold a first-professional degree in landscape architecture, teach in an accredited program, and hold the minimum academic rank of tenured associate professor.
>
> **Academic administrators** (current or former) who hold the minimum rank of assistant or associate dean, including non-landscape architects, and who hold terminal degrees in their respective fields.
>
> **Landscape architecture practitioners** who have a first-professional degree in landscape architecture and at least five full years of practice experience.

Exceptions to these criteria must be approved by the LAAB chair.

To ensure wide representation of the community of interest, accredited programs are invited to nominate one landscape architecture educator and one academic administrator. Similarly, each ASLA chapter is encouraged to nominate a practitioner. The LAAB will seek nominations from other sources such as individuals and organizations (e.g., CELA and CLARB). LAAB will review nominations for ROVE and make appointments to the roster. Appointments are for five years and are renewable. Information on file for all ROVE members includes current location, school affiliations, and previous visits, as well as a resume.

Visiting Team Selection

The visiting team consists of one landscape architecture educator, one practitioner, and one academic administrator. The LAAB chair selects a proposed visiting team from the ROVE and designates one member as team chair.

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. All ROVE members participating in a review of a course of study leading to a first professional MLA degree will hold an advanced degree.

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 LAAB 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.

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. At the discretion of the LAAB chair, one of the following may accompany the visiting team: an LAAB member, ASLA's director of education or accreditation manager, a landscape architecture educator who has a specialist background relevant to the program under review, an educator from a related design profession, or a ROVE member for training purposes.

Observer Responsibilities

Observers may participate in discussions as invited by the visiting team chair. For example, an educator assigned as an observer to prepare as a future visiting team member may be asked to participate in reviews of student work and ask questions at interviews that the educator member of the team would typically ask. However, the goal of the observer is to prepare to be a future team member.

Cooperation with Other Accrediting Agencies and State Agencies

LAAB seeks to reduce the burden of accreditation on landscape architecture programs by participating with other accrediting bodies if the program under review requests this. The schedule and arrangements must assure that all aspects of the landscape architecture review can be accomplished.

Pre-Visit Responsibilities: Visiting Team

The team chair is responsible for making assignments and assembling the visiting team report. Team members receive the Accreditation Standards and Procedures and the LAAB 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 Self-Evaluation Report and carry out assignments as the team chair directs.

Pre-Visit Responsibilities: Program

The accreditation 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 must be comfortable, reasonably priced, and, where possible, use on-campus facilities such as those for visiting faculty or guest lecturers. LAAB is responsible for the travel, lodging, and meal expenses of the visiting team. Institutions with more than one campus are responsible for the transportation costs between the campuses including additional airfare (example: team members fly into one airport and out of another) if applicable.

Sample Visit Schedule

The following is a sample schedule of activities for a visiting team of the LAAB. This includes all necessary elements and provides adequate time for report preparation.

Day 1 (Sunday)

12:00-2:00 pm Team arrival and check in.

2:00-5:00 pm Review of student work and facilities

6:00 pm Team meets with landscape architecture program administrator to finalize schedule and to discuss the program in general

8:00 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.

Day 2 (Monday)

7:30 am Breakfast with program administrator

9:00 am Meet with the chief executive officer of the institution

9:30 am Meet with the immediate supervisor of the landscape architecture program administrator.

10:00 am Familiarization tour of the landscape architectural facilities. Tour should be brief. (This should be scheduled for Saturday or Sunday depending upon team's arrival schedule).

10:30 am 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.

12:00 Noon	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.
1:30 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.
3:00 p.m.	Break
3:15 pm	Resume student and faculty interviews.
5:00 pm	Break for day.
7:00 pm	Team meets for dinner and executive session to review findings.

Day 3 (Tuesday)

7:30 a.m.	Breakfast with program administrator
9:00 am	Resume faculty interviews.
12:30 pm	Lunch with other department heads
1:30 pm	Remainder of faculty and student interviews as necessary. Inspection of library and other supporting facilities, e.g., computing center, special services, etc.
3:00 pm	Team executive session: preparation of the report by the visiting team.

Day 4 (Wednesday)

7:30 am	Breakfast meeting with program administrator to advise him/her of team's findings.
9:00 am	Review of the team's findings with the chief executive officer of the institution.
9:45 am	Discussions of the team's findings with the immediate supervisor of the landscape architecture program administrator.
10:30 am	Report of team findings to landscape architecture faculty.
11:15 am	Report of team findings to students. (Reports to faculty and students may be combined at visiting team's discretion).
12:00 Noon	Lunch. Team departs from campus.

The program prepares the visit schedule and forwards it to the team members and the accreditation manager, along with the SER, at least forty-five 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 chief executive officer of the campus 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. No evening events should be scheduled as the team needs this time to work on its report and prepare for the next day.

The team members meet in executive session to prepare a complete report in draft form, and to decide on an advisory recommendation to LAAB on the program's accredited status. The content of this report, except the advisory recommendation, is discussed with the chief executive of the institution as well as the program administrator, faculty, and students, particularly in regard to strengths and weaknesses of the program, recommendations affecting accreditation, and suggestions for program improvement.

Visiting Team Report

Before the visit, the visiting team receives the Accreditation Standards and 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 LAAB requirements and accreditation 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 accreditation manager, who review the report. The report may be edited for grammar, spelling and style. The team members should send any comments to the accreditation 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 accreditation manager shall send copies to the chief executive officer and the program administrator of the institution 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 accreditation manager. The 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 LAAB members at least three weeks before the next scheduled LAAB meeting.

Vacating of Application for Accreditation

Any time before action by the LAAB, an institution may vacate its application for accreditation without penalty by notifying in writing both the LAAB chair and the accreditation manager. The LAAB will not refund fees and the program will be assessed for expenses incurred by LAAB.

LAAB Review and Decision

The accreditation review decision will take place at the next scheduled LAAB meeting (typically February and August). The LAAB may consult with a member of the visiting team (usually the chair) and/or the program administrator in order to clarify items in the team report or institutional response. Programs may request to appear before the LAAB to discuss the pending accreditation decision. The

LAAB's decision will be based upon the program's self-evaluation report, annual reports, visiting team report, and institutional response.

Any adverse accreditation decision, defined as either “accreditation denial,” or “withdrawal of accreditation,” 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 which has not been granted accredited status, or a program from which accreditation has been withdrawn, may reapply for accreditation when its administrators believe the program meets current requirements.

LAAB Actions

Accreditation is granted for a period of one to six years. A program may apply for an accreditation review at any time before its term expires, but may not defer a visit to extend its term. The LAAB 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 accreditation will expire. The annually published list of accredited programs includes the accredited status of each program along with the next scheduled accreditation review.

The LAAB will publish actions of accreditation, accreditation denial, withdrawal of accreditation, suspension of accreditation, or provisional accreditation in LAND Online.

LAAB can take the following actions:

Accreditation
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.

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

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

Provisional Accreditation
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 accreditation may be granted up to two (2) years. This status shall not be granted more than twice without an intervening period of accreditation. Provisional status is not deemed to be an adverse action and is not subject to be appealed.

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

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

Suspension of Accreditation
This status results if a program fails to maintain good standing for administrative reasons. Suspension of accreditation is not subject to appeal.

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

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

Notification of LAAB Action

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

The LAAB retains a copy of a program's two most recent self-evaluation reports.

Confidentiality

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

Reference to Accredited Status

A program's accredited status must be clearly conveyed in all program and institutional literature. In particular, if a program offers more than one course of study leading to the same degree, (e.g., first-professional and post-professional MLAs) program literature must identify which course(s) of study is (are) accredited.

Delaying a scheduled Accreditation Visit.

From time to time a program may want to delay a scheduled accreditation visit because of unexpected circumstances. LAAB 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 accreditation at its last review.
- The program is in compliance with Minimum Requirements for achieving and maintaining accredited status.
- All fees and required reports have been submitted.

To request a delay the LAAB must receive a letter from the school dean or higher-ranking administrator.

The program shall pay a visit delay fee. If the request for delay is received before visiting team selection has begun the see the LAAB fee schedule (can be obtained from the LAAB office).

If the request for delay is received after visiting team selection has begun the program must pay a fee plus any visit related expenses that have been incurred (such as non-refundable airline tickets) see the LAAB fee schedule.

If an institution is scheduled to have two programs reviewed at the same time only one delay fee is charged (both must meet above conditions). Regular annual fees still apply.

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 Accreditation

When LAAB takes action, the grant of accreditation will begin from the originally scheduled review date.

Annual Reports and Other Reports

Each accredited program submits an annual report to allow LAAB to monitor the program's continuing compliance with accreditation 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 or enrollment in graduate school for previous year's graduates.

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

The LAAB may choose to alert the program administrator as well as the institution's chief executive officer of its concern for potential effects of reported changes.

Policy on Substantive Change

In order to support accredited programs as they make changes between regular accreditation visits, Landscape Architectural Accreditation Board (LAAB) 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 program or institution administrator.

Substantive Change is any change that compromises a program's ability to meet one or more of the Standards approved and published by LAAB or that makes a program unable to meet any of the following Minimum Requirements for maintaining accredited status as currently stated in the 2010 LAAB Accreditation Standards and Procedures and must be reported:

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) must 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 four of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by the institutional accrediting body of its region.
6. There is a designated program administrator for the program under review.

Procedures and forms for reporting Substantive Change may be obtained from the LAAB website www.asla.org/AccreditationLAAB.aspx. A response regarding a Substantive Change will be provided by LAAB or the accreditation manager within 30 days. The program or institution administrator must respond to the LAAB within 30 days to remain in good standing.

Other Reports

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

Maintaining Good Standing

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

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

Suspension of Accreditation

Should a program fail to maintain good standing for administrative reasons (such as failure to pay required fees or submit required reports) accreditation may be suspended. Before this action is taken the LAAB shall send a show-cause letter requesting the program to explain why accreditation should not be suspended.

Since suspension of accreditation occurs only for administrative reasons it is not subject to appeal. A program whose term of accreditation has been suspended will be listed as such on the official list of accredited programs. Suspensions of accreditation are published in LAND Online. Students attending a program with suspended accreditation are considered to be attending an accredited program. A program can be suspended for a maximum of one year (12 months). LAAB will begin procedures to withdraw accreditation to take affect 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 accreditation may be made.

Withdrawal of Accreditation

Should a program fail to comply with accreditation standards, accreditation may be withdrawn. Before withdrawing accreditation the LAAB shall send a show-cause letter requesting the program to explain why accreditation should not be withdrawn. The LAAB may suggest to the program that an accreditation

visit is in order. Withdrawal of accreditation 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 the LAAB may send a show-cause letter to the landscape architecture program to determine the program's current condition.

Accreditation Fees

The current LAAB fee schedule can be obtained from the LAAB office.

THE APPEAL PROCESS

When the LAAB takes adverse action on accreditation, specific reasons shall be provided for that action to the program administrator and the chief executive of the institution. 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 LAAB and/or the visiting team conformed to the procedures described in this document; or

2. Whether the LAAB and /or the visiting team conformed to the Accreditation Standards.

Appeals based on challenges to accreditation standards or procedures will be dismissed. Institutions differing with LAAB on the standards and procedures established in this document are invited to contact the LAAB which regularly reviews the standards.

A written notice of appeal signed by the chief executive officer of the institution must be submitted within twenty days of notice of the LAAB's action letter. The appeal must be sent to the accreditation manager who shall notify the chair of LAAB. The program must submit within sixty days of LAAB's action a "comprehensive written statement" of all the reasons for the appeal. Failure to submit this statement within sixty days of notice of LAAB's action is equivalent to withdrawing the appeal. During the appeal period, the accredited 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 which was presented to the LAAB at its scheduled meeting from which the final accreditation report consisting of the action letter from LAAB is issued. The program bears the cost of the appeal.

Appeal Panel

The Chair of LAAB shall appoint an appeal panel comprised of three persons, including its chair. Each person must have knowledge of and experience with the accreditation of educational institutions or programs. One member of the appeal panel may be a former member of LAAB. One member of the Appeal Panel may be challenged by the institution for cause and the chair of LAAB shall appoint a replacement. Panel members may serve concurrently on other ASLA committees, councils, or boards, excluding only the LAAB.

Authority

The appeal panel by concurrence of a majority of the members, may either affirm LAAB's decision or recommend to LAAB that it reconsider the decision.

The LAAB must review the case if the appeal panel recommends reconsideration of the decision. Reasonable scheduling is at the discretion of the LAAB. In any case remanded to the LAAB, the recommendations of the appeal panel shall not bind or limit the LAAB in any way. The final decision on accreditation rests with LAAB.

The appeal panel may promulgate additional rules of procedure for the scheduling and conduct of hearings, provided they are consistent with these procedures. The appeal panel has no jurisdiction or authority over the reasonableness of the accreditation standards and procedures, which is a matter properly in the exclusive jurisdiction of the LAAB.

No adverse action is published until the resolution of any appeal.

Hearing of Appeal

The chair of the appeal panel designates the time and place of the hearing which takes place no later than 45 days after receipt of the program's comprehensive written statement.

The chair presides at the hearing and rules on all procedural matters. All three members of the panel must be present.

Both the institution and the LAAB may submit briefs before the hearing in a manner prescribed by the appeal panel. The Appeal Panel will review the documents that LAAB had at the time it made its original decision: visiting team report, self-evaluation report and institution's technical accuracy review comments.

The hearing shall be as informal as is reasonable and appropriate under the circumstances. A party may appear by or with counsel or other representative. The institution may waive personal appearance, in which case the matter will be decided solely on briefs and the written statement. The final decision on accreditation rests with LAAB.

Decision of the Appeal Panel

Every decision must have the concurrence of a majority of the appeal panel members. Within thirty days after the conclusion of the hearing, the appeal panel shall issue a written decision stating its reasons and recommendations, if any, to the LAAB. The decision will indicate the members of the appeal panel concurring. Dissenting opinions may be filed. The LAAB will furnish the majority decision with dissenting opinions, if any, to the institution.

If the appeal panel affirms the LAAB decision, there is no further remedy available within these procedures.

If the appeal panel recommends reconsideration of the decision, the determination thereafter by the LAAB shall be final.

Expenses of Appeal Hearing and Deposit

The program will bear the following expenses in connection with the appeal:

1. Travel and subsistence for the appeal panel members and others such as team chair and LAAB representative, and

2. Cost of the hearing room.

A deposit must be made with the LAAB at the time of the filing of the notice of appeal. This deposit shall be applied to the expenses listed above. Before the hearing, the LAAB may increase the amount of deposit required to meet a realistic estimate of the expenses involved.

COMPLAINT PROCEDURE

A complaint is defined as a written statement submitted by persons expressing substantial dissatisfaction with the quality of a program or its review as set forth by current accreditation standards and procedures. Copies of all correspondence shall always be sent to these four concerned parties: complainant, program administrator, chief executive officer of the institution, and the LAAB accreditation administrator. When an institution adheres to sound due process procedures within its own organization, it is unlikely that LAAB will become involved. Each institution is encouraged to develop effective procedures for responding to faculty or student queries and problems, alleviating dissatisfaction, and averting the need for external intervention by any outside agency. Emphasis on cooperative attitudes and prompt action plays a significant role in fair resolution of faculty or student dissatisfaction.

A complaint shall be processed in stages as follows:

> **Stage A:** The aggrieved party shall submit the complaint, with documentary evidence, to the program administrator. The program administrator shall make a thorough investigation of the complaint and within thirty days respond to the aggrieved party.
>
> **Stage B:** Should the complainant not be satisfied by the action resulting from Stage A, the written complaint should be filed within thirty days with the chair of the LAAB. At its next regular or special meeting, the LAAB will consider the complaint, as well as the response of the institution, and then decide on its merits, providing all parties with notice of that decision.