DEPARTMENT OF CONSUMER AFFAIRS

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
CALIFORNIA ARCHITECTS BOARD
Public Protection through Examination, Licensure, and Regulation

Governor
Edmund G. Brown Jr.

NOTICE OF MEETING

October 8, 2012
8:30am – 5:00pm
University of California Extension Certificate Program Task Force
2420 Del Paso Road, Sequoia Room
Sacramento, CA 95834
(916) 575-7230

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

Agenda

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

B.   Public Comment Session

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

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

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

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

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

H.   Appointment of Site Review Teams

I. Select Future Meeting Dates

Adjourn

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

<div align="right">**Agenda Item A**</div>

CALL TO ORDER – ROLL CALL

University of California Extension Certificate Program Task Force

Christine Anderson, Chair

Patrick Caughey

Linda Gates

Sandra Gonzalez

Lee-Anne Milburn

Jon Wreschinsky

Dick Zweifel

CHAIR'S REMARKS

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

Agenda Item B

PUBLIC COMMENT SESSION

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

Agenda Item C

APPROVE JUNE 27, 2012 UNIVERSITY OF CALIFORNIA EXTENSION CERTIFICATE PROGRAM TASK FORCE SUMMARY REPORT

The Task Force is asked to approve the attached June 27, 2012, University of California Extension Certificate Program Task Force Summary Report.

DEPARTMENT OF CONSUMER AFFAIRS

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SUMMARY REPORT

CALIFORNIA ARCHITECTS BOARD
Landscape Architects Technical Committee

University of California Extension Certificate Program Task Force Meeting
June 27, 2012
Sacramento, California

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

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

Staff Present
Doug McCauley, Executive Officer, California Architects Board (Board)
Vickie Mayer, Assistant Executive Officer, Board
Don Chang, Legal Counsel, Department of Consumer Affairs (DCA)
Trish Rodriguez, Program Manager, Landscape Architects Technical Committee (LATC)
John Keidel, Special Projects Coordinator, LATC

Guests Present
Laurel Kelly, Landscape Architect, H.T. Harvey & Associates
J.C. Miller, Landscape Architecture Program Director, Department of Art and Design,
 UC Berkeley Extension

A. **Welcome and Introductions**

Task Force Chair, Christine Anderson, called the meeting to order at 9:40 a.m. and called roll.

B. **Discuss Purpose of Task Force**

Ms. Anderson stated the Task Force is charged with developing the procedures for conducting
the reviews of the UC landscape architecture extension programs and to conduct the site reviews

of the extension programs. She explained that the purpose of the meeting is to develop LATC guidelines for conducting reviews of the extension programs in accordance with LATC regulations. She noted that the proposed language for California Code of Regulations (CCR) section 2620.5, Requirements for an Approved Extension Certificate Program, aligns with the Landscape Architectural Accreditation Board (LAAB) standards for the extension programs. Ms. Anderson explained an issue during the 2004 site visits of the UC Berkeley and University of California, Los Angeles extension programs was that there were two different review teams and no formal guidelines on how to conduct the visits once the review teams arrived at the respective campuses. Ms. Anderson stated that the review teams had general guidelines for the evaluation of the programs, however, did not have specific questions to answer about the programs. She also noted there was lack of clarity and standardization on how to conduct the evaluations because there were two separate review teams.

Ms. Anderson stated the 2004 site visit teams used the LAAB guidelines as a baseline for review of the extension programs. She noted that there were deviations between the LAAB criteria and the LATC criteria, such as faculty full-time equivalence. Ms. Anderson explained that these issues could not be reconciled during the review visits. She noted that once the Task Force reviews the LAAB guidelines, it can identify deviations between LATC and LAAB and adapt the guidelines to fit the purpose of LATC. Ms. Anderson noted that the Task Force should strive to keep an equivalency between the two sets of criteria between LAAB and LATC. Dick Zweifel noted that the procedures should be equivalent, but not necessarily a parallel because the extension programs are non-degree granting programs, whereas the LAAB accredits degree-granting programs. The Task Force discussed equivalency between the two extension programs.

C. Public Comment Session

Ms. Anderson called for any public comments. J.C. Miller introduced himself as the Program Director for the UC Berkeley Landscape Architecture Extension Certificate Program. He noted that the UC Berkeley Extension Certificate Program has a similar core curriculum to the UCLA Extension Program, but the admission requirements and class content differs between the two programs.

Laurel Kelly introduced herself as a licensed landscape architect and an extension certificate holder from the UCLA Landscape Architecture Extension Certificate Program. She noted that she previously taught landscape architecture classes in the UC Berkeley Extension Certificate Program. She stated that she is attending the meeting to support the extension certificate programs.

D. Review Proposed Language for California Code of Regulations Section 2620.5, Requirements for an Approved Extension Certificate Program

Ms. Anderson presented the proposed regulatory language for CCR section 2620.5 for review and discussion. She stated the proposed language is included in the meeting packet for the Task Force to review how LATC has adapted LAAB evaluation criteria into the regulations. Ms. Anderson noted the proposed language has an emphasis on protecting the health, safety, and welfare of consumers. The Task Force discussed the nature of landscape architecture extension programs as they compare to landscape architecture degree programs in California and across the country. Ms. Anderson noted that if during the process of review, the Task Force generates

questions for the LATC that require clarification, the Task Force can request that LATC review the questions and provide answers.

E. Review and Discuss Background Material from 2006 University of California Extension Certificate Program Reviews and Review Process

The Task Force reviewed the February 6, 2010, LAAB Accreditation Standards and Procedures document and discussed edits that would adapt it for usage in the review of the extension programs. The Task Force proposed edits to the procedures adapted to the nature of the extension programs and the role of LATC in the reviews.

The Task Force discussed adding regulation language regarding provisional approval for extension programs. Lee-Anne S. Milburn noted that provisional approval status can be an effective way for extension programs to prompt the school administration to prioritize the correction of deficiencies in the extension program. The Task Force also discussed changing the extension program approval period from the proposed seven years to six years to align with LAAB standards.

The Task Force also discussed specifying a fee for applying for review of the extension programs due to the costs of conducting the reviews. Ms. Anderson suggested that the Task Force recommend to LATC to change the extension program approval period from the proposed seven years to six years, specify a fee for the review of the extension programs, and add a provision to the regulations for provisional approval of the extension programs. Several Task Force members concurred with this recommendation. The Task Force discussed travel arrangements for conducting the site visits. Ms. Anderson noted that all travel arrangements for the site reviews should be made by LATC staff.

The Task Force reviewed the February 6, 2010, LAAB Self-Evaluation Report Format for First Professional Programs in Landscape Architecture document and discussed edits that would adapt its usage for extension programs that will be required to submit Self-Evaluation Reports (SER). The Task Force proposed edits to the SER Format adapted to the nature of the extension programs and using criteria that is relevant to LATC in evaluation of the reports.

F. Develop University of California Extension Certificate Program Review Procedures and Milestones

The Task Force determined that the LATC UC Extension Certificate Program Review Procedures will be drafted based on the discussed edits to the February 6, 2010, LAAB Accreditation Standards and Procedures. Sandra Gonzalez volunteered to draft review procedures based on the Task Force's proposed edits. The Task Force determined that any additional edits to the procedures will be forwarded via email to Ms. Gonzalez and she has discretion to use another Task Force member to review the edits. Ms. Anderson stated that the draft procedures will be presented for further review and approval at the next Task Force meeting.

The Task Force determined that the draft LATC Self-Evaluation Report Format will be based on the discussed edits to the February 6, 2010, LAAB Self-Evaluation Report Format for First Professional Programs in Landscape Architecture. Ms. Anderson volunteered to draft the Self-Evaluation Report Format based on the proposed edits. The Task Force determined that any additional edits to the draft Self-Evaluation Report Format will be forwarded via email to

Ms. Anderson and she has discretion to use another Task Force member to review the edits. Ms. Anderson stated that the draft document will be presented for further review and approval at the next Task Force meeting.

G.   Select Future Meeting Dates

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

Adjourn

- **Christine Anderson adjourned the meeting.**

The meeting adjourned at 1:30 p.m. (approximate).

REVIEW PROPOSED LANGUAGE FOR CALIFORNIA CODE OF REGULATIONS (CCR) SECTION 2620.5, REQUIREMENTS FOR AN APPROVED EXTENSION CERTIFICATE PROGRAM, AND MAKE A RECOMMENDATION

The Landscape Architects Technical Committee (LATC) established the original requirements for an approved extension certificate program based on university accreditation standards from the Landscape Architectural Accreditation Board (LAAB). These requirements are outlined in CCR section 2620.5. In 2009, LAAB implemented changes to their university accreditation standards. Prompted by the changes made by LAAB, LATC drafted updated requirements for an approved extension certificate program and submitted a regulation package with the proposed changes to CCR section 2620.5 to the Office of Administrative Law on June 22, 2012.

At the June 27, 2012, University of California Extension Certificate Program Task Force meeting, the Task Force discussed several standards that could potentially require further changes to the proposed language contained in CCR section 2620.5. The Task Force also discussed adding regulation language allowing provisional approval for extension programs in order to allow the programs to correct deficiencies identified during the review process and changing the approval period from the proposed seven years to six years to align with LAAB standards. The six-year approval period also aligns with the biennial application fee proposed in CCR section 2649, Fees (Agenda Item E).

LATC staff and Department of Consumer Affairs legal counsel discussed adding new "provisional approval" language for the extension programs to the regulations subsequent to the June 27, 2012, Task Force meeting. During this discussion, it was determined that provisions to deny or rescind an approval during the proposed biennial update process should be included in CCR section 2620.5 to address any issues which may arise during the review process.

LATC held a public hearing on the proposed changes to CCR section 2620.5 on August 6, 2012. No comments were received. Further action on the regulation package was temporarily halted due to the potential for further changes to the regulation language that could arise from the Task Force meetings.

The attached proposed language for CCR section 2620.5 includes draft language to authorize provisional or conditional approval, rescind approval, and changes the approval period from seven years to six.

The task force is asked to review the proposed language and make a recommendation to LATC to either proceed with the regulation package or modify the proposed language in accordance with Task Force recommendations. Draft edits to the proposed language are highlighted in yellow.

<u>ATTACHMENT:</u>
Approved Proposed Language for CCR Section 2620.5 with Additional Draft Edits <mark>Highlighted in Yellow</mark>

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
PROPOSED LANGUAGE

Amend Section 2620.5 of Division 26 of Title 16 of the California Code of Regulations 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~~a biennial 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 will either grant or deny an application. When specific minor deficiencies are identified during evaluation of an application, but the institution is substantially in compliance with the requirements of the Code and this Division, a provisional or conditional approval to operate may be granted for a period not to exceed 18 months, to permit the institution to correct those deficiencies identified. If those deficiencies are not corrected after the first period of provisional approval, or the condition upon which an approval may be granted is not satisfied, the provisional or conditional approval to operate may be extended for a period not to exceed 18 months if the program demonstrates to the Board a good faith effort and ability to correct the deficiencies. A provisional or conditional approval to operate shall expire at the end of its stated period and the application shall be deemed denied, unless the deficiencies are corrected prior to its expiration and an approval to operate has been granted before that date.

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

The Board may rescind an approval during the six-year approval period based on the information received in the programs' biennial reports. If an approval is rescinded, the Board may subsequently grant provisional approval in accordance with the guidelines of this Section to allow the program to correct deficiencies.

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

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

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

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

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

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

Staff met with legal counsel to discuss the biennial fee it was authorized to charge, as well as how to administer the biennial application fee. BPC section 5681(h) refers to an "application for approval" which can be interpreted to mean an initial application for approval. The law also provides that the application fee is to be collected on a biennial basis. The collection of the fee on a biennial basis implies it is a "renewal fee" once the initial application has been approved. LATC currently reviews extension schools and approves them for a period up to six or seven years. Modification to the LATC's approval process will be necessary in order to implement a biennial renewal fee. Schools would need to be renewed on a biennial basis since the law requires that the approval fee be collected on a biennial basis. To meet this requirement, schools could submit an update report as part of the biennial renewal. As part of the procedures, the

Task Force should include how the biennial reports will be reviewed. Schools could also be required to undergo an on-site inspection as part of the third renewal cycle following initial approval or since the last on-site inspection.

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

The Task Force is asked to review the attached proposed language to amend California Code of Regulations (CCR) section 2649, Fees, and make a recommendation to LATC.

ATTACHMENT:
Proposed Language for CCR Section 2649, Fees

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
PROPOSED LANGUAGE

California Code of Regulations, Title 16, Division 26

Amend Section 2649 to read as follows:

§ 2649 Fees

The fees for landscape architect applicants and landscape architect licensees shall be fixed by the
Board as follows:
(a) The fee for reviewing an eligibility application or an application to take the California
   Supplemental Examination is $35.
(b) The fee for the California Supplemental Examination is $225. On or after July 1, 2009, the
   fee for the California Supplemental Examination is $275.
(c) The fee for a duplicate license is $15.
(d) The penalty for late notification of a change of address is $50.
(e) The fee for an original license is $300. For licenses issued on or after
   July 1, 2009, the fee for original license shall be $400.
(f) The fee for a biennial renewal is $300. For licenses expiring on or after July 1, 2009, the fee
   for a biennial renewal shall be $400.
(g) The fee for filing an application for approval of a school pursuant to Section 2620.5 shall be
   six hundred dollars ($600) initially, and six hundred dollars ($600) collected thereafter on a
   biennial basis as an ongoing application renewal fee during the approval period of the school.

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

Agenda Item F

REVIEW DRAFT UNIVERSITY OF CALIFORNIA (UC) EXTENSION CERTIFICATE PROGRAM REVIEW PROCEDURES, AND POSSIBLE ACTION

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

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

Subsequent to the June 27, 2012, Task Force meeting, Dick Zweifel incorporated the suggested Task Force's edits into a draft of the LATC Review and Approval Procedures. Minor edits from Christine Anderson were also incorporated into the document. Additionally, the Task Force's suggested edits to the Self-Evaluation Report were made by Christine Anderson and incorporated into the attached draft report. The Task Force is asked to review both draft documents and discuss possible action.

Also attached is the LAAB Visiting Team Guidelines. If time permits, the Task Force is asked to discuss recommended edits to the guidelines.

ATTACHMENTS:
1. Draft LATC Review and Approval Procedures
2. Draft LATC Self-Evaluation Report
3. LAAB Visiting Team Guidelines

LANDSCAPE ~~ARCHITECTURAL~~ ARCHITECTS ~~ACCREDITATON BOARD~~TECHNICAL COMMITTEE

~~Accreditation Standards~~ ~~And~~Review / Approval Procedures

Landscape Architects Technical Committee~~ural Accreditation Board~~

~~American Society of Landscape Architects~~
~~636 Eye Street, N.W.~~ 2420 Del Paso Road, Suite 105
~~Washington, D.C. 20001-3736~~Sacramento, CA 95834

~~FEBRUARY 6, 2010~~OCTOBER 8, 2012

Table of Contents (modify as necessary based on revisions)

PREAMBLE ~~(suggest that most of this section can be eliminated)~~

Mission

~~The mission of the Landscape Architectural Accreditation Board (LAAB~~LATC) ~~is to evaluate, advocate for, and advance the quality of education in landscape architectural programs.~~ The mission of the LATC is to regulate the practice of landscape architecture in a manner which protects the public health, safety, and welfare and safeguards the environment by:

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

~~Restate to reflect LATC Mission and not LAAB~~

~~Identity~~Purpose Overview and Educational P~~p~~reparation for Licensure

~~(This section should be expanded to provide an overview to LATC's purpose and role in providing certificate program review in order to expand licensure examination eligibility in California.)~~

The Landscape Architects Technical Committee has convened an education subcommittee on several occasions since its inception. Each time, the subcommittee has recognized and upheld the value of education, experience and examination in the training of a candidate for licensure. At the same time, the LATC has also recognized that there is a shortage of qualified landscape architects holding licenses within the state. In addition, the standard accredited degree programs are unable to expand capacity for additional graduates. The subcommittee also addressed the growing need of students in California requiring night school hours due to any number of circumstances, finding a second career in landscape architecture, attempting to finish a degree that had only been partially completed, or the inability to find the economic means to attend a full degree program. Acknowledging these facts, the education subcommittee, in 2006 *(correct year?),* recommended that extension graduates in landscape architecture be allowed some education credit toward taking the LARE. In this capacity, the extension programs accommodate the "non-traditional" student to meet the requirements to sit for examination. *~~Provide general statement referencing licensure and the role education plays in California.~~*

~~Offer perspective and background on the various landscape architectural educational "avenues" available in California e.g., degree programs accredited by the ASLA through the LAAB. Address the role certificate programs play in accommodating non-traditional students and LATC's historical position in wanting to~~

~~The~~In order to provide expanded examination access for certificate program graduates, the ~~LAAB~~LATC offers a voluntary review function ~~is the accrediting reviewing organization~~ for landscape architectural certificate programs in California. ~~As such, the~~The ~~LAAB~~LATC ~~develops~~ has interpreted standards established by the LAAB~~,~~ to objectively evaluate landscape architectural certificate programs and judges whether a ~~school's~~landscape architectural program is in compliance. The intent of the LATC is not to supersede LAAB's role in accreditation, but to allow additional access to licensure for candidates within the State of California who might not find it feasible to attend a regular degree-level program. ~~with the accreditation standards.~~

(This section needs expanding to more fully explain the basis and reasoning behind why the LATC has taken on this function. Include reference to the LAAB only accrediting landscape architecture degree programs and not certificate offerings at this time. It is the national organization recognized by CHEA.

The ~~LAAB~~LATC 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 (Important to remove all reference to LATC providing "accreditation". The LATC does not have recognition as an accrediting body.

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

Academic Quality

~~LAAB~~LATC ~~accredited~~ approved programs must maintain and monitor – and strive to advance – academic quality within their program and their institution. "Academic quality" at its most basic definition is that the program satisfies (meets or exceeds) student and professional expectations. ~~However, the program 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~~LATC is recognized by the Council for Higher Education Accreditation (CHEA) as the official accrediting body for first-professional programs in landscape architecture. ~~LAAB~~LATC is a member of the Association of Specialized and Professional Accreditors (ASPA). CHEA reviews ~~LAAB~~LATC accreditation standards and procedures to ensure that the policies and procedures meet proper standards.

The official scope of ~~LAAB~~LATC 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~~LATC's scope. ~~LAAB~~LATC 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~~LATC). 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~~LATC. 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~~LATC shall cover the direct costs of accreditation visits and board meetings. The Society shall provide staff support and overhead for ~~LAAB~~LATC 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 (LAABLATC) 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 LAABLATC 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 LAABLATC. 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 LAABLATC's decisions to be fiscally responsible and generally follow ASLA management guidelines. ASLA will provide LAABLATC 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 LAABLATC'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, LAABLATC 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, LAABLATC 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~~LATC ~~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~~LATC ~~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~~LATC ~~members are limited to two consecutive terms of appointment without a break in service. LAAB~~LATC ~~members are selected by a vote of LAAB~~LATC ~~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

LATC Certificate Program ~~*Accreditation*~~ *Approval* - A voluntary process of peer review designed to evaluate programs based on their own stated objectives and the review ~~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 landscape architectural curriculum ~~degree~~ and the supporting administration, faculty, facilities and services which sponsor and provide those experiences.

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

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~~ approved, 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~~LATC concludes, after review of relevant indicators or other evidence, that a standard is met or met with recommendation as defined below. To achieve ~~accreditation~~ approval a program must demonstrate to ~~LAAB~~LATC, 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~~LATC minimum standards. A standard may be judged as met even though one or more indicators are not minimally met.

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

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

Recommendation Affecting LATC ~~Accreditation~~ Approval - Are issues of serious concern, directly affecting the quality of the program. Recommendations ~~a~~Affecting ~~Accreditation~~approval are only made when the visiting team assesses a standard as met with recommendation or not met. Recommendations are derived from the identified areas of weakness in meeting a standard that are described in the rationale sections of the visiting team report. The program is required to report progress regularly on these issues. Recommendations Affecting ~~Accreditation~~Approval 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~~approval at the time of the ~~LAAB~~LATC review.

Minimum Requirements For Achieving And Maintaining ~~Accredited~~ LATC Approved Status

1. The LATC Practice Act contains the following language which addresses the minimum requirements for achieving and maintaining Approval Status:

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

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

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

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

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

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

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

(h) The program director 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 and critique

    (2) Natural and cultural systems, and principals of sustainability

    (3) Public policy and regulation

    (4) Design, site design and planning as a process in shaping the environment

    (5) Plant material and their application

    (6) Construction documentation, materials, techniques and implementation

    (7) Professional practice methods

    (8) Professional ethics and values

    (9) Computer applications and advanced technology

The program's areas of study 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, 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 Brd may shorten the current approval based on the information received in the program's annual reports.

~~1~~2. 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.~~

3~~2~~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~~	

4~~3~~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]

4~~5~~.~~6.~~ There is a designated program administrator responsible for the leadership and management functions for the program under review.

7~~5~~6. A program ~~accredited~~ approved by ~~LAAB~~LATC shall:
   a. Continuously comply with ~~accreditation~~ LATC approval standards;
   b. Pay the annual sustaining and other fees as required; and
   c. Regularly file complete annual and other requested reports.

The program administrator shall inform ~~LAAB~~LATC if any of these factors fails to apply during an ~~accreditation~~ approval period. The program administrator is responsible for reporting any substantive changes to the program when they occur. Substantive changes would be those that may affect the ~~accreditation~~ approval 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 certificate program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

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

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

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

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

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

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

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

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

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

Assessment 3: Does the 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 LATC approval status.

Assessment: Is the program information accurate?

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

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

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

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

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

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

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

Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1? Verify this is acceptable to LATC

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~~:~~, a

~~1.~~ ~~a unit that offers a first professional~~certificate program should have a minimum of ~~five~~ three fulltime faculty who hold professional degrees in landscape architecture and are licensed landscape architects. ~~; 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 1: Are the number of faculty adequate to achieve the program's mission and goals and individual faculty development?

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

Assessment 3~~23~~: 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?~~

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

Standard 3: Professional Curriculum

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

> 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, <ins>design</ins> theory and ~~criticism~~<ins>critique</ins>.
Natural and cultural systems<ins>,</ins> ~~including~~<ins>and</ins> principles of sustainability.
Public Policy and regulation.
Design, <ins>site design and</ins> planning ~~and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management.~~<ins>as a process of shaping the environment.</ins>
<ins>Plant material and their application</ins>
~~Site design and Implementation: materials, methods, technologies, application.~~
Construction documentation<ins>, materials, techniques</ins> and ~~administration~~<ins>implementation</ins>.
~~Written, verbal and visual communication.~~
Professional practice<ins> methods</ins>.
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?

Assessemnt 4: Does the curriculum provide opportunities for student engagement in interdisciplinary projects?

C. Syllabi. Syllabi are maintained for courses.
Assessment 1: Do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?

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

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

Assessment 1: Does the program demonstrate and document ways of:
   a. *Assessing students' achievement of course and program objectives in the length of time to graduation stated by the program?*
   b. *Reviewing and improving the effectiveness of instructional methods in curriculum delivery?*
   c. *Maintaining currency with evolving technologies, methodologies, theories and values of the profession?*

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

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

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

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

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

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

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

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

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 2~~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 3~~4~~: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?

Assessment 4~~5~~: Are the activities of faculty reviewed and recognized by faculty peers?

Assessment 5~~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, licensure, 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~~ REVIEW AND APPROVAL PROCEDURES

Initiating ~~Accreditation~~ Review and Approval

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

A program should notify ~~LAAB~~ LATC of its intention to apply for initial approval~~accreditation~~ at least four months before the anticipated visit. A program must have had one graduating class, and meet ~~accreditation~~ approval requirements 1-4~~6~~ (see Minimum Requirements for Achieving and Maintaining Accredited Status) before a visit can be scheduled. The ~~accreditation~~ approval process is the same whether a program is applying for renewal of accreditation or initial accreditation.

Candidacy Status

To assist non-~~accredited~~ approved programs the ~~LAAB~~ LATC 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~~LATC and institutions working toward becoming ~~accredited~~ approved by ~~LAAB~~LATC. Programs designated as "candidates" have voluntarily committed to work toward ~~LAAB~~LATC ~~accreditation~~approval. Candidacy status signifies that the program is demonstrating reasonable progress toward the attainment of accreditation. However, candidacy status does not indicate ~~accredited~~ approval status ~~nor does it~~ or guarantee eventual ~~accreditation~~approval.

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

> An academic unit that offers a single ~~first-professional~~ certificate 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~~LATC approval, the minimum faculty requirements listed above must be met.

After achieving candidacy status, a program must apply for initial ~~accreditation~~ approval within one year of its first graduating class. If initial ~~accreditation~~ approval 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~~ approval visit where one member of ~~LAAB~~LATC program review committee ~~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~~LATC will review the

report and determine whether the program should be granted candidacy status or not. In addition ~~LAAB~~LATC will make recommendations and suggestions on how the program can continue to advance towards meeting the ~~accreditation~~ approval standards. Programs are responsible for the expenses of the program review visitor.

~~LAAB~~LATC 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~~LATC decides not to grant candidacy status this decision is not subject to appeal. The program will be informed in writing of the ~~LAAB~~LATC's decision.

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

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

Self-Evaluation Report

All programs applying for accreditation prepare a Self-Evaluation Report (SER) following the required ~~LAAB~~LATC format. The SER describes the program's mission and objectives, its self-assessment, and future plans; provides a detailed response to the recommendations of the previous visiting team; and details the program's compliance with each ~~accreditation~~ approval 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~~LATC ~~accreditation administrator~~ notifies each program of the ~~accreditation~~ approval schedule and ~~LAAB~~LATC deadlines.

Since ~~accreditation~~ LATC approval is a voluntary process, the ~~LAAB~~LATC cannot conduct a review without an invitation or written notice of consent ~~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 and proposed visit schedule to the Program Manager, Landscape Architects Technical Committee. ~~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 LATC ~~accredited~~ approved program, this may result in the suspension of ~~accreditation~~ approval and/or the term of ~~accreditation~~ approval expiring.

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

LATC Certificate Program Review Committee

Visiting Team

~~Roster of Visiting Evaluators (ROVE)~~

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

Landscape architecture educators or administrators who hold a first-professional degree in landscape architecture, teach or have taught in an accredited program, and hold the minimum academic rank of tenured associate professor.

~~Academic administrators~~LATC Member (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~~are licensed landscape architects and have at least five full years of practice experience.

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

Exceptions to these criteria must be approved by the ~~LAAB~~LATC ~~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~~one LATC member. ~~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~~LATC chair.

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

~~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~~LATC chair, one of the following may accompany the visiting team: an additional ~~LAAB~~LATC 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 another a ROVE member LATC for evaluator for training purposes.

Pre-Visit Responsibilities: Visiting Team

The team chair is responsible for making assignments and assembling the visiting team report. Team members receive the LATC ApprovalAccreditation Standards and Procedures and the LAABLATC 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 LATC Program Manageraccreditation 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. LAABLATC 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 LAABLATC. This includes all necessary elements and provides adequate time for report preparation. As it is noted that the certificate programs generally function at night, changes may be made to this schedule keeping in mind that the visiting team will require at least three hours each day to prepare reports and executive summaries.

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 certificate 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 <u>certificate</u> program administrator

    9:00 am   Meet with the <u>chief</u> ~~chief executive officer~~<u>administration</u>~~or~~ of the unit that in which the certificate program is located ~~of the institution~~

    9:30 am   Meet with the immediate supervisor of the landscape architecture <u>certificate</u> 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. <u>Inspection of library and other supporting facilities, e.g., computing center, special services, etc.</u>

    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<u>3</u> ~~(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~~ chief administrator of the unit that in which the certificate program is located ~~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~~ LATC Program Manager~~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~~appropriate ~~university~~ administrators ~~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~~LATC on the program's ~~accredited~~ approval status. The content of this report, except the advisory recommendation, is discussed with the ~~chief executive of the institution~~appropriate administrator as well as the certificate program ~~administrator~~director, faculty, and students, particularly in regard to strengths and weaknesses of the program, recommendations affecting ~~accreditation~~approval, and suggestions for program improvement.

Visiting Team Report

Before the visit, the visiting team receives the ~~Accreditation~~ LATC Approval 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~~LATC requirements and ~~accreditation~~ approval standards. The team chair makes writing assignments as necessary and is responsible for compiling the report.

Within ten days following the visit, the visiting team chair completes final editing and sends copies to the other team members and the LATC Program Manager~~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 LATC Program Manager~~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 LATC Program Manager ~~accreditation manager~~ shall send copies to the appropriate campus administrator ~~chief executive officer~~ and the certificate program ~~administrator~~ director ~~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~~. LATC Program Manager. The certificate program shall respond to any standard that is assessed as "met with recommendation" or "not met." This response should include any documentation the program deems pertinent.

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

Vacating of Application for Accreditation

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

~~LAAB~~LATC Review and Decision

The ~~accreditation~~ LATC Certificate Program Approval review decision will take place at the next scheduled ~~LAAB~~LATC meeting following receipt of the Team report and institutional response. ~~(typically February and August).~~ The ~~LAAB~~LATC may consult with a member of the visiting team (usually the chair) and/or the ~~program administrator~~LATC Program Manager in order to clarify items in the team report or institutional response. Certificate Programs may request to appear before the ~~LAAB~~LATC to discuss the pending ~~accreditation~~ approval decision. The ~~LAAB~~LATC's decision will be based upon the program's self-evaluation report, annual reports, visiting team report, and institutional response.

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

~~LAAB~~LATC Actions

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

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

~~LAAB~~LATC can take the following actions:

LATC Certificate Program 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~~ Approval may be granted up to six (6) years.

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

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

Initial LATC Certificate Program Approval ~~Accreditation~~

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

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

Suspension of LATC Certificate Program Approval~~Accreditation~~

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

LATC Certificate Program Approval~~Accreditation~~ Denial

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

Withdrawal of LATC Certificate Program Approval~~Accreditation~~

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

Notification of ~~LAAB~~LATC Action

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

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

Confidentiality

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

Reference to ~~LATC Certificate Program Approval~~ ~~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 LATC Certificate Program Approval ~~Accreditation~~ Visit.

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

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

    To request a delay the ~~LAAB~~ LATC Program Manager must receive a letter from the chief administrator of the unit that in which the certificate program is located ~~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~~ LATC fee schedule (can be obtained from the ~~LAAB~~ LATC 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~~ LATC 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~~ LATC Certificate Program Approval

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

Annual Reports and Other Reports

Each ~~accredited~~ LATC Certificate Approved program submits an annual report to allow ~~LAAB~~LATC to monitor the program's continuing compliance with a~~a~~approval~~ccreditation~~ 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~~ approval review.

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

Policy on Substantive Change

In order to support ~~accredited~~ LATC Certificate Approved programs as they make changes between regular ~~accreditation~~ approval visits, Landscape ~~Architectural Accreditation Board~~Architects Technical Committee (~~LAAB~~LATC) will offer consultative reviews of proposed changes prior to submission of an official request for Substantive Change. Substantive Change will normally be included in annual reports, yet, is encouraged to be reported prior to the change. Primary responsibility for reporting Substantive Change rests with the certificate program ~~or institution administrator.~~ director.

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

1. The program title and ~~degree~~ certificate 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.~~2. Faculty instructional full-time equivalence (FTE) must be as follows:
    a. An academic unit that offers a single ~~first professional~~certificate 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.~~3. The parent institution is accredited by the institutional accrediting body of its region.
~~6.~~4. There is a designated program administrator for the program under review.

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

Other Reports

From time to time, ~~LAAB~~LATC may require programs to prepare special reports to explain or describe a certain issue or problem. These issues will be ones that the ~~LAAB~~LATC 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~~ LATC Approved status. ~~LAAB~~LATC must be informed if any of these requirements cannot be met during an ~~accreditation~~ approval period.

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

Suspension of ~~Accreditation~~LATC Certificate Program Approval

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

Since suspension of ~~accreditation~~ LATC Approval 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~~ approval are considered to be attending an ~~accredited~~ approved program. A program can be suspended for a maximum of one year (12 months). ~~LAAB~~LATC will begin procedures to withdraw ~~accreditation~~ approval 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~~ LATC Certificate Program Approval may be made.

Withdrawal of LATC Certificate Program Approval ~~Accreditation~~

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

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

Accreditation Fees

The current ~~LAAB~~LATC fee schedule can be obtained from the ~~LAAB~~LATC Program Manager~~office~~.

THE APPEAL PROCESS

When the ~~LAAB~~LATC takes adverse action on ~~accreditation~~LATC Certificate Program Approval, specific reasons shall be provided for that action to the certificate program administrator/director and chief administrator of the unit that in which the certificate program is located ~~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~~LATC and/or the visiting team conformed to the procedures described in this document; or

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

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

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

~~Appeal Panel~~

~~The Chair of LAABLATC 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 LAABLATC. One member of the Appeal Panel may be challenged by the institution for cause and the chair of LAABLATC shall appoint a replacement. Panel members may serve concurrently on other ASLA committees, councils, or boards, excluding only the LAABLATC.~~

~~Authority~~

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

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

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 LAABLATC.

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 LAABLATC may submit briefs before the hearing in a manner prescribed by the appeal panel. The Appeal Panel will review the documents that LAABLATC 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 LAABLATC.

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 LAABLATC. The decision will indicate the members of the appeal panel concurring. Dissenting opinions may be filed. The LAABLATC will furnish the majority decision with dissenting opinions, if any, to the institution.

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

If the appeal panel recommends reconsideration of the decision, the determination thereafter by the LAABLATC 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 LAABLATC representative, and

2. Cost of the hearing room.

A deposit must be made with the LAABLATC 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 LAABLATC 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 LAABLATC accreditation administrator. When an institution adheres to sound due process procedures within its own organization, it is unlikely that LAABLATC 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 LAABLATC. At its next regular or special meeting, the LAABLATC 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.

Self-Evaluation Report Format for

~~FIRST-PROFESSIONAL~~CERTIFICATE PROGRAMS IN LANDSCAPE ARCHITECTURE

Landscape Architect~~ural Accreditation Board~~s Technical Committee

American Society of Landscape Architects
636 Eye Street, N.W.
~~Washington, D.C. 20001-3736~~2420 Del Paso Road, Suite 105
Sacramento, CA 95834
(916) 575-7230

~~FEBRUARY 6, 2010~~October 8, 2012

REQUEST FOR REVIEW

LANDSCAPE ARCHITECT~~URAL ACCREDITATION BOARD~~S TECHNICAL COMMITTEE

_____
Date

Invitation to review is extended by: _____

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

_____

_____

_____

_____

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

_____

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

 1. _____

 2. _____

 3. _____

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

_____

_____

_____

_____

SELF-EVALUATION REPORT FORMAT

~~First Professional Degree~~Certificate **Programs in Landscape Architecture**

INSTRUCTIONS

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

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

Report Preparation

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

Terminology

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

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

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

SER Format

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

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

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

PROGRAM SELF-EVALUATION REPORT

For the Academic Year _____ Institution _____

Program _____

~~Degree~~ Certificate Title/~~Degree~~ Certificate Length _____

_____

Chief Administrative Official
of the Institution

_____
name   *title*

_____
address

_____
e-mail address   *phone number*

Chief Administrative Official
of the College

_____
name   *title*

_____
address

_____
e-mail address   *phone number*

Chief Administrative Official
of the Division
(if applicable)

_____
name   *title*

_____
address

_____
e-mail address   *phone number*

Chief Administrative Official
of the Department

_____
name   *title*

_____
address

_____
e-mail address   *phone number*

Chief Administrative Official
of the Program

_____
name   *title*

_____
address

_____
e-mail address   *phone number*

Report Submitted by _____
name   *date*

MINIMUM REQUIREMENTS

For Achieving And Maintaining ~~Accredited~~Approved Status

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

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

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

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

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

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

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

(h) The program director 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 and critique

    (2) Natural and cultural systems, and principals of sustainability

    (3) Public policy and regulation

    (4) Design, site design and planning as a process in shaping the environment

    (5) Plant material and their application

    (6) Construction documentation, materials, techniques and implementation

    (7) Professional practice methods

    (8) Professional ethics and values

    (9) Computer applications and advanced technology

The program's areas of study 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, 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 Brd may shorten the current approval based on the information received in the program's annual reports.

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

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

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

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

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

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

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

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

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

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

_____
Program Administrator Name   *Title*

_____
Program Administrator Signature   *Date*

INTRODUCTION

1. History of Program.

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

2. Response to Previous ~~LAAB~~ **LATC** Review.

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

3. Describe current strengths and opportunities.

4. Describe current weaknesses and challenges.

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

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

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

1. PROGRAM MISSION and OBJECTIVES

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

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

A. Program Mission
1. State the current program mission and date adopted.

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

B. Educational Goals
1. State the academic goals of the program.

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

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

C. Educational Objectives
1. List the educational objectives of the program.

2. Describe how educational objectives fulfill the academic goals.

D. Long Range Planning Process
1. What is the program's long-range planning process?

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

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

E. Program Disclosure
1. Describe how program information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the visiting team.

PROGRAM AUTONOMY, GOVERNANCE & ADMINISTRATION

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

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

A. Program Administration

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

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

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

B. Institutional Support

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

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

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

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

C. Commitment To Diversity

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

D. Faculty Participation

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

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

2~~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 Numbers

1. Does an academic unit that offers a ~~first professional~~certificate program have a minimum of 3~~5~~ fulltime faculty who hold professional degrees in landscape architecture?

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

2.   Does an academic unit that offers first professional programs at both bachelor's and master's levels have a minimum of 7 fulltime faculty, at least 5 of whom hold professional degrees in landscape architecture?

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

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

3. ■ PROFESSIONAL CURRICULUM

STANDARD 3: The ~~*first professional*~~**certificate** ~~*degree*~~ ***curriculum shall include the core knowledge skills and applications of landscape architecture.***

~~*a.*~~ ***In addition to the professional curriculum,*** **the**~~*a*~~ ~~*first professional*~~**certificate** ~~*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.***shall require that all enrolled students have, at minimum, a bachelor's degree for entry into the program.**

> ~~*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.*

~~*State whether paragraphs a, b, or c (above) are relevant to this review.*~~

A. Mission And Objectives

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

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

B. Program Curriculum

1. How does the program curriculum include coverage of:
   History, design theory and ~~criticism~~critique.
   Natural and cultural systems, and ~~including~~ principles of sustainability.
   Public policy and regulation.
   Design, site design and planning a~~nd management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.~~s a process of shaping the environment.
   Plant material and their application
   ~~Site design and implementation: materials, methods, technologies, applications.~~
   Construction documentation, materials, techniques and ~~administration~~implementation.
   ~~Written, verbal and visual communication.~~
   Professional practice methods.

Professional values and ethics.
~~Plants and ecosystems.~~
Computer applications and ~~other~~ advanced technologies.

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

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

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

C. Syllabi

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

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

D. Curriculum Evaluation

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

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

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

E. Augmentation of Formal Educational Experience

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

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

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

F. Coursework and Areas of Interest: (Bachelor's Level, *if responding to Standard 3a or 3c, above*)

1. ~~In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and program requirements.~~What percentage of current students are currently enrolled in the program with a bachelor's degree or higher? Please provide a breakdown of degree levels admitted.

2. ~~Do students take courses in the humanities, natural sciences, social sciences or other disciplines?~~

G. Areas of Interest: (Bachelor's Level, *if responding to Standard 3a or 3c, above***)**

~~1~~2. How does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, ~~certificates, minors~~<u>coursework outside landscape architecture, collaboration with related professions</u>, etc.?

~~2~~3. How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

~~**H. Research/Scholarly Methods: (*Master's Level,** *if responding to Standard 3b or 3c, above)*~~

~~1. How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?~~

~~2. How does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?~~

4. STUDENT and PROGRAM OUTCOMES.

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

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

A. Student Learning Outcomes

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

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

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

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

B. Student Advising

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

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

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

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

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

C. Participation in Extra Curricular Activities

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

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

5. FACULTY

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

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

A. Credentials

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

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

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

B. Faculty Development

1. How are faculty activities ~~– 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?

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

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

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

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

6. ~~How are the activities of faculty reviewed and recognized by faculty peers?~~

6~~7~~. How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?

C. Faculty Retention

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

2. What is the rate of faculty turnover?

OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI & PRACTITIONERS

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

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

A. Interaction with the Institution, and Public

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

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

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

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

B. Interaction with the Profession, Alumni and Practitioners

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

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

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

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

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

7. FACILITIES, EQUIPMENT & TECHNOLOGY

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

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

A. Facilities

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

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

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

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

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

B. Information Systems and Technical Equipment

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

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

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

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

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

C. Library Resources

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

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

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

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

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

6. How does the program assess its library resources?

ADDENDA

A. Program Details

B. Curriculum

C. Student Information

D. Alumni Information

E. Faculty Information

F. Facilities Information

A. PROGRAM DETAILS

Faculty Resources

1. Budgeted Faculty Resources: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

2. Budgeted Faculty Resources: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
~~Undergrad teaching assistantships~~						
~~Graduate teaching assistantships~~						
~~Undergrad research assistantships~~						
~~Graduate research assistantships (sponsored by your institution).~~						
~~Graduate research assistantships (sponsored by outside sources)~~						
Other						

3. Budgeted Faculty Resources: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
~~Undergrad teaching assistantships~~						
~~Graduate teaching assistantships~~						
~~Undergrad research assistantships~~						
~~Graduate research assistantships (sponsored by your institution).~~						
~~Graduate research assistantships (sponsored by outside sources)~~						
Other						

4. Number Of Faculty Members With Undergraduate / MLA / Doctorate Degrees

	Undergrad degree in landscape architecture (BLA or BSLA)	MLA	Doctorate
Professors			
Associates			
Assistants			
Instructors/lecturers – tenure track			
Part-time/adjunct (non-tenure track)			

B. CURRICULUM

1. Required / Elective Courses

Total Units/Credit Hours required to graduate: _____ units or _____ credit hours

Elective Units / Credit Hours required to graduate: _____ units or _____ credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	
Architecture	
City & Regional Planning	
Natural Sciences	
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	
Other	
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	

2. Typical Program of Study

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

Instructions

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

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

3. List free electives as "Electives."

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

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

Example

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

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

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

Course Title	Course Number	Instructor	Credit Hours	Contact Hours / Week	# of Students

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[1] Annual report curriculum Question 14

C. STUDENT INFORMATION

1. Overview

Include only full-time students recorded as majors in the program being reviewed for the last five years.

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

2. Ethnic Group/Diversity

Include only full-time current landscape architecture students.

_____ % American Indian   _____ % Hispanic

_____ % Black (non-Hispanic)   _____ % Caucasian

_____ % Asian or Pacific Islander   _____ % Other

3. Applications

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications						
Applications from males						
Applications from females						

4. Prior Degree Holdings

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago

Number of students holding Bachelor's degrees						
Number of students holding Master's degrees						
Number of students holding other forms of education (please explain)						

54. Enrollments

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

65. Student Ethnic Backgrounds

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

D. ALUMNI INFORMATION

1. Degrees Awarded

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

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

2. Record of Advanced Study

Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded

3. Current Employment

Tabulate the present employment of those having the degree conferred by the program since the last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research			
Teaching			
Private Practice			
Public Practice			
Landscape Hort./Design Build			
Volunteer Service (Specify)			
Other (Specify)			
Unknown			
TOTAL			

E. FACULTY INFORMATION

1. Previous and Present Faculty

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

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/LA				
Assoc. Professor/LA				
Asst. Professor/LA				
Instructor				
Asst. Professor/Arch.				
Visiting Lecturer/ Adjunct				
TOTALS				

2. Instructional Assignments

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

Teaching: Percentage FTE assigned to courses taught/instruction.

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

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

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

3. Courses Taught by Individual Faculty Members

Complete the following table for each instructor.

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

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

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

FTE Students: Multiply credit hours by number of students and divide by 15 for undergraduate courses, 12 for graduate level courses.

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

4. Visiting Lecturers/Critics

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

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

5. Individual Teacher's Record

Name:

Rank:

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

Education: (College and higher)

Institution	Number of Years Attended	Degree/Date Granted

Teaching Experience: (College level)

Institution	Years Taught	Subjects

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

Firm or Agency	Number of Years	Responsibilities

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

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

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

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

F. FACILITIES INFORMATION

Instructions

1. Tabulate space data as shown below.

2. Describe any steps that are being taken to improve the spaces.

3. Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it.

4. If spaces are shared by other programs or departments, indicate this on the spaces affected.

Program Facilities

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

VISITING TEAM GUIDELINES

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

(LAAB)

REVISED

August 2010

Effective September 1, 2010

INTRODUCTION

Thank you for volunteering to serve as a visiting team member representing the Landscape Architectural Accreditation Board. The accreditation process could not succeed without dedicated volunteers like you. As a member of the Visiting Team, team members are acting as a liaison between LAAB and the institution seeking accreditation for its program. Therefore you are a representative of LAAB.

Please refer to the Accreditation Standards and Procedures document to find details on the accreditation process. The site visit is a vital part of the accreditation process.

VISITING TEAM MEMBER RESPONSIBILITIES

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

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

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

thus, the success of the visit. Every step in the process requires a thoughtful professional demeanor.

Visit Preparation

Read the entire Self Evaluation Report (SER)

- Know your assignment (given by the visiting team chair) and focus on those standards in the SER

- Identify any additional information (not provided in the SER) you may require to properly evaluate standards assigned to you.

- Formulate questions that need to be asked to properly assess standards assigned to you.

During the visit:

- Be punctual for all meetings.

- Be a good listener; do not overly insert yourself into the discussion.

- Ensure that the team has access to representative examples of student work

- Be objective; your role is to observe, analyze and report. Do not express views that could be interpreted as a bias about program content and outcomes.

- Have a positive attitude and tone in the interviews.

- Keep confidences; this will encourage candor.

- Focus on important issues; stay away from small problems.

- Seek a balanced view of issues; do not let a small faction skew the team's perception of an issue.

- Be thorough in searching for the truth about an issue.

- Identify important issues early (at the conclusion of the first day) so you can revisit them and gather additional information that will or will not support them.

- Write clearly, concisely and provide factual information to support any recommendations; avoid vague terms – "some faculty said…", "it was reported…", etc.

- During the exit interviews, be prepared to discuss the rationale for any recommendations or suggestions in the standards.

OVERVIEW OF THE SITE VISIT

The site visit has four principal objectives:

- To verify information in the Self-Evaluation Report (SER);

- To gather new information through observation and interviews;

- To assess whether the program under review meets LAAB's accreditation standards; and

- To identify/verify program strengths and areas for improvement.

Visit Outcomes

- **Verbal feedback to the program**: the exit interviews conducted on the last day of the visit;

- **Team Report:** a written report completed after the visit that is shared with the program, the administration, and LAAB, and

- **Recommendation to LAAB:** the team's consensus of the appropriate accreditation status for the program, based on their observations. This recommendation is **confidential** and **is not disclosed** to the program during the visit.

TEAM REPORT

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

1.   Overall analysis.

2.   Report on each standard.

3.   Summary of recommendations and suggestions to the program.

4.   Confidential recommendation to LAAB.

SECTION 1: OVERALL ANALYSIS

The overall analysis includes two sections:

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

B.   A review of each Recommendation Affecting Accreditation and Suggestion for Improvement from the last accreditation review, with the team's assessment of whether the issue has been adequately addressed. If any of these items are still of concern, they should be addressed in the appropriate section of the report.

SECTION 2: REPORT ON EACH STANDARD

The team must report on each standard. See the Accreditation Standards and Procedures document for definitions. This section has five parts:

A.   Statement of Standard (included in template)

B.   Assessment of Program Compliance with each Standard (included in template)

C.   Team's Assessment

D.   Recommendations Affecting Accreditation (if applicable)

E.   Suggestions for Improvement (if applicable)

B.   ASSESSMENT OF PROGRAM COMPLIANCE WITH EACH STANDARD

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

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

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

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

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

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

C.   TEAM ASSESSMENT

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

Each standard has one or more criteria statements that define the components needed to satisfy the related standard. Not satisfying a criterion does not automatically lead to an assessment of a

standard as 'not met'. To be accredited a program demonstrates progress towards meeting the criteria. In this document, criteria are identified by letters (e.g., A. Program Mission).

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

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

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

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

D.   RECOMMENDATIONS AFFECTING ACCREDITATION (IF APPLICABLE)

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.

E.   SUGGESTIONS FOR IMPROVEMENT (IF APPLICABLE)

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

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

SECTION 3: SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS TO PROGRAMS

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

SECTION 4: CONFIDENTIAL RECOMMENDATION TO LAAB

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

COMPLETION SCHEDULE

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

Within **ten working days** of the visit, the team chair shall send draft copies of the visiting team report to the accreditation manager and to the other team members.   The report will be forwarded to the LAAB principal reader. The team chair will be contacted by the principal reader shortly thereafter to discuss the team findings and any questions he/she may have concerning the site visit. The principal reader may also contact the other members of the visiting team. The draft

report may be edited for grammar, spelling, and style before being sent to the program for technical accuracy review and comment.

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

INTERVIEWS

Coming into contact with those who bring the institution to life is one of the most important dimensions of the site visit. The interviews can yield the greatest dividends if appropriate preparation is undertaken.

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

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

EXIT INTERVIEW

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

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

The team's recommendation on accredited status to LAAB should not be disclosed to anyone.

SAMPLE QUESTIONS FOR THE VISITING TEAM

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

QUESTIONS FOR ADMINISTRATORS

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

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

3.   How is the future of the program regarded by others in the institution?

4. How is the program's faculty regarded academically and as contributors to the leadership (committee) structure of the institution?

5. Are there some issues or questions that the team should pay particular attention to during the visit?

6. How is the program perceived within the community outside of the institution?

QUESTIONS FOR THE DEPARTMENT HEAD/PROGRAM ADMINISTRATOR

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

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

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

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

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

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

7. Do you think the curriculum addresses contemporary issues?

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

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

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

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

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

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

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

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

QUESTIONS FOR FACULTY MEMBERS

1. What are the dean's (program director's) expectations for the program? Have these expectations lead to faculty debate? Is this debate healthy or divisive?

2. What is the faculty's role in the objective-setting process?

3. What effect has long-range planning had on important policy decisions, particularly those involving faculty committee considerations? Have the program's objectives influenced these considerations?

4. How were faculty members involved in the preparation of the Self-Evaluation Report?

5. Are the standards for faculty selection, development, promotion, tenure, salary determination pulling the program in the right direction?

6. Are you pleased with the students attracted to this program?

7. What are your current teaching-research-service interests? What assistance is available in pursuing these professional interests?

8. What is the greatest source of satisfaction in serving on this faculty?

9. Is your long-term professional growth well served by remaining on this faculty?

10. Do you understand the policies and procedures that lead to your next level of advancement and do you have the mentoring and support to do so?

11. Are administrative and support personnel resources generally adequate?

12. What do you think of the current curriculum?

13. Do you think any changes are necessary in the curriculum?

14. Are the computer and library resources satisfactory for your teaching and research interests?

15. How effective is your program's assessment/evaluation process? For courses? For determining how courses support curriculum goals? How curriculum supports program mission and goals?

16. Are you excited about any current innovative efforts in the institution?

17. How successful are graduates in getting seeking employment? Are they satisfied with the types of positions they obtain?

18. Are you satisfied with the physical facilities that house the program?

19. How effective are the adjunct faculty members?

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

QUESTIONS FOR STUDENTS

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

2. Would you recommend this program to others?

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

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

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

6. Do you think this program attracts able students?

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

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

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

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

11. How are faculty research and scholarship introduced into the curriculum?

12. Are course prerequisites enforced?

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

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

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

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

17. How effective are the adjunct faculty members?

18. What is the program's relationship with other programs?

19. How effective are the adjunct faculty members?

Questions for Practitioners and Alumni

<u>**Alumni**</u>

1. How did the program prepare you for your career in LA?

2. Were you prepared to handle the work expectations upon graduation? 5 years? Now?

3. What sorts of contact do you have with the department, school and college? If any, what have you heard, experienced or gathered?

4. Have you hired any alumni recently? If not, would you recommend hiring a grad?

5. Are you in contact with any of your classmates?

6. What do you see as the program's strengths and weaknesses?

7. If requested, and you were available, would you consider advising, participating in the program and or serving on an Advisory Board?

8. How were faculty research and scholarship introduced into the curriculum?

Practitioners

1. What type of practice do you have?

2. What kind of contact do you have with the program?

3. What do you see as the program's strengths and weaknesses?

4. Have you employed graduates from this program and if so, how are they doing in your office?

5. What is their contribution? Do they meet your expectations?

6. How do they compare with employees who graduated from other schools?

Intern - Practitioners

1. What type of contact did you have with the intern?

2. Do you actively recruit interns from (school) and why?

3. What is their contribution? Do they meet your expectations?

4. How do they compare with employees who graduated from other schools?

Advisory Boards

1. What type of contact did you have with the program?

2. Do you meet frequently, what is the setting and who sets the agenda?

3. Do you find that your input is considered by the program and what sorts of issues do you find most important to it.

4. Does the board review of student work?

EXAMPLE

PART I

OVERALL ANALYSIS

A. Introduction

The Bachelor of Landscape Architecture program resides in the five department College of Design at XXXXX University in xxxxxxx. The Department of Landscape Architecture shares the college with the Departments of Architecture, Art + Design, Graphic Design, and Industrial Design.

The Department of Landscape Architecture has two degree programs; the BLA and the MLA. Both programs are approximately the same size at 40 students each. This five year BLA program graduates approximately 10 students per year and there is no pressure from the university or college to increase the program enrollment. At this size the faculty/student ratio for the BLA Program is well within the standard of 15:1.

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

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

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

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

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

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

B. Confirmation that Minimum Requirements for Accreditation are Satisfied

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

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

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

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

b. An academic unit that offers 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 the U.S. Department of Education or Council for Higher Education Accreditation]

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

Does the program meet the minimum requirements listed above?

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

B. **Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in XXX**

The Visiting Team made three recommendations as part of the 20xx visit. They are

Recommendation 1

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

Response from the Visiting Team:

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

Recommendation 2

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

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

Recommendation 3

Provide the L.A. Department with office and studio space that gives the program more visibility and greater access to other departments and the College facilities (Standard 7).

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

C. **Review of Each Suggestion for Improvement From the Previous Review in XXXX (for programs reviewed after September 1, 2010)**

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

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

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

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

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

Assessment:

_____Met   _____X_____Met With Recommendation   _____Not Met

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

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

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

Team comments: Yes. The program mission statement in the program's 2007 strategic plan focuses primarily on the stewardship and enhancement of the urban environment in an effort to improve the quality of life for the urban populous - principally in the northwestern region of the country. This focus is also articulated in the institution's mission statement and appropriate to the urban environment in which the institution is located.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment: Is the program information accurate?

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

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

Recommendations affecting accreditation:

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

Suggestions for Improvement:

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

Standard 2: Program Autonomy, Governance & Administration#

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

Assessment:

_____Met   _____Met With Recommendation_____Not Met

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Team Comments: While the department has achieved gender balance of students and faculty, recruitment of minority students and faculty has been largely unsuccessful. There are no minority faculty members and of the 120 students, two are African-American, two are Hispanic, one is Asian and one is from India. The department advertises each faculty position in all LA and related professional media

and request alumni, friends at other universities and practitioners nominate candidates, especially minority candidates for positions.

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

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

Team Comments: Faculty discusses and makes recommendations on the allocation of resources but the principle responsibility lies with the department head. Faculty also have input on some of the operating practices of the department and a significant role evaluating and modifying the curriculum.

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

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

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

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

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

1. a unit that offers a 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?

Team Comments: Yes; three professors, two associate professors and four assistant professors all with at least one degree in landscape architecture and five are licensed.

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

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

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

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

Team Comments: The strategic plan does not adequately address the number or expertise of faculty needed for the new and emerging Master's Program as envisioned by the department.

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

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

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

**Recommendation affecting accreditation*:*

The published requirements in item (2) Scholarship of 3.3.2 Tenure Guidelines and Procedures of the School of Architecture should be examined and potentially revised to reflect the expectations in keeping with the scholarship mission of the university. Increased clarity is imperative for the consistent interpretation of scholarly expectations for promotion and tenure at all levels of review.

Suggestions for Improvement:

1.Develop a Memorandum of Understanding, comparable to that developed for the Community Planning Program (also located in the School of Architecture) to ensure that the necessary authority of the Program Administrator and faculty be formally recognized.

Examples of Appropriate Recommendations Affecting Accreditation:

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

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

Integrate the use of computers into the curriculum.

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

Improve balance between theory and practice within the curriculum.

Examples of Inappropriate Recommendations Affecting Accreditation

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

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

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

Change the administrative structure to make landscape architecture a separate department.

Require all students to participate in a study abroad program.

Convert the program from a four year to five year program.

Team Member Misconduct

Conduct

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

- Comments that might be construed as showing disrespect for the program, its representatives or the sponsoring institution.

- Comments or actions that may be otherwise inappropriate for workplace settings, such as:

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

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

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

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

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

Appendix A

TEAM CHAIR VISIT CHECK LIST

BEFORE VISIT

1. __   Make travel arrangements and notify program.

2. __   Review Self-Evaluation Report (should arrive about
                  45 days before visit.) Expect to be contacted by LAAB Principal Reader

3. __   Contact other team members, discuss assignments.

4. __   Discuss schedule with program.

5. __   Review Accreditation Standards and Procedures and Visiting Team Guidelines.

6. __   Exchange home phone numbers with team members,
              program head and accreditation manager to be used in case of emergency.

DURING VISIT

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

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

3. __   Complete and sign Recommendation Form.

AFTER VISIT

1. __   Complete team report within 10 days.

2. __   Send copies of report to team members and   accreditation manager.

3. __   Submit expense voucher to LAAB

Appendix B

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ADVISORY RECOMMENDATION TO THE

LANDSCAPE ARCHITECTURAL ACCREDITATION BOARD

</div>

Date of Visit _____

Institution _____

Degree Title _____

Visiting Team Recommendation

____   Initial Accreditation

____   Accreditation

____   Provisional Accreditation

____   Accreditation Denial.

Signatures:

       _____

       _____

       _____

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.

Accreditation Denial

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

Appendix C

**LAAB ACCREDITATION VISIT
EXPENSE REIMBURSEMENT VOUCHER**

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

NAME: _____

ADDRESS**: _____

_____

_____

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

PROGRAM VISITED: _____

DATE OF VISIT: _____

REIMBURSEMENT REQUEST

Transportation: _____

Airfare: _____

Local Costs: _____

Lodging: _____

Meals: _____

Other: _____

TOTAL REIMBURSEMENT: _____

Signature:_____

Return this voucher with <u>all</u> <u>receipts</u> to: Accreditation Manager, American Society of Landscape Architects, 636 Eye Street, N.W., Washington, D.C. 20001-3736

IDENTIFY UC EXTENSION CERTIFICATE PROGRAM REVIEW MILESTONES AND POSSIBLE ACTION

The University of California Extension Certificate Program Task Force is charged with reviewing the extension certificate programs. The Task Force is asked to identify key milestones for the review process and discuss possible action. Specifically, the Task Force is asked to:

1. Identify a target date for completion of the LATC Review Procedures
2. Discuss the logistics of conducting the extension certificate program reviews
3. Identify dates for review of the extension certificate programs
4. Discuss an action plan for after the extension certificate program reviews are conducted
5. Identify any other key milestones for the review process

Agenda Item H

APPOINT SITE REVIEW TEAMS

The current University of California (UC) Extension Program approvals expire in December 2013. Upon completion of updated LATC standards and procedures for the UC Extension Certificate Program reviews, the Task Force is charged with conducting the site reviews in 2013. Site review team selection and recommendation will be made by Task Force Chair, Christine Anderson, for Landscape Architects Technical Committee appointment and approval.

Agenda Item I

SELECT FUTURE MEETING DATES

<u>October</u>

18	Exceptions and Exemptions Task Force Meeting	Sacramento

<u>November</u>

12	*Veteran's Day Observed*	*Office Closed*
14	Landscape Architects Technical Committee Meeting	TBD
22-23	*Thanksgiving Holiday*	*Office Closed*

<u>December</u>

3-15	Landscape Architects Registration Examination Sections 3 & 4 Administration	Various
5-6	Board Meeting/Strategic Planning	Ontario
25	*Christmas*	*Office Closed*