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

May 22, 2013
9:30am – 5:00pm
Landscape Architects Technical Committee
Sequoia Room
2420 Del Paso Road
Sacramento, CA 95834
(916) 575-7230

The Landscape Architects Technical Committee (LATC) will hold a 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 Ken Miller 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.

A. Call to Order – Roll Call – Establishment of a Quorum
    Chair's Remarks
    Public Comment Session

B. Approve January 24-25, 2013 LATC Summary Report

C. Program Manager's Report

D. Review and Approve July 1, 2013 through June 30, 2014 Draft Strategic and
    Communications Action Plan

E. Discuss and Possible Action on LATC's 2014 Sunset Review Process

F. Discuss and Possible Action on Recommendations Regarding LATC Fund Condition

G. Discuss and Possible Action on Occupational Analysis

H. Report on Council of Landscape Architectural Registration Boards (CLARB)
    1. Update on CLARB Activities
    2. Discuss and Possible Action on Nominating Committee

I.   Update on University of California (UC) Extension Certificate Program Task Force
    1. Approve Appointment of UC Los Angeles Site Review Team Member
    2. Discuss and Possible Action on Extension Certificate Program Review/Approval Procedures
    3. Review and Approve UC Berkeley Extension Certificate Program Site Review Team Recommendation
    4. Review and Approve UC Los Angeles Extension Certificate Program Site Review Team Recommendation

J.   Review and Possible Action on Requirements for Reciprocity

K.   Review and Possible Action on Legal Opinion Regarding Business and Professions Code Section 5641, Chapter Exceptions, Exemptions

L.   Review Tentative Schedule and Confirm Future LATC Meeting Dates

M.   Adjourn

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

Agenda Item A

CALL TO ORDER-ROLL CALL-ESTABLISHMENT OF A QUORUM

<u>Landscape Architects Technical Committee (LATC) Member Roster</u>

Stephanie Landregan, Chair

Andrew Bowden, Vice Chair

Nicki Johnson

Katherine Spitz

David Allan Taylor, Jr.

CHAIR'S REMARKS

LATC Chair Stephanie Landregan will review the scheduled LATC actions and make appropriate announcements.

PUBLIC COMMENT SESSION

Members of the public may address the Committee at this time. The Committee Chair may allow public participation during other agenda items at her discretion.

Agenda Item B

APPROVE JANUARY 24-25, 2013 LATC SUMMARY REPORT

The Landscape Architects Technical Committee (LATC) is asked to approve the attached January 24-25, 2013, LATC Meeting Summary Report.

DEPARTMENT OF CONSUMER AFFAIRS
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
CALIFORNIA ARCHITECTS BOARD
Public Protection through Examination, Licensure, and Regulation

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SUMMARY REPORT

CALIFORNIA ARCHITECTS BOARD
Landscape Architects Technical Committee

January 24-25, 2013
Sacramento, California

<u>LATC Members Present</u>
Stephanie Landregan, Chair
Andrew Bowden, Vice Chair
Nicki Johnson
Katherine Spitz
David A. Taylor, Jr.

<u>Staff Present</u>
Doug McCauley, Executive Officer, California Architects Board (Board)
Vickie Mayer, Assistant Executive Officer, Board
Don Chang, Assistant Chief Counsel, Department of Consumer Affairs (DCA)
Trish Rodriguez, Program Manager, Landscape Architects Technical Committee (LATC)
John Keidel, Special Projects Coordinator, LATC
Claire Chung, Examination Coordinator, LATC
Matthew McKinney, Enforcement Officer, LATC
Ken Miller, Licensing Coordinator, LATC
Mel Knox, Administration Analyst, Board

<u>Guests Present</u>
Christine Anderson, Chair, University of California (UC) Extension Certificate Program Task
    Force
Pamela Berstler, President, California Chapter, Association of Professional Landscape Designers
    (APLD)
Jerry Hastings, Secretary, California Council/American Society of Landscape Architects
    (CC/ASLA)
Amelia B. Lima, APLD
Marti Meyer, APLD
John Nicolaus, CC/ASLA
Robert de los Reyes, Budget Analyst, DCA
Raul Villanueva, Personnel Selection Consultant, DCA Office of Professional Examination
    Services (OPES)
Jeannie Wong, DCA Board Relations

A.   Call to Order – Roll Call – Establishment of a Quorum
         Chair's Remarks
         Public Comment Session

Chair Stephanie Landregan called the meeting to order on January 24, 2013 at 9:35 a.m. and Trish Rodriguez called the roll. Five members of LATC were present, thus a quorum was established.

Ms. Rodriguez stated that LATC recently received a letter from Jon Pride regarding reciprocity and the letter was included in the meeting packet as a public comment. She explained that Mr. Pride does not currently meet California educational requirements for the Landscape Architect Registration Examination (LARE) and has asked LATC to consider his reciprocity eligibility since he has experience as a licensed landscape architect outside of California. Ms. Landregan stated that the reciprocity issue will be discussed during the strategic planning session.

B.   Approve November 14, 2012 LATC Summary Report

Ms. Landregan presented the November 14, 2012 LATC Meeting Summary Report for approval. Katherine Spitz noted that on page three of the Summary Report under Agenda Item E, the phrase "attempting to specifically define a construction drawing makes the term 'construction drawing' less accurate," should instead read, "attempting to specifically define a construction drawing might make the term 'construction drawing' less accurate." Ms. Landregan concurred with this revision.

Ms. Rodriguez stated that at the November 14, 2012 LATC meeting, Andrew Bowden asked whether the term "graduate" applies to a certificate holder from an extension certificate program. She explained that staff researched his question and found that the UC Los Angeles Extension Certificate Program uses the term "graduate" to describe a person who receives an extension certificate. She stated that the UC Berkeley Extension Certificate Program formally uses the term "certificate completion" to describe someone who completes the program, but informally identifies that person as a "graduate" of the program.

- **Katherine Spitz moved to approve the November 14, 2012 LATC Summary Report with the modification on page three as noted.**

   Andrew Bowden seconded the motion.

   The motion carried 5-0.

C.   Program Manager's Report

Ms. Rodriguez presented the Program Manager's Report. She stated that there are no updates for the BreEZe Project since the November 14, 2012 LATC meeting.

Ms. Rodriguez stated that LATC was disconnected from DCA's examination and licensing functions of the Applicant Tracking System (ATS) on October 26, 2012. She explained that LATC started use of a new workaround system (WAS) to supplement the lost functions of ATS, and has been successfully implemented with minimal issues. She explained that the new manual

processes seem to be working properly; however, manual processes have an inherent increased potential for human error.

Ms. Rodriguez informed the members that Christine Anderson will provide an outreach presentation at UC Davis on February 26, 2013.

Ms. Rodriguez stated that the regulatory package for California Code of Regulations (CCR) sections 2615, Form of Examinations, and 2620, Education and Training Credits, was approved by the Office of Administrative Law and became effective on December 13, 2012. She also stated that the regulatory package for CCR section 2620.5, Requirements for an Approved Extension Certificate Program, will be discussed later in the meeting.

Ms. Rodriguez informed the members the LATC website was recently updated with the upcoming administration dates for the LARE and the current list of active licensees. She noted that the website needs further updating in several areas, and that she would like to discuss this during the strategic planning session.

Ms. Rodriguez stated that, on December 4, 2012, a LARE candidate who encountered issues while taking the first administration of section 4 of the LARE contacted LATC. She explained that the candidate had several issues with the functionality of the testing software, and the Council of Landscape Architectural Registration Boards (CLARB) concluded that this was not an isolated incident, but a global issue. Ms. Rodriguez also noted that CLARB offered a free re-exam for candidates who encountered this glitch during their examination. She said the candidate contacted CLARB on site the day of the exam and wrote a letter to CLARB the following day. Ms. Landregan inquired if CLARB has a method of recourse at the LARE testing sites that allows a candidate to notify CLARB of any testing issues. David Taylor noted that although the candidate who complained is able to take the free re-exam from CLARB, other candidates affected by the problem may not be able to if CLARB is unaware they had an issue. Jerry Hastings explained that the candidate was given the option to either accept the score she received or forfeit the test without knowing her score. Ms. Spitz asked about the percentage of the test questions affected by the error. Mr. Bowden asked if CLARB should contact each candidate who took section 4 in December 2012 to notify them of the problem. Mr. Taylor's response was that CLARB should contact the software vendor to research the issue, rather than attempting to contact each candidate to determine if they had an issue with the test administration. Ms. Landregan stated that LATC should contact CLARB in protest, and to determine how the problem was resolved. She also asked staff to compile a list of questions asked by the LATC members regarding the testing issue so that either she or Ms. Anderson could address them at the upcoming CLARB annual meeting.

Ms. Rodriguez said that intra-agency contracts for ongoing examination development and an occupational analysis with OPES will be addressed later in the meeting.

Ms. Rodriguez stated that LATC recently contacted the UC Extension Certificate Programs to determine site review dates, and noted that staff is working to finalize the Self-Evaluation Report Format and Visiting Team Report Template documents in preparation for the site reviews.

Ms. Rodriguez noted that an update will be provided later in the meeting on the legal opinion letter for the exempt area of practice and the annual enforcement statistics.

D. Presentation by Department of Consumer Affairs (DCA) Staff Regarding New Online Program (BreEZe)

Ms. Rodriguez stated that DCA BreEZe staff was unable to attend the meeting to provide an update due to staffing issues, and a presentation will be rescheduled for a future meeting.

E. Report on Council of Landscape Architectural Registration Boards (CLARB)

Ms. Landregan provided an update on the upcoming CLARB meeting on March 1-2, 2013. She summarized the LARE pass rates for the December 2012 administration of sections 3 and 4 and stated that she recently submitted a nomination to CLARB for Christine Anderson to continue as CLARB Region V Director. She also noted that all sections of the new LARE will be administered three times annually.

Ms. Rodriguez said that the new LARE registration process seems unclear based on feedback from candidates. She suggested that information could be added to the LATC website to provide clarification for new LARE registrants, and that candidates should be informed that they do not need to establish a council record until they are ready to take the examination. Ms. Landregan concurred that the cost of starting a council record is not necessary until a candidate is ready to take the LARE.

F. Annual Enforcement Report

Matthew McKinney provided an update on the enforcement statistics for the 2011/2012 fiscal year. He said that LATC strives to reduce the average age of pending cases while seeking greater efficiencies in the enforcement process. Mr. McKinney noted that the amount of complaints closed was nearly twice the amount of complaints opened over the past two fiscal years. He said that, at the November 14, 2012 LATC meeting, LATC received a request to research how many compliance actions taken during the past three fiscal years were against licensed persons versus unlicensed persons. He reported that all cease and desist notices issued during the past three fiscal years were against unlicensed persons, as such notices are only issued against unlicensed persons, by definition. Mr. McKinney also noted that half of the citations issued in the prior three fiscal years were against licensees, while the other half were issued against unlicensed persons.

G. Budget Update

Robert de los Reyes provided an update on the LATC fund condition and budget. Ms. Landregan asked if LATC is restricted from spending any surplus funds. Mr. Reyes explained that LATC is not restricted from spending any surplus, as long as LATC has the budget authority to spend the funds. He stated that, LATC discontinued the administration of particular sections of the LARE because CLARB began administering all sections of the examination, and this has contributed to the surplus of funds. He noted that there is approximately $400,000 appropriated in the LATC budget for examination administration that has not been spent. Ms. Landregan asked if any of the funds allotted for examinations could be redirected to endeavors such as proactive enforcement efforts. Mr. Reyes stated it is possible to redirect funds, however, it must be used for other line-items in the LATC's budget. Vickie Mayer added that, although funds could potentially be redirected, all travel by LATC members and staff must be mission-critical and undergo an approval process through DCA. Mr. Bowden

asked if the surplus funds could potentially be transferred to another board if they are not spent within a certain period of time. Doug McCauley explained that the funds would not be transferred to another board under these conditions and that the goal for all DCA boards is to have expenditures match revenue as closely as possible.

Ms. Landregan inquired about the possibility of implementing a temporary fee reduction in order to reduce the fund balance. Mr. McCauley said it would be possible to reduce licensing fees for one renewal cycle to bring the fund balance to an appropriate level. Ms. Landregan asked if staffing shortages have contributed to the fund balance and if it would be possible to add a new staff member to implement goals in the LATC communications plan. Mr. McCauley explained that staffing shortages have indeed contributed to the fund balance and it is not possible to add a new staff member without an approved Budget Change Proposal. Don Chang suggested that LATC explore the possibility of entering into intra-agency contracts with other state agencies to implement the goals in the communication plan.

H.   Review Public Comments on Proposed Regulation to Amend California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, and Possible Action

As the Program Administrator for the UC Los Angeles Extension Certificate Program, Ms. Landregan recused herself from participation in discussion and voting on agenda items H and I due to a conflict of interest. Mr. Bowden temporarily assumed the Chair's duties. Ms. Rodriguez explained that, as a result of the November 14, 2012 LATC meeting, on November 30, 2012, staff submitted a 40-day Notice of Availability of Modified Language to incorporate the proposed changes to CCR section 2620.5. She stated that one public comment was received during the 40-day public comment period and two other comments were received after the comment period ended on January 9, 2013. Mr. Chang explained that the only comment LATC should consider is the comment received during the 40-day public comment period. He explained that the comments received after January 9, 2013 should be considered within the context of public comment on the current agenda item.

Mr. Bowden explained that, at the November 14, 2012 LATC meeting, LATC approved modifications to CCR section 2620.5 as recommended by the UC Extension Certificate Program Task Force. He also said that at the November 14, 2012 LATC meeting, LATC approved an additional modification to CCR section 2620.5, subsection (q), that, effective September 2015, requires students to have a Bachelor's degree as a prerequisite for entry into the extension certificate programs. Mr. Bowden noted that, in the public comments, opposition to the proposed subsection (q) was expressed, and LATC must respond to the comments. He said that opposition was also expressed in the public comments to the proposed approval requirement in subsection (n)(5), which would require the extension certificate programs to have three full-time equivalence (FTE) faculty with a degree in landscape architecture, and that LATC must also respond to these comments.

Nicki Johnson said that she does not want to restrict entry into the landscape architecture profession and thinks that requiring an Associate degree as a prerequisite for entry would be a better option than requiring a Bachelor's degree. Ms. Anderson argued that requiring a Bachelor's degree as a prerequisite for entry into the extension certificate programs creates an additional barrier for entry into the profession. She said that it is appropriate for LATC to create its own standard for entry into the programs, rather than align entry requirements with Landscape

Architectural Accreditation Board (LAAB) standards. Mr. Hastings opined that extension certificate program administrators should retain their discretion to establish admission requirements, noting that LAAB was established to accredit degree-granting programs and extension certificate programs do not grant degrees.

Ms. Spitz explained that the initial reason for proposing a Bachelor's degree as a prerequisite to entry was to raise the standard for entry into the programs. She stated that she would ideally prefer to have a Bachelor's degree as a prerequisite for entry; however, she shares the concerns mentioned over this proposed requirement. Ms. Spitz also explained her concern that students with foreign degrees may have difficulty receiving proper credit for their education. Mr. Taylor stated that he was a strong proponent of the Bachelor's degree requirement at the previous LATC meeting; however, he did not consider the perspective provided by the public comment when he formed his opinion. He said that he would support the suggested edits to CCR section 2620.5 as mentioned in the public comment.

Mr. Bowden stated that LAAB has indicated they will not consider accrediting extension certificate programs that do not have a Bachelor's degree component as a prerequisite for entry. Ms. Mayer noted that as part of the regulatory change process, the LATC must justify the necessity for a new requirement in order to impose it. She explained that LAAB's unwillingness to accredit the extension certificate programs without the programs' requirement of a Bachelor's degree as a prerequisite for entry is not a sufficient justification, in her opinion. Mr. Bowden stated that one of the functions of the LATC is to protect the health, safety, and welfare of the public. He also noted that one of the long-term goals of the LATC is to remove barriers to entry into the profession. Mr. Bowden stated that he supports the suggested edit to CCR section 2620.5 to remove the proposed requirement that, effective September 2015, a Bachelor's degree will be required as a prerequisite to entry into the extension certificate programs. Ms. Mayer suggested that LATC eliminate the proposed subsection (q) to effectively address the concerns raised over imposing the requirement.

Mr. Chang stated that LATC must also address the portion of the comment expressing opposition to requiring the extension certificate programs to have three FTE faculty with a degree in landscape architecture in subsection (n)(5) of the proposed regulatory language. Ms. Anderson stated that the Task Force intended to include extension certificate holders in the three FTE calculation, and that it was an oversight from the Task Force for it not to be included. Mr. Hastings noted that almost every instructor on the extension campus at UC Los Angeles is part-time and it is not practical to impose a three FTE requirement. He urged LATC to reconsider and modify the proposed regulatory language.

Ms. Anderson suggested that LATC remove the proposed subsection (n)(5), rather than modify it, so that the extension certificate programs are not immediately out of compliance with LATC requirements once they become effective.

- **David A. Taylor, Jr. made a motion to recommend that the Board adopt the proposed modifications to CCR section 2620.5 as presented in the meeting packet with the removal of the proposed subsections (n)(5) and (q).**

  Katherine Spitz seconded the motion.

  The motion carried 4-0. Stephanie Landregan recused herself.

I.   Review Proposed Amendments to CCR Section 2649, Fees, and Possible Action

Ms. Rodriguez explained that at the August 14, 2012 LATC meeting, LATC approved staff to begin processing a regulatory package to specify a $600 biennial fee for the application for the approval of a school of landscape architecture in CCR section 2649. She added that LATC is required by Business and Professions Code (BPC) section 128.5, Reduction of License Fees in Event of Surplus Funds, to reduce fees if there are 24 months of funds in reserve. She said that LATC already has 19.5 months of funds in reserve, as mentioned during the budget update. She explained that LATC may not be able to charge the new $600 biennial application fee since LATC is required by BPC section 128.5 to reduce fees in the event of surplus funds.
Mr. McCauley stated that LATC cannot justify a fee increase if the LATC cannot demonstrate a need for the funds. He suggested that LATC should reconsider requiring this fee after the fund condition has returned to a normal level. Ms. Mayer said that staff will consult with the DCA Budget Office to determine the best course of action regarding which fees should be reduced on a temporary basis.

- **Katherine Spitz made a motion to withdraw the proposed amendments to CCR section 2649, Fees.**

  Nicki Johnson seconded the motion.

  The motion carried 4-0. Stephanie Landregan recused herself.

J.   Review and Consider Request for Re-Licensure

Mr. Bowden returned Chair duties to Ms. Landregan. Ms. Rodriguez stated that the LATC recently received a re-licensure request from Craig Hutchinson, a former licensee whose license expired in 2009. She explained that the LATC re-licensure procedures were updated to include current fees and the instruction forms for the re-licensure reviewer were updated to reflect recent changes to the LARE. She noted that after the forms were updated, the re-licensure request packet for Mr. Hutchinson was sent to Ms. Landregan and Ms. Spitz for review.

Ms. Spitz summarized her evaluation of Mr. Hutchinson's re-licensure request packet. She said that Mr. Hutchinson submitted three drawings from 1997, 2004, and 2006, that included a grading plan, an irrigation plan, and a planting plan that did not have a legend. She noted that the drawings were roughly drafted and Mr. Hutchinson did not submit documentation indicating project management skills, evidence of bidding and construction skills, or evidence of inventory and analysis skills. She stated he initially did not submit references, but later sent a reference that he had used in 1993 to apply for the licensure examination. She said this was not an appropriate reference for a professional landscape architect. She said that he also submitted a letter explaining why he let his license lapse. She continued that the letter included a reasonable explanation of why he allowed his license to lapse. Ms. Spitz stated that she thought Mr. Hutchinson did not submit anything indicating that he should receive credit for sections 1 and 2 of the LARE. Ms. Spitz recommended that Mr. Hutchinson be required to take sections 1 and 2 of the LARE, and pass the California Supplemental Examination (CSE) to qualify for re-licensure.

Ms. Landregan stated that she also evaluated Mr. Hutchinson's application and recommended that the LATC deny his re-licensure request. She also recommended that LATC waive the

requirement for him to take sections 3 and 4 of the LARE, and that he pass sections 1 and 2 of the LARE, and pass the CSE to qualify for re-licensure.

- **Katherine Spitz made a motion to deny Craig Hutchinson's request for re-licensure without examination; however, LATC waives the requirement for him to take LARE sections 3 and 4, and he must pass LARE sections 1 and 2, and the CSE in order to qualify for re-licensure.**

   Nicki Johnson seconded the motion.

   The motion carried 5-0.

K.   Review and Approval of Intra-Agency Contracts with the DCA Office of Professional Examination Services for California Supplemental Examination Occupational Analysis and Exam Development

Ms. Rodriguez stated that Raul Villanueva of OPES provided a presentation at the November 14, 2012 LATC meeting outlining the occupational analysis process. She noted that LATC agreed to enter into an intra-agency contract with OPES and the draft contract is included in the meeting packet for review and approval. She said that, upon further discussion with OPES, LATC agreed to continue ongoing examination development. She noted that the draft intra-agency contract for ongoing examination development is also included in the meeting packet for review and approval.

- **Andrew Bowden moved to approve the intra-agency contract for ongoing examination development.**

   David A. Taylor, Jr. seconded the motion.

   The motion carried 5-0.

- **Andrew Bowden moved to approve the fiscal year 2012/2013 and 2013/2014 intra-agency contract for the occupational analysis.**

   Nicki Johnson seconded the motion.

   The motion carried 5-0.

L.   Review Legal Opinion Letter from DCA Legal Counsel Regarding Business and Professions Code Section 5641, Exceptions, Exemptions, and Possible Action

Mr. Chang stated that at the November 14, 2012 LATC meeting, LATC asked him to provide a legal opinion regarding BPC section 5641. He explained that the legal opinion is not complete and he expects to provide it to LATC within approximately 30 days. Ms. Berstler asked when the legal opinion will become public record. Mr. Chang stated that once he prepares the legal opinion, it will be sent to Ms. Rodriguez; it will then likely be placed on the agenda for the following LATC meeting, at which time it will become public record.

Adjourn

- **Stephanie Landregan adjourned the meeting.**

The meeting on January 24, 2013 adjourned at 1:17 p.m.

LATC Members Present
Stephanie Landregan, Chair
Andrew Bowden, Vice Chair
Nicki Johnson
Katherine Spitz
David A. Taylor, Jr.

Staff Present
Doug McCauley, Executive Officer, Board
Don Chang, Assistant Chief Counsel, DCA
Trish Rodriguez, Program Manager, LATC
John Keidel, Special Projects Coordinator, LATC
Claire Chung, Examination Coordinator, LATC
Matthew McKinney, Enforcement Coordinator, LATC
Ken Miller, Licensing Coordinator, LATC
Mel Knox, Administration Analyst, Board

Guests Present
Christine Anderson, Chair, UC Extension Certificate Program Task Force
Jerry Hastings, Secretary, CC/ASLA
Dalton LaVoie, Sierra Chapter, CC/ASLA
Amelia B. Lima, APLD
Terrie Meduri, Facilitation Specialist, DCA, Strategic Organization, Leadership and Individual
    Development (SOLID)
Marti Meyer, APLD
John Nicolaus, CC/ASLA
Jon Pride, Jon Pride Designs
Tom Roy, Facilitation Specialist, DCA SOLID

**M.   Call to Order – Roll Call – Establishment of a Quorum
        Chair's Remarks
        Public Comment Session**

Chair Stephanie Landregan called the meeting to order at 8:34 a.m. and called the roll. Five
members of LATC were present, thus a quorum was established.

N.   Strategic and Communications Planning Review Session for Fiscal Year 2013/2014

The LATC commenced its annual strategic planning session, facilitated by Tom Roy and
Terrie Meduri of DCA SOLID. The LATC reviewed the accomplishments for 2012, and
LATC's mission, vision, values, and strategic goals. SOLID staff led the LATC members
through the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis process that
assisted the LATC members in developing the objectives for fiscal year 2013/14.

SOLID will update the Strategic Plan with the changes made during this session, and the LATC will review and finalize the plan at its next meeting tentatively scheduled for May 22, 2013.

O.   Review Tentative Schedule and Confirm Future LATC Meeting Dates

LATC meetings tentatively scheduled:

May 22, 2013, location to be determined

Adjourn

- **Stephanie Landregan adjourned the meeting.**

The meeting on January 25, 2013 adjourned at 2:00 p.m.

Agenda Item C

PROGRAM MANAGER'S REPORT

The Program Manager's Report provides a synopsis of current activities and is attached for the LATC's review.

ATTACHMENTS:
1. Program Manager's Report
2. University of California (UC), Davis Student Outreach Presentation Survey Results, February 26, 2013
3. UC Berkeley Student Outreach Presentation Survey Results, April 25, 2013
4. CC/ASLA Bill Tracking List

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
Program Manager's Report
May 2013

ADMINISTRATIVE/MANAGEMENT

BreEZe Project

The BreEZe Project scheduled release of Phase 1 in February 2013 has been delayed until later this year. The BreEZe Project is currently in the User-Acceptance Testing (UAT) phase for the first release. UAT is a process to obtain confirmation that a system meets mutually agreed-upon requirements. OIS will continue to update LATC as BreEZe implementation moves forward. The originally estimated "go-live" date of February 19, 2013 did not allow sufficient time to produce a quality BreEZe product acceptable to the Department. The BreEZe team is assessing the impacts this delay will have on the Phase 2 and Phase 3 release schedules; however, the project is now estimated to be complete in 2014. LATC is part of the Phase 3 release.

BreEZe provides the DCA organizations an enterprise system that supports all applicant tracking, licensing, renewal, enforcement, monitoring, cashiering, and management capabilities. BreEZe will support the DCA's highest priority initiatives of Job Creation and Consumer Protection by replacing the DCA's aging legacy business systems with an integrated software solution that utilizes current technologies to facilitate increased efficiencies in the DCA boards' and bureaus' licensing and enforcement programs.

BreEZe will be web-enabled to allow application, renewal, and payment processing via the Internet for applicants and licensees. Furthermore, BreEZe will allow the public to file complaints and look up licensee information and complaint status through the Internet. As part of the BreEZe implementation, interfaces to electronically share data with internal and external systems will be established; existing data will be converted and migrated into BreEZe; user training will be conducted; and system documentation will be created.

Applicant Tracking System (ATS)/Workaround System (WAS)

Manual processes are still in place, using the temporary Workaround System until the transition to BreEZe in 2014.

Outreach

An outreach presentation was provided by Christine Anderson on February 26, 2013, at the University of California (UC), Davis. Twenty-four students and faculty attended and surveys were collected from all. The presentation was well-received. Most attendees felt the presentation was informative and it would help them to prepare for licensure.

Ms. Anderson also provided a similar presentation at UC Berkeley on April 25, 2013. Fifteen students attended the presentation and nine surveys were received. Survey results for both presentations are included in the Program Manger's Report.

Regulatory Changes

California Code of Regulations (CCR) section 2614 Examination Transition Plan –This proposal amends CCR section 2614 by adding subsections (f)(1) – (4), thus establishing a transition plan for those candidates who previously passed sections of the Landscape Architect Registration Examination into the new four sections when it transitions in September 2012. Following is a chronology to date, of the processing of LATC's regulatory proposal for CCR section 2614:

November 16, 2011	Proposed regulatory changes approved by LATC
December 7, 2011	Final approval by the Board
June 22, 2012	Notice of Proposed Changes in the Regulations published by the Office of Administrative Law (OAL) (Notice re-published to allow time to notify interested parties)
August 6, 2012	Public hearing, no public comments received
August 7, 2012	Final rulemaking file to DCA Legal Office
October 4, 2012	Final rulemaking file received from DCA Legal Office
October 5, 2012	15-Day Notice of Availability of Modified Language posted, no public comments received
October 22, 2012	Final rulemaking file to DCA Legal Office
December 19, 2012	Final rulemaking file received from DCA Legal Office
March 7, 2013	Final approval of modified language by the Board
March 15, 2013	Final rulemaking file to OAL
April 8, 2013	Regulation package approved by OAL and filed with the Secretary of State; effective upon filing

CCR section 2620.5, Requirements for an Approved Extension Certificate Program - The 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 recommended the Board authorize LATC to proceed with a regulatory change. The Board approved the regulatory change and adopted the regulations at the December 15-16, 2010 Board meeting. The regulatory proposal to amend CCR section 2620.5 was published at OAL on June 22, 2012. In 2012, the LATC appointed the University of California Extension Certificate Program Task Force, which was charged with developing the procedures for the review of the extension certificate programs, and conducting reviews of the programs utilizing the new procedures. The Task Force held meetings on June 27, 2012, October 8, 2012, and November 2, 2012. As a result of these meetings, the Task Force recommended additional modifications to CCR section 2620.5 to further update the regulatory language with LAAB guidelines and LATC goals. At the November 14, 2012 LATC meeting, the LATC approved the Task Force's recommended modifications to CCR section 2620.5, with additional edits. At the January 24-25, 2013 LATC meeting, the LATC reviewed public comments regarding the proposed changes to CCR section 2620.5 and agreed to remove several proposed modifications to the language to address the public comments. The Board approved adoption of the modified language for CCR section 2620.5 at their March 7, 2013 meeting.

Following is a chronology to date, of the processing of LATC's regulatory proposal for CCR 2620.5:

November 22, 2010   Proposed regulatory changes approved by LATC
December 15, 2010   Final approval by the Board
June 22, 2012   Notice of Proposed Changes in the Regulations published by OAL (Notice re-published to allow time to notify interested parties)
August 6, 2012   Public hearing, no public comments received
November 30, 2012   40-Day Notice of Availability of Modified Language posted
January 9, 2013   LATC received one comment during 40-day Notice period
January 24, 2013   LATC approved modified language to address public comment
February 15, 2013   Final rulemaking file to DCA Legal Office*
March 7, 2013   Final approval of modified language by the Board

As of May 16, 2013, the rulemaking file for CCR section 2620.5 is currently being routed through the Department of Finance (DOF) for review. Once approved by DOF, the rulemaking file will be submitted to OAL for final approval.

LATC Website

Landscape Architect Registration Examination – The following exam administration date changes were made on the website:

April 8-20, 2013, Sections 1, 2, 3, and 4
August 19-30, 2013, Sections 1, 2, 3, and 4
December 2-14, 2013, Sections 1, 2, 3, and 4

Web License Lookup – LATC currently receives a monthly report of licensees from OIS and updates the information on the website. The BreEZe team has indicated that BreEZe will include a function to accommodate the automated licensee lookup functionality when BreEZe is implemented for LATC in 2014.

FAQ Page – In March, LATC staff created a list of frequently asked questions (FAQs) received from licensees, candidates, and the public. After thorough research, answers to these questions were compiled and are currently being reviewed. Once approved, they will be added to the existing FAQs page of LATC's website.

Regulation Changes - In April, LATC updated the Landscape Architects Practice Act webpage, proposed regulations webpage, and the news webpage with the recent changes to CCR section 2614, Examination Transition Plan, that became effective on April 8, 2013.

LATC EXAMINATION PROGRAM

Landscape Architect Registration Examination (LARE)

The LARE transitioned from a five section (A-E) to a four section (1-4) exam commencing with the first administration of sections 1 and 2 on September 10 – 22, 2012. Exam sections 3 and 4 were administered on December 3 – 15, 2012. In April 2013, CLARB began administering

sections 1-4 concurrently and will provide the exam three times per year over a two-week period. The first administration of all four sections was on April 8 – 20, 2013, and results will be available the week of May 27, 2013.

Issues surrounding the first administration of section 4 of the LARE in December 2012 were discussed during the LATC meeting on January 24, 2013. At this meeting, Stephanie Landregan, LATC Chair, inquired if the Council of Landscape Architectural Registration Boards (CLARB) has a method of recourse at the LARE testing sites that allows a candidate to notify CLARB of any testing issues. Ms. Landregan suggested LATC contact CLARB to determine how the problem was resolved. LATC contacted CLARB on January 28, 2013 regarding the technical issues candidates encountered and the means to contact CLARB should problems occur during the examination. James Penrod, Deputy Executive Director of CLARB, responded to LATC's inquiries on January 29, 2013. He stated that CLARB provides several communications that inform candidates on how to report exam day issues and the proctors are required to complete an incident report if a candidate provides a complaint.

CLARB requested that if candidates contact the LATC directly with exam issues, staff should direct them to CLARB as soon as possible to resolve and/or include candidate feedback prior to scoring. Once the exam is over, the ability for CLARB to respond is limited due to exam integrity. Once the scores have been released, there is little that can be done.

The candidate who contacted LATC with the technical issue on the LARE was scheduled to retake the exam section, her results for the original exam were not released, and the exam fee was waived. LATC has not received any additional complaints about issue regarding the LARE.

California Supplemental Examination (CSE) and Occupational Analysis (OA)

At the November 14, 2012 LATC meeting, the Office of Professional Examination Services (OPES) provided an overview of the intra-agency contract process and occupational analysis standard project plan. LATC approved staff to enter into an intra-agency contract (IAC) with OPES to conduct a new occupational analysis (OA).

At the January 24, 2013 LATC meeting, the Committee approved both the Intra-Agency Contract (IAC) for Exam Development and IAC for OA with OPES.

On March 20-21, 2013, the LATC and OPES held the first of the scheduled workshops for exam development. The initial workshop focused on review of the items currently in the question bank for the CSE, and was attended by six licensees. Workshops for this session will continue through June 4, 2013 with a focus on having half of the workshop group of landscape architects licensed for five years or less and the other half licensed over five years to ensure a fair and defensible test is developed. The LATC recruited the licensees to attend the workshop by sending out a mass mailing and later with contributions from the American Society of Landscape Architects performing additional outreach. All licensees have been encouraged to participate, if they are available to do so, and many have expressed gratitude for the opportunity to give back to the profession.

Five of six examination development workshops have been held through May 2013, and the LATC has received positive feedback from OPES as well as the licensees who have attended the workshops. Licensees have found the workshops to be beneficial and constructive, and have

expressed gratitude for the opportunity to give back to the profession. The final workshop, where the pass score for the CSE will be determined, is scheduled to be held on June 3-4, 2013.

The first OA workshop is scheduled to be held on May 30-31, 2013. The OA will be an ongoing process throughout 2014 and will focus on identifying key aspects of landscape architecture and what skills entry level licensees should be able to proficiently demonstrate. One of the initial steps in conducting the OA is to obtain input from LATC for information such as emerging trends in practice, recent and proposed legislation, and California-specific topics in the field of landscape architecture. OPES staff will be present at today's meeting and provide guided questions to stimulate discussion in areas where LATC's input may contribute to the new OA (Agenda Item G).

University of California Extension Certificate Program

At the January 2012 LATC strategic planning meeting, members were appointed to the University of California Extension Certificate Program Task Force and charged to develop procedures for reviewing the extension certificate programs and conduct the reviews of the programs utilizing the new procedures, as outlined in CCR section 2620.5 (Requirements for an Approved Extension Certificate Program). The Task Force met on June 27, 2012, October 8, 2012, and November 2, 2012. At the November 14, 2012 LATC meeting, LATC approved the following five documents developed by the Task Force for use in reviewing the extension certificate programs:

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

Requests for program review and the new SER were sent to University of California, Berkeley (UCB) and University of California, Los Angeles (UCLA) Extension Certificate Programs on January 7, 2013.

The site review for UCB was conducted by a team of three members from the UC Extension Certificate Program Task Force on April 8-10, 2013. The Visiting Team Report was received by LATC on April 12, 2013 and forwarded to UCB for its response. UCB was asked to respond to any standard that is assessed as "met with recommendation" or "not met" and include any documentation the program deems pertinent. UCB's institutional response was received on May 3, 2013. The LATC will discuss the site review team recommendation later in the meeting (Agenda Item I).

Another site review was conducted at UCLA on April 22-24. LATC received the Visiting Team Report from the visiting team on May 1, 2013 and it was forwarded to UCLA for its response on May 11, 2013. The program response is pending and may be included at the May 22, 2013 LATC meeting (Agenda Item I).

ENFORCEMENT PROGRAM

Exempt Area of Practice

Outlined in the fiscal year 12/13 LATC strategic plan, is an objective to appoint and convene a task force to review the exempt area of practice Business and Professions Code (BPC) section 5641, *Chapter Exceptions, Exemptions.* Members of various professional organizations were asked to nominate members to this task force. The Exceptions and Exemptions Task Force was assembled and is comprised of members from LATC, California Architects Board, California Council/American Society of Landscape Architecture (CC/ASLA), California Landscape Contractors Association (CLCA), Association of Professional Landscape Designers (APLD), as well as past LATC staff and Committee members.

The Task Force met on May 24, 2012, and discussed the exempt area of practice, BPC section 5641, and any issues or concerns relating to the unlicensed practice of landscape architecture. Several action items resulted from the meeting which were further reviewed and discussed at the October 18, 2012, Task Force meeting. At the November 14, 2012 LATC meeting, LATC approved the recommendation of the Task Force to have DCA legal counsel prepare a legal opinion to LATC for clarification of BPC section 5641. The legal opinion will be discussed later in today's meeting (see Agenda Item L).

Complaint Statistics

(1st Quarter 2013 & 2012)	2013			2012		
	January	February	March	January	February	March
Complaints Opened	8	1	0	4	4	4
Complaints to Expert	0	0	2	0	0	0
Complaints to DOI	0	0	0	0	0	0
Complaints Pending DOI	0	0	0	0	0	0
Complaints Pending AG	0	0	0	0	0	0
Complaints Pending DA	0	0	0	0	0	0
Complaints Pending	32	32	28	33	35	33
Complaints Closed	5	5	3	2	2	6
Settlement Cases (§5678.5) Opened	0	0	0	0	0	0
Settlement Cases (§5678.5) Pending	6	6	6	3	3	3
Settlement Cases (§5678.5) Closed	0	0	0	0	0	0
Citations Final	0	0	0	0	0	0

ADMINISTRATIVE

Personnel

Interviews were held in March to select a part-time limited-term Office Technician. Erika Vaca was selected for the position and began on April 1, 2013.

Staff continue to receive training. Courses completed since January's LATC meeting include:

January 29-31, 2013	OAL 3-Day Rule Making Training *(John)*
February 19, 2013	Sexual Harassment Prevention Webinar *(Trish, John, Matt, Ken)*
March 6, 2013	Abbreviated Delegated Expert Consultant Contracts Training *(John, Ken)*
March 12, 2013	Basic Project Management *(John)*
March 19, 2013	Cal-Card and Procurement Training *(Ken)*
April 24, 2013	Delegated Contracts Training *(Ken)*
April 25, 2013	Sexual Harassment Prevention Webinar *(Claire)*

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
STUDENT OUTREACH – University of California, Davis
February 26, 2013

SURVEY RESULTS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	16	8	0	0	0
1. The presentation was informative. I learned more about pathways to licensure than I already knew.	67%	33%	0%	0%	0%
COMMENTS					

1. Learned a lot about the license requirement exam and the renewal if you moved out of the state
2. The video we watched with practice, questions as seen on the exam computer screen was very beneficial

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
2. I understand the importance of licensure and how it relates to the public's health, safety, and welfare.	14	10	0	0	0
	58%	42%	0%	0%	0%
COMMENTS					

N/A

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	13	10	0	0	1
3. I now know what I have to do to become licensed.	54%	42%	0%	0%	4%
COMMENTS					

1. Lots of $$
2. Drop lots of dollars
3. Provided clear scope of licensing
4. I missed the first part of the lecture

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	6	12	5	0	1
4. I could have used this information earlier.	25%	50%	21%	0%	4%
COMMENTS					

1. Great timing

2. You should do this presentation for students newly accepted into the program
3. There have been a lot of rumors here at school with what we need to become licensed, but realistically I'm not sure if learning all of this sooner would make that much of a difference
4. I knew some of this information prior to presentation. But I didn't know I needed to make extra steps in California to become a landscape architect. It's expensive

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	10	14	0	0	0
5. The presentation answered all of my questions.	42%	58%	0%	0%	0%
COMMENTS					

1. Presenter was very informative and eager to answer individual questions
2. The speaker is knowledgeable to answer different types of questions
3. Thanks for the book of practice act

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	12	11	0	0	1
6. The handouts were useful and comprehensive.	50%	46%	0%	0%	4
COMMENTS					

1. Is 2007 the current standard

Question
7. If you answered "Disagree", or Strongly Disagree", to any of the questions above, please provide details of your experience and any suggested improvements.
COMMENTS

1. Helpful feedback on what to expect
2. Was never provided with the information in class
3. Gathering this information at the end of my senior year of college in a LA program is good timing

Question
8. How will you use the information received today?
COMMENTS

1. This will help me accomplish what I need to accomplish to become licensed

2. Get that license
3. To pursue my career after graduation
4. To help me get a license when I am out of school
5. This was a clear presentation to become a landscape architect and gives a direction
6. Very useful, will check website also
7. I will hopefully be more prepared before taking the exam both financially and test ready
8. Research more on how and where to take the exam
9. Get licensed
10. The information today will prepare me when I decide to take the examination to become licensed
11. Great presentation for students
12. It will help guide me in the steps that I have to take once I graduate
13. Start looking into testing study guides, sample questions, dates. Get comfortable/ use to test factors
14. I will use this info to study for the LARE exam and use it as a guideline for examples
15. Get my life on track
16. To help guide me on my way to becoming a licensed landscape architect in a timely manner
17. With the information I learned today, I will know how many years are required to classify to take the exam.
18. Have as a reference for future
19. I will use it to go forth to work towards obtaining my license
20. Study necessary materials to pass the LARE
21. Pursue improving in section 4 of the test. Ready to take section 1 and 2 of the test after graduation
22. I will use this info to prepare myself for the test as well as to find work that specifically prepares me for the CLARB

Question

9. Please use this space to include any other comments not covered in the question above.

COMMENTS
1. Thank you
2. The presentation was really helpfully, I learned a lot of useful information
3. Our presenter did a great job. She answered questions well and seemed very well informed
4. Great presentation! Very informative and useful
5. Thank you for an informative presentation

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE
STUDENT OUTREACH – University of California, Berkeley
April 25, 2013

SURVEY RESULTS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	6	3	0	0	0
1. The presentation was informative. I learned more about pathways to licensure than I already knew.	67%	33%	0%	0%	0%
COMMENTS					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
2. I understand the importance of licensure and how it relates to the public's health, safety, and welfare.	6	3	0	0	0
	67%	33%	0%	0%	0%
COMMENTS					
N/A					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	4	5	0	0	0
3. I now know what I have to do to become licensed.	44%	56%	0%	0%	0%
COMMENTS					
1. I think to really know, I actually have to initiate the process					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	1	3	3	1	1
4. I could have used this information earlier.	11%	33%	33%	11%	11%
COMMENTS					
1. At the start of the program					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	0	8	0	1	0
5. The presentation answered all of my questions.	0%	89%	0%	11%	0%

COMMENTS
1. There will be more questions
2. I would like to know more about licensure and living/working internationally
3. It would be nice to have a printout/handout of available resources (or a digital copy of the presentation)
4. Will check website for details
5. I'm still not sure if I need to be licensed if I plan on going into planning

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	0	2	0	0	7
6. The handouts were useful and comprehensive.	0%	22%	0%	0%	78%

COMMENTS
N/A

Question
7. If you answered "Disagree", or Strongly Disagree", to any of the questions above, please provide details of your experience and any suggested improvements.

COMMENTS
1. I am early in my education and won't be able to sit for the LARE for at least several years

Question
8. How will you use the information received today?

COMMENTS
1. I will register for sections 1 & 2 ASAP
2. Preparation and planning to take the LARE within the next 1-3 years
3. I will gear my future employment opportunities to maximize my preparation for the exams
4. This will be useful after I graduate and start preparing for the LARE
5. I will go onto the CLARB website and read more about the exam

Question
9. Please use this space to include any other comments not covered in the question above.

COMMENTS

1. Very thorough and informative presentation – though did run a bit long (beyond scheduled class time)
2. Great presentation. Very informative, though a little long. Thank you!
3. It wasn't clear who needs to be licensed for what types of job functions. If you're doing something other than traditional landscape design work, is there any point to licensure?

CC/ASLA

AB 416 **(Gordon** D)   **State Air Resources Board: Local Emission Reduction Program.**

Current Text: Amended: 4/4/2013   pdf   html

Status: 5/1/2013-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Location: 5/1/2013-A. APPR. SUSPENSE FILE

Summary: Existing law designates the State Air Resources Board as the state agency with the primary responsibility for the control of vehicular air pollution and air pollution control districts and air quality management districts with the primary responsibility for the control of air pollution from all sources other than vehicular sources. This bill would create the Local Emission Reduction Program and would require money to be available from the General Fund, upon appropriation by the Legislature, for purposes of providing grants and other financial assistance to develop and implement greenhouse gas emissions reduction projects in the state. The bill would require the state board, in coordination with the Strategic Growth Council, to administer the program, as specified. The bill would require the implementation of the program to be contingent on the appropriation of moneys by the Legislature, as specified.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 630 **(Holden** D)   **Architects.**

Current Text: Introduced: 2/20/2013   pdf   html

Status: 5/2/2013-In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Location: 5/2/2013-S. RLS.

Summary: Existing law establishes the California Architects Board within the Department of Consumer Affairs for the purpose of regulating the practice of architecture in this state. Existing law defines what constitutes an architect's professional services. This bill would provide that no person may use an architect's instruments of service, as specified, without a written contract or written assignment allowed by a written contract authorizing that use.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 738 **(Harkey** R)   **Public entity liability: bicycles.**

Current Text: Introduced: 2/21/2013   pdf   html

Status: 4/23/2013-In committee: Set, first hearing. Hearing canceled at the request of author.

Is Urgency: N

Location: 3/7/2013-A. JUD.

Summary: Existing law specifies that a public entity or a public employee shall not be liable for an injury caused by the plan or design of a construction of, or an

improvement to, public property in specified cases. Existing law allows public entities to establish bicycle lanes on public roads. This bill would provide that a public entity or an employee of a public entity acting within his or her official capacity is not be liable for an injury caused to a person riding a bicycle while traveling on a roadway, if the public entity has provided a bike lane on that roadway.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 803 (**Gomez** D)   **Water Recycling Act of 2013.**

Current Text: Amended: 4/22/2013   pdf   html

Status: 5/1/2013-From committee: Do pass and re-refer to Com. on APPR. (Ayes 7. Noes 0.) (April 30). Re-referred to Com. on APPR.

Is Urgency: N

Location: 5/1/2013-A. APPR.

Summary: Existing law requires the State Department of Public Health to establish uniform statewide recycling criteria for each varying type of use of recycled water where the use involves the protection of public health. Existing regulations prescribe various requirements and prohibitions relating to recycled This bill , the Water Recycling Act of 2013, would provide that this notification requirement does not apply to an unauthorized discharge of effluent of treated sewage defined as recycled water, as defined. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 1063 (**Eggman** D)   **Surveyors and engineers.**

Current Text: Amended: 4/24/2013   pdf   html

Status: 5/2/2013-From committee: Do pass as amended and re-refer to Com. on APPR. (Ayes 10. Noes 3.) (April 30).

Is Urgency: N

Location: 5/2/2013-A. SECOND READING

Calendar: 5/6/2013 #109 ASSEMBLY ASSEMBLY SECOND READING FILE

Summary: Existing law provides for the licensing and regulation of professional engineers and land surveyors by the Board of Professional Engineers and Land Surveyors in the Department of Consumer Affairs. Existing law prohibits a person from representing himself or herself as an engineer or surveyor, as described by various titles, unless the person is licensed as an engineer or surveyor, as specified. Other existing law makes a violation of those prohibitions a misdemeanor. This bill would additionally prohibit a person from using the title "city engineer," "county engineer," "city surveyor," or "county surveyor," unless the person is licensed as an engineer or surveyor, respectively, as specified. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 1078 (Quirk D)   Water: water recycling technology.

Current Text: Introduced: 2/22/2013   pdf   html

Status: 2/25/2013-Read first time.

Is Urgency: N

Location: 2/22/2013-A. PRINT

Summary: Existing law provides that the Department of Water Resources operates the State Water Project and exercises specified water planning functions. Existing law also requires the department to update The California Water Plan, which is a plan for the conservation, development, and use of the water resources of the state. Under existing law, various provisions regulate water recycling. This bill would state the intent of the Legislature to enact legislation to encourage the creation of new technologies to further the use of recycled water in the state.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

AB 1193 (Ting D)   Bikeways.

Current Text: Amended: 4/25/2013   pdf   html

Status: 4/29/2013-Re-referred to Com. on L. GOV.

Is Urgency: N

Location: 4/29/2013-A. L. GOV.

Summary: Existing law requires the Department of Transportation, in cooperation with county and city governments, to establish minimum safety design criteria for the planning and construction of bikeways, and requires the department to establish uniform specifications and symbols regarding bicycle travel and bicycle traffic related matters. Existing law requires all city, county, regional, and other local agencies responsible for the development or operation of bikeways or roadways where bicycle travel is permitted to utilize all minimum safety design criteria and uniform specifications and symbols for signs, markers, and traffic control devices established pursuant to that law. This bill would prohibit the department from denying funding to a project because it is excepted pursuant to these procedures. This bill contains other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	SUPPORT				

AB 1251 (Gorell R)   Water quality: stormwater.

Current Text: Amended: 4/10/2013   pdf   html

Status: 5/1/2013-From committee: Do pass and re-refer to Com. on APPR. (Ayes 7. Noes 0.) (April 30). Re-referred to Com. on APPR.

Is Urgency: N

Location: 5/1/2013-A. APPR.

Summary: Under existing law, the State Water Resources Control Board and the California regional water quality control boards prescribe waste discharge requirements for the discharge of stormwater in accordance with the national pollutant discharge elimination system permit program established by the federal Clean Water Act and the Porter-Cologne Water Quality Control Act. This bill would require the Secretary for Environmental Protection to convene a stormwater task force to review, plan, and coordinate stormwater-related activity

to maximize regulatory effectiveness in reducing water pollution. The bill would require the task force to meet on a quarterly basis. This bill contains other related provisions.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

SB 42 (**Wolk** D) **The California Clean, Secure Water Supply and Delta Recovery Act of 2014.**

Current Text: Introduced: 12/11/2012   pdf html

Status: 1/10/2013-Referred to Com. on N.R. & W.

Is Urgency: N

Location: 1/10/2013-S. N.R. & W.

Summary: Existing law creates the Safe, Clean, and Reliable Drinking Water Supply Act of 2012, which, if approved by the voters, would authorize the issuance of bonds in the amount of $11,140,000,000 pursuant to the State General Obligation Bond Law to finance a safe drinking water and water supply reliability program. Existing law provides for the submission of the bond act to the voters at the November 4, 2014, statewide general election. This bill would repeal these provisions. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

SB 726 (**Lara** D) **California Global Warming Solutions Act of 2006: Western Climate Initiative, Incorporated.**

Current Text: Amended: 4/8/2013   pdf html

Status: 5/3/2013-Set for hearing May 13.

Is Urgency: N

Location: 5/2/2013-S. APPR.

Calendar: 5/13/2013 10 a.m. - John L. Burton Hearing Room
(4203) SENATE APPROPRIATIONS, DE LEÃ³N, Chair

Summary: The California Global Warming Solutions Act of 2006 designates the State Air Resources Board as the state agency charged with monitoring and regulating sources of emissions of greenhouse gases. The state board is required to adopt a statewide greenhouse gas emissions limit equivalent to the statewide greenhouse gas emissions level in 1990 to be achieved by 2020, and to adopt rules and regulations in an open public process to achieve the maximum, technologically feasible, and cost-effective greenhouse gas emissions reductions. Existing law also imposes conditions on the Western Climate Initiative, Incorporated, a nongovernmental entity created to assist the state board in the implementation of the act. Existing law specifies who may serve as part of the California membership of the board of directors of the Western Climate Initiative, Incorporated. This bill, commencing January 1, 2014, would require the Western Climate Initiative, Incorporated, to cease all work on behalf of the state until the non-ex officio California membership of the board of directors of the Western Climate Initiative, Incorporated, is confirmed by the Senate. The bill, commencing January 1, 2014, would require the state board to include information on all proposed expenditures and allocations of moneys to the Western Climate Initiative, Incorporated, in the Governor's budget. The bill

would require the Western Climate Initiative, Incorporated, to annually submit a specified report to the Governor and the Legislature. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

SB 731 (**Steinberg** D) **Environment: California Environmental Quality Act and sustainable communities strategy.**

Current Text: Amended: 4/23/2013   pdf html

Status: 5/1/2013-Do pass as amended, and re-refer to the Committee on Appropriations

Is Urgency: N

Location: 5/1/2013-S. APPR.

Summary: (1) The California Environmental Quality Act, or CEQA, requires a lead agency, as defined, to prepare, or cause to be prepared, and certify the completion of, an environmental impact report, or EIR, on a project that it proposes to carry out or approve that may have a significant effect on the environment or to adopt a negative declaration if it finds that the project will not have that effect. CEQA also requires a lead agency to prepare a mitigated negative declaration for a project that may have a significant effect on the environment if revisions in the project would avoid or mitigate that effect and there is no substantial evidence that the project, as revised, would have a significant effect on the environment. CEQA requires the Office of Planning and Research to develop and prepare, and the Secretary of the Natural Resources Agency to certify and adopt, guidelines for the implementation of CEQA by public agencies. CEQA establishes a procedure for the preparation and certification of the record of proceedings upon the filing of an action or proceeding challenging a lead agency's action on the grounds of noncompliance with CEQA. CEQA establishes time periods within which a person is required to bring a judicial action or proceeding to challenge a public agency's action taken pursuant to CEQA. This bill would provide that aesthetic impacts of a residential, mixed-use residential, or employment center project, as defined, within a transit priority area, as defined, shall not be considered significant impacts on the environment. The bill would require the office to prepare and propose, and the Secretary of the Natural Resources Agency to certify and adopt, revisions to the guidelines for the implementation of CEQA establishing thresholds of significance for noise, and for the transportation and parking impacts of residential, mixed-use residential, or employment center projects within transit priority areas. The bill would require the lead agency, in making specified findings, to make those findings available to the public at least 15 days prior to the approval of the proposed project and to provide specified notice of the availability of the findings for public review. Because the bill would require the lead agency to make the draft finding available for public review and to provide specified notices to the public, this bill would impose a state-mandated local program. The bill would require the lead agency, at the request of a project applicant for specified projects, to, among other things, prepare a record of proceedings concurrently with the preparation of negative declarations, mitigated negative declarations, EIRs, or other environmental documents for specified projects. Because the bill would require a lead agency to prepare the record of proceedings as provided, this bill would impose a state-mandated local program.

The bill would authorize the tolling of the time period in which a person is required to bring a judicial action or proceeding challenging a public agency's action taken pursuant to CEQA through a tolling agreement that does not exceed 4 years. The bill would authorize the extension of the tolling agreement. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

SB 750 (**Wolk** D) **Building standards: water meters: multiunit structures.**

Current Text: Amended: 4/29/2013   pdf   html

Status: 4/29/2013-From committee with author's amendments. Read second time and amended. Re-referred to Com. on JUD.

Is Urgency: N

Location: 4/29/2013-S. JUD.

Calendar: 5/7/2013 1:30 p.m. - Room 112 SENATE JUDICIARY, EVANS, Chair

Summary: The Water Measurement Law requires every water purveyor to require, as a condition of new water service on and after January 1, 1992, the installation of a water meter to measure water service. That law also requires urban water suppliers to install water meters on specified service connections, and to charge water users based on the actual volume of deliveries as measured by those water meters in accordance with a certain timetable. This bill would require a water purveyor that provides water service to a newly constructed multiunit residential structure or newly constructed mixed-use residential and commercial structure that submits an application for a water connection after January 1, 2014, to require the installation of either a water meter, as defined, or a submeter, as defined, to measure water supplied to each individual dwelling unit. The bill would require the owner of the structure to ensure that a water submeter installed for these purposes complies with laws and regulations governing installation, approval of meter type, maintenance, reading, billing, and testing of water submeters , including, but not limited to, the California Plumbing Code . The bill would exempt certain buildings from these requirements. This bill contains other related provisions and other existing laws.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

SB 783 (**De León** D) **The California Clean Water, Safe Urban Parks, and Environmental Health Investment Act of 2014.**

Current Text: Introduced: 2/22/2013   pdf   html

Status: 3/11/2013-Referred to Com. on RLS.

Is Urgency: N

Location: 3/11/2013-S. RLS.

Summary: Existing law enacts various programs pertaining to clean water and the establishment of public parks. This bill would make specific findings and declarations and would declare the intent of the Legislature to enact legislation that would improve the economy, the natural environment, and increase and improve access opportunities to physical fitness, by enacting the California Clean Water, Safe Urban Parks, and Environmental Health Investment Act of 2014.

Organization	Position	Priority	Assigned	Subject	Group
CC/ASLA	WATCH				

Total Measures: 13

Total Tracking Forms: 13

Agenda Item D

REVIEW AND APPROVE JULY 1, 2013 THROUGH JUNE 30, 2014 DRAFT STRATEGIC AND COMMUNICATIONS ACTION PLAN

On January 25, 2013, the Landscape Architects Technical Committee (LATC) participated in a strategic planning session to update its Strategic Plan for 2013. The session was facilitated by the Department of Consumer Affairs', Strategic Organization, Leadership, and Individual Development (SOLID) team. The LATC reviewed and updated the five goal areas (Regulation and Enforcement, Professional Qualifications, Public and Professional Awareness, Organizational Relationships, and Organizational Effectiveness). Objectives were identified to meet the goals and priorities of importance were identified for each objective.

SOLID updated the plan based on the LATC's session. Attached is a copy of the updated plan showing all of the changes in <u>underline</u> and ~~strikeout~~ and objective target dates.

At this meeting the LATC is asked to review and approve the Fiscal Year 2013/2014 Strategic Plan.

STRATEGIC PLAN

Public Protection Through Examinations, Licensure, and Regulation

FISCAL YEAR 2013/2014

CALIFORNIA ARCHITECTS BOARD
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Table of Contents

Members of the Landscape Architects Technical Committee

Stephanie Landregan, Chair (Landscape Architect Member)

Andrew Bowden, Vice Chair (Landscape Architect Member)

Nicki Johnson (Landscape Architect Member)

Katherine Spitz (Landscape Architect Member)

David A. Taylor, Jr. (Landscape Architect Member)

Introduction

Effective January 1, 1998, the California Architects Board (Board) assumed responsibility for regulating the practice of landscape architecture in this State. Under the enabling legislation (AB 1546 – Chapter 475, Statutes of 1997), the California Legislature created the Landscape Architects Technical Committee (LATC), a technical advisory committee consisting of five professional members. The LATC performs duties and functions delegated to it by the Board.

The LATC assists the Board with examination of candidates for licensure and, after investigation, evaluates and makes recommendations regarding potential violations of the Landscape Architects Practice Act. It is also charged with the duty of investigating, assisting, and making recommendations to the Board regarding regulation of landscape architects in California.

The laws and regulations addressing the practice of landscape architecture benefit two primary categories of people.

First, regulation protects the public at large. The primary focus of a landscape architect is to create ways in which people can safely interact with their environment. The practice of landscape architecture means planning and designing the use, allocation, and arrangement of land and water resources through the creative application of biological, physical, mathematical, and social processes to safeguard the public. Landscape architectural services include:

- Investigation, selection, and allocation of land and water resources for appropriate uses
- Feasibility studies
- Formulation of graphic and written criteria to govern the planning and design of land construction programs
- Preparation, review, and analysis of master plans for land use and development
- Production of overall site plans, landscape grading and landscape drainage plans, irrigation plans, planting plans, and construction details
- Development of specifications
- Preparation of cost estimates and reports for land development
- Collaboration in the design of roads, bridges, and structures with respect to the functional and aesthetic requirements of the areas on which they are to be placed
- Negotiation and arrangement for execution of land area projects
- Field observation and inspection of land area construction, restoration, and maintenance

Second, regulation protects consumers of services rendered by landscape architects. The LATC helps consumers directly by providing information on selection and hiring of landscape architects and by establishing regulations and enforcement/complaint handling procedures that protect consumers from incompetent and dishonest practitioners.

As marketplace conditions change, it is the role of the LATC to monitor and respond to those changes that impact the health, safety, and welfare of the public.

<u>Commonly Used Terminology</u>

<u>Throughout this document there are a number of organizations and terms abbreviated into acronyms. To simplify understanding of this document, we have included those terms here for clarification.</u>

<u>ASLA – American Society of Landscape Architects</u>
<u>BPC – Business and Professions Code</u>
<u>CAB – California Architects Board</u>
<u>CCASLA – California Chapter, American Society of Landscape Architects</u>
<u>CCR – California Code of Regulations</u>
<u>CELA – Council of Educators in Landscape Architecture</u>
<u>CLARB – Council of Landscape Architectural Registration Boards</u>
<u>CLCA – California Landscape Contractors Association</u>
<u>CSE – California Supplemental Examination</u>
<u>DCA – Department of Consumer Affairs</u>
<u>LAAB – Landscape Architectural Accreditation Board</u>
<u>LARE – Landscape Architect Registration Examination</u>
<u>LATC – Landscape Architects Technical Committee</u>
<u>OPES – Office of Professional Examination Services</u>

Strategic Planning Process

Before the LATC's establishment, an interim Landscape Architects Advisory Council initiated the first strategic planning sessions in October and November 1997. This Council defined the mission and vision statements, identified key strategic issues most relevant to current practice, and began identifying specific goals to further its mission.

Legislative authority that formed the LATC became effective January 1, 1998. The LATC held its first meeting on April 16, 1998. At this strategic planning session, the LATC evaluated, refined, and formally adopted its mission, vision, and key issues and prioritized its goals.

The LATC annually reviews and updates the Strategic Plan in response to changing conditions, needs, and priorities. At each session, the LATC:

- Reviews its progress towards achieving its objectives over the previous year
- Conducts an environmental scan and updates the Strategic Plan summary of key external issues in response to changing social, economic and environmental conditions
- Reviews and confirms its mission and vision statements
- Strategizes to meet the challenges of the upcoming year

This document reflects the latest update.

Strategic planning for the LATC is ongoing. Once the Board approves the main elements of the plan, the LATC develops specific action plans for each goal and objective, and continually monitors its performance in achieving them.

LATC External Environment

In developing its Strategic Plan, the LATC examines the external factors that impact the field of landscape architecture and the LATC's mission. This year's external environment continues to be impacted by the economic downturn and, despite greater economic stability, recovery is slow and unemployment and underemployment remain high. This section identifies current trends based on perceptions and observations of LATC members and practitioners. These trends are presented and organized according to eight general categories:

- Changes in landscape architecture practice
- Landscape architecture academic preparation
- Professional collaboration
- Public/client relations
- Professional development, licensure and certification
- Information technology
- Government, policy and regulation
- Culture, lifestyle and environment

CHANGES IN LANDSCAPE ARCHITECTURE PRACTICE

- Increasing emphasis on security, crime prevention, and anti-terrorism in public space design
- Decreasing average firm size and considerable increase in number of smaller firms
- A competitive marketplace with a decrease in the number of jobs available for landscape architects
- Lower retirement rate in practice due to the economic recession
- Increasing liability, risk and exposure due to lawsuits; forensic landscape architecture is on the rise, further highlighting the landscape architect's role in ensuring public health, safety, and welfare
- Increasing reliance on environmental and biological science as a basis for landscape architectural design
- Widening scope of practice and responsibilities and a widening body of knowledge required to practice landscape architecture
- Greater need for landscape architects with working knowledge of key technical areas, especially universal design and accessibility
- Proliferation of unlicensed practice, potentially due to the economic downturn
- Rapidly increasing emphasis on and demand for "green" and low-impact design due to diminished natural resources and increasing use of sustainable design and development techniques
- Increasing costs of doing business
- Increasing level of landscape architect involvement earlier in the planning process
- Increase in design-build orientation, with a corresponding increase in firms adding design to their services
- Increasing level of competition among landscape architects for limited work opportunities due to the depressed economy
- Continuing lack of clarity about the landscape architect's responsible control over construction documents due to changes in the project delivery process and use of technology
- Rise in the number of sole practitioners
- Increasing functional specialization
- Growing number of landscape architects taking on more "environmental" responsibilities such as sustainable design, site hydrology, and environmental technologies; increasing number of landscape architects in leadership or "prime roles" for these issues
- Increasing mobility of landscape architects, with more professionals working around the globe from multiple locations
- Segmentation of landscape architecture production, which impacts the integrity and quality of services delivered

LANDSCAPE ARCHITECTURE ACADEMIC PREPARATION

- Increasing emphasis on information selectivity and critical thinking skills in landscape architecture education
- Schools are not keeping pace with the rapidly expanding growth of the profession and the supply of qualified faculty is limited
- Decreasing numbers of undergraduate landscape architecture students and increasing numbers of graduate-level students
- Fewer slots available to prospective landscape architecture students and fewer graduates
- Increasing cost of education
- Institutional enrollment caps in landscape architecture programs limit the number of graduates available to meet the growth demands of the profession
- Academic career demands have limited the number of licensed faculty teaching in landscape architecture programs
- Need for landscape architects and accredited schools to demonstrate competencies in ecological sciences and processes
- Need to understand the differing impacts of science, technology, nature, and sustainability on landscape architectural practice
- Greater need for writing, communication, business, and critical reasoning skills in practice
- A move towards for-profit schools and programs, evidenced by greater supply of and enrollment in landscape architecture programs offered by for-profit education institutions

PROFESSIONAL COLLABORATION

- Increasing involvement of landscape architects as primary members of professional architecture and engineering consultant teams
- Increasing collaboration of landscape architecture, planning, design, and engineering professionals
- More "collateral" work, like grading, is being contracted out due to liability concerns
- More collaboration in design-build contracts and increasing numbers of such contracts
- Need for greater cooperation and communication between landscape architecture practitioners and academics
- Increasing level of landscape architect involvement earlier in the planning process

PUBLIC/CLIENT RELATIONS

- Greater public awareness of what landscape architects do
- Greater expectations for landscape architects to contribute to the public good, meet environmental quality goals, and garner community support
- Increasing client expectations for cost control, timely project delivery, agency processing, etc.
- Increasing expectations of consumers regarding quality of life issues in their communities
- Increasing public interest in park expansion and development
- Increasing recognition of the aesthetic value of landscape architecture and how it affects property values and sales

PROFESSIONAL DEVELOPMENT, LICENSURE AND CERTIFICATION

- Greater emphasis on professional development and continued competency due to more stringent technical requirements, incorporation of scientific knowledge, and new laws and mandates
- Rising cost of education, candidate examination fees, and licensure
- Rapidly advancing technological changes that are difficult to keep up with in professional development
- A "leveling out" in the number of landscape architects becoming licensed
- A greater number of graduates with landscape architecture degrees electing not to pursue licensure
- Increasing public and professional demand for specialty certification
- Interest in establishing a national certification process that would allow landscape architects more job flexibility

INFORMATION TECHNOLOGY

- Continuing/expanding use of technology including (e.g., CAD, GIS, Building Information Modeling [BIM], electronic plans, electronic plan checking, and smart permits)
- Increasing use of "do-it-yourself" software, media, and web-based programs
- Increasing use of outsourcing, leading to practice without presence
- Greater use of technically-oriented individuals (especially for CAD and GIS) who may or may not be landscape architects
- Less distinction in the lines of responsibility due to remote supervision of design production and non-licensed individuals working in technical capacities
- Greater reliance on computer-aided design and drafting, increasing the difficulties and complexities of design production and supervision and leading to a false sense of confidence regarding quality of technical drawings (e.g., BIM)
- Increasing use of e-drawings and e-boards, which have inherent limits and may result in a loss of attention to detail, creating potentially unsafe project conditions
- Proliferation of technical or software-based certifications that do not address health, safety, and welfare concerns and distract candidates who would otherwise seek licensure
- Recognition that use of interactive and real-time technology tools will be an increasingly important element in design and will play a role in all steps of the design process

GOVERNMENT, POLICY AND REGULATION

- Continuing State budget crisis, resulting in fiscal constraints and related impacts to purchasing, staffing, and travel
- Greater number of government services being offered via the Internet ("e-government")
- Increasing level of sophistication and expectations from local city councils and planning commissions concerning project life-cycle costs (especially maintenance and operations)
- Increased competition for jobs now that Request for Proposals are on-line
- Federal government's Public Service Initiative may affect profession
- Out-sourcing of plan checking by local and city agencies
- Persistent economic uncertainty, which has led to deep government cut backs, resulting in reduced staff resources, restricted out-of-state travel for government agencies, and pressure to increase licensure
- Continuing pressures to deregulate, restructure, and streamline government operations
- Continuing effects of drought and water conservation-related legislation on practice
- Increasing complexity of building codes and standards affecting the practice of landscape architecture
- Loss of redevelopment agencies in California in response to the recent legislative decision, and a resulting impact on local public works

CULTURE, LIFESTYLE AND ENVIRONMENT

- Growth pressure throughout California which has placed more emphasis on issues, such as urban/agriculture interface, water issues, toxins, transportation, and transit-oriented development
- Continuing water cost, supply, and quality issues and a growing focus on related fiscal impacts, without a corresponding increase in attention to public health, safety, and welfare
- Transfer of wealth to baby boom generation (who have high lifestyle expectations and are seeking sense of place) and to Generation X
- Growing regionalization within California, resulting in local areas wanting to create individual community identities
- Decrease in volunteerism among new generation
- Growing public knowledge and interest around the value of green space, livability, sustainable lifestyles, and natural processes

- Emerging critical issues related to public health, safety, and welfare that landscape architecture can address including water conservation, fire hazard mitigation, coastal development, infill development, and need for healthy communities
- Opportunities for landscape architecture to become involved in public initiatives to develop sustainable urban food systems that promote community health and wellness
- Rise in demand for green design as it relates to infrastructure and storm water management

Recent Accomplishments

Through strategic action and ongoing collaboration, LATC has successfully advanced or accomplished its top priorities in recent years. This section briefly reviews key accomplishments as identified during the 201~~2~~3 strategic planning session.

SUNSET REVIEW

On October 1, 2011, LATC successfully submitted its required sunset report to the Joint Legislative Sunset Review Committee (JLSRC). In this report, LATC described actions it has taken since its prior review to address the recommendations of JLSRC, including programmatic and operational changes, enhancements, and other important policy decisions or regulatory changes. Effective January 1, 2012, Senate Bill 543 extended the LATC's Sunset date to January 1, 2016.

EXPANDED ENFORCEMENT

LATC strengthened its enforcement program by adding 0.4 of a position to enforce laws, codes, and standards affecting the practice of landscape architecture. This addition has helped ensure that complaints are addressed in a timely manner. The LATC redoubled efforts to meet Department of Consumer Affairs (DCA) goals set forth relating to case aging and as a result the LATC reduced the pending caseload by 52% between January 2011 and January 2012.

CALIFORNIA SUPPLEMENTAL EXAMINATION (CSE)

The Office of Professional Examination Services (OPES) completed development of a new CSE and the exam was launched in August 2011. An Intra-Agency Contract Agreement with OPES to redevelop the exam was approved by DCA and OPES conducted five exam development workshops in Sacramento between September 2010 and March 2011. These workshops covered the Test Plan, existing item review, and writing new items.

STAFF POSITIONS FILLED

The Enforcement Coordinator, Special Projects Coordinator, and Administrative Licensing Coordinator positions have been filled.

COLLABORATION WITH OTHER ORGANIZATIONS

LATC has had a consistent presence at recent California Architects Board (CAB), American Society of Landscape Architects (ASLA), California Chapter of American Society of Landscape Architects (CCASLA), and Council of Landscape Architectural Registration Boards (CLARB) meetings, reflecting strong, ongoing relations and collaboration with partner agencies.

TWO LATC MEMBERS ELECTED TO THE CLARB BOARD OF DIRECTORS

CLARB is governed by a volunteer Board of Directors comprised of leaders in the landscape architecture community. Each year, the CLARB membership elects a Board of Directors to provide oversight and direction to the organization. CLARB's 2011-2012 Board of Directors includes LATC members Stephanie Landregan (CLARB Vice President) and Christine Anderson (CLARB Region V Director).

IMPROVED ENFORCEMENT

Through its enforcement staff, contracted landscape architect expert consultants, the Division of Investigation, and the Office of the Attorney General, LATC takes action against licensees and unlicensed individuals who have potentially violated the law. LATC has continued to improve the timeliness of its actions and has focused on reducing the aging of enforcement cases. As of May 16, 2013, the pending enforcement caseload has been reduced to 33, as compared to 57 at the end of FY 2010/2011, and 91 at the end of FY 2009/2010.

UNIVERSITY OF CALIFORNIA EXTENSION CERTIFICATE PROGRAM TASK FORCE
The University of California Extension Certificate Program Task Force was appointed to develop procedures for conducting reviews of extension certificate programs and to conduct reviews of the programs utilizing the new procedures. The Task Force held meetings on June 27, 2012, October 8, 2012, and November 2, 2012. As a result of these meetings, the Task Force recommended amendments to CCR section 2620.5, Requirements for an Approved Extension Certificate Program, outlining approval requirements for extension certificate programs. The Task Force also developed guidelines, procedure manuals, and report templates for conducting reviews of the programs.

EXCEPTIONS AND EXEMPTIONS TASK FORCE
LATC appointed an Exceptions and Exemptions Task Force to determine how the LATC can ensure clarity about BPC section 5641, Chapter Exceptions, Exemptions, and ensure that these provisions protect the public. The Task Force held meetings on May 24, 2012 and October 18, 2012. As a result of these meetings, the Task Force requested a legal opinion from DCA Legal Counsel to clarify BPC section 5641.

REGULATION UPDATES
All sections of the LARE were transitioned to a computer-based format to improve relevance, reliability, and accessibility for all candidates. LATC finalized the rulemaking file to amend CCR section 2614, Examination Transition Plan, to modify previous sections of the licensing examination to align with current sections of the LARE. The regulation change will affect candidates who took sections of the previously-administered five-section LARE and establish a plan to grant transitional credit to the new four-section LARE.

LATC amended CCR section 2615, Form of Examinations, confirming a candidate's eligibility for completing sections of the LARE based on their education and training experience combination. Additionally, this section was amended to allow early testing of sections 1 and 2 of the LARE for candidates who have completed the educational requirement.

LATC also amended CCR section 2620, Education and Training Credits, to conform with updated LAAB accreditation standards.

INTERIM WORKAROUND BUSINESS SYSTEM
Successfully implemented interim solutions for candidate tracking prior to BreEZe implementation when disconnected from the examination and licensing functions of the Applicant Tracking System (ATS).

STAFF AND COMMITTEE POSITIONS FILLED
All appointments to LATC have been made and all staff vacancies are filled.

Strategic Issues

While discussing the external environment, a number of strategic issues were identified by the LATC in the areas of education, examinations, professional qualifications, enforcement and safety, public and professional awareness, and organizational effectiveness. The LATC recognizes that these broader issues are interrelated and require focused attention.

EDUCATION
- Promoting continuing education for landscape architects
- Supporting accreditation of approved extension certificate programs
- Participating in the process of educating students so that they are properly prepared to practice safely upon licensure

EXAMINATIONS AND LICENSURE
- Evolving nature of the ~~Landscape Architect Registration Examination (~~LARE~~)~~ with respect to national and state requirements, expense, eligibility, and pass rates
- Ensuring that the examination stays current with a rapidly changing field
- Ensuring access to the profession while protecting consumers

PROFESSIONAL QUALIFICATIONS
- Understanding how the expanding scope of practice of landscape architects impacts education and regulation
- Articulating the requirements of contemporary landscape architecture practice in California
- Encouraging adequate candidate preparation for licensure
- Staying current with knowledge requirements, which are changing more rapidly than in the past

ENFORCEMENT AND SAFETY
- Enforcing rules and regulations
- Tracking consumer complaints and conducting complaint analysis
- Defining responsible control for landscape architects
- Enforcing laws against unlicensed practice, including lapsed licenses, and identifying the impact of unlicensed activity on public health, safety, and welfare
- Developing standard practices for cases involving contractors

PUBLIC AND PROFESSIONAL AWARENESS
- Developing a plan to expand outreach to consumers, students, practitioners, and other key constituents regarding laws and regulations affecting the practice of landscape architecture
- Enhancing professional relationships as they relate to regulatory issues [i.e., ~~American Society of Landscape Architects (~~ASLA~~)~~ and ~~the Council of Landscape Architectural Registration Boards (~~CLARB~~)~~]
- Strengthening relationships with allied professionals, such as architects, engineers, and Building Officials, to ensure adequacy of LATC regulations and enforcement procedures
- Maintaining communication with licensees regarding current regulations and LATC matters

ORGANIZATIONAL EFFECTIVENESS
- Maintaining LATC appointments and adequate staffing
- Use of volunteers and staffing for committees
- Strengthen relationships with ~~Department of Consumer Affairs (~~DCA~~)~~ and the ~~California Architects~~ Board

Mission

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 minimum 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~~licensure of any person practicing or offering landscape architectural services ~~be licensed~~

Vision

As a model organization for consumer protection, the LATC seeks to promote quality landscape architectural services, safeguards the public, and protects and enhances the environment~~, and ensures quality landscape architectural services~~.

Values

The LATC will strive for the highest possible quality throughout all of its programs, making it an effective and efficient landscape architectural regulatory body.

To that end, the LATC will:

- Be **participatory**, through continuing involvement with CLARB and other allied professional organizations
- Be **professional**, by treating all persons who interact with the LATC as valued customers
- Be **prevention oriented**, by providing information and education to consumers, candidates, clients, licensees, and others
- Be **proactive**, by continuously scanning the field of landscape architecture for changes in practice and legislation that may affect consumers, candidates, clients, and licensees
- Be **progressive**, by utilizing the most advanced and effective means for providing services

Goals

The LATC has established five goals as a framework for organizing the Strategic Plan.

REGULATION AND ENFORCEMENT

Protect consumers through effective regulation and enforcement of laws, codes, and standards affecting the practice of landscape architecture.

PROFESSIONAL QUALIFICATIONS

Ensure that landscape architects are qualified to practice by setting and maintaining equitable requirements for education, experience, and examinations.

PUBLIC AND PROFESSIONAL AWARENESS

Increase public and professional awareness of LATC's mission, program, and services.

ORGANIZATIONAL RELATIONSHIPS

Strengthen effectiveness of relationships with related organizations in order to further LATC mission, goals, and services.

ORGANIZATIONAL EFFECTIVENESS

Provide accessible and responsive quality service to consumers and licensees.

Constituencies and Needs

The primary constituency groups of LATC include the following:

Constituency	Needs
Public (consumers/clients, users, general public)	Competent professionals Assurance of recourse Stewardship/environmental protection/safety Information on contracting with landscape architects
Licensees	Fair enforcement Regulation of practice High standards of competency and equitable licensing
Students	Information Coordinating with schools to communicate licensure and practice requirements
Candidates	Fair examinations Timely response to requests Quality, accurate, and relevant information
Public Agencies (e.g., Building, Planning, Parks and Recreation, and Public Works departments)	Maintaining standards, regulation, and information Information on practice standards for landscape architects
Policy making bodies (e.g., conservancies, city councils, planning commissions, Boards and supervisors, public utilities, and Water Boards)	Maintaining standards, regulation, and information Information on practice standards for landscape architects
Employers	Carry out and promote the Practice Act Communicate the benefits of licensure to employees Provide training opportunities to interns
Architects Engineers Landscape Contractors Geologists Landscape Designers	Collaboration on joint efforts Clarity of responsibility
Legislators	Consumer protection Clear definition of standards
CLARB	Information and participation
DCA	Support and information

~~American Society of Landscape Architects~~ (ASLA~~)~~, ~~California Council of the American Society of Landscape Architects~~ (CCASLA~~)~~, ~~California Landscape Contractors Association~~ (CLCA~~)~~, and ~~the Association of Professional Landscape Designers~~ (APLD~~)~~	Regulation of profession and information
Educators	Information on licensure requirements and practice standards

Action Plan

The Action Plan is a dynamic framework for the many activities that the LATC performs in promoting and meeting its goals. The goals and objectives are assigned to committees, subcommittees, task forces, staff, or individuals, as appropriate, who create more detailed action plans in order to meet the goals and objectives set by the LATC. In the pages that follow, objectives identified by the LATC as essential are shown in blue highlight, important in yellow highlight, and beneficial in green highlight.

Regulation and Enforcement
Professional Qualifications
Public and Professional Awareness
Organizational Relationships
Organizational Effectiveness

Regulation and Enforcement

GOAL: Protect consumers through effective regulation and enforcement of laws, codes, and standards affecting the practice of landscape architecture.

ONGOING RESPONSIBILITIES

Address consumer complaints in a timely and effective manner

Analyze pattern of consumer complaint data to keep track of major issues

Maintain communication with licensees regarding the obligations and requirements of licensure

Implement regulatory changes, as needed, to keep Practice Act up to date

Maintain currency of Frequently Asked Questions (FAQs) on LATC website

Maintain currency of enforcement actions on LATC website

Review and update the Landscape Architects Practice Act and Regulations to keep pace with changes in practice

Monitor unlicensed activity with respect to ~~Business and Professions Code (~~BPC~~)~~ section 5641 – Chapter Exceptions~~. and~~ Exemptions amendment to Practice Act (report on results and determine appropriate action, if necessary.)

Monitor enforcement activity, level of enforcement actions, and expenditures. Document results and determine appropriate course of action. Monitor level of enforcement efforts and expenditures as a proportion of the LATC's total work effort. Propose changes, if necessary, based upon an annual review of data

Perform an annual assessment of consumer complaint resolution satisfaction survey.

Monitor new DCA enforcement improvement initiatives, report to LATC and determine the appropriate course of action

Review regulations to identify sections that need clean-up, minor revisions

Monitor CLARB's efforts to define "public welfare" for potential regulatory impacts

OBJECTIVES	TARGET DATE
1. ~~Appoint and convene a task force to address Landscape Architecture/APLD/Residential Designer issues, including~~ Obtain legal opinion on BPC section 5641(Chapter Exceptions, Exemptions) and determine appropriate course of action.	~~June~~May 201~~2~~3
2. ~~Update procedures for enforcement case~~Collaborate with the Board to review and update disciplinary guidelines.	~~June~~December 2013
3. ~~Inform licensees of their rights and responsibilities associated with their stamping authority and communicate the Landscape Architect's stamping authority to permitting and approval authorities.~~	~~December 2013~~
4. ~~Monitor CLARB's efforts to define "public welfare" for potential regulatory impacts.~~	~~December 2013~~
5. ~~Develop a communications piece informing students and graduates about what they can and cannot do as unlicensed professionals.~~	~~January 2014~~
6. ~~Review regulations to identify sections that need clean-up, minor revisions.~~	~~January 2014~~
3. Review the DCA Consumer Protection Enforcement Initiative and its possible applications to improve enforcement.	December 2013

4. Update LARE application requirements in CCR section 2610 (Application for Examination) to conform with CLARB filing deadlines.	May 2013
5. Publish an up-to-date Landscape Architects Practice Act.	December 2013

Professional Qualifications

GOAL: Ensure that landscape architects are qualified to practice by setting and maintaining equitable requirements for education, experience, and examinations.

ONGOING RESPONSIBILITIES

Ensure access to the profession by providing a fair and equitable licensure process

Ensure that examinations are kept current and meet all legal requirements

Inform licensees on specific practice issues in California

Review and monitor LATC's role in landscape architectural education

Coordinate with CLARB to ensure timely, effective, and fair examination administration

Track, review, and analyze sufficient pass rate data to determine if changes in examinations and/or eligibility are needed

Monitor CLARB's examination eligibility requirements

OBJECTIVES	TARGET DATE
1. Amend California Code of Regulations (CCR) section 2614 to conform with the LARE transition.	September 2012
2. Amend CCR section 2620 (b)(2) to conform to updated LAAB accreditation standards.	November 2012
3. Develop a process for reviewing extension certification programs.	November 2012
4. Modify, implement and monitor examination eligibility requirements under CCR sections 2615 and 2620, if necessary.	March 2013
51. Update CCR section 2620.5 (Requirements for an Approved Extension Certificate Program) in accordance with new Landscape Architectural Accreditation Board (LAAB) accreditation criteria.	June 2013
62. Conduct University of California extension certificate program reviews.	November 2013
73. Request that OPES rReview the CLARB Occupational Analysis (OA) andto determine a course of action relevance to the profession as it exists in California. Conduct new OA for the CSE.	DecemberMay 20134
8. Review CLARB's graphically-oriented public relations materials outlining a) steps to obtain licensure, geared towards candidates; and b) different ways candidates can gain the experience required to obtain licensure, geared towards employers, and adapt to be California-specific.	December 2013
94. Review and incorporate monitor CLARB's dDeterminants of sSuccess Research Study into as it relates to California's experience requirements, as appropriate.	January 2014
5. Develop a new form of the CSE.	January 2014
6. Review the table of equivalents for training and experience and consider expanding eligibility requirements to allow credit for teaching under a licensed landscape architect.	January 2014
7. Review reciprocity requirements of other states to determine possible changes to California requirements to improve efficiencies.	December 2013

Public and Professional Awareness

GOAL: Increase public and professional awareness of LATC's mission, activities, and services.

ONGOING RESPONSIBILITIES

Maintain effective communication with LATC constituencies

Participate in consumer, public, and professional awareness events

Continue to review and update the LATC Communications Plan and emphasize consumer and professional awareness

Update written materials and LATC's ~~Web~~ website, as needed

Maintain a presence and an ongoing dialog at schools of landscape architecture to inform students and faculty about licensing requirements

OBJECTIVES	TARGET DATE
1. ~~Implement the frequently asked questions (~~Review and update the FAQ page on~~) strategy as defined in~~ the LATC ~~Communications Plan~~website to increase relevance of information and ease of use.	~~January~~May 201~~4~~3
2. Develop educational materials to inform licensees and approval authorities about irrigation stamping authority (Assembly Bill 1881, Chapter 559, Statutes of 2006).	December 2013
3. Create outreach initiative to inform students and graduates about allowable scope of practice under the Landscape Architects Practice Act.	December 2013
4. Leverage social media outlets to better inform students, graduates, and licensees about LATC and its programs.	December 2013
5. Educate building and planning officials on the types of plans that require the services of a licensed landscape architect.	December 2013

Organizational Relationships

GOAL: Strengthen effectiveness of relationships with related organizations in order to further LATC mission, goals and services.

ONGOING RESPONSIBILITIES

Maintain working relationships with the Board and DCA

Work with CLARB, LAAB, and ~~Council of Educators in Landscape Architecture (~~CELA~~)~~ to influence the national examination and to ensure that California-specific issues are addressed

Exchange information with organizations that will assist the LATC in the regulatory process, such as ASLA, CCASLA, AIACC, building officials, California Building Officials, and engineers

Maximize LATC and California involvement in CLARB by pursuing leadership opportunities

Conduct ongoing communication with CLARB regarding important policy issues and procedures

Work with ~~the California Landscape Contractors Association (~~CLCA~~)~~ to serve as an educational resource and political advocate around shared interests in support of the profession

Monitor CLARB's efforts to facilitate member participation

OBJECTIVES	TARGET DATE
~~1. Monitor CLARB's efforts to facilitate member participation.~~	~~January 2014~~
1. Foster relationships with other professional regulatory boards and professional associations (Board for Professional Engineers, Land Surveyors and Geologists; landscape design groups; etc.) to better serve the public.	December 2014
2. Evaluate related non-traditional degree programs for possible inclusion in table of equivalents, as outlined in CCR section 2620 (Education and Training Credits).	December 2014

Organizational Effectiveness
GOAL: Provide accessible and responsive quality service to consumers and licensees.

ONGOING RESPONSIBILITIES

Improve service to all constituencies through timely, cost-effective, and efficient operations

Encourage licensee participation in the LATC

Update LATC Administrative Procedures Manual on a regular basis

Monitor legislation that impacts landscape architectural practice as it relates to the public health, safety, and welfare

Monitor State budget conditions and maintain clear budget priorities

Utilize former LATC members on LATC committees and task forces to maintain organizational memory and continuity

Monitor changes in CLARB examination fees

OBJECTIVES	TARGET DATE
1. Develop interim solutions for candidate tracking prior to BreEZe implementation.	September 2012
21. Work with DCA staff to implement the BreEZe system for LATC.	September 2013
32. Explore ways to use technology to increase licensee participation in LATC meetings.	January 2014
3. Assess LATC's budget and fund condition in accordance with BPC section 128.5 (Reduction of License Fees in Event of Surplus Funds) and develop potential strategies/actions if warranted.	August 2013
4. Prepare 2014 Sunset Review Report.	April 2014

APPENDIX A

Communications Plan

To support its strategic planning goals and objectives, the LATC conducts information and outreach activities. This plan presents key messages, existing communication channels, and preliminary strategies for improving external communications.

GOALS

The LATC Communications Plan seeks to achieve the following:

- Protect consumers and the public by providing education regarding the LATC's role
- Provide information to licensees regarding standards of practice and their legal and regulatory responsibilities
- Disseminate factual information in a timely manner
- Seek feedback to improve and measure overall operations
- Enhance consumer understanding of the landscape architecture profession
- Maintain consistent and quality outreach services
- Evaluate the success and effectiveness of the Communications Plan

CONSTITUENTS

The LATC provides information to eight main constituents:

- Licensees
- Candidates and Pre-Candidates
- Schools (educators and students)
- Public (consumers/clients, users, general public)
- Practitioners
- Public Agencies
- Professional Organizations
- Firms and Employers

MESSAGES AND KEY INFORMATION

The LATC Communications Plan will provide the following messages and key information to the eight main constituents:

LICENSEES

Licensed professionals require up-to-date information to ensure compliance with the Landscape Architects Practice Act and other current laws. Important information includes:

- Enforcement procedures
- Updates and changes to laws and regulations
- Information that affects the public's health, safety, and welfare

CANDIDATES AND PRE-CANDIDATES

Candidates for examination need accurate and timely information regarding eligibility, costs, and the examination process. In addition, candidates need information in order to clearly differentiate between the LATC's and CLARB's roles, and to understand the value of a license.

SCHOOLS (EDUCATORS AND STUDENTS)

Schools with landscape architectural programs and their faculty need to have current practice, licensure, and candidate information. They also need to understand the steps involved in obtaining a license to practice landscape architecture.

PUBLIC (CONSUMERS/CLIENTS, USERS, GENERAL PUBLIC)

The public needs information regarding the role of the LATC, the practice and regulation of landscape architecture, compliance with laws, how and when to hire a landscape architect, and the role that licensure plays in ensuring quality professional service. The public also needs information explaining that LATC offers recourse in the event of disputes.

PRACTIONERS

Practitioners need information on the steps involved in obtaining a license.

PUBLIC AGENCIES

Public agencies need information regarding the role of the LATC, the practice and regulation of landscape architecture, the laws under the Practice Act, and the LATC's enforcement methods.

PROFESSIONAL ORGANIZATIONS

Professional organizations, including CLARB, ASLA, LAAB, and CELA, and other state boards, need to be kept informed of changes to the Practice Act and LATC activities which may impact their organizations and members. These organizations and the LATC need opportunities to exchange information.

FIRMS AND EMPLOYERS

Employers are responsible for complying with the Practice Act and communicating the benefits of licensure, as well as providing training opportunities to interns for them to gain practical experience.

ACTIONS

The LATC recommends the following actions:

Public (consumers/clients, users, general public)
- Publish article(s) that clarify the practice of landscape architecture and the role of the LATC
- Review letter to television production company(ies) and distribute, if necessary
- Develop scope of practice table / "graphic" and post on LATC ~~Web~~ website
- Provide additional consumer information on the LATC ~~Web~~ website

Licensees
- Communicate with licensees regarding awareness of current health and safety-related codes and regulations

Candidates and Pre-Candidates
- Update, develop, and distribute candidate material
- Prepare "guidelines" for meeting examination experience requirements

Firms and Employers
- Communicate to encourage employees to obtain licensure
- Develop and provide guidelines for successful internship
- Disseminate information to promote accurate and current landscape architecture laws

Public Agencies
- Review Consumer Guides for currency and distribute
- Develop and distribute scope of practice table / "graphic" and other materials that clarify the practice of landscape architecture and the role of the LATC

Schools (educators and students)
- Review CLARB presentation materials for currency and incorporate information specific to California into LATC outreach materials
- Contact program directors regarding LATC presentations during professional practice courses
- Update PowerPoint presentation
- Prepare licensure letter for students approaching graduation

Professional Organizations
- Review CLARB presentation materials for currency and incorporate information into LATC outreach materials
- Contact CCASLA regarding collaboration to clarify the practice of landscape architecture for public agency officials
- Attend conferences and meetings to clarify the practice of landscape architecture and the role of the LATC
- Explore opportunities to participate in panels and workshops

COMMUNICATION TOOLS

The LATC will utilize the following communication tools to reach the target audiences identified above:

- Web Ssite Content*
- Use of Social Media Networks*
- "FAQ"**
- Newsletter/Technical Bulletin*
- Candidate Information Packet and PowerPoint*
- Practice Act, Rules and Regulations*
- Consumer Guides (residential, commercial, industrial)*
- Committee Participation
- Press Releases and Articles
- Joint Meetings
- Media/PowerPoint Presentations
- Licensure Posters (for practitioners, educators, students)
- Design Professions Chart
- CLARB Tools
- Speakers Bureau

* Highest priority communication tools for development and/or update.

Information available will be shared with the target audience and research conducted on what each group wants to see, what information will benefit them the most, and in what type of media they prefer to receive the information.

**A set of FAQs will be developed with multiple audiences in mind, and is intended for print and web publication. Content will be updated regularly. Initial FAQs for FY 2013-14 will provide information on the following:

Enforcement

- Unlicensed Activity
- Stamping Authority

Professional Qualifications

- "Welfare"
- Educational Dialogue

Organizational Relationships

- CLCA
- LATC Role in CAB
- CCASLA
- CLARB
- PSI

High Priority Target Audiences

Audience	Candidate Publication	Consumer Guides	Newsletter and FAQs	Practice Act	Website and Social Media		Message	Activity
Candidates, Pre-Candidates, and Students	X	X	X	X	X		Value and purpose of license	Partner with ASLA and send out LATC postcard
Schools (educators)	X		X	X	X		Steps to achieve a license	Convene focus group to determine what educators need to know about LATC and the best way to provide that information
Firms/Employers			X		X		Their role in supporting the licensing process by providing internships and practical experience	Partner with ASLA, sponsor seminars "The Practice Academy," send out information that summarizes topics on the examination
Public/Consumers		X	X		X		Purpose and role of LATC (that LATC protects consumers and ensures qualified landscape architects; offers recourse in the event of a dispute)	
Licensees		X	X	X	X		Current laws and regulations	
Practitioners/Mentors	X		X	X	X		Steps to achieve a license	
Public Agencies			X		X		LATC's current scope	Send out practice act with cover memo
Professional Organizations (CLARB, ASLA, etc.)		X	X	X	X		LATC's current scope, current laws and regulations	Maintain regular two-way conversation and information exchange with relevent organizations

APPENDIX B

		LATC Staff Report Schedule		
Name of Report	**Purpose**	**Frequency**	**Date**	**Data Source**
Consumer Satisfaction Survey	To gauge satisfaction with LATC	Annual	November	Online consumer survey
Consumer Complaint Satisfaction Survey	To gauge satisfaction with LATC resolution process	Annual	November	Online complaintant survey
Examination Pass Rate Data	To monitor LA candidate success	Quarterly	June, September, December, March	CLARB
Enforcement Report	To monitor enforcement cases	Annual	October	TEALE reports
Candidate Eligibility and Success Report	To correlate candidate qualifications with examination success	Annual	November	~~Applicant Tracking System (ATS)~~
Strategic Plan Action Status Report	To monitor strategic plan objective completion	Quarterly	April, July, October, January	LATC staff

Agenda Item E

DISCUSS AND POSSIBLE ACTION ON LATC'S 2014 SUNSET REVIEW PROCESS

The 2016 Sunset date for the Landscape Architects Technical Committee (LATC) will require submission of the Sunset Review Report in late 2014. LATC has previously participated in Sunset Reviews, with the most recent report in 2010. Although the 2014 Sunset Review Report will be consistent with past reviews, the required documentation has changed slightly from previous versions.

At this meeting, staff will provide an update on the Sunset Review process.

ATTACHMENTS:
1. Guide for Completing Tables in Business, Professions and Economic Development (BP&ED) Oversight Review Questionnaire
2. BP&ED Oversight Report Form

Guide for Completing Tables in
BP&ED Oversight Review Questionnaire

Table 1a. Attendance

To complete *Table 1a. Attendance,* include the information for each board[1] member who served since the board's last sunset review.

Table 1b. Board/Committee Member Roster

Table 1b. Board/Committee Member Roster, should be completed for each board/committee meeting in the last four complete fiscal years. Each meeting date, location, member name, and meeting type should be noted. Indicate attendance at the meeting with a "yes", absence with a "no", and if they were not a member at the time of the meeting note that with "n/a."

Table 2. Fund Condition

For projected fiscal year revenues and budget authority, please use the numbers included in the most recent Governor's proposed budget. When determining projections for expenditures in future fiscal years, assume reversions based on the percentage reverted in the prior three full fiscal years. When determining months in reserve, one month's expenditure is one-twelfth of the budget authority for the next fiscal year based on the Governor's proposed budget.

Table 3. Expenditure by Program Component

The DCA Budget Office can prepare this table.

Table 4. Fee Schedule and Revenue Table

Include all fees charged by the board. Revenue totals can be obtained from month 13 Calstars reports. Please report the percentage of revenue based on the most recent full fiscal year results.

Table 6. License[2] Population

These data elements can be obtained from the month 13 status report from Calstars.

Tables 7a. Licensing Data by Type and 7b. Total Licensing Data

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[1] The term "board" in this document refers to a board, bureau, commission, committee, department, division, program or agency, as applicable.

[2] The term "license" in this document includes a license certificate or registration.

Licensing data elements can be obtained from the Licensing for Job Creation (LJC) reports generated by the Department. Boards that self-report the LJC data should use the definitions below when compiling this table.

Table 7a requires initial license and initial exam data input. Each data element has been defined below. It is important to remember that this table only asks for "Initial (first time)" licensure and exam information. Pending and cycle time data were not being captured prior to FY 2010-11.

Definitions for Licensing Data (Tables 7a, 7b)	
Application Type	License or Exam application name plus designate if data is for an exam or license (example: ARB (Exam) or ARB (Lic))
Closed	Applicant withdrew application, application was abandoned, or application was denied during the reporting period.
Issued	Represents the number of licenses issued during the reporting period. The term "License" means initial licensure, temporary permits, interim licenses, registrations, and certificates.
Pending Applications (Total as of the close of the fiscal year)	Initial License/Initial Exam applications that have not been approved, issued, or closed. This number should include both applications for which the board is waiting on material from the applicant (incomplete applications) AND applications that the board has not reviewed yet.
Pending Applications outside of the board control: Incomplete)	A subset of "Pending Applications" – This is all applications that do not, upon initial submission, contain all necessary documents for examination eligibility and/or initial license and the board has advised the applicant. This entry is optional, and should be listed if tracked by the board.
Pending Applications within the board control: Complete)	A subset of "Pending Applications" – This is all applications that the board is working on which are not incomplete (missing information from the applicant). This entry is optional, and should be listed if tracked by the board.
Cycle Time/Processing Time (complete app)	Total days to process complete initial license/initial exam applications (applicant submitted all paperwork required). This is the timeframe from when the board received the application for initial exam and/or initial licensure to the time the application was approved for exam eligibility or license issuance.

Definitions for Licensing Data (Tables 7a, 7b)	
Cycle Time/Processing Time (incomplete app)	Total days to process incomplete initial license/initial exam applications (applicant still owes the board documentation/information to complete the application). This means the application was deficient at some point during the approval process. This is the timeframe from when the board received the application for initial exam and/or initial licensure to the time the application was approved for exam eligibility or license issuance.
Cycle Time/Processing Time (Combined: Complete/Incomplete)	This is a weighted average of days to process applications (Combined initial license/initial exam applications). If the board is unable to separate the processing time, then a combined time for all applications should be entered. This is the timeframe from when the board received the application for initial exam and/or initial licensure to the time the application was approved for exam eligibility or license issuance.

Table 8. Examination Data

This data is generated internally by each board.

Tables 9a, 9b, 9c. Enforcement Statistics

The following CAS reports will provide most of the enforcement data needed to complete Tables 9a, 9b, and 9c: EM 10, 091, 096 and 095. However, additional reports may be needed.

Boards that do not use the CAS enforcement modules, please use the "Definitions for Enforcement Data" below

Definitions for Enforcement Data (Tables 9a, 9b, 9c)	
COMPLAINTS	**Cases that are generated by consumer complaints, internal complaints and referrals from other agencies.**
Received	Total count of complaints received by the board.
Closed	Total count of complaints closed, and NOT referred for investigation, by the board.
Referred to Investigation	Total count of complaints referred to Investigation (either Desk Investigation, Non-Sworn Investigation, or Sworn Investigation).

Average Time to Close	Cycle time; from complaint received to complaint closed OR referred to investigation. Calculated in days.
Pending (close of FY)	Total count of complaints which have been received by the board, but have not yet been closed or referred to investigation.
CONVICTIONS/ARRESTS	**Cases generated by criminal history reports.**
CONV Received	Total count of convictions received by the board.
CONV Closed	Total count of convictions closed by the board or referred for investigation.
Average Time to Close	Cycle time; from convictions received to complaint closed OR referred to investigation. Calculated in days.
CONV Pending (close of FY)	Total count of convictions which have been received by the board, but have not yet been closed or referred to investigation.
ALL INVESTIGATIONS	**When a case is assigned to investigation.**
First Assigned	Total number of initial assignments to investigation (Desk, Non-Sworn, or Sworn).
Closed	Total number of Investigations (Desk, Non-Sworn and/or Sworn) which are closed.
Average days to close	Cycle time; from when the case was received as a complaint, to when it is closed at the Desk, Non-Sworn, or Sworn investigation level.
Pending (close of FY)	Total count of Investigations which have been received by the board, but have not yet been closed or referred to further investigation.
Desk Investigations	**When a case is assigned to an analyst for desk review.**
Closed	Total count of Desk Investigations closed by the board.
Average Time to Close	Cycle time; from the dated when the Desk Investigation was received as a complaint, to the dated when it is closed OR referred to further investigation. Calculated in days.

Pending (close of FY)	Total count of Desk Investigations which have been received by the board, but have not yet been closed or referred to further investigation.
Non-Sworn Investigation	**When a case is assigned for field investigation by an investigator who is NOT a sworn peace officer.**
Closed	Total count of Non-Sworn Investigations closed by the board.
Average Days to Close	Cycle time; from the date when the Non-Sworn Investigations was received as a complaint, to the date when it is closed OR referred to further investigation. Calculated in days.
Pending (close of FY)	Total count of Non-Sworn Investigations which have been received by the board, but have not yet been closed or referred to further investigation.
Sworn Investigation	**When a case is assigned for field investigation by an investigator who IS a sworn peace officer.**
Closed	Total count of Sworn Investigations closed by the board.
Average days to close	Cycle time; from the date when the Sworn Investigation was received as a complaint, to the date when it is closed OR referred to further investigation. Calculated in days.
Pending (close of FY)	Total count of Sworn Investigations which have been received by the board, but have not yet been closed or referred to further investigation.
LICENSE DENIALS	
License Applications Denied	Number of License Denials Issued
SOIs	Statement Of Issues
SOIs Filed	Total count of SOIs filed.
SOIs Withdrawn	Total count of SOIs withdrawn.
SOIs Dismissed	Total count of SOIs dismissed.
SOIs Declined	Total count of SOIs declined.

	Cycle time; from the date the case was received as a complaint to the date when the SOI was issued. Calculated in days.
Average Days SOI	
ACCUSATIONS	
Accusations Filed	Total count of Accusations filed.
Accusations Withdrawn	Total count of Accusations withdrawn.
Accusations Dismissed	Total count of Accusations dismissed.
Accusations Declined	Total count of Accusations declined.
Average Days Accusations	Cycle time; from the date the case was received as a complaint to the date when the Accusation was issued. Calculated in days.
DISCIPLINE	
Disciplinary Actions	
Proposed/Default Decisions	Total count of Proposed/Default Decisions filed.
Stipulations	Total count of Stipulations filed.
Average Days to Complete	Cycle time; from the date the case was received as a complaint to the date when the Disciplinary Order was issued. Calculated in days.
AG Cases Initiated	Total count of cases referred to the Attorney General.
AG Cases Pending (close of FY)	Total count of cases pending at the AG.
ISO	Total count of Interim Suspension Orders (ISOs) issued.
Disciplinary Outcomes	
Revocation	Total count of Disciplinary Orders to revoke a license.
Voluntary Surrender	Total count of Disciplinary Orders to surrender a license.

Suspension	Total count of Disciplinary Orders requiring only the Suspension of a license.
Probation with Suspension	Total count of Disciplinary Orders requiring both Suspension of a License and Probation.
Probation	Total count of Disciplinary Orders requiring only the Probation of a license.
Probationary License Issued	Total count of Probationary Licenses issued.
Compliance Actions	
ISO & TRO Issued	Total count of Interim Suspension Orders & Temporary Restraining Orders issued.
PC 23 Orders Requested	Total count of Cease Practice Orders sought per Penal Code Section 23.
Public Letter of Reprimand	Total count of Public Letters of Reprimand issued.
Cease & Desist/Warning	Total count of Cease & Desist or Warning Letters issued.
Referred for Diversion	Total count of individuals referred to the board's Diversion Program.
Compel Examination	Total count of orders compelling a Physical or Mental Examination.
CITATIONS & FINES	
Citations Issued	Total count of Citations issued.
Average Days to Complete	Cycle time; from the date the case was received as a complaint to the date when the citation was issued. Calculated in days.
Amount of Fines Assessed	Total amount of fines assessed.
Reduced, Withdrawn, Dismissed	Total count of fines reduced and citations withdrawn or dismissed.
Amount Collected	Total amount of revenue generated by collection of fines.
PROBATION	

New Probationers	Total count of individuals beginning probation.
Probations Successfully Completed	Total count of individuals who successfully completed probation.
Probationers (close of FY)	Total count of probationers as of the close of the fiscal year.
Petitions to Revoke Probation	Total count of petitions filed to revoke a probation order.
Probations Revoked	Total count of individuals whose licenses were revoked due to probation violations.
Probations Extended	Total count of individuals whose probations were extended.
Probationers Subject to Drug Testing	Total count of probationers required to be tested for drugs.
Drug Tests Ordered	Total count of drug tests ordered.
Positive Drug Tests	Total count of positive drug tests.
Petition for Reinstatement Granted	Total count of those probationers that have been granted reinstatement in the fiscal year.

Table 11. Cost Recovery

This data is generated internally by each board.

Table 12. Restitution

This data is generated internally by each board.

[BOARD NAME]
BACKGROUND INFORMATION AND OVERVIEW OF THE CURRENT REGULATORY PROGRAM
As of [date]

Section 1
Background and Description of the Board and Regulated Profession

Provide a short explanation of the history and function of the board.[1] Describe the occupations/profession that are licensed and/or regulated by the board (Practice Acts vs. Title Acts).

1. Describe the make-up and functions of each of the board's committees (cf., Section 12, Attachment B).

Table 1a. Attendance			
[Enter board member name]			
Date Appointed:	[Enter date appointed]		
Meeting Type	**Meeting Date**	**Meeting Location**	**Attended?**
Meeting 1	[Enter Date]	[Enter Location]	[Y/N]
Meeting 2	[Enter Date]	[Enter Location]	[Y/N]
Meeting 3	[Enter Date]	[Enter Location]	[Y/N]
Meeting 4	[Enter Date]	[Enter Location]	[Y/N]

Table 1b. Board/Committee Member Roster					
Member Name (Include Vacancies)	Date First Appointed	Date Re-appointed	Date Term Expires	Appointing Authority	Type (public or professional)

2. In the past four years, was the board unable to hold any meetings due to lack of quorum? If so, please describe. Why? When? How did it impact operations?

3. Describe any major changes to the board since the last Sunset Review, including:

- Internal changes (i.e., reorganization, relocation, change in leadership, strategic planning)

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[1] The term "board" in this document refers to a board, bureau, commission, committee, department, division, program, or agency, as applicable. Please change the term "board" throughout this document to appropriately refer to the entity being reviewed.

- All legislation sponsored by the board and affecting the board since the last sunset review.
- All regulation changes approved by the board the last sunset review. Include the status of each regulatory change approved by the board.

4. Describe any major studies conducted by the board (cf. Section 12, Attachment C).

5. List the status of all national associations to which the board belongs.

   - Does the board's membership include voting privileges?
   - List committees, workshops, working groups, task forces, etc., on which board participates.
   - How many meetings did board representative(s) attend? When and where?
   - If the board is using a national exam, how is the board involved in its development, scoring, analysis, and administration?

Section 2
Performance Measures and Customer Satisfaction Surveys

6. Provide each quarterly and annual performance measure report as published on the DCA website

7. Provide results for each question in the customer satisfaction survey broken down by fiscal year. Discuss the results of the customer satisfaction surveys.

Section 3
Fiscal and Staff

Fiscal Issues

8. Describe the board's current reserve level, spending, and if a statutory reserve level exists.

9. Describe if/when a deficit is projected to occur and if/when fee increase or reduction is anticipated. Describe the fee changes (increases or decreases) anticipated by the board.

Table 2. Fund Condition						
(Dollars in Thousands)	FY 2009/10	FY 2009/10	FY 2011/12	FY 2012/13	FY 2013/14	FY 2014/15
Beginning Balance						
Revenues and Transfers						
Total Revenue	$	$	$	$	$	$
Budget Authority						
Expenditures						
Loans to General Fund						
Accrued Interest, Loans to General Fund						
Loans Repaid From General Fund						
Fund Balance	$	$	$	$	$	$
Months in Reserve						

10. Describe history of general fund loans. When were the loans made? When were payments made? What is the remaining balance?

11. Describe the amounts and percentages of expenditures by program component. Use *Table 3. Expenditures by Program Component* to provide a breakdown of the expenditures by the board in each program area. Expenditures by each component (except for pro rata) should be broken out by personnel expenditures and other expenditures.

Table 3. Expenditures by Program Component								
	FY 2009/10		FY 2010/11		FY 2011/12		FY 2012/13	
	Personnel Services	OE&E	Personnel Services	OE&E	Personnel Services	OE&E	Personnel Services	OE&E
Enforcement								
Examination								
Licensing								
Administration *								
DCA Pro Rata								
Diversion (if applicable)								
TOTALS	$	$	$	$	$	$	$	$
*Administration includes costs for executive staff, board, administrative support, and fiscal services.								

12. Describe license renewal cycles and history of fee changes in the last 10 years. Give the fee authority (Business and Professions Code and California Code of Regulations citation) for each fee charged by the board.

Table 4. Fee Schedule and Revenue							
Fee	Current Fee Amount	Statutory Limit	FY 2009/10 Revenue	FY 2010/11 Revenue	FY 2011/12 Revenue	FY 2012/13 Revenue	% of Total Revenue

13. Describe Budget Change Proposals (BCPs) submitted by the board in the past four fiscal years.

Table 5. Budget Change Proposals (BCPs)								
			Personnel Services				OE&E	
BCP ID #	Fiscal Year	Description of Purpose of BCP	# Staff Requested (include classification)	# Staff Approved (include classification)	$ Requested	$ Approved	$ Requested	$ Approved

Staffing Issues

14. Describe any staffing issues/challenges, i.e., vacancy rates, efforts to reclassify positions, staff turnover, recruitment and retention efforts, succession planning.
15. Describe the board's staff development efforts and how much is spent annually on staff development (cf., Section 12, Attachment D).

Section 4
Licensing Program

16. What are the board's performance targets/expectations for its licensing[2] program? Is the board meeting those expectations? If not, what is the board doing to improve performance?
17. Describe any increase or decrease in average time to process applications, administer exams and/or issue licenses. Have pending applications grown at a rate that exceeds completed applications? If so, what has been done to address them? What are the performance barriers and what improvement plans are in place? What has the board done and what is the board going to do to address any performance issues, i.e., process efficiencies, regulations, BCP, legislation?
18. How many licenses or registrations does the board issue each year? How many renewals does the board issue each year?

Table 6. Licensee Population					
		FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
[Enter License Type]	Active				
	Out-of-State				
	Out-of-Country				
	Delinquent				
[Enter License Type]	Active				
	Out-of-State				
	Out-of-Country				
	Delinquent				
[Enter License Type]	Active				
	Out-of-State				
	Out-of-Country				
	Delinquent				
[Enter License Type]	Active				
	Out-of-State				
	Out-of-Country				
	Delinquent				

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[2] The term "license" in this document includes a license certificate or registration.

Table 7a. Licensing Data by Type

	Application Type	Received	Approved	Closed	Issued	Pending Applications			Cycle Times		
						Total (Close of FY)	Outside Board control*	Within Board control*	Complete Apps	Incomplete Apps	combined, IF unable to separate out
FY 2010/11	(Exam)					-	-	-	-	-	-
	(License)					-	-	-	-	-	-
	(Renewal)		n/a			-	-	-	-	-	-
FY 2011/12	(Exam)										
	(License)										
	(Renewal)		n/a								
FY 2012/13	(Exam)										
	(License)										
	(Renewal)		n/a								

* Optional. List if tracked by the board.

Table 7b. Total Licensing Data

	FY 2010/11	FY 2011/12	FY 2012/13
Initial Licensing Data:			
Initial License/Initial Exam Applications Received			
Initial License/Initial Exam Applications Approved			
Initial License/Initial Exam Applications Closed			
License Issued			
Initial License/Initial Exam Pending Application Data:			
Pending Applications (total at close of FY)			
Pending Applications (outside of board control)*			
Pending Applications (within the board control)*			
Initial License/Initial Exam Cycle Time Data (WEIGHTED AVERAGE):			
Average Days to Application Approval (All - Complete/Incomplete)			
Average Days to Application Approval (incomplete applications)*			
Average Days to Application Approval (complete applications)*			
License Renewal Data:			
License Renewed			

* Optional. List if tracked by the board.

19. How does the board verify information provided by the applicant?
   a. What process is used to check prior criminal history information, prior disciplinary actions, or other unlawful acts of the applicant?
   b. Does the board fingerprint all applicants?
   c. Have all current licensees been fingerprinted? If not, explain.

d. Is there a national databank relating to disciplinary actions? Does the board check the national databank prior to issuing a license? Renewing a license?

e. Does the board require primary source documentation?

20. Describe the board's legal requirement and process for out-of-state and out-of-country applicants to obtain licensure.

21. Does the board send No Longer Interested notifications to DOJ on a regular and ongoing basis? Is this done electronically? Is there a backlog? If so, describe the extent and efforts to address the backlog.

Examinations

Table 8. Examination Data				
California Examination (include multiple language) if any:				
	License Type			
	Exam Title			
FY 2009/10	# of 1st Time Candidates			
	Pass %			
FY 2010/11	# of 1st Time Candidates			
	Pass %			
FY 2011/12	# of 1st Time Candidates			
	Pass %			
FY 2012/13	# of 1st time Candidates			
	Pass %			
	Date of Last OA			
	Name of OA Developer			
	Target OA Date			
National Examination (include multiple language) if any:				
	License Type			
	Exam Title			
FY 2009/10	# of 1st Time Candidates			
	Pass %			
FY 2010/11	# of 1st Time Candidates			
	Pass %			
FY 2011/12	# of 1st Time Candidates			
	Pass %			
FY 2012/13	# of 1st time Candidates			
	Pass %			
	Date of Last OA			
	Name of OA Developer			
	Target OA Date			

22. Describe the examinations required for licensure. Is a national examination used? Is a California specific examination required?

23. What are pass rates for first time vs. retakes in the past 4 fiscal years? *(Refer to Table 8: Examination Data)*

24. Is the board using computer based testing? If so, for which tests? Describe how it works. Where is it available? How often are tests administered?

25. Are there existing statutes that hinder the efficient and effective processing of applications and/or examinations? If so, please describe.

School approvals

26. Describe legal requirements regarding school approval. Who approves your schools? What role does BPPE have in approving schools? How does the board work with BPPE in the school approval process?

27. How many schools are approved by the board? How often are schools reviewed?

28. What are the board's legal requirements regarding approval of international schools?

Continuing Education/Competency Requirements

29. Describe the board's continuing education/competency requirements, if any. Describe any changes made by the board since the last review.

   a. How does the board verify CE or other competency requirements?

   b. Does the board conduct CE audits on its licensees? Describe the board's policy on CE audits.

   c. What are consequences for failing a CE audit?

   d. How many CE audits were conducted in the past four fiscal years? How many fails?

   e. What is the board's course approval policy?

   f. Who approves CE providers? Who approves CE courses? If the board approves them, what is the board application review process?

   g. How many applications for CE providers and CE courses were received? How many were approved?

   h. Does the board audit CE providers? If so, describe the board's policy and process.

   i. Describe the board's effort, if any, to review its CE policy for purpose of moving toward performance based assessments of the licensees' continuing competence.

Section 5
Enforcement Program

30. What are the board's performance targets/expectations for its enforcement program? Is the board meeting those expectations? If not, what is the board doing to improve performance?

31. Explain trends in enforcement data and the board's efforts to address any increase in volume, timeframes, ratio of closure to pending, or other challenges. What are the performance barriers? What improvement plans are in place? What has the board done and what is the board going to do to address these issues, i.e., process efficiencies, regulations, BCP, legislation?

Table 9a. Enforcement Statistics			
	FY 2010/11	FY 2011/12	FY 2012/13
COMPLAINT			
Intake (Use CAS Report EM 10)			
Received			
Closed			
Referred to INV			
Average Time to Close	-		
Pending (close of FY)			
Source of Complaint (Use CAS Report 091)			
Public			
Licensee/Professional Groups			
Governmental Agencies			
Other			
Conviction / Arrest (Use CAS Report EM 10)			
CONV Received			
CONV Closed			
Average Time to Close	-		
CONV Pending (close of FY)			
LICENSE DENIAL (Use CAS Reports EM 10 and 095)			
License Applications Denied			
SOIs Filed			
SOIs Withdrawn			
SOIs Dismissed			
SOIs Declined			
Average Days SOI	-		
ACCUSATION (Use CAS Report EM 10)			
Accusations Filed			
Accusations Withdrawn			
Accusations Dismissed			
Accusations Declined			
Average Days Accusations	-		
Pending (close of FY)			

Table 9b. Enforcement Statistics (continued)			
	FY 2010/11	FY 2011/12	FY 2012/13
DISCIPLINE			
Disciplinary Actions (Use CAS Report EM 10)			
Proposed/Default Decisions			
Stipulations			
Average Days to Complete	-		
AG Cases Initiated			
AG Cases Pending (close of FY)			
Disciplinary Outcomes (Use CAS Report 096)			
Revocation			
Voluntary Surrender			
Suspension			
Probation with Suspension			
Probation			
Probationary License Issued			
Other			
PROBATION			
New Probationers			
Probations Successfully Completed			
Probationers (close of FY)			
Petitions to Revoke Probation			
Probations Revoked			
Probations Modified			
Probations Extended			
Probationers Subject to Drug Testing			
Drug Tests Ordered			
Positive Drug Tests			
Petition for Reinstatement Granted			
DIVERSION			
New Participants			
Successful Completions			
Participants (close of FY)			
Terminations			
Terminations for Public Threat			
Drug Tests Ordered			
Positive Drug Tests			

Table 9c. Enforcement Statistics (continued)			
	FY 2010/11	FY 2011/12	FY 2012/13
INVESTIGATION			
All Investigations　　　　(Use CAS Report EM 10)			
First Assigned			
Closed			
Average days to close	-		
Pending (close of FY)			
Desk Investigations　　　(Use CAS Report EM 10)			
Closed	-		
Average days to close	-		
Pending (close of FY)	-		
Non-Sworn Investigation　　(Use CAS Report EM 10)			
Closed	-		
Average days to close	-		
Pending (close of FY)	-		
Sworn Investigation			
Closed　　　　　(Use CAS Report EM 10)			
Average days to close	-		
Pending (close of FY)			
COMPLIANCE ACTION　　　(Use CAS Report 096)			
ISO & TRO Issued			
PC 23 Orders Requested			
Other Suspension Orders			
Public Letter of Reprimand			
Cease & Desist/Warning			
Referred for Diversion			
Compel Examination			
CITATION AND FINE　(Use CAS Report EM 10 and 095)			
Citations Issued			
Average Days to Complete	-		
Amount of Fines Assessed			
Reduced, Withdrawn, Dismissed			
Amount Collected			
CRIMINAL ACTION			
Referred for Criminal Prosecution			

Table 10. Enforcement Aging						
	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13	Cases Closed	Average %
Attorney General Cases (Average %)						
Closed Within:						
1 Year						
2 Years						
3 Years						
4 Years						
Over 4 Years						
Total Cases Closed						
Investigations (Average %)						
Closed Within:						
90 Days						
180 Days						
1 Year						
2 Years						
3 Years						
Over 3 Years						
Total Cases Closed						

32. What do overall statistics show as to increases or decreases in disciplinary action since last review.

33. How are cases prioritized? What is the board's compliant prioritization policy? Is it different from DCA's *Complaint Prioritization Guidelines for Health Care Agencies* (August 31, 2009)? If so, explain why.

34. Are there mandatory reporting requirements? For example, requiring local officials or organizations, or other professionals to report violations, or for civil courts to report actions taken against a licensee. Are there problems with receiving the required reports? If so, what could be done to correct the problems?

35. Does the board operate with a statute of limitations? If so, please describe and provide citation. If so, how many cases were lost due to statute of limitations? If not, what is the board's policy on statute of limitations?

36. Describe the board's efforts to address unlicensed activity and the underground economy.

Cite and Fine

37. Discuss the extent to which the board has used its cite and fine authority. Discuss any changes from last review and last time regulations were updated. Has the board increased its maximum fines to the $5,000 statutory limit?

38. How is cite and fine used? What types of violations are the basis for citation and fine?

39. How many informal office conferences, Disciplinary Review Committees reviews and/or Administrative Procedure Act appeals in the last 4 fiscal years?

40. What are the 5 most common violations for which citations are issued?

41. What is average fine pre and post appeal?

42. Describe the board's use of Franchise Tax Board intercepts to collect outstanding fines.

Cost Recovery and Restitution

43. Describe the board's efforts to obtain cost recovery. Discuss any changes from the last review.

44. How many and how much is ordered for revocations, surrenders and probationers? How much do you believe is uncollectable? Explain.

45. Are there cases for which the board does not seek cost recovery? Why?

46. Describe the board's use of Franchise Tax Board intercepts to collect cost recovery.

47. Describe the board's efforts to obtain restitution for individual consumers, any formal or informal board restitution policy, and the types of restitution that the board attempts to collect, i.e., monetary, services, etc. Describe the situation in which the board may seek restitution from the licensee to a harmed consumer.

Table 11. Cost Recovery				
	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
Total Enforcement Expenditures				
Potential Cases for Recovery *				
Cases Recovery Ordered				
Amount of Cost Recovery Ordered				
Amount Collected				
* "Potential Cases for Recovery" are those cases in which disciplinary action has been taken based on violation of the license practice act.				

Table 12. Restitution				
	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
Amount Ordered				
Amount Collected				

Section 6
Public Information Policies

48. How does the board use the internet to keep the public informed of board activities? Does the board post board meeting materials online? When are they posted? How long do they remain on the website? When are draft meeting minutes posted online? When does the board post final meeting minutes? How long do meeting minutes remain available online?

49. Does the board webcast its meetings? What is the board's plan to webcast future board and committee meetings?

50. Does the board establish an annual meeting calendar, and post it on the board's web site?

51. Is the board's complaint disclosure policy consistent with DCA's *Recommended Minimum Standards for Consumer Complaint Disclosure*? Does the board post accusations and disciplinary actions consistent with DCA's *Web Site Posting of Accusations and Disciplinary Actions* (May 21, 2010)?

52. What information does the board provide to the public regarding its licensees (i.e., education completed, awards, certificates, certification, specialty areas, disciplinary action, etc.)?

53. What methods are used by the board to provide consumer outreach and education?

Section 7
Online Practice Issues

54. Discuss the prevalence of online practice and whether there are issues with unlicensed activity. How does the board regulate online practice? Does the board have any plans to regulate Internet business practices or believe there is a need to do so?

Section 8
Workforce Development and Job Creation

55. What actions has the board taken in terms of workforce development?

56. Describe any assessment the board has conducted on the impact of licensing delays.

57. Describe the board's efforts to work with schools to inform potential licensees of the licensing requirements and licensing process.

58. Provide any workforce development data collected by the board, such as:

   a. Workforce shortages

   b. Successful training programs.

Section 9
Current Issues

59. What is the status of the board's implementation of the Uniform Standards for Substance Abusing Licensees?

60. What is the status of the board's implementation of the Consumer Protection Enforcement Initiative (CPEI) regulations?

61. Describe how the board is participating in development of BreEZe and any other secondary IT issues affecting the board.

Section 10
Board Action and Response to Prior Sunset Issues

Include the following:

   1. Background information concerning the issue as it pertains to the board.

   2. Short discussion of recommendations made by the Committee/Joint Committee during prior sunset review.

3. What action the board took in response to the recommendation or findings made under prior sunset review.

4. Any recommendations the board has for dealing with the issue, if appropriate.

Section 11
New Issues

This is the opportunity for the board to inform the Committee of solutions to issues identified by the board and by the Committee. Provide a short discussion of each of the outstanding issues, and the board's recommendation for action that could be taken by the board, by DCA or by the Legislature to resolve these issues (i.e., legislative changes, policy direction, budget changes) for each of the following:

1. Issues that were raised under prior Sunset Review that have not been addressed.
2. New issues that are identified by the board in this report.
3. New issues not previously discussed in this report.
4. New issues raised by the Committee.

Section 12
Attachments

Please provide the following attachments:

A. Board's administrative manual.

B. Current organizational chart showing relationship of committees to the board and membership of each committee (cf., Section 1, Question 1).

C. Major studies, if any (cf., Section 1, Question 4).

D. Year-end organization charts for last four fiscal years. Each chart should include number of staff by classifications assigned to each major program area (licensing, enforcement, administration, etc.) (cf., Section 3, Question 15).

Section 13
Board Specific Issues

Diversion

Discuss the board's diversion program, the extent to which it is used, the outcomes of those who participate, the overall costs of the program compared with its successes

Diversion Evaluation Committees (DEC) (for BRN, Dental, Osteo and VET only)

1. DCA contracts with a vendor to perform probation monitoring services for licensees with substance abuse problems, why does the board use DEC? What is the value of a DEC?
2. What is the membership/makeup composition?
3. Did the board have any difficulties with scheduling DEC meetings? If so, describe why and how the difficulties were addressed.
4. Does the DEC comply with the Open Meetings Act?
5. How many meetings held in each of the last three fiscal years?
6. Who appoints the members?
7. How many cases (average) at each meeting?
8. How many pending? Are there backlogs?
9. What is the cost per meeting? Annual cost?
10. How is DEC used? What types of cases are seen by the DECs?
11. How many DEC recommendations have been rejected by the board in the past four fiscal years (broken down by year)?

Disciplinary Review Committees (Board of Barbering and Cosmetology and BSIS only)

1. What is a DRC and how is a DRC used? What types of cases are seen by the DRCs?
2. What is the membership/makeup composition?
3. Does the DRC comply with the Open Meetings Act?
4. How many meeting held in last three fiscal years?
5. Did the board have any difficulties with scheduling DRC meetings? If so, describe why and how the difficulties were addressed.
6. Who appoints the members?
7. How many cases (average) at each meeting?
8. How many pending? Are there backlogs?
9. What is the cost per meeting? Annual cost?
10. Provide statistics on DRC actions/outcomes.

Agenda Item F

DISCUSS AND POSSIBLE ACTION ON RECOMMENDATIONS REGARDING LATC FUND CONDITION

At the January 24-25, 2013 Landscape Architects Technical Committee (LATC) meeting, Department of Consumer Affairs (DCA) Budget Office staff provided a budget presentation to the LATC. In this presentation, the LATC fund condition was shown to have a balance of 19.5 months of funds. LATC also discussed Business and Professions Code (BPC) section 128.5, Reduction of License Fees in Event of Surplus Funds, which requires funds to be reduced if an agency has 24 months of funds. As a result of this discussion, LATC asked staff to consult with DCA to determine if license fees could be reduced for one renewal cycle and to explore additional ways of addressing the fund balance to comply with BPC 128.5.

Staff met with DCA Budget Office personnel and legal counsel to explore options for reducing the fund balance and determine if license fees could be reduced for one renewal cycle. Based on LATC's reversion rate and the planned upcoming expenditures, a license renewal fee reduction from $400 to $220 was recommended. This recommendation takes into consideration the increased expenses for the California Supplemental Examination development cycle, occupational analysis, University of California Extension Certificate Programs reviews, and a fully staffed program with an additional position (limited–term/intermittent Office Technician). In order to reduce the license renewal fees for one renewal cycle, a regulatory change proposal to amend California Code of Regulations (CCR) section 2649 (Fees) would need to be completed.

The Budget Office staff also recommends that a negative Budget Change Proposal be pursued to reduce the LATC's spending authority by $200,000. Staff from DCA's Budget Office will update the LATC on the recommended plan to reduce the LATC's reserve and the actions needed.

The LATC is asked to consider the recommendations and take possible action.

ATTACHMENTS:
1. BPC Section 128.5 (Reduction of License Fees in Event of Surplus Funds)
2. CCR Section 2649 (Fees)
3. LATC Fund Condition Projected Governor's Budget FY 14/15
4. LATC Fund Condition - Recommended Fee Decrease and Proposed Negative Budget Change Proposal

California Business and Professions Code
§ 128.5. Reduction of License Fees in Event of Surplus Funds

"(a) Notwithstanding any other provision of law, if at the end of any fiscal year, an agency within the Department of Consumer Affairs, except the agencies referred to in subdivision (b), has unencumbered funds in an amount that equals or is more than the agency's operating budget for the next two fiscal years, the agency shall reduce license or other fees, whether the license or other fees be fixed by statute or may be determined by the agency within limits fixed by statute, during the following fiscal year in an amount that will reduce any surplus funds of the agency to an amount less than the agency's operating budget for the next two fiscal years.

(b) Notwithstanding any other provision of law, if at the end of any fiscal year, the California Architects Board, the Board of Behavioral Sciences, the Veterinary Medical Board, the Court Reporters Board of California, the Medical Board of California, the Board of Vocational Nursing and Psychiatric Technicians, or the Bureau of Security and Investigative Services has unencumbered funds in an amount that equals or is more than the agency's operating budget for the next two fiscal years, the agency shall reduce license or other fees, whether the license or other fees be fixed by statute or may be determined by the agency within limits fixed by statute, during the following fiscal year in an amount that will reduce any surplus funds of the agency to an amount less than the agency's operating budget for the next two fiscal years."

California Code of Regulations, Title 16, Division 26
§ 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."

0757 - Landscape Architects Technical Committee
Analysis of Fund Condition

(Dollars in Thousands)

Projected Governor's Budget FY 2014-15 (Includes Projections for 3rd Quarter)	ACTUALS 2012-13	CY 2013-14	Governor's Budget BY 2014-15	BY + 1 2015-16	BY + 2 2016-17
BEGINNING BALANCE	$ 2,285	$ 2,396	$ 1,981	$ 1,558	$ 1,118
Prior Year Adjustment	$ -	$ -	$ -	$ -	$ -
Adjusted Beginning Balance	$ 2,285	$ 2,396	$ 1,981	$ 1,558	$ 1,118
REVENUES AND TRANSFERS					
Revenues:					
125600 Other regulatory fees	$ -	$ 2	$ 2	$ 2	$ 2
125700 Other regulatory licenses and permits	$ 76	$ 71	$ 71	$ 71	$ 71
125800 Renewal fees	$ 687	$ 664	$ 664	$ 664	$ 664
125900 Delinquent fees	$ 17	$ 17	$ 17	$ 17	$ 17
141200 Sales of documents	$ -	$ -	$ -	$ -	$ -
142500 Miscellaneous services to the public	$ -	$ -	$ -	$ -	$ -
150300 Income from surplus money investments	$ 8	$ 5	$ 15	$ 22	$ 13
150500 Interest Income from Interfund Loans	$ -	$ -	$ -	$ -	$ -
160400 Sale of fixed assets	$ -	$ -	$ -	$ -	$ -
161000 Escheat of unclaimed checks and warrants	$ -	$ -	$ -	$ -	$ -
161400 Miscellaneous revenues	$ -	$ -	$ -	$ -	$ -
Totals, Revenues	$ 788	$ 759	$ 769	$ 776	$ 767
Transfers from Other Funds					
Transfers to Other Funds					
Totals, Revenues and Transfers	$ 788	$ 759	$ 769	$ 776	$ 767
Totals, Resources	$ 3,073	$ 3,155	$ 2,750	$ 2,334	$ 1,885
EXPENDITURES					
Disbursements:					
0840 State Controller	$ 1	$ -	$ -	$ -	$ -
8860 FSCU (State Operations)	$ 6	$ 5	$ -	$ -	$ -
1110 Program Expenditures (State Operations)	$ 670	$ 1,169	$ 1,192	$ 1,216	$ 1,240
9670 Equity Claims / Board of Control (State Operations)	$ -	$ -	$ -	$ -	$ -
Total Disbursements	$ 677	$ 1,174	$ 1,192	$ 1,216	$ 1,240
FUND BALANCE					
Reserve for economic uncertainties	$ 2,396	$ 1,981	$ 1,558	$ 1,118	$ 645
Months in Reserve	24.5	19.9	15.4	10.8	6.1

NOTES:
A. ASSUMES WORKLOAD AND REVENUE PROJECTIONS ARE REALIZED
B. ASSUMES 2% GROWTH IN EXPENDITURES IN FY 2014-15
C. ASSUMES 0.3% GROWTH IN INCOME FROM SURPLUS MONEY

0757 - Landscape Architects Technical Committee
Analysis of Fund Condition

(Dollars in Thousands)

Renewal Fee Decrease - $400 to $220 in FY 15-16
Proposed Neg BCP @ $200K
(Includes Projections for 3rd Quarter)

	Actuals 2012-13	CY 2013-14	Governor's Budget BY 2014-15	BY + 1 2015-16	BY + 2 2016-17
BEGINNING BALANCE	$ 2,285	$ 2,396	$ 1,981	$ 1,558	$ 1,017
Prior Year Adjustment	$ -	$ -	$ -	$ -	$ -
Adjusted Beginning Balance	$ 2,285	$ 2,396	$ 1,981	$ 1,558	$ 1,017
REVENUES AND TRANSFERS					
Revenues:					
125600 Other regulatory fees	$ -	$ 2	$ 2	$ 2	$ 2
125700 Other regulatory licenses and permits	$ 76	$ 71	$ 71	$ 71	$ 71
125800 Renewal fees	$ 687	$ 664	$ 664	$ 664	$ 664
Renewal Fee Decrease - $400 ---> $220	$ -	$ -	$ -	$ -299	$ -299
125900 Delinquent fees	$ 17	$ 17	$ 17	$ 17	$ 17
141200 Sales of documents	$ -	$ -	$ -	$ -	$ -
142500 Miscellaneous services to the public	$ -	$ -	$ -	$ -	$ -
150300 Income from surplus money investments	$ 8	$ 5	$ 15	$ 20	$ 9
150500 Interest Income from Interfund Loans	$ -	$ -	$ -	$ -	$ -
160400 Sale of fixed assets	$ -	$ -	$ -	$ -	$ -
161000 Escheat of unclaimed checks and warrants	$ -	$ -	$ -	$ -	$ -
161400 Miscellaneous revenues	$ -	$ -	$ -	$ -	$ -
Totals, Revenues	$ 788	$ 759	$ 769	$ 475	$ 464
Transfers from Other Funds					
Transfers to Other Funds					
Totals, Revenues and Transfers	$ 788	$ 759	$ 769	$ 475	$ 464
Totals, Resources	$ 3,073	$ 3,155	$ 2,750	$ 2,033	$ 1,481
EXPENDITURES					
Disbursements:					
0840 State Controller	$ 1	$ -	$ -	$ -	$ -
8860 FSCU (State Operations)	$ 6	$ 5	$ -	$ -	$ -
1110 Program Expenditures (State Operations)	$ 670	$ 1,169	$ 1,192	$ 1,216	$ 1,240
Proposed Negative BCP	$ -	$ -	$ -	$ -200	$ -200
9670 Equity Claims / Board of Control (State Operations)	$ -	$ -	$ -	$ -	$ -
Total Disbursements	$ 677	$ 1,174	$ 1,192	$ 1,016	$ 1,040
FUND BALANCE					
Reserve for economic uncertainties	$ 2,396	$ 1,981	$ 1,558	$ 1,017	$ 441
Months in Reserve	24.5	19.9	18.4	11.7	5.0

NOTES:
  A. ASSUMES WORKLOAD AND REVENUE PROJECTIONS ARE REALIZED
  B. ASSUMES 2% GROWTH IN EXPENDITURES IN FY 2014-15
  C. ASSUMES 0.3% GROWTH IN INCOME FROM SURPLUS MONEY

Agenda Item G

DISCUSS AND POSSIBLE ACTION ON OCCUPATIONAL ANALYSIS

At the January 24, 2013 Landscape Architects Technical Committee (LATC) meeting, LATC approved an intra-agency contract with the Office of Professional Examination Services (OPES) to conduct an occupational analysis (OA).

At the January 25, 2013 LATC Strategic Planning session, LATC discussed various knowledge areas that may not be addressed currently on the Landscape Architect Registration Examination (LARE) or the California Supplemental Examination. Specifically, some areas of concern mentioned by the LATC were irrigation planning, knowledge of plant materials, drought tolerance, storm water mitigation, basic knowledge of horticulture, and plant cultivation requirements.

One of the initial steps in conducting the OA is to obtain input from LATC for information such as emerging trends in practice, recent and proposed legislation, and California-specific topics in the field of landscape architecture. OPES staff will be present at today's meeting and provide guided questions to stimulate discussion in areas where LATC's input may contribute to the new OA.

LATC is asked to discuss the OA-related questions provided by OPES and take possible action.

ATTACHMENTS:
1. 2013 OA Input
2. OA Schedule of Events
3. CLARB LARE Examination Specifications

Landscape Architects Technical Committee
2013 Occupational Analysis Input

The following questions are provided to stimulate thought and discussion in areas where input from the Landscape Architects Technical Committee (LATC) may contribute to the development of a new occupational analysis (OA). Input and suggestions will serve as starting points for the initial focus group of licensees who will in turn define the primary areas of interest to be explored during the interviews of licensees.

Comments received will be revisited during workshops where the OA Tasks and Knowledge statements are developed. Comments will also be considered when the demographic items used in the questionnaire are defined.

Questions

1. In what areas of practice have you recently seen or do you anticipate changes in law?

2. In what areas of practice have you recently seen or do you anticipate changes in practice?

3. What would you describe as the emerging trends in the practice of landscape architecture?

4. Given that the results of this OA will affect landscape architects over the next five to seven years, what additional considerations merit attention as the occupational analysis is conducted?

5. In what areas does the practice of landscape architecture in California differ from other States?

6. What practice areas merit special consideration for exploration during the initial interviews of licensees?

7. In what ways do knowledge areas of the practice of landscape architecture change/evolve from entry-level (0-5 years post licensure) to that of more experienced licensees (6-10 years post licensure)?

Landscape Architects Technical Committee (LATC)
Occupational Analysis (OA) – Schedule of Events

MAJOR PROJECT EVENTS	TARGET DATE	RESPONSIBILITY
1. Review Background Information		OPES
> Review past OAs		OPES
> Review changes in Law & Practice		OPES/LATC
> Identify emerging trends & considerations		OPES/LATC
> Communicate upcoming OA to licensees		LATC
> Collect licensee email addresses		LATC
2. Develop Job Content and Structure		
> Recruit Subject-Matter Experts (SMEs) for 2-day CA Practice Focus Group		LATC
> Provide list of SMEs to OPES		LATC
> Conduct CA Practice Focus Group	May 30-31, 2013	OPES
> Transcribe and analyze Focus Group results		OPES
> Recruit SMEs for interviews		LATC
> Provide list of SMEs to OPES		LATC
> Schedule and conduct interviews	June 10-14, 2013	OPES
> Transcribe interview information		OPES
> Develop preliminary list of tasks and knowledge	June 10-28, 2013	OPES
3. Review Tasks and Knowledge		
> Recruit SMEs for **first 2-day** workshop		LATC
> Provide list of SMEs to OPES		LATC
> Conduct first workshop with SMEs	July 11-12, 2013	OPES/LATC/SMEs
> Transcribe workshop results		OPES
> LATC review of Preliminary results		OPES/LATC
> Revise tasks and knowledge		OPES
> Recruit SMEs for **second 2-day** workshop		LATC
> Provide list of SMEs to OPES		LATC
> Conduct second workshop with SMEs	Aug. 1-2, 2013	OPES/LATC/SMEs
> Revise tasks and knowledge		LATC
4. Construct and Distribute Pilot Questionnaire		
> Develop demographic items and rating scales		OPES/LATC
> LATC review of OA pilot survey	Mid-Sept. 2013	OPES/LATC
> Prepare Web-based questionnaire for pilot study		OPES
> Prepare text of letters for pilot study and final distribution (presurvey, survey, post survey) of questionnaire		LATC
> Prepare announcement of OA in newsletter or other media		LATC
> Email questionnaire for pilot study to selected participants	Mid-Oct. 2013	OPES/LATC
> Download pilot questionnaire data files for analysis		OPES

5. Construct and Distribute Final Questionnaire		
> Prepare draft of final questionnaire		OPES
> Determine sampling plan		OPES
> Provide master file for mailing labels		OPES
> Prepare final Web-based questionnaire		OPES
> Assemble and mail questionnaire invitations to selected participants	Late Oct. early Nov. 2013	LATC
> Duplicate and distribute post survey letter two weeks after distribution of survey questionnaire (OPTIONAL)		LATC
6. Data Analysis		
> Download final questionnaire data files	Dec. 2013	OPES
> Convert and merge data files for analysis		OPES
> Analyze demographics, task and knowledge ratings		OPES
> Develop preliminary description of practice		OPES
7. Review Results of Occupational Analysis		
> Recruit SMEs for two 2-day workshops		LATC
> Provide list of SMEs to OPES		LATC
> Conduct **third 2-day** workshop with SMEs	Late Jan. 2014	OPES/LATC/SMEs
> Conduct **fourth 2-day** workshop with SMEs	Early Feb. 2014	OPES/LATC/SMEs
> Develop description of practice		OPES
8. Prepare Validation Report		
> Prepare draft of validation report		OPES
> Review report and provide comments		**LATC STAFF**
> Prepare, print and submit final validation report		OPES
> Develop preliminary description of practice		OPES

Note: A formal presentation of the results of the OA can be prepared and scheduled for the LATC members. This typically occurs coincident with the release of the Occupational Analysis Report.

The Landscape Architect Registration Examination (L.A.R.E.)

Examination Specifications

Understanding the examination specifications:

The L.A.R.E. Examination Specifications are based on a job analysis conducted by CLARB in 2010-2011. Over 1,600 landscape architects across the United States and Canada were involved in updating the job analysis for landscape architects. The job analysis included five focus groups and one large-scale validation survey. Survey respondents were asked to rate all job tasks on three separate scales: how frequently the tasks were performed, how important the tasks were to successful performance of the job, and whether or not successful performance of each task was required at initial licensure. Overall, the tasks, and subsequent knowledge, that are performed most often, are considered the most important, and are required at the initial point of licensure, form the basis for the L.A.R.E.

The first three exams (Sections 1, 2, and 3) are further broken down into two subdomains. The last exam (Section 4) contains one overall domain. Below each domain or subdomain is a list of all of the tasks that will be assessed on the exam along with all of the knowledge areas that may be assessed on the exam.

Section 1 Exam – Project and Construction Management (100 items, 3 hours seat time, 2 ½ hours exam time)

Project Management (62%)

- Determine Project Scope and Client Requirements
- Establish and Monitor Project Budgets (or Statement of Probable Cost)
- Establish Scope of Services and Required Outside Expertise
- Develop Program
- Prepare and Review Contractual Agreements
- Coordinate Topographical Survey and Develop Project Base Map
- Establish Project Schedule
- Facilitate Meetings (e.g. staff, government regulators, consultants, clients)
- Coordinate Other Discipline's Documents
- Document Design Decisions and Project Communication
- Prepare Technical Memorandum and Graphics
- Obtain Input from Stakeholders Regarding Project
- Coordinate Construction Documents (internally, with clients, and with other consultants)

Bidding and Construction (38%)

- Respond to Bidder Requests for Information
- Issue Addenda to Construction Documents
- Participate in Construction Meetings
- Respond to Contractor Requests for Information
- Review and Respond to Submittals
- Review and Respond to Shop Drawings
- Prepare Change Orders
- Conduct Construction Site Review and Documentation
- Perform Substantial Completion Inspection
- Perform Final Inspection

Section 2 Exam – Inventory and Analysis (80 items, 2 ½ hours seat time, 2 hours exam time)

Site Inventory (22%)

- Determine Applicable Codes, Regulations, and Permitting Requirements
- Conduct Onsite Investigation
- Collect and Record Site Inventory
- Identify Gaps and Deficiencies

Analysis of Existing Conditions (78%)

- Analyze Codes and Regulations for Design Impact
- Perform Site Use Analysis
- Perform Circulation Analysis
- Interpret Utility Analysis
- Perform View Analysis
- Perform Microclimate Analysis
- Interpret Floodplain Conditions
- Perform Vegetation Analysis
- Perform Solar Analysis
- Interpret Ecological Analysis (e.g. habitat, biodiversity)
- Perform a Slope Analysis
- Interpret Soil Analysis
- Interpret Geotechnical Analysis
- Perform Small-Scale Surface Hydrological Analysis
- Interpret Stakeholder Input
- Analyze On and Offsite Relationships

Section 3 Exam – Design (100 items; 4 hours seat time, 3 ½ hours exam time)

Concept Development (58%)

- Synthesize Site Opportunities and Constraints
- Refine Program
- Create Design Alternatives
- Analyze Design Alternatives
- Develop Concept Narrative
- Refine Conceptual Design(s)
- Prepare Conceptual Renderings*

The intent is to address candidates' understanding of types and uses of rendering techniques. We do not expect candidates to actually "draw".

Design Development (42%)

- Develop Master Plan Documents (e.g. land-use, circulation, phasing plan, and guidelines)
- Perform Earthwork Analysis
- Refine the Preferred Design Alternative
- Develop Preliminary Site Plans, Sections, and Details
- Prepare Illustrative Graphics (e.g. perspectives, elevations, plans, sections)
- Investigate, Verify Availability, and Select Design Materials and Components

Section 4 Exam – Grading, Drainage and Construction Documentation (120 items; 4 ½ hours seat time, 4 hours exam time)

Section 4 Exam (100%)

- Prepare Existing Conditions Plan
- Prepare Demolition and Removal Plan
- Prepare Site Protection and Preservation Plans (e.g. soil, existing features, existing pavements, historic elements, vegetation)
- Prepare Erosion and Sediment-Control Plan
- Prepare Layout and Materials Plan
- Prepare Grading Plan
- Prepare Stormwater Management Plan
- Prepare Planting Plans
- Prepare Project Sections and Profiles
- Prepare Construction Details
- Prepare General Contract and Bidding Specifications
- Prepare Technical Specifications

Agenda Item H

REPORT ON COUNCIL OF LANDSCAPE ARCHITECTURAL REGISTRATION BOARDS (CLARB)

The 2013 CLARB Spring Meeting was held on March 1-2, 2013, in Scottsdale, Arizona. CLARB's Annual Meeting is set for September 26-28, 2013. In accordance with the CLARB Bylaws, the Committee on Nominations has established the list of eligible candidates to run in the 2013 elections. Christine Anderson, Region V Director, was nominated to run for CLARB Treasurer.

Sections 3 and 4 of the LARE were administered in December 2012. In California, 53 candidates took Section 3 and 51 candidates took Section 4. The pass rates for Sections 3 and 4 in the December administration of LARE for California candidates were 77% and 47%, which were 9% and 2% above the national pass rates, respectively. Pass rates for the December 2012 administration of LARE are attached.

CLARB began administrating all four sections (1-4) of the LARE concurrently over a two-week period in April 2013. The next administration of the LARE is August 19-30, 2013 and the deadline to apply for eligibility with the LATC is June 10, 2013.

ATTACHMENTS:
1. CLARB Elections Notice
2. CLARB 2013 Election List of Eligible Candidates
3. 2012-2013 CLARB Board of Directors
4. CLARB Member Board E-News
5. LARE California and National Pass Rates

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COUNCIL OF LANDSCAPE ARCHITECTURAL REGISTRATION BOARDS

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BOARD OF DIRECTORS

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CLARB Elections

In accordance with the **CLARB Bylaws** (Article VII, Section 2), the Committee on Nominations has established the **list of eligible candidates** to run in the 2013 elections.

Positions available:

CLARB Board of Directors (term = one year; 10/01/13 - 09/30/14)

- President-Elect (automatic succession to President)

- Vice President

CLARB Board of Directors (term = two years; 10/01/13 - 09/30/15)

- Treasurer

- Regional Director (Region I)

- Alternate Regional Director (Region I)

- Regional Director (Region III)

- Alternate Regional Director (Region III)

- Regional Director (Region V)

- Alternate Regional Director (Region V)

Committee on Nominations (term = two years; 10/01/13 - 09/30/15)

- Member (three positions available)

Click **here** to learn more about the available positions.

Questions? Please **contact Veronica Meadows.**

CLARB

2013 List of Eligible Candidates

Name	Jurisdiction	Current Member Board Member
Alley, Frank	MS	Mississippi State Board of Architecture
Anderson, Christine	CA	
Anderson, Lars D.	UT	Utah Division of Occupational and Professional Licensing
Anderson, Richard H.	MA	Massachusetts Division of Regulation of Landscape Architects
Antunez, Ellis L.	NV	
Antunez, Sandra	NV	Nevada State Board of Landscape Architects
Backman, Kenneth J.	NE	
Baird, Cary K.	NV	Nevada State Board of Landscape Architects
Baker, Chad	GA	Georgia State Board of Landscape Architects
Barnes, James W.	PA	
Barrett, Anthony L.	KY	
Barry, Temple	MS	Mississippi State Board of Architecture
Basciano, Frank L.	BC	British Columbia Society of Landscape Architects
Bates, Lawrence L.	AL	Alabama Board of Examiners of Landscape Architects
Beam, Patrick J.	OH	Ohio Board of Landscape Architect Examiners
Beck, Karen A.	RI	
Beighley, Harold S.	OR	
Belton, Timothy	WY	Wyoming State Board of Architects and Landscape Architects
Berry, Karl G.	NM	
Biehl, David	IA	
Bowden, Andrew	CA	California Landscape Architects Technical Committee
Brackett, Douglas R.	NY	
Brady, E. L.	AZ	Arizona State Board of Technical Registration
Breedlove, Michael W.	GA	
Brown, Adrienne	BC	
Bryers, Dennis E.	NE	Nebraska State Board of Landscape Architects
Burkert, Heather	NC	
Burkholder, David M.	KY	
Campbell, John W.	MI	
Carman, John L.	KY	
Carter, Jerry	SC	
Case, Susan C.	MS	
Cesare, Karen	AZ	
Chu, Michael S.	HI	
Chung, Russell	HI	
Clark, Joseph H.	KY	
Cook, Dell R.	UT	

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Name	Jurisdiction	Current Member Board Member
Cyra-Korsgaard, Linda	AK	
Dahlkemper, Daniel J.	PA	
Davis, Paul M.	FL	
De Marche, Dickson F.	CT	
Delate, Joseph F.	FL	Florida Board of Landscape Architects
Deming, Elen	IL	Illinois Department of Financial & Professional Regulation
DeWald, Shane	WA	
DeWan, Terrence J.	ME	Maine State Board for Licensing Architects, Landscape Architects and Interior Designers
Dial, William J.	ID	Idaho Board of Landscape Architects
DiMucci, Daniel S.	PA	Pennsylvania State Board of Landscape Architects
Dougherty, Brian	OK	
Downs, Melvin L.	TN	
Dukes, Laura G.	SC	South Carolina Department of Labor, Licensing and Regulation
Eckford, Gerry A.	BC	
Engler, Shelly	MT	Montana Board of Landscape Architects
Fasser, David H.	FL	
Fernholz, John J.	WI	
Figurski, James W.	OR	
Fisk, Warren L.	SD	
Fleury, Allison	WY	Wyoming State Board of Architects and Landscape Architects
Frazier, Elizabeth W.	AR	
Garrison, Darrell	IL	Illinois Department of Financial & Professional Regulation
Gastley, John L.	SC	
Gates, Linda	CA	
Gillick, Elizabeth A.	FL	
Glick, Fred	WA	Washington Board of Registration for Landscape Architects
Gonzalez, Sandra J.	CA	
Gorden, David	IN	
Green, Joann	IN	
Hall, William M.	AR	Arkansas State Board of Architects, Landscape Architects, and Interior Designers
Harrison, Patrick	BC	
Hartnett, Robert N.	MO	Missouri Board for Architects, Engineers, Land Surveyors & Landscape Architects
Hershberger, Bonny A.	WY	
Hill, Dan N.	NV	Nevada State Board of Landscape Architects
Hoffman, Christopher B.	MS	

2013 List of Eligible Candidates

Name	Jurisdiction	Current Member Board Member
Husband, Denise M.	DE	
Inouye, Lester H.	HI	
Jackson, James A.	MS	Mississippi State Board of Architecture
Jackson, Jerany L.	MO	Missouri Board for Architects, Engineers, Land Surveyors & Landscape Architects
Jackson, Joseph B.	NC	
Johns, Guy R.	NM	
Johnson, Diann R.	OH	
Johnson, Pat	KS	
Jolley, Gregory V.	UT	Utah Division of Occupational and Professional Licensing
Kiest, Karen S.	WA	Washington Board of Registration for Landscape Architects
Kirk, Rebecca R.	GA	Georgia State Board of Landscape Architects
Knapp, Ruth M.	SD	
Kniesler, Frederick	NJ	
Landregan, Stephanie	CA	California Landscape Architects Technical Committee
Landreth, Gordon E.	TX	
Lang, Steve	CA	
Lanier, Lucille C.	VA	
Lannert, J. Christopher	IL	
Lee, J. Richard R.	NC	
Leedy, Ralph G.	Nh	New Hampshire Joint Board of Licensure & Certification
Lent, Burdett B.	AK	Alaska Board of Registration for Architects, Engineers and Land Surveyors
Lewis, Clair M.	NV	Nevada State Board of Landscape Architects
Lockwood, Paul W.	TN	Tennessee State Board of Architect & Engineer Examiners
Lyndes, Joy E.	AZ	
Mahoney, John F.	WY	
Marriotti, Richard	NV	
Massie, Kent L.	IL	
Massie, Sue	IL	Illinois Department of Financial & Professional Regulation
McCelvey, Shelli	HI	Hawaii Board of Professional Engineers, Architects, Surveyors & Landscape Architects
McDermott, Vincent C.	CT	Connecticut Department of Consumer Protection
McGown, Mary G.	ID	
McIlwain, Morgan C.	KY	
McKnight, Alan D.	OH	
Mearig, Lance	AK	
Mebust, Kreg L.	NV	Nevada State Board of Landscape Architects

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Name	Jurisdiction	Current Member Board Member
Mercier, Robert P.	MS	Mississippi State Board of Architecture
Mersky, Dennis J.	OH	
Meyer, Philip J.	KS	Kansas Board of Technical Professions
Muenzler, Georgia	OK	
Munkel-Olson, Patricia	MN	
Naquin, Donald	NV	Nevada State Board of Landscape Architects
Naylor, Don W.	ON	
Nieman, Thomas J.	KY	Kentucky State Board of Examiners & Registration of Landscape Architects
Nunez, Ralph L.	MI	
Ogram, Fred	ID	Idaho Board of Landscape Architects
Olsen, David P.	OR	Oregon State Landscape Architect Board
Parnell, Janet	TX	
Pearson, Dean J.	CO	Colorado State Board of Landscape Architects
Pellitier, John P.	OR	Oregon State Landscape Architect Board
Penner, Tracy	BC	
Perry, James	MS	Mississippi State Board of Architecture
Picatagi, Richard	NJ	New Jersey State Board of Architects
Pilz, Steven	RI	Rhode Island Board of Examiners of Landscape Architecture
Pitz, Marjorie	MN	Minnesota Bd. of Arch., Eng., Land Surv., Land. Arch., Geoscience and Int. Des.
Poland, Pete	MS	
Pouncey, G. A.	TN	
Ragland, Larry J.	NC	
Rathmann, James F.	NY	
Reed, David J.	KY	Kentucky State Board of Examiners & Registration of Landscape Architects
Ridout, Tom	ON	
Rinner, Vaughn B.	VA	
Ripplinger, Mark	IA	Iowa Professional Licensing & Regulation Division
Robertson, Andrew B.	BC	
Roch von Rochsburg, Walter H.	OH	
Rock, Sarah	MI	Michigan Department of Licensing & Regulation
Rux, Fredrick J.	AL	
Sadlon, John M.	NJ	
Sardonia, Joseph V.	NJ	
Schein, Christopher L.	MD	Maryland Department of Licensing & Regulation
Scherzer, Andy	VA	Virginia Board for Arch., Prof. Eng., Land Surveyors, Cert. Int. Designers and Landscape Architects

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Name	Jurisdiction	Current Member Board Member
Schmalenberger, Tim S.	OH	Ohio Board of Landscape Architect Examiners
Scothorn, Connie	OK	Oklahoma Board of Governors of the Licensed Architects, Landscape Architects & Interior Designers
Seely, Le Ann W.	OA	Ontario Association of Landscape Architects
Shafai, Hani	SD	South Dakota State Commission of Examiners
Sherry, Thomas	WA	Washington Board of Registration for Landscape Architects
Slater, John B.	MD	
Smith, Charles R.	NC	North Carolina Board of Landscape Architects
Smith, Luther E.	NC	North Carolina Board of Landscape Architects
Sonnenberg, Scott E.	OH	Ohio Board of Landscape Architect Examiners
Southerland, Robert	NY	New York State Board for Landscape Architecture
St. Pierre, David	SD	
Starkey, Brian H.	NC	
Stauffer, Richard G.	PA	
Steinbrueck, Diane	TX	Texas Board of Architectural Examiners
Strum, Eric	DE	
Sturtevant, Gregg K.	OR	
Styczinski, Rosheen	WI	Wisconsin Department of Regulation & Licensing
Sullivan, Doris	MN	
Tarkany, John A.	SC	South Carolina Department of Labor, Licensing and Regulation
Tatsumi, David H.	CA	
Timmons, Michael L.	UT	
Tinney, James W.	NY	
Turner, Cleveland	TX	
Uban, John	MN	Minnesota Bd. of Arch., Eng., Land Surv., Land. Arch., Geoscience and Int. Des.
Van Wormer, Timothy C.	OR	
Vaughan, Mark	BC	British Columbia Society of Landscape Architects
Verdone, Jim G.	WY	
Vidaurri, Alfred	TX	Texas Board of Architectural Examiners
Warsinke, Charles	WA	
Wasson, Ian N.	BC	
Weatherly, Randy D.	OK	Oklahoma Board of Governors of the Licensed Architects, Landscape Architects & Interior Designers
Weaver, George H.	AL	
Wilkinson, Dennis C.	NM	

2013 List of Eligible Candidates

Name	Jurisdiction	Current Member Board Member
Williams, Stanley N.	NC	North Carolina Board of Landscape Architects
Winslow, Jane Futrell F.	KS	
Winslow, William P.	KS	
Wojcik, J. Daniel	NY	
Woods, Lori	AZ	
Wyly, Marsha	NC	
Yamaguchi, Masatoshi	WA	
Young, Anna C.	NJ	
Young, Kevin	KY	
Zweifel, K. R.	CA	

C L A R B
COUNCIL OF LANDSCAPE ARCHITECTURAL REGISTRATION BOARDS

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BOARD OF DIRECTORS

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2012-2013 CLARB Board of Directors

CLARB is governed by a volunteer Board of Directors made up of the best and brightest leaders in the landscape architecture community. Each year, the CLARB membership elects officers who provide oversight and direction to the organization.

President	Dennis Bryers
President-Elect	Stephanie Landregan
Vice President	Jerany Jackson
Secretary	Christopher Hoffman
Treasurer	Randy Weatherly
Past President	Denise Husband
Region I Director	Terry DeWan
Region II Director	Bob Hartnett
Region III Director	John Tarkany
Region IV Director	Phil Meyer
Region V Director	Christine Anderson
Executive Director (ex officio)	Joel Albizo

Also, Amy Kobe, Executive Director of the Ohio Board of Landscape Architect Examiners, will attend the 2012-2013 CLARB Board meetings as the Member Board Executive (MBE) Observer.

Organizational Structure

In order to establish closer communications between Member Boards and the Board of Directors, and further to assist CLARB in achieving its stated objectives, five regions have been established.

Region 1 – Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ontario, Pennsylvania, Rhode Island, Virginia

Region 2 – Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, West Virginia, Wisconsin

Region 3 – Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Texas

Region 4 – Colorado, Kansas, Nebraska, New Mexico, Oklahoma, South Dakota, Wyoming

Region 5 – Alaska, Arizona, British Columbia, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington

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COUNCIL OF LANDSCAPE ARCHITECTURAL REGISTRATION BOARDS

CLARB

Member Board E-News

April 2013

Important Dates

- **May 13** -- Registration opens for the August L.A.R.E. administration
- **Week of May 27** -- Results available from the April L.A.R.E. administration
- **Week of June 17** -- Registration opens for the Annual Meeting
- **September 26-28** -- Annual Meeting in Minneapolis, Minnesota

What You Need to Know about the L.A.R.E. This Year and Next Beginning this December, administration dates have been extended by one day so that candidates have two Saturdays, not just one, to take the exam.

North Carolina Makes It Easier for Qualified Candidates to Start the Exam Read an interview with the North Carolina Member Board Executive about how the jurisdiction and its candidates are benefitting from the Board's slightly different interpretation of a law related to approving applications.

More Candidates Are Using the Council Record to Apply for Initial Licensure With Council Record transmittals on the rise, Boards and candidates can realize time savings and efficiencies.

Colorado Pursuing Statewide "Welfare Study" Using CLARB's "Definition of Welfare" is helpful in fending off potential attacks and/or consolidation because it demonstrates the connection between practice and impact and provides important new justification for continued regulation.

"Healthy Living Through Design" Highlighted During National Landscape Architecture Month ASLA's theme calls attention to the fact that involving landscape architects in community design has a positive impact on the welfare and well-being of people, a finding that is documented in CLARB's "Definition of Welfare."

In the Community Leverage your connection to the CLARB community; CLARB welcomes a new MBE; a CLARB member joins the LA CES Administrative Committee; the Virginia Board launches a Facebook fan page; April 26 is the last day to download Spring Meeting materials; don't forget to update CLARB's mailing address in your database.

What You Need to Know about the L.A.R.E. This Year and Next

Now that the April administration is complete, it's

time to look ahead at what information is important for CLARB members to know about upcoming administrations.

As a reminder, all four sections of the exam will be offered during each administration. This change was implemented based on feedback CLARB received from exam candidates about having more access to the exam.

NEW! Beginning this December, administration dates have been extended by one day so that candidates have two Saturdays, not just one, available for them to take the exam.

Please make sure your website contains updated L.A.R.E. information. Feel free to **link directly to the exam candidate section** of the CLARB website. If you need assistance with identifying what information should be updated, please contact **Rebecca Moden** or **Missy Sutton** at CLARB.

August Administration

- Dates: Monday, August 19 through Friday, August 30
- Registration will be open Monday, May 13 through Friday, August 9.

December Administration

- Dates: Monday, December 2 through Saturday, December 14
- Registration will be open Monday, August 26 through Friday, November 22.

2014 Administrations

- Monday, March 31 through Saturday, April 12
- Monday, August 18 through Saturday, August 30
- Monday, December 1 through Saturday, August 13

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North Carolina Makes It Easier for Qualified Candidates to Start the Exam

CLARB Communications Coordinator Missy Sutton recently conducted a phone interview with Barbara Geiger, the North Carolina Member Board Executive, about what the jurisdiction has done to make it easier for candidates to start the exam and the benefits that candidates as well as the North Carolina Board and staff members are recognizing as a result of the change.

Missy: Previously, your jurisdiction required that candidates be pre-approved in order to take the L.A.R.E. When your Board decided to move away from pre-approval, were any changes necessary to the rules, regulations or laws?
Barbara: No, we did not change any rules, regulations or laws.

Missy: Why did North Carolina decide not to require pre-approval anymore?

Barbara: We made this change based on the statistics that CLARB provided via its "Determinants of Success" research. The research indicated that candidates perform better on the exam when they take the exam right out of school. Also, the Board realized that it made sense to go ahead and let candidates start the process because the reality is they're probably working on getting their experience any way. Finally, we saw the benefits for CLARB to administer the entire exam. Not having to deal with pre-approval was a good way to alleviate administrative tasks which means the staff can focus on things that are more important to the Board as they relate to regulation of the profession, not completion of the exam.

Missy: If no changes to your rules, regulations or laws were necessary, how were you able to eliminate pre-approval?
Barbara: The Board decided to use a slightly different interpretation of the law that relates to pre-approval. When pre-approval was required for the L.A.R.E., the Board reviewed an individual's application before the individual began the exam process. Now the Board reviews the candidate's application for licensure after he/she has successfully completed the L.A.R.E. Once receiving this application, the Board examines a candidate's total package of qualifications based on requirements specified in the law that include verification that the applicant shall:

- be at least 18 years of age;
- be of good moral character;
- be a graduate of a LAAB accredited collegiate curriculum in landscape architecture; and
- have at least four years of experience in landscape architecture.

If these standards have been met and the L.A.R.E. successfully completed, the application is approved. In essence, the way the Board now interprets the law is that the Board is "examining" the total record of the candidate, not approving someone to sit for the exam.

Missy: Why did the Board feel confident in this different interpretation of the law?
Barbara: The Board felt confident that this different interpretation created no danger to the public's health, safety and welfare.

Missy: When did you implement the change?
Barbara: We implemented the change before the September 2012 L.A.R.E. administration.

Missy: How has this change helped your staff?
Barbara: More applicants are using the Council Record to apply for licensure which means the majority of information comes in at one time. No more tracking bits and pieces of information as it comes in; all necessary information is available at the staffs' fingertips. Also, North Carolina requires the same number of employer verifications and professional references as CLARB does for the Council Record so there is no need for the Board to follow up with the applicant to request additional information. All of the necessary information is contained in the Council Record transmittal. And the fact that CLARB has already verified the information in the Council Record means staff has very little additional work to do to prepare an applicant's information for review by the Board.

Missy: How has this change helped your Board?
Barbara: Board Members can review applications sooner because all of the necessary information is available sooner to the Board. Now that applicants have passed the L.A.R.E. prior to the Board reviewing applications, the Board can approve applications with greater confidence. Before, the Board may have only had an applicant's education, employment, and/or professional references to evaluate. Now, the Board knows that an individual has completed the L.A.R.E. and demonstrated minimal competency.

Missy: How has this change helped your candidates?
Barbara: The Board and staff have heard from candidates that they like being able to take the exam sooner rather than later. Also, they don't have to provide us college transcripts, employer verifications or professional references since those are all contained in the Council Record transmittal. Their applications can be reviewed sooner because most if not all of the information the Board needs is coming to us via the Council Record transmittal. Also, candidates

are able to acquire the required experience concurrently with taking the exam which shortens the timeline to become licensed.

<u>Missy:</u> Thank you for your time Barbara. The information you have shared will be helpful for other CLARB members.
<u>Barbara:</u> We are always happy to help!

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More Candidates Using the Council Record to Apply for Initial Licensure

Last month we recognized 117 exam candidates who completed the L.A.R.E. following the December 2012 administration. Since getting their exam results in January, 45 percent -- almost half -- of these candidates have transmitted their Council Record in support of initial licensure. CLARB predicts that the number of candidates who request initial licensure transmittals will continue to increase since exam candidates start a Council Record during the exam registration process.

Since most of the information Boards need to approve applications is contained in the Council Record, utilizing the Record is a win-win for everyone. Candidates compile their professional history once; CLARB verifies and stores the information; and Boards receive the verified information via a secure electronic transfer.

If your Board would like assistance with determining how best to utilize the Council Record for application approval, please **contact Rebecca Moden** at CLARB.

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Colorado Pursuing Statewide "Welfare Study"

With the support of the Colorado Board, CLARB and longtime CLARB volunteers, the Colorado ASLA Chapter is pursuing a statewide "welfare study" to support the case for sunset review. The Colorado chapter is proceeding with the study after receiving an ASLA grant to conduct its localized study of the "welfare" impacts identified in CLARB's **"Definition of Welfare"** research.

Using the "Definition of Welfare" is helpful in fending off potential attacks and/or consolidation because it demonstrates the connection between practice and impact and provides important new justification for continued regulation.

If your Board would like assistance with utilizing the "Definition of Welfare" research to strengthen rules, regulations and law, please **contact Veronica Meadows** at CLARB.

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"Healthy Living Through Design" Highlighted During National Landscape Architecture Month

It's April which means it's National Landscape Architecture Month in the United States. Around the globe it's known as World Landscape Architecture Month.

The American Society of Landscape Architects theme this year is "Healthy Living Through Design" and numerous events are planned throughout the month to educate the public about how the profession can help address serious health and quality of life issues including reducing childhood obesity, cleaning the air, greening the streets, and urging people to take advantage of parks and landscapes. By incorporating "Live, Work, Play" elements in community design, landscape architects produce communities that promote increased physical activity and rich social, economic and environmental benefits which have a positive impact on the welfare and well-being of people, a finding that is documented in CLARB's **"Definition of Welfare."**

The Canadian Society of Landscape Architects also sponsors a World Landscape Architecture Month program. The purpose of the CSLA program is to provide resources to bring local and national recognition and awareness to the profession and works of landscape architecture in Canada; encourage public participation and interest in events and activities related to landscape architecture; and encourage people (particularly young people) to consider a career in landscape architecture.

To find out about events in your area, visit the **ASLA** and **CSLA** websites.

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In the Community

Leverage Your Connection to the CLARB Community
Do you have a dilemma and want to know how other Boards would handle the matter? Do you need to quickly get feedback from your peers? Here's how CLARB can help:

- Submit your question/dilemma to **Missy Sutton** at CLARB.
- Specify to whom (Member Board Executives, Member Board Members, and/or Member Board Staff Members) your question/dilemma should be directed.
- Specify by when you need information/responses.

CLARB will send an email on your behalf and will provide recipients with your contact information so they may contact you directly. Being able to easily connect with and get information from your peers is one of the many **benefits of being a CLARB member**.

CLARB Welcomes a New Member Board Executive (MBE)
Please join us in welcoming David Brim! David recently became the new MBE in Illinois.

CLARB Member Joins the LA CES Administrative Committee
Allison Fleury, a member of the Wyoming State Board of Architects and Landscape Architects, has been appointed as the CLARB representative to serve on the LA CES Administrative Committee. Along with the Application Review and Monitoring committees, the Administrative Committee is one of three volunteer groups that support the effective operation of LA CES. The

Administrative Committee's job is to manage and oversee the program and its committees. Allison will serve a two-year term.

Another CLARB Member Joins Social Media
Congratulations to the Virginia Board for launching its **Facebook fan page** this month. The Virginia Board joins other CLARB Members such as the **Kansas Board** and the **British Columbia Board** that provide a relevant medium for sharing information with -- and hearing from -- exam candidates and licensees. Before launching the Facebook page, Kate Nosbisch, Virginia's Member Board Executive, consulted with CLARB about the pros and cons of social media. If your Board is considering "dipping its toes" in the social media water, feel free to **contact CLARB** for additional information.

Last Chance to Download Spring Meeting Materials
Spring Meeting materials will be available until Friday, April 26. Be sure to **visit the "Meeting Materials" page** by then if you wish to download any materials including the "Post-Meeting Wrap-Up Video" which is an excellent resource for anyone who was not able to attend the meeting.

Update CLARB's Mailing Address
It's been one year since CLARB moved to its new office in Reston, Virginia. Please make sure that your database has been updated with our new mailing address because mail will no longer be forwarded to CLARB. CLARB's address is 1840 Michael Faraday Drive, Suite 200, Reston, Virginia 20190.

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This email was sent to: **suttonm@clarb.org**

This email was sent by: Council of Landscape Architectural Registration Boards
1840 Michael Faraday Drive, Suite 200 Reston, VA 20190 USA

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Landscape Architect Registration Examination (LARE)
California and National Pass Rates

2012	September							December						
	California			National*				California			National*			
	(1) Total	(2) Pass	(3) %	(1) Total	(2) Pass	(3) %	(4) Diff.	(1) Total	(2) Pass	(3) %	(1) Total	(2) Pass	(3) %	(4) Diff.
1-Project and Construction Administration	50	37	74%	251	195	78%	-4%							
2-Inventory and Analysis	51	35	69%	291	211	73%	-4%							
3-Design								53	41	77%	369	252	68%	9%
4-Grading, Drainage and Construction Documentation								51	24	47%	333	150	45%	2%

2013	April 8-20							August 19-30							December 2-14						
	California			National*				California			National*				California			National*			
	(1) Total	(2) Pass	(3) %	(1) Total	(2) Pass	(3) %	(4) Diff.	(1) Total	(2) Pass	(3) %	(1) Total	(2) Pass	(3) %	(4) Diff.	(1) Total	(2) Pass	(3) %	(1) Total	(2) Pass	(3) %	(4) Diff.
1-Project and Construction Administration																					
2-Inventory and Analysis				Not Available							Not Available							Not Available			
3-Design																					
4-Grading, Drainage and Construction Documentation																					

New LARE first administration September 2012.
Section 1 and 2 only were administrated in September 2012.
Section 3 and 4 only were administrated in December 2012.

(1) Total number of candidates that took the exam.
(2) Number of candidates that passed the exam.
(3) Percentage of candidates that passed the exam.
(4) The difference between the California pass rate and the National pass rate. An (-) indicates California's pass rate is lower than the National rate.

Agenda Item I

UPDATE ON UNIVERSITY OF CALIFORNIA (UC) EXTENSION CERTIFICATE PROGRAM TASK FORCE

1. Approve Appointment of UC Los Angeles Site Review Team Member

2. Discuss and Possible Action on Extension Certificate Program Review/Approval Procedures

3. Review and Approve UC Berkeley Extension Certificate Program Site Review Team Recommendation

4. Review and Approve UC Los Angeles Extension Certificate Program Site Review Team Recommendation

APPROVE APPOINTMENT OF UC LOS ANGELES SITE REVIEW TEAM MEMBER

Andrew Bowden, Vice Chair of the Landscape Architects Technical Committee (LATC), appointed Joseph Ragsdale, Landscape Architect, to the University of California (UC) Extension Certificate Program Task Force on February 7, 2013. Mr. Ragsdale has been a landscape architect in California since September 9, 1995. He is currently the Interim Department Head and an Associate Professor for the Landscape Architecture Department in California Polytechnic State University, San Luis Obispo. Mr. Ragsdale joined the UC Los Angeles site review team.

Visiting team members are identified by the Task Force and structured to include three categories of evaluators:

1. **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 and associate professor
2. **LATC members** (current or former)
3. **Landscape architecture practitioners** who are licensed landscape architects and have at least five years of practice experience

LATC is asked to approve the appointment of Joseph Ragsdale to the UC Extension Certificate Program Task Force.

ATTACHMENT:
1. Notice of Appointment For Joseph Ragsdale

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

Arnold Schwarzenegger
GOVERNOR

February 7, 2013

NOTICE OF APPOINTMENT

I, Andrew Bowden, by the power vested in me by the Landscape Architects Technical Committee (LATC), hereby appoint Joseph Ragsdale, Landscape Architect, to the University of California Extension (UC) Certificate Program Task Force (Task Force).

Members of the Task Force are selected for their expertise in the landscape architecture program, profession, and instructional background. Each member will be appointed to a site review team and visit a campus for review in accordance with California Code of Regulations 2620.5, Requirements for an Approved Extension Certificate Program.

At this time, Mr. Ragsdale will serve as an alternate member of the UCLA site review team, currently scheduled to conduct the review on April 22-26, 2013. Duties and responsibilities could include follow up or other participation with the Task Force as it relates to the UCLA review, or as needed. Site review team members will act as a liaison between LATC and the institution seeking approval for its program and may make recommendations to the LATC.

This appointment shall be effective immediately.

ANDREW BOWDEN
Landscape Architects Technical Committee, Vice Chair

DISCUSS AND POSSIBLE ACTION ON EXTENSION CERTIFICATE PROGRAM REVIEW/APPROVAL PROCEDURES

The Landscape Architects Technical Committee (LATC) conducted site reviews of the University of California, Berkeley (UCB) and University of California, Los Angeles (UCLA) extension certificate programs in April 2013. After the site reviews, staff identified the need for modifications to the newly-developed Review/Approval Procedures.

The Review/Approval Procedures currently require LATC to vote on a program's candidacy status by reviewing the Self-Evaluation Report (SER) and the Visiting Team Report. Since the Visiting Team Report addresses all of the material in the SER, staff recommends that the LATC approval be based on reviewing the Visiting Team Report, the Advisory Recommendation to the LATC, and the institutional response, and for the Review/Approval Procedures to be updated accordingly.

Additionally, the Review/Approval Procedures currently require the LATC to send the Visiting Team Report and institutional response to the LATC members at least three weeks before the next scheduled LATC meeting. Due to varying time-frames of the site reviews in relation to the following LATC meeting, staff recommends that the three-week requirement should be changed to require that the Visiting Team Report, the Advisory Recommendation to the LATC, and the institutional response be sent to the LATC members prior to the next scheduled LATC meeting, and for the Review/Approval Procedures to be updated accordingly.

The LATC is asked to discuss the recommended modifications to the Review/Approval Procedures and take possible action.

ATTACHMENT:
1. Review/Approval Procedures (with recommended modifications shown in <u>underline</u> for insertion, and ~~strikeout~~ for deletion)

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Review/Approval Procedures

Landscape Architects Technical Committee

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

May 22, 2013

Purpose

Mission

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

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

Overview and Educational Preparation for Licensure

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

licensure for candidates within the State of California who might not find it feasible to pursue a regular degree-level program.

Academic Quality

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

Definitions, Interpretation and Application

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

Approval Period – The period of time between review cycles.

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

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

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

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

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

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

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

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

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

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

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

Shall…is defined as mandatory.

Should…is defined as prescriptive.

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

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

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

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

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

Minimum Requirements for Achieving and Maintaining LATC Approved Status

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

A regulatory proposal to amend California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, is currently pending approval. The proposed regulatory language states the following:

"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 by the Western Association of Schools and Colleges 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 administrator shall be a California licensed landscape architect.

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

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety, and welfare:
   (1) History, theory and criticism
   (2) Natural and cultural systems including principles of sustainability
   (3) Public Policy and regulation
   (4) Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
   (5) Site design and Implementation: materials, methods, technologies, application
   (6) Construction documentation and administration
   (7) Written, verbal and visual communication
   (8) Professional practice
   (9) Professional values and ethics
   (10) Plants and ecosystems
   (11) Computer applications and other advanced technology

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

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

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

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

(n) A program shall meet the following requirements for its instructional personnel:
   (1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.
   (2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
   (3) The program administrator shall be at least .5 time-base.
   (4) The program administrative support shall be 1.0 full-time equivalence.

(o) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:
   (1) Verification of continued compliance with minimum requirements;
   (2) Any significant changes such as curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
   (3) Current enrollment and demographics; and
   (4) Progress toward complying with the recommendations, if any, from the last approval.

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

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

The Board will either grant or deny an application. When specific minor deficiencies are identified during evaluation of an application, but the institution is substantially in compliance with the requirements of the Code and this Division, a provisional approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to correct those deficiencies identified. A provisional 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 or the provisional approval to operate has been extended for a period not to exceed 24 months if the Board is satisfied that the program has made a good faith effort and has the ability to correct the deficiencies.

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

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

A program approved by LATC shall:
  a. Continuously comply with LATC approval standards;
  b. Pay the biennial sustaining and other fees as required; and
  c. File complete annual reports.

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

STANDARDS

Standard 1: Program Mission and Objectives

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

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

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

Assessment 1: 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?

Assessment 2: Does the mission statement take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture?

Assessment 3: Does the program's literature fully and accurately describe the program's philosophy and objectives?

Assessment 4: Does the program title and degree description incorporate the term "Landscape Architecture?"

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

Assessment 2: Does the program 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?

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

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

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

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

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

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

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

Assessment: Is the program information accurate?

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

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

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

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

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

Assessment 3: Does the program administrator exercise the leadership and management functions of the program? Does he/she have the primary responsibilities for developing policies and procedures, planning, organizing, implementing, and evaluating all aspects of the program?

Assessment 4: Is the educational program established in an educational institution which has a four-year educational curriculum and either is approved by the Western Association of Schools and College or is an institution of public higher education as defined by Section 66010 of the Education Code?

Assessment 5: Does the program meet the following requirements for its instructional personnel:
> *(1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.*
> *(2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.*
> *(3) The program administrator shall be at least .5 time-base.*
> *(4) The program administrative support shall be 1.0 full-time equivalence.*

Assessment 6: Is the program administrator a California licensed landscape architect?

Assessment 7: Has an organizational chart been provided that clearly identifies the relationships, lines of authority and channels of communication within the program and with the institution that supports it?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 3: Professional Curriculum
The certificate curriculum shall include the core knowledge skills and applications of landscape architecture.

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

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

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

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

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

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

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

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

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

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

Assessment 6: Does the program consist of at least 90 quarter units or 60 semester units?

C. Syllabi. Syllabi are maintained for all required courses.

Assessment 1: Do syllabi include educational objectives, learning outcomes, 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:

Assessment 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.

Assessment 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.?

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

Standard 4: Student and Program Outcomes.
The program shall prepare students to pursue careers in landscape architecture.

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 5: Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment 2: What is the rate of faculty turnover?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment 1: Are collections adequate to support the program?

Assessment 2: Do courses integrate library and other resources?

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

REVIEW AND APPROVAL PROCEDURES

Initiating Review and Approval

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

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

Candidacy Status

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

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

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

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

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

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

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

Self-Evaluation Report

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

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

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

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

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

LATC Certificate Program Review Committee/Visiting Team

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

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

> **LATC Member** (current or former)

> **Landscape architecture practitioners** who are licensed landscape architects and have at least five full years of practice experience.

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

Exceptions to these criteria must be approved by the LATC.

Visiting Team Selection

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

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

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

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

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

Pre-Visit Responsibilities: Visiting Team

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

Pre-Visit Responsibilities: Program

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

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

Day 1

8:30 am	Breakfast with certificate program administrator
9:30 am	Familiarization tour of the landscape architectural facilities. Tour should be brief.
10:30 am	Meet with the chief administrator of the unit in which the certificate program is located
11:00 am	Meet with the immediate supervisor of the landscape architecture certificate program administrator.
12:00 Noon	Lunch
1: 30 pm	Team meets with landscape architecture certificate program administrator to finalize schedule and to discuss the program in general
3: 00 pm	Executive session: confirm team member assignments and plan how the team will conduct interviews and various meetings that will take place during the visit.
4:30 pm	Curriculum review by faculty to visiting team. Reviews how program accomplishes its mission through the curriculum and a review of student work from each class and sequence.
6:00 pm	Dinner
7:00 pm	Interviews with students and faculty. Student interviews should be conducted with students grouped by year. It is recommended that student interviews take place before faculty interviews. Faculty interviews are usually a series of individual interviews at half-hour intervals, to discuss impressions of the program--strengths, weaknesses, faculty input, and faculty development. Group faculty interviews can be conducted if more acceptable to the faculty and the team.

Day 2

8:30-11:30 am   Review of student work and facilities. Additional interviews as necessary.

11:30 am   Inspection of library and other supporting facilities, e.g., computing center, special services, etc.

12:30 pm   Lunch with recent graduates and practitioners, to be arranged at the discretion of the team and the school. Opportunity to evaluate graduates' satisfaction with the educational process and the degree to which the program prepared them to perform entry-level functions.

2: 00 pm   Team meets in executive session to review findings.

6:00 pm   Dinner with faculty.

8:00 pm   Additional interviews with students and faculty.

Day 3

8:30 am   Breakfast meeting with program administrator.

9:30 am   Team meets in executive session to compile draft report and advisory recommendations.

12:00 Noon   Lunch. Review of the team's findings with the program administrator, the chief administrator and the immediate supervisor of the landscape architecture program administrator.

3:00 pm   Team departs from campus.

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

The team members meet in several executive sessions over the course of the visit to prepare a complete report in draft form, and to decide on an advisory recommendation to LATC on the program's approval status. The content of this report, except the advisory recommendation, is discussed with the appropriate administrator as well as the certificate program administrator, particularly in regard to strengths and weaknesses of the program, recommendations affecting approval, and suggestions for program improvement. It is important to note to the administrators that all of the information discussed verbally is in draft form until it has been reviewed, approved, and distributed by LATC. This draft is not to be copied for the program.

Visiting Team Report

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

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

Institutional Response

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

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

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

Vacating of Application for Accreditation

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

LATC Review and Decision

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

Any adverse approval decision, defined as either "LATC Certificate Program Approval denial," or "withdrawal of LATC Approval," will be substantiated with specific reasons, and program

administrators will be notified of their right to appeal any such decision (see Appeal Process). A program that has not been granted approved status, or a program from which approval has been withdrawn, may reapply for approval when its administrators believe the program meets current requirements.

LATC Actions

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

LATC can take the following actions:

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

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

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

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

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

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

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

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

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

Notification of LATC Action

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

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

Confidentiality

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

Reference to LATC Certificate Program Approval

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

Delaying a scheduled LATC Certificate Program Approval Visit

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

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

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

Rescheduling Visit

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

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

Term of LATC Certificate Program Approval

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

Annual Reports and Other Reports

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

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

    b. Current enrollment

    c. Number of graduates for the current year

    d. Report on employment for previous year's graduates

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

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

Policy on Substantive Change

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

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

1. The program title and certificate description incorporate the term "Landscape Architecture."
2. The parent institution is accredited by the institutional accrediting body of its region.
3. There is a designated program administrator for the program under review.

Other Reports

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

Maintaining Good Standing

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

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

Suspension of LATC Certificate Program Approval

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

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

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

Withdrawal of LATC Certificate Program Approval

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

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

THE APPEAL PROCESS

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

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

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

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

Agenda Item I.3

REVIEW AND APPROVE UC BERKELEY EXTENSION CERTIFICATE PROGRAM SITE REVIEW TEAM RECOMMENDATION

The Landscape Architects Technical Committee (LATC) reviews and approves extension certificate programs that meet specific standards pursuant to California Code of Regulations (CCR) section 2620.5, Requirements for an Approved Extension Certificate Program. LATC last conducted a site review of the University of California, Berkeley (UCB) Extension Certificate Program in 2006. Subsequent to this review, the program's approval period was extended to December 2013.

In January 2013, the LATC sent the Self-Evaluation Report (SER) to the UCB Extension Certificate Program to complete. The SER was returned on February 28, 2013. LATC staff reviewed the SER and forwarded it to the visiting team members prior to the site review. The site review was conducted on April 8 – 10, 2013.

The UCB Visiting Team Report was forwarded to the extension certificate program for response. The program was asked to respond to any standard that was assessed as "met with recommendation" or "not met." The response from UCB was received by LATC and forwarded to LATC members prior to today's meeting.

According to the LATC Review/Approval Procedures, LATC can take the following actions:

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

Provisionally Approved LATC Certificate Program
Granted when one or more standards are met with recommendation and the cited deficiencies are such that continued overall program quality or conformance to standards is uncertain. Provisional approval may be granted up to two years.

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

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

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

The site review team recommended approval for the program. Christine Anderson, Task Force Chair, will present the results of the site review and answer any questions.

The LATC is asked to review the LATC Visiting Team Report, Advisory Recommendation to the Landscape Architects Technical Committee, and UCB Extension Certificate Program in Landscape Architecture Response to Summary of LATC Recommendations and Suggestions and to take action on the site review team recommendation.

ATTACHMENTS:
1. LATC Visiting Team Report
2. Advisory Recommendation to the Landscape Architects Technical Committee
3. UCB Extension Certificate Program in Landscape Architecture Response to Summary of LATC Recommendations and Suggestions

LATC Visiting Team Report

April 8-10, 2013

Landscape Architecture Extension Certificate Program
University of California, Berkeley Extension
95 Third Street
San Francisco, California 94103

Visiting Team Members

Patrick D. Caughey
Linda Gates
Lee-Anne S. Milburn

Schedule for Site Review Visit

<u>Schedule for LATC Visiting Committee</u>

Monday April 8, 2013
1:00PM – Visiting Committee arrives at UC Extension Art & Design Center
Welcome and introductions followed by facilities tour of Art & design Center with Landscape Architecture Program Director
2:15-2:30PM – Break
2:30 -4:15PM – Visiting Committee meets with Dean of UC Berkeley Extension and subsequently with the Director of UC Extension Department of Art & Design (45 minute meetings)
4:15-4:30PM – Break
4:30PM – Visiting Committee meets with Landscape Architecture Program Director to formalize schedule for remainder of visit
5:30PM – Visiting Committee Executive Session

Tuesday April 9, 2013
8:30AM – Breakfast at Art & Design Center - Visiting Committee, Landscape Architecture Program Director and Program Coordinator(s)
9:00AM – Student work presented to Visiting Committee. Brief facilities tour if required
10:00-10:15AM – Break
10:15-12:00PM – Curriculum review with Program director and selected instructors
12:00-1:15PM - Lunch at Art & Design Center - Visiting Committee, recent program graduates, and graduate in professional practice
1:15-1:30PM – Break
1:30PM – Visiting Committee meets with students and instructors. Student meetings at 15 minute intervals and instructor meetings at 30 minute intervals
3:15-3:30PM – Break
3:30PM – Visiting Committee meets with students and instructors. Student meetings at 15 minute intervals and instructor meetings at 30 minute intervals
5:30-6:30PM – Reception at Art & Design Center - Visiting Committee, students, alumni, instructors, recent program graduates, and advisory board members
6:30PM – Visiting Committee Executive Session

Wednesday April 10, 2013
10:00AM – Visiting Committee meets with Art & Design Department Director to share findings
11:00AM – Visiting Committee meets with Landscape Architecture Program Director to share findings
12:00-1:00PM – Lunch near Art & Design Center – Landscape Architecture Program Director and Coordinators
1:30PM – Visiting Committee Departs

PART I
OVERALL ANALYSIS
Introduction

The following report was prepared in response to a request from the State of California Landscape Architects Technical Committee (LATC) for a certification review of the University of California (UC) Berkeley Extension program in San Francisco. The visit occurred on April 8, 9 and 10, 2013.

The visiting team included:
Dr. Lee-Anne Milburn - Chair of the California State Polytechnic University Pomona
Linda Gates - Private Practitioner with Gates and Associates and former LATC Board Member
Pat Caughey - Private practitioner with Wimmer Yamada and Caughey.

Since 1891, UC Berkeley Extension has been the continuing education arm of the UC Berkeley campus. The mandate for UC Berkeley Extension has always been to provide the surrounding communities with an education that combines the high academic standards set forth and regulated by the University of California, Berkeley with real world experience and application. The program provides an opportunity for individuals who, due to other professional, financial and/or personal responsibilities cannot attend a full-time academic program.

The Certificate Program in Landscape Architecture was created during the 1981-1982 academic year with the first class offered in Fall semester 1982. By the time of the first course offering, the State Board granted interim approval to the curriculum. Subsequently, it was approved by the UC Berkeley Extension Academic Policy Committee, the campus faculty of the UC Berkeley Department of Landscape Architecture and Environmental Planning and the UC Berkeley Academic Senate. Final State Board approval was received in September of 1983. Since that date, the Landscape Architecture Certificate Program has consistently and successfully met the established criteria. Subsequent reviews have been conducted and approval was granted in 1990, 1995, 2001, and again in 2006.

The Certificate Program in Landscape Architecture was initially comprised of 13 required courses totaling 690 instruction hours. Earning the Certificate in Landscape Architecture now requires successful completion of 20 required courses and two units of electives (63 semester units/945 hours of instruction.) Students take courses on a part-time basis, completing the program on average in four years. In the past, a full-time sequence of courses was available to meet the requirements of international students who generally completed the program in less than three years. However, because of timing, scheduling, and VISA requirements issues, as of 2011, the certificate is no longer being offered to international students.

By graduation this May, 128 certificates will have been issued since the last review in 2006, bringing the overall total since the program was created to 458 certificates.

It is apparent that the program has performed well over the past six years and has made great strides in improving the curriculum, facility and staff support. The program has been lead with great energy and commitment by JC Miller, an alumnus and local practitioner, who will be replaced this month by a long time instructor, Eddie Chau. The Dean and Director of Art and Design are clearly committed to the success of the program, and willing to provide the

necessary support to see it be more sustainable in the future. The students were extremely positive about the program, considering the instructors, timing of courses, and part-time nature of the program as its most significant strengths. The instructors are passionate advocates, hard working, and qualified to teach and mentor their unique students.

The report includes specific recommendations, suggestions and general comments to the current program. In general we are in full agreement that the program has met the minimal criteria to continue the accreditation requirements of the LATC.

There are specific areas where we see a need for improvement and have noted such within the recommendations. A number of suggestions are also provided that would also improve the overall quality of the program. The quality of any education program is first based on the quality of the faculty. The UC Berkeley Extension program has a demonstrated depth of faculty experience in all facets of the profession. This provides an excellent basis for the delivery and mentoring opportunity for knowledge necessary to practice the profession and eventually obtain licensure.

Of the five recommendations offered within this report the most critical in our review is the review, development and implementation of an improved salary scale for faculty through overhead reductions, incremental fee increases and improved efficiency of class schedules. The development of a long-term strategic plan and "brand" for the program is also clearly necessary to increase its sustainability in a "self-support" system, as are modifications to the current curriculum to leverage the strengths of the program and its location in the Extension division.

Please feel free to contact any of the visiting team upon review of the report.

It has been our pleasure to meet with staff, students and faculty of the UC Berkeley Extension Landscape Architecture Certificate program over the past three days. We hope to see this program reach a higher standard of education critical in the current profession.

Confirmation that Minimum Requirements for Approval are Satisfied

A regulatory proposal to amend California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, is currently pending approval. The proposed regulatory language states the following:

"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 by the Western Association of Schools and Colleges or is an institution of public higher education as defined by Section 66010 of the Education Code.

Yes

(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.

Yes

(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.

Yes

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

Yes

(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.

Yes

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

Yes

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

Yes

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

Yes

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety, and welfare:
(1) History, theory and criticism
(2) Natural and cultural systems including principles of sustainability
(3) Public Policy and regulation
(4) Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
(5) Site design and Implementation: materials, methods, technologies, application
(6) Construction documentation and administration
(7) Written, verbal and visual communication
(8) Professional practice
(9) Professional values and ethics
(10) Plants and ecosystems
(11) Computer applications and other advanced technology

Yes

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

Yes

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

Yes

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

Yes

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

Yes

(n) A program shall meet the following requirements for its instructional personnel:
(1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.

(2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
(3) The program administrator shall be at least .5 time-base.
(4) The program administrative support shall be 1.0 full-time equivalence.

Yes

(o) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:
(1) Verification of continued compliance with minimum requirements;
(2) Any significant changes such as curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
(3) Current enrollment and demographics; and
(4) Progress toward complying with the recommendations, if any, from the last approval.

Yes

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

Yes

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 approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to correct those deficiencies identified. A provisional 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 or the provisional approval to operate has been extended for a period not to exceed 24 months if the Board is satisfied that the program has made a good faith effort and has the ability to correct the deficiencies.

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

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

A program approved by LATC shall:
a. Continuously comply with LATC approval standards;
b. Pay the biennial sustaining and other fees as required; and
c. File complete annual reports.

Review of Each Recommendation Affecting Approval Identified by the Previous Review in 2007

Recommendation 1: The complete Extension program description should be in the online catalog, including the program mission statement, objectives and program curriculum.

The necessary information is available in the online catalog.

Recommendation 2: The Extension program requires a full time administrator and dedicated staff personnel assigned to career counseling and placement; tracking and maintenance of alumni; distribution of materials; deal with day-to-day student issues; address needs of prospective students; develop and maintain an interactive, dedicated website; create student and alumni database system; build continuity within the program; and build relationships with instructors, students and administrators. The Extension program administrator should be full time in addition to school hours (cover normal 8-5 work week in addition to night school hours).

The program director has a 70% appointment, and there is a full time program coordinator, and a part-time coordinator as well as a student assistant.

Recommendation 3: The Extension program should include a full time person for students to call for assistance and to assist in the coordination of staff and required staff resources.

The program coordinator has a full-time appointment.

Recommendation 4: The Extension program should include standard staff to student, staff to instructor, and instructor to student ratios concurrent with similar degree programs requiring equivalent units of study.

The program has a student: faculty ratio comparable or better than other programs in the State.

Recommendation 5: The Extension program should solicit feedback from instructional personnel in the budget and resource allocation process.

The program director is solely responsible for budget allocations for personnel, but allocates additional resources to support class instruction as needed or requested by the instructors.

Recommendation 6: The Extension program should have the flexibility to hire additional personnel and allocate resources as needed to improve the program and stay current with the profession.

The program is able to hire personnel as funding is available and resources are needed.

Recommendation 7: The Extension program should have some means of discretionary funding. Extension's administration should allow the Landscape Architect Extension program to develop a program and mechanisms for raising money over and above general Extension budgeting.

Funding is allocated based on the director's proposed budget, so discretionary funding is

under the program's control in so much as it meets the overhead requirements for the division.

Recommendation 8: Resources should be shared with the University such as the UC lecture series, complimentary classes, job placement, and student advising. The University is fiscally responsible for Extension and therefore should assist in creating a better relationship with the two campuses.

The program continues to function separately and distinctly from the UC programs, and rarely shares resources.

Recommendation 9: Lack of administrative support limits the ability to track and evaluate any of the above. This would require additional staff support for compliance. See Section 2 for further information.

Additional staff support has been provided since the last visit.

Recommendation 10: The University and Extension Program must provide appropriate facilities for student use. Most critical to this item are providing acoustic and lighting improvements in all lab and classroom space, and the funding of up-to-date studio design and presentation software and equipment needed to keep pace with the rapidly evolving profession.

Acoustics, lighting, software and equipment are all up to current standards in the profession and academic sector.

Review of Each Suggestion for Improvement from the Previous Review in *2007*

Suggestion 1: There should be a continued effort amongst staff, faculty, the advisory board and students to review and discuss the mission and objectives of the Extension program so that it remains current with the profession of landscape architecture.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 2: The mission statement should be updated to integrate sustainability as a fundamental part of landscape architecture and a necessary concern of the practicing professional.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 3: The mission statement and brochure should encourage opportunities for related coursework outside the program in extension and the main campus. Related courses should be listed and easily available to students for supplementing the program's core curriculum.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 4: The mission statement should be repeated wherever students get information about the program.

The branding process for the program will be developed during the next administration.

Suggestion 5: The mission statement should include "the art of design" – the less tangible component of the process.

The branding process for the program will be developed during the next administration.

Suggestion 6: The mission statement should underscore the uniqueness of this extension program among other educational opportunities and entries into the profession.

The branding process for the program will be developed during the next administration.

Suggestion 7: The mission statement should be repeated wherever students get information about the Extension program.

See #4.

Suggestion 8: Market the Extension program as continuing study for existing landscape architects in addition to new students of the profession.

The branding process for the program will be developed during the next administration.

Suggestion 9: Extension program literature should extend to existing professionals and allied professions to communicate the scope and instill respect and therefore support of the program.

The branding process for the program will be developed during the next administration.

Suggestion 10: Extension administration should address the program as distinct among all other programs under its purview requiring different skill sets among staff and physical plant requirements.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 11: The program needs more autonomy from the Extension administration in order to function as it should.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 12: The Extension program would greatly benefit from more direct support from the university.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 13: Extension program literature should include a phone number and contact information for a full time person associated with the program.

This has been addressed.

Suggestion 14: The website could be improved to include online career counseling and other improvements for the commuter student.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 15: A new curriculum development task force should be added to ensure that the Extension program meets current and future students needs.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 16: Information on financial condition and budgeting should be shared amongst instructors, staff and administration to facilitate good communication.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 17: If a student has no prior undergraduate degree, there may be additional "leveling courses" required for entry to the Extension program, (i.e. English Composition, History, Science). The site visit team feels it is essential that an education in landscape architecture include the successful completion of basic general education courses in, at a minimum, basic English composition, basic mathematics, scientific method, and an introduction to the social sciences. As explained above, with its focus on second career adults most students posses an adequate extent of basic education. However, in a few cases current students do not enjoy any previous higher education experience and it is possible for such a student to complete the program void of this crucial background education. This situation could be corrected by requiring all students entering the program without such prior college experience to complete additional education requirements prior to receiving their certificate.

This is no longer applicable with the new certification policies.

Suggestion 18: For students who may be looking for a particular focus in the profession based on their interest or prior career, supplementary courses should be encouraged from outside the Extension program to supplement the program resources (i.e. water hydrology, planning law, lighting design/photometrics, etc.).

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 19: The Extension program should consider a streamlined program for students with a related professional degree (i.e. architecture, civil engineering)

This is addressed through their waiver policies.

Suggestion 20: The Extension program should include allied coursework including art, architecture, earth sciences, graphic design, etc.

This is no longer applicable with the new certification policies.

Suggestion 21: Within the coursework students should be exposed to current California and federal codes and regulations. While currently offered in the required professional practices class, the site visit team believes the program would benefit from an increased exposure to the rules and regulations governing professional practice throughout the program.

This has been addressed.

Suggestion 22: The Extension program is relatively isolated in a setting with little exposure to related environmental design disciplines. Working in collaboration with other design professional and other professional interests is an experience common and essential to most landscape architectural practices, and the students in the program would benefit by working with students from other programs such as the interior design, graphic design, and art programs that share common classroom space.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 23: There should be a course that covers 20th century art, architecture and design history. It is not clear if these subjects are covered in the garden history courses. Art curriculum is limited in courses currently offered in the Extension program, and while students may take art classes at the main university, this is not in practice easy to do nor commonly done. As a program in the extension school department of Art and Design, additional exposure to art curriculum should be easily accomplished and would offer valuable benefit. The history of environmental design is only peripherally a part of the current curriculum. It is suggested that a class solely focused on the history of art, architecture and landscape architecture be considered.

This has been addressed.

Suggestion 24: There is a need for more formalized training in the various graphic computer technology applications that landscape architects typically use (Adobe Suite, PowerPoint, etc.). While advances have been made since 2001 in computer aided design and construction instruction in the program, the reliance on digital design and design illustration technology is accelerating in the profession, and without a greater commitment to advancing technology, the

program is vulnerable to failing its students in exposure to pertinent skills. The Extension program must continue to evolve its curriculum in these areas of developing technology.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 25: Consider an online AutoCAD instruction class and other online learning modules to facilitate the commuter student.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 26: Interdisciplinary studios could be developed to expose students to working in teams with varying orientations.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 27: Classes could be developed that build on existing lecture series (AIA, UC Berkeley, SPUR, Art Museum) that require students to attend, critique, evaluate, and expose students to other disciplines not currently available within the Extension program.

This has been addressed.

Suggestion 28: Sustainability should be integrated into the core curriculum in existing and/or new classes.

This has been addressed.

Suggestion 29: Emblematic of the Extension program's weakness in advancing technology is its current poor Internet presence and the lack of Internet connectivity in classrooms and student spaces. It is strongly suggested that the program implement and exploit current trends in information technology, including the opportunity to offer online classes for its many students that live far from campus.

This has been addressed.

Suggestion 30: Prerequisites have shifted around and course offerings changed over the past few years. The Extension program should settle down and keep its prerequisites consistent for a while to avoid student confusion and exasperating an already complex course sequencing.

This has been addressed.

Suggestion 31: Course offerings leave little room for flexibility in student scheduling. Additional offerings would be beneficial.

This has been addressed.

Suggestion 32: Develop a backup plan for when courses fall through due to instructor cancellation, including a streamlined hiring process when necessary. Develop a method of pre-approval of instructors for ranges of courses to allow for quick response to changing enrollment and other scheduling flexibility.

This has been addressed.

Suggestion 33: The Extension program should consider the use of short, intense training sessions in key curriculum offerings that would appeal to both practicing professionals desiring to gain continuing education and students willing to take vacation time to complete courses.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 34: Consider offering credit for independent study or special projects under a faculty advisor for specialized training.

This is not viable with the instructor team currently at 100% part-time.

Suggestion 35: Continue to implement a program of prerequisite tracking.

This has been addressed.

Suggestion 36: Consider other curriculum scheduling options such as short, intense sessions as a way of broadening the Extension program's appeal and compensating for unexpected breaks in the sequence of program offerings.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 37: Students could be encouraged to take more electives both within and outside the Landscape Architecture Extension program, specifically in related professions. There could be an elective offering for independent study to allow pursuit of specific interests. While it is currently possible for students in the program to take classes in other Extension program's curriculum and at the main University, this is not well known among the student body and is not stressed in the Landscape Architect Extension program. Students should be encouraged to take electives both within and outside the Landscape Architecture program, specifically in related professions.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 38: Use of Internet based study programs should be explored for commuter student's ease of access. However, this should not be used as a replacement for general studio work.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 39: Career placement is presently offered predominantly in the professional practice class taken late in a student's course schedule, or informally during one-on-one interviews with the administrator. Career counseling should be a more formalized program as an addition to the program.

This has been addressed.

Suggestion 40: While encouraged and promoted, internships and job placement should be more proactively developed, perhaps by offering course credit and requiring internship as part of the course curriculum.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 41: Formalize a process and purpose for the Advisory Board. The Extension program would also benefit from having guidelines for the Boards make-up board as well (i.e. number of public, private, and academic practitioners that sit on its advisory board).

This has been addressed.

Suggestion 42: Prepare a summary document of conclusions and actions related to the surveys returned. Engage the Dean in a review of these conclusions in addition to this Site Evaluation report for input on follow-up.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 43: As discussed above, a more formalized structure for the Advisory Board, including a formal mission statement, goals for member recruitment, standards of conduct, and a rigid meeting schedule would improve the effectiveness and authority of the Board and its function of setting standards for instruction and faculty.

This has been addressed.

Suggestion 44: Require critical thinking courses as a prerequisite to entering certificate track (specifically when students enter the program without any college credits). There should be some method by which students have some basic general education requirements included in their educational career.

This is no longer applicable with the new certification policies.

Suggestion 45: As a first step into the profession, a full credit portfolio class should be offered that includes resume writing, personal presentation skills, and technology base and traditional portfolio types.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 46: The program should pursue providing standard graphic technology coursework (examples: Adobe Creative Suite, SketchUp and similar technologies).

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 47: Require electives outside of the Extension program or additional exposure to other design professionals inside the program.

2 elective units are required.

Suggestion 48: Establish a viable and continuously running student chapter of ASLA.

This has been addressed.

Suggestion 49: Continue to proactively find opportunities for class project interaction with the

wider community at large.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 50: Create a more formalized student advising process in alignment with interests, coursework, skill sets and expectations for the future.

This has been addressed.

Suggestion 51: Explore a streamlined certificate program for allied first professional degrees. This would require personalized counseling.

Course waivers are available to students with appropriate experience or coursework.

Suggestion 52: Explore alternatives that provide more flexible class scheduling and more effectively promote student opportunities to complete Extension program requirements through classes offered elsewhere, including at the University.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 53: The Extension program should explore methods to list available classes and inform students of the ability to take classes outside of the Extension program particularly at the University's main campus.

This has been addressed.

Suggestion 54: The students would benefit from more firm postings, job fairs and lists of available internships. This could be a shared resource with the main campus.

This has been addressed.

Suggestion 55: Encourage cross-pollination with the main University campus.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 56: Encourage a greater degree of interaction and involvement with the main University campus.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 57: The Extension program should consider a formalized mentoring program for alumni to mentor students. There is high energy from the alumni that should be captured upon graduation.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 58: A mentoring program should be developed to formalize the opportunity for alumni to mentor currently enrolled students. This would capture the high enthusiasm and energy of the graduating alumni for feedback into the program.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 59: Consider creating a formal alumni association.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 60: Periodic surveys could be used to keep track of alumni accomplishments.

This has been addressed.

Suggestion 61: Breadth of allied disciplines should be exploited and more interaction with other disciplines should be encouraged.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 62: The Extension program should require more elective units and electives encouraged outside of the program.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 63: Explore the ability to use the main University or other lecture series opportunities as part of regular coursework.

This has been addressed.

Suggestion 64: The Extension program should encourage more instructional involvement from other disciplines.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 65: Textbooks and readers are all now housed and purchased through the main campus. This is an incredible inconvenience to Extension student and should be addressed.

This has been addressed.

Suggestion 66: Independent study courses should be an encouraged elective.

This is not a viable option with the Extension budget model.

Suggestion 67: No systematic evaluation of students and instructors – needs to be put into place.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 68: Course credit documentation of internship or outside service activities should be tracked.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 69: Implement a system to evaluate alumni, students and instructors on a regular

basis and track results.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 70: Provide dedicated locker space for all students.

This has been addressed.

Suggestion 71: Provide enough classroom space to allow for flexibility in scheduling and expansion of programs.

This has been addressed.

Suggestion 72: Provide dedicated lab space for upper division students (years 3, 4 and 5) to allow for larger projects and the ability to spread out drawings for more than one class session.

This has been addressed.

Suggestion 73: Provide adequate pin up space for all classrooms.

This has been addressed.

Suggestion 74: Provide permanent display space for each lab outside of the classroom and lab space.

This has been addressed.

Suggestion 75: Provide better drafting equipment for large work, specialty work and group projects.

This has been addressed.

Suggestion 76: Provide a wireless network for student use.

This has been addressed.

Suggestion 77: Pursue a system by which books could be cataloged over the web and shared between campuses (library to library book transfer).

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 78: Provide better computer facilities that are tailored to distance learning, connection to the school from the outside, connection within the school, web page, and interactive programs and projects.

This process is on-going and the program needs to commit resources to addressing it.

Suggestion 79: Provide improved AV facilities and reprographic facilities for students.

This has been addressed.

PART II

ASSESSMENT OF EACH STANDARD

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

The program has a clear mission that is compatible but not as broad in scope as that of the division. The mission as currently stated focuses on licensure testing to the exclusion of the intent behind certification, which is preparation for entering and practicing landscape architecture.

Suggestion 1-1. Re-examine the program mission and objectives to recognize the unique opportunities of the extension division with an end goal of preparing students to excel in landscape architectural practice, not simply pass the Landscape Architect Registration Examination (LARE), which is a changing metric. The mission should recognize the particular skills and unique characteristics of the student population, and the self-supporting nature of the program.

Assessment 2: Does the mission statement take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture?

No. As currently written, the mission is too specific and focused solely on licensure, rather than embracing the breadth of knowledge, skills and values required for successful professional practice. See suggestion 1-1 above.

Assessment 3: Does the program's literature fully and accurately describe the program's philosophy and objectives?

The literature is outdated and course descriptions require updating for accuracy to reflect course content. The literature should be updated.

Assessment 4: Does the program title and degree description incorporate the term "Landscape Architecture?"

Yes.

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

No, the program does not have a regular comprehensive evaluation process, or a strategic plan for evaluation and assessment.

Assessment 2: Does the program 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?

No, the program needs to prepare a strategic plan that addresses performance indicators, evaluation and assessment metrics.

Recommendation 1-1. The program needs to develop a regularly revised and reviewed strategic plan that addresses how to accomplish business development, financial goals, curriculum updates, educational objectives, diversity, recruitment, retention of students, faculty and staff, and faculty planning.

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?

See recommendation 1-1 above.

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?

See recommendation 1-1 above.

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

No, they do not currently have a long-range plan. See recommendation 1-1above.

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

See the summary of recommendations and suggestions in Part I of this document.

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?

No, the program information needs to be updated to reflect current course descriptions, course titles, etc.

Suggestion 1-2. Update course titles and descriptions to more accurately reflect content. Ensure that both digital and hard copy promotional materials are accurate and up-to-date.

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

None.

Recommendations affecting accreditation:

Recommendation 1-1. The program needs to develop a regularly revised and reviewed strategic plan that addresses how to accomplish business development, financial goals, curriculum updates, educational objectives, diversity, recruitment, retention of students, faculty and staff, and faculty planning.

Suggestions for Improvement:

Suggestion 1-1. Re-examine the program mission and objectives to recognize the unique opportunities of the Extension division with an end goal of preparing students to meet the educational requirement for licensure and excel in landscape architectural practice, not solely pass the LARE, which is a changing metric. The mission should recognize the particular skills and unique characteristics of the student population, and the self-supporting nature of the program.

Suggestion 1-2. Update course titles and descriptions to more accurately reflect content. Ensure that both digital and hard copy promotional materials are accurate and up-to-date.

Standard 2: Program Autonomy, Governance & Administration

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

Assessment:
   X   **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?

Yes.

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

Yes, the program director has an appointment in the landscape architecture program.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program? Does he/she have the primary responsibilities for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program?

Yes. The position carries the primary responsibilities for the duties identified above.

Assessment 4: Is the educational program established in an educational institution that has a four-year educational curriculum and either is approved by the Western Association of Schools and College or is an institution of public higher education as defined by Section 66010 of the Education Code?

Yes, UC Berkeley has an undergraduate and graduate program, and the University is accredited by the relevant institution.

Assessment 5: Does the program meet the following requirements for its instructional personnel:

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.

Yes.

At least one half of the program's instructional personnel shall be licensed by the Board as

landscape architects.

Yes, 53% of the instructors are licensed.

The program administrator shall be at least .5 time-base.

Yes, the program director has a 0.7 appointment.

The program administrative support shall be 1.0 full-time equivalence.

Yes, the program has a 1.0 staff, a 0.6 staff, and a 0.4 student position.

Assessment 6: Is the program administrator a California licensed landscape architect?

Yes.

Assessment 7: Has an organizational chart been provided that clearly identifies the relationships, lines of authority and channels of communication within the program and with the institution that supports it?

Yes, the chart is located in the appendix.

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

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

Yes, SFRs range from 2:1 to 18:1.

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

The only faculty member is the program director, and he/ she is provided support for travel as needed as part of the budgeting process.

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

No. The structure of the extension division is such that currently it does not have a mandate to provide financial or career support services for students.

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

Yes, there is an adequate number of staff that is qualified and competent to serve the program.

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?

There is a very little support for diversity in the program currently. The program needs to revise the curriculum, increase pay levels, and address other challenges identified elsewhere in this report. The faculty that met with the team was not visually diverse, but reflects the overall profession of landscape architecture in its profile. The faculty does have an appropriate number of both male and female instructors, of varying ages, and with a range of professional and educational backgrounds.

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?

No, the faculty is not consulted on the allocation of resources, but they prepare the course syllabi and content. The curriculum has not been revised recently, so the involvement of part-time instructors in this area cannot be evaluated. The structure of the extension program makes it difficult for instructors to have meaningful contributions to larger administrative issues as a result of time limitations and the complexity of the budgeting and administrative system.

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

No, there are no extensive documented criteria for evaluation of instructors.

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

No, the unique nature of the program means that until this point, infrastructure for formal detailed evaluations has not been developed.

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.

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

Yes, the number is appropriate to the structure of an extension program.

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

Yes, 53% are licensed.

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

No, there is no strategic plan. See suggestion 1-2.

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

None.

Recommendation affecting accreditation*:*

None.

Suggestions for Improvement:

None.

Standard 3: Professional Curriculum

The certificate curriculum shall include the core knowledge skills and applications of landscape architecture.

Assessment:
        Met   X   Met With Recommendation   Not Met

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

A. MISSION AND OBJECTIVES.   The program's curriculum addresses its mission, goals, and objectives.

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

No, the program is not comprehensive in its identification of student KSAs. This should be addressed in the program strategic plan. See suggestion 1-2.

B. PROFESSIONAL CURRICULUM.   The program curriculum includes coverage of:

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

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

Yes, but they need to build more flexibility into their course scheduling to allow students to finish the program in a more timely manner. This can be accomplished by removing pre-requisites, restructuring studios as "vertical" rather than cohort-based, and moving non-fundamental courses into the elective course options (instead of designating them required courses). Alternatives to sequential studios can include topic, scale or vertical studio formats.

Recommendation 3-1. Revisions to the sequential studio format should be directed at increasing financial resources for instructor compensation, scheduling flexibility, budgetary responsiveness,

and decrease timelines to completion of the program for students.

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

Yes.

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

Yes. A limited number of electives do reduce student flexibility and customization of curriculum.

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

No, it does not create an environment conducive to interdisciplinary collaboration. The program should consider reaching out to peer disciplines for juries, project collaboration, guest lecturers, internships, etc.

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

Yes, there is a course designated, but it is a design development/construction course, and does not require a portfolio. The review of the curriculum should consider designating a design studio as a capstone, rather than a construction studio.

Assessment 6: Does the program consist of at least 90-quarter units or 60 semester units?

Yes.

C. SYLLABI.   Syllabi are maintained for all required courses.

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

The current syllabi are inconsistent in scope and detail, and rarely provide learning objectives. Standard content and more detailed information on student knowledge, skills and values as covered in the course should be identified. The connection to previous and subsequent course content should be evident in the syllabi to provide additional information for instructors and students.

Suggestion 3-1. Revise syllabi to consistently include specific, measurable learning outcomes and ensure they are reinforced by other/later courses in the curriculum.

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

Yes, grading criteria is specified in the syllabi.

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?

No. The strategic plan should include an evaluation of student outcomes. See suggestion 1-2.

b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?

This needs to be addressed in the strategic plan. See suggestion 1-2.

c. Maintaining currency with evolving technologies, methodologies, theories and values of the profession?

This needs to be addressed in the strategic plan. See suggestion 1-2.

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

Yes, the students prepare course and instructor evaluations, and the annual survey explores their response to the curriculum and program in general.

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?

No, the program has a course designated for internships, but student work schedules preclude involvement in internships in many cases. However, the program needs to work to create an culture that emphases internships and facilitate this by ensuring that computer skill sets are current with market demands, that student portfolios are updated systematically, and create more partnerships with local professionals including continuing education opportunities, guest lectures advertised to professionals, jurors, etc. by getting more practitioners into the building and interacting with the students.

Suggestion 3-2. Work to encourage students to participate in internships by teaching them to develop portfolios, creating networking opportunities, and marketing the program to potential employers.

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

It currently does not have augmentation opportunities.

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

It currently does not have augmentation opportunities.

F. COURSEWORK AND AREAS OF INTEREST.

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

90% of students have a bachelor's degree. The program is transitioning to requiring all students to have an undergraduate degree as of September 2015. See page 61 of the SER.

Assessment 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.?

The program has 2 elective units in addition to the 63 required units. This is insufficient to allow students to specialize or to make connections between past academic or work experience. It also undermines the students leveraging the strengths of an extension education, and the flexibility that should be inherent in that process.

Recommendation 3-2. Reconsider the distribution of units in the curriculum to create capacity for additional electives so students can provide added value to the profession and leverage the strengths of the division by supporting the development of expertise as project mangers, in health care design, stormwater management, or design of educational facilities (etc.). Reduce the current number of required units by reallocating core required courses such as History II, Graphics II or AutoCAD II to electives. Those newly available units should be allocated to electives or content currently lacking in the curriculum such as digital graphics.

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

Student interests and experiences outside landscape architecture are rarely incorporated into their class work. Additional electives that connect their past (or emerging) experiences and landscape architecture would assist in making these connections.

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

Ensure course content and delivery is updated to reflect current practice and future needs in landscape architecture, especially in areas such as water resources, stormwater management, therapeutic design, etc.

Suggestion 3-3. Unit to contact hour relationships should be examined in light of current student learning patterns to maximize use of student and faculty time. In general, unit to contact hour relationships should not exceed 1:20. One tool to address this could be hybrid synchonic or asynchronic courses, using identified division resources as needed for course redesign/development.

Recommendations Affecting Accreditation:

Recommendation 3-1. Revisions to the sequential studio format should be directed at increasing financial resources for instructor compensation, scheduling flexibility, budgetary responsiveness,

and decreasing timelines to completion of the program for students.

Recommendation 3-2. Reconsider the distribution of units in the curriculum to create capacity for additional electives so students can provide added value to the profession and leverage the strengths of the division by supporting the development of expertise as project mangers, in health care design, stormwater management, or design of educational facilities (etc.). Reduce the current number of required units by reallocating core required courses such as History II, Graphics II or AutoCAD II to electives. Those newly available units should be allocated to electives or content currently lacking in the curriculum such as digital graphics.

Suggestions for Improvement:

Suggestion 3-1. Revise syllabi to consistently include specific, measurable learning outcomes and ensure they are reinforced by other/later courses in the curriculum.

Suggestion 3-2. Work to encourage students to participate in internships by teaching them to develop portfolios, creating networking opportunities, and marketing the program to potential employers.

Suggestion 3-3. Unit to contact hour relationships should be examined in light of current student learning patterns to maximize use of student and faculty time. In general, unit to contact hour relationships should not exceed 1:20. One tool to address this could be hybrid synchonic or asynchronic courses, using identified division resources as needed for course redesign/development.

Standard 4: Student and Program Outcomes.

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

Assessment:
   X   **Met**   **Met With Recommendation**   **Not Met**

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

A. STUDENT LEARNING OUTCOMES. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

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

Yes.

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?

Yes.

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

Yes, the program director is motivated to ensure that the majority of courses in the curriculum address health, safety and welfare. Syllabi should more specifically identify metrics related to these issues. See suggestion 3-1.

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?

Yes, resources are available to students as needed including written materials, in person meetings with the program administrator and staff, and assistance from instructors.

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

Yes, this is occurring in the classroom as a result of the program structure and expertise of the lecturers.

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

Yes, they seem well educated about the structure and expectations of the profession.

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

Yes. Based on the student interviews and the student survey, they are very satisfied with the overall program and their preparation for practice.

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?

Yes, the student ASLA chapter is active, but many students work full-time outside landscape architecture and/or have young families, which acts as a barrier to participation in many daytime activities. The program director should ensure that students are made aware of opportunities in the greater San Francisco area.

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?

This does not appear to be a significant focus of the program due to the characteristics of the student population.

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

None.

Recommendations affecting accreditation:

None.

Suggestions for Improvement*:

None.

Standard 5: Faculty

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

Assessment:
   Met   X   Met With Recommendation   Not Met

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

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

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

Yes.

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

Yes.

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?

No, the faculty is not consulted on the allocation of resources, but they prepare the course syllabi and content. The curriculum has not been revised recently, so the involvement of part-time instructors in this area cannot be evaluated. The structure of the extension program makes it difficult for instructors to have meaningful contributions to larger administrative issues as a result of time limitations and the complexity of the budgeting and administrative system.

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

The teaching pool has a high proportion of licensed professionals, however the current teaching team is less than 50% licensed. There seems to be some inconsistency between the qualifications of the instructors and the mission of the program (with a focus on licensure) as currently stated.

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

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

No, the program does not promote the accomplishments of its director or its instructors within the program, division, on campus, or in the larger professional community. This needs to be addressed to increase student enrollment, validate the program in the eyes of University of Berkeley faculty, support resource allocation, and increase the prestige and status of the program in the local professional community. See suggestion 5-1.

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

Suggestion 5-1. Implement a teaching evaluation system that moves beyond student course evaluations and also collects information on instructor activities that contribute to the quality and prestige of the program.

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

The director has resources available per the annual budget. Part-time instructors are not allocated funding for professional development, but can request financial support for classroom activities or needed technology.

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

No, see suggestion 5-1.

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

The character of the extension program is such that the program director is heavily involved in these activities, but instructors have limited time and other resources to provide additional services. In spite of this, they commit significant time and effort to student advising and mentoring.

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?

The program currently does not adequately compensate its faculty in a way that reflects professional experience, expertise or licensure status, and is not variable based on time teaching for the program. Tools to increase funding availability to increase instructor salaries include: efficiency in physical space allocation to reduce rent costs, changing policies to permit rental of unused or under-utilized space, incremental increase in class fees equivalent to 3% per year, boot camp programs which appeal to a broad sector of the profession and/or are available to non-

program participants to increase exposure and revenue, increased financial resources through outside funding opportunities such as sponsored studios or funded projects, workshops for local practitioners, and other revenue opportunities.

Recommendation 5-1. Instructor compensation should recognize meritorious performance and teaching experience.

Assessment 2: What is the rate of faculty turnover?

72.5% are active for an average of 3.8 years. This seems appropriate for a professionally oriented extension program that should have a fairly high rate of turnover to support currency.

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

None.

Recommendations Affecting Accreditation:

Recommendation 5-1. Faculty compensation should recognize meritorious performance and teaching experience.

Suggestions for Improvement:

Suggestion 5-1. Implement a teaching evaluation system that moves beyond student course evaluations and also collects information on instructor activities that contribute to the quality and prestige of the program.

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

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

Assessment:
           Met   X   Met With Recommendation   Not Met

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

A. INTERACTION WITH THE PROFESSION, INSTITUTION, AND PUBLIC.   The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

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

Not currently, but community projects are part of many courses depending on instructor and course learning objectives.

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

Documentation needs improvement to provide information for potential students and the local professional community on activities in the program.

B. ALUMNI AND PRACTITIONERS.   The program recognizes alumni and practitioners as a resource.

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

Suggestion 6-1. Develop an alumni database and retain contact information for mentoring, referral and networking purposes. Promote continuing education courses for local professionals to maintain ties with the program.

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.?

Suggestion 6-2. Develop more extensive connections with alumni and local practitioners to encourage meaningful involvement with the program such as advising the student ASLA chapter, mentoring, scholarships, internships, and class projects (etc.).

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

The UC Berkeley program is a strong resource for the program in many ways that are not being fully realized. The programs are distinct and the strengths of each are not being communicated effectively to potential students, in-course students (in either program), or the local community.

Recommendation 6-1. The program needs to identify articulation opportunities for courses to be transferred between campuses, both Extension to UC Berkeley and UC Berkeley to Extension. In response to fiscal limitations, cross use of resources including instructors and library materials through monograph/document delivery should be explored.

The program lacks an articulated vision and image for their product. A "brand" needs to be identified that celebrates the strengths of the program, identifies how it differs from traditional programs, and recognizes the unique advantages of the program.

Suggestion 6-3. Develop a brand and create a business development plan that focuses on marketing, branding, and web presence.

Recommendations Affecting Accreditation:

Recommendation 6-1. The program needs to identify articulation opportunities for courses to be transferred between campuses, both Extension to UC Berkeley and UC Berkeley to Extension. In response to fiscal limitations, cross use of resources including instructors and library materials through monograph/document delivery should be explored.

Suggestions for Improvement

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Suggestion 6-2. Develop more extensive connections with alumni and local practitioners to encourage meaningful involvement with the program such as advising the student ASLA chapter, mentoring, scholarships, internships, and class projects (etc.)

Suggestion 6-3. Develop a brand and create a business development plan that focuses on marketing, branding, and web presence.

Standard 7: Facilities, Equipment, and Technology

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

Assessment:
   X   **Met**   **Met With Recommendation**   **Not Met**

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

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

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

Yes.

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

No, the students are provided with lockers, but the structure of the program makes assigned work desks impractical and wasteful. Student needs are well addressed by the current facilities.

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.)

Yes.

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?

Yes.

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

Yes.

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

Yes.

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?

A small unofficial resource library currently serves the students. They have access to the University of Berkeley library that is located off-site. Improving the ease of access, especially to monograph materials, would aid in curriculum delivery. The viability of monograph delivery services should be explored.

Assessment 2: Do courses integrate library and other resources?

Yes.

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

Yes.

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

The current learning environment lacks energy in many ways because of the excess space, lack of personnel and students during the daytime, and characteristics of the students as commuters to campus, often for only one course per semester. Students tend to cluster in the lobby/lounge area, and rarely use the unprogrammed studio space.

Suggestion 7-1. Develop an environment that creates energy in the minds and hearts of the students by ensuring spaces respond to student use patterns and demands. This might include repurposing areas for gathering, socializing, lounging with couches, and providing a coffee machine and fridge, rather than providing open studios with traditional drafting tables.

Recommendations Affecting Accreditation:

None.

Suggestions for Improvement:

Suggestion 7-1. Develop an environment that creates energy in the minds and hearts of the students by ensuring spaces respond to student use patterns and demands. This might include repurposing areas for gathering, socializing, lounging with couches, and providing a coffee machine and fridge, rather than providing open studios with traditional drafting tables.

PART III

Summary of Recommendations and Suggestions

A. Recommendations Affecting Approval

Recommendation 1-1. The program needs to develop a regularly revised and reviewed strategic plan that addresses how to accomplish business development, financial goals, curriculum updates, educational objectives, diversity, recruitment, retention of students, faculty and staff, and faculty planning.

Recommendation 3-1. Revisions to the sequential studio format should be directed at increasing financial resources for instructor compensation, scheduling flexibility, budgetary responsiveness, and decreasing timelines to completion of the program for students.

Recommendation 3-2. Reconsider the distribution of units in the curriculum to create capacity for additional electives so students can provide added value to the profession and leverage the strengths of the division by supporting the development of expertise as project mangers, in health care design, stormwater management, or design of educational facilities (etc.). Reduce the current number of required units by reallocating core required courses such as History II, Graphics II or AutoCAD II to electives. Those newly available units should be allocated to electives or content currently lacking in the curriculum such as digital graphics.

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Recommendation 6-1. The program needs to identify articulation opportunities for courses to be transferred between campuses, both Extension to UC Berkeley and UC Berkeley to Extension. In response to fiscal limitations, cross use of resources including instructors and library materials through monograph/document delivery should be explored.

B. Suggestions for Improvements

Suggestion 1-1. Re-examine the program mission and objectives to recognize the unique opportunities of the extension division with an end goal of preparing students to meet the educational requirement for licensure and excel in landscape architectural practice, not solely pass the LARE, which is a changing metric. The mission should recognize the particular skills and unique characteristics of the student population, and the self-supporting nature of the program.

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Suggestion 3-2. Work to encourage students to participate in internships by teaching them to develop portfolios, creating networking opportunities, and marketing the program to potential employers.

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learning patterns to maximize use of student and faculty time. In general, unit to contact hour relationships should not exceed 1:20. One tool to address this could be hybrid synchonic or asynchronic courses, using identified division resources as needed for course redesign/development.

Suggestion 5-1. Implement a teaching evaluation system that moves beyond student course evaluations and also collects information on instructor activities that contribute to the quality and prestige of the program.

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Appendix B

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**ADVISORY RECOMMENDATION TO THE
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE**

</div>

Date of Visit: **April 8-10, 2013**

Institution: **University of California Berkeley Extension**

Degree Title: **Extension Certificate, Landscape Architecture**

Visiting Team Recommendation

 X   Initial Approval

APPROVAL

_____   Provisional Approval

_____   Denial

Signatures:

<u>Pat Caughey _____</u>
Digitally signed by Pat Caughey
DN: C=US, E=pcaughey@wyac.com,
O=Wimmer Yamada and Caughey,
CN=Pat Caughey
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Appendix B

ADVISORY RECOMMENDATION TO THE
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

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_√_____ Initial Approval

APPROVAL

_____ Provisional Approval

_____ Denial

Signatures:

_____*(signature)* LINDA GATES

_____

_____

916.575.7285

Appendix B

ADVISORY RECOMMENDATION TO THE
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Visiting Team Recommendation

~~Initial~~ Approval

APPROVAL

_____ Provisional Approval

_____ Denial

Signatures:

Dr. Lee-Anne Milburn
Dept. of Landscape Architecture
3801 W. Temple Ave.
Pomona, CA 91768

**UC Berkeley Extension Certificate Program in Landscape Architecture Response to
Summary of LATC Recommendations and Suggestions**

May 7, 2013

A. Recommendations Affecting Approval

Recommendation 1-1. *The program needs to develop a regularly revised and reviewed strategic plan that addresses how to accomplish business development, financial goals, curriculum updates, educational objectives, diversity, recruitment, retention of students, faculty and staff, and faculty planning.*

Response 1-1. The program is in the process of developing a strategic plan and taking the following steps.
1. Program staff, Program director, and program coordinators are drafting a strategic plan for review and comment by the advisory board over the next 6 months
2. In August, the Program Director plans to meet with the advisory board to form a strategic plan task force and to solicit feedback
3. The Program Director will meet with Berkeley Extension Administration (Department Director and Dean) to solicit feedback
4. Feedback will be incorporated in the strategic plan
5. Our goal is to have a plan in place by the end of the 2013 calendar year
6. We will document our progress in the next annual report

Recommendation 3-1. *Revisions to the sequential studio format should be directed at increasing financial resources for instructor compensation, scheduling flexibility, budgetary responsiveness, and decreasing timelines to completion of the program for students.*

Response 3-1. We are taking the following steps to reformat the design studios to allow for more student flexibility and decrease student time to completion:
1. Develop a conceptual plan
2. Meet with the design studio and graphics instructors
3. Review current studio sequence and other course offerings
4. Adapt and develop courses to the new conceptual framework
5. Offer the first course in new studio sequence in 2014

Revised curriculum will be reviewed by Extension's Academic Policy Committee.
Curriculum will be revised to have Introductory, Intermediate, and Advanced studio stages with courses in the latter two stages being non-sequential to allow flexibility.

Recommendation 3-2. *Reconsider the distribution of units in the curriculum to create capacity for additional electives so students can provide added value to the profession and leverage the strengths of the division by supporting the development of expertise as project mangers, in health care design, stormwater management, or design of educational facilities (etc.). Reduce the current number of required units by reallocating core required courses such as History II, Graphics II or AutoCAD II to electives. Those newly available units should be allocated to electives or content currently lacking in the curriculum such as digital graphics.*

Response 3-2. New electives are being developed. In addition, we are considering a new area of specialization in Designing with Storm water. Graphics courses are being reviewed to determine how best to implement digital landscape graphics. Existing AutoCad courses can be reconfigured to be part of electives. Some design studio units and class time may be reduced to allow for more elective selection. An increase in elective requirements will be an objective.

Recommendation 5-1. Faculty compensation should recognize meritorious performance and teaching experience.

Response 5-1. We will implement a new stepped pay-scale for program instructors. We will consider compensating new instructors at a lower starting rate than existing and more experienced instructors who receive consistently positive evaluations. An increase in compensation for new instructors will be determined by course outcomes and evaluations.

Recommendation 6-1. The program needs to identify articulation opportunities for courses to be transferred between campuses, both Extension to UC Berkeley and UC Berkeley to Extension. In response to fiscal limitations, cross use of resources including instructors and library materials through monograph/document delivery should be explored.

Response 6-1. The Program Director is currently reaching out to the UC Berkeley Landscape Architecture Program. He has met with the program chair and is in communication with Library and Archives concerning shared resources. Certificate students are allowed to use UC Berkeley libraries for a small fee. Archives are also open and available to our students. The Program Director has also contacted former Certificate students who are now in the UCB MLA program to discuss how our courses may fulfill each program's requirements.

B. Suggestions for Improvements

Suggestion 1-1. Re-examine the program mission and objectives to recognize the unique opportunities of the extension division with an end goal of preparing students to meet the educational requirement for licensure and excel in landscape architectural practice, not solely pass the LARE, which is a changing metric. The mission should recognize the particular skills and unique characteristics of the student population, and the self-supporting nature of the program.

Response 1-1. The Program Director will reinforce with faculty, students, and staff the importance of the overall mission to develop the important skills and values of landscape architecture beyond meeting the requirements for the licensure exam.   This will be communicated in staff meetings, student information sessions, and rewritten in program literature and on the website.

Suggestion 1-2. Update course titles and descriptions to more accurately reflect content. Ensure that both digital and hard copy promotional materials are accurate and up-to-date.

Response 1-2. Course titles and descriptions are in the process of being updated and revised to ensure accuracy.

Suggestion 3-1. Revise syllabi to consistently include specific, measurable learning outcomes and ensure they are reinforced by other/later courses in the curriculum.

Response 3-1. A syllabus template will be more stringently used to maintain consistent course descriptions.

Suggestion 3-2. Work to encourage students to participate in internships by teaching them to develop portfolios, creating networking opportunities, and marketing the program to potential employers.

Response 3-2. An Internship course elective is in development . The Program Director is also In contact with ASLA Northern Chapter and the Extension's Communication and Marketing Services department and project manager, Sharon Campbell.

Suggestion 3-3. Unit to contact hour relationships should be examined in light of current student learning patterns to maximize use of student and faculty time. In general, unit to contact hour relationships should not exceed 1:20. One tool to address this could be hybrid synchonic or asynchronic courses, using identified division resources as needed for course redesign/development.

Response 3-3. The Program Director will examine contact hour relationships to ensure efficiency. He is also reviewing a redistribution of units from studio to graphics courses.

Suggestion 5-1. Implement a teaching evaluation system that moves beyond student course evaluations and also collects information on instructor activities that contribute to the quality and prestige of the program.

Response 5-1. A teaching evaluation system beyond student course evaluations will be discussed with Administration. Instructor activities will be collected, recorded, and recognized in new format (newsletter, website, etc.).

Suggestion 6-1. Develop an alumni database and retain contact information for mentoring, referral and networking purposes. Promote continuing education courses for local professionals to maintain ties with the program.

Response 6-1.   An alumni database is already in progress and will continue to move forward.

Suggestion 6-2. Develop more extensive connections with alumni and local practitioners to encourage meaningful involvement with the program such as advising the student ASLA chapter, mentoring, scholarships, internships, and class projects (etc.).

Response 6-2. The Program Director is working with ASLA NCC to develop ways to share space and networking.   The Program Director will continue Alumni Project as a form of networking with graduates.

Suggestion 6-3. Develop a brand and create a business development plan that focuses on marketing, branding, and web presence.

Response 6-3. The Program Director is working in conjunction with the marketing department to discuss "rebranding" to emphasize the uniqueness of program.

Suggestion 7-1. Develop an environment that creates energy in the minds and hearts of the students by ensuring spaces respond to student use patterns and demands. This might include repurposing areas for

gathering, socializing, lounging with couches, and providing a coffee machine and fridge, rather than providing open studios with traditional drafting tables.

Response 7-1. We are considering ways to enhance the existing common areas available for student use. However, we have to work within the confines set by facilities and mediate any changes with the other programs who use this space.

REVIEW AND APPROVE UC LOS ANGELES EXTENSION CERTIFICATE PROGRAM SITE REVIEW TEAM RECOMMENDATION

In January 2013, the LATC sent the Self-Evaluation Report (SER) to the UCLA Extension Certificate Program to complete. The SER was returned on March 6, 2013. LATC staff reviewed the SER and forwarded it to the visiting team members prior to the site review. The site review was conducted on April 22-24, 2013.

The UCLA Visiting Team Report (VTR) was forwarded to the extension certificate program for response. The program was asked to respond to any standard that was assessed as "met with recommendation" or "not met." The response to the VTR is pending and will be forwarded to the LATC upon receipt, for discussion and possible approval at the May 22, 2013, LATC meeting. The site review team recommended approval for the program. Christine Anderson, Task Force Chair, will present the results of the site review and answer any questions.

The LATC is asked to review the VTR, Advisory Recommendation to the Landscape Architects Technical Committee, and the UCLA program response to the VTR (once made available), and take action on the site review team recommendation.

ATTACHMENTS:
1. UCLA LATC Visiting Team Report
2. UCLA Advisory Recommendation to the Landscape Architects Technical Committee

LATC Visiting Team Report

April 22-24, 2013

Landscape Architecture Extension Certificate Program
University of California, Los Angeles Extension
10995 Le Conte Avenue
Los Angeles, CA 90024

Visiting Team Members

Christine Anderson
Joseph Ragsdale
Jon Wreschinsky

Schedule for Site Review Visit

2013 LATC Site Visit
Schedule/Agenda
April 21, 22, 23, 24 (Sunday night, Monday, Tuesday, Wednesday)

Sunday April 21, 2013

5:00-8:30 pm   WELCOME Reception & Light Dinner - *Location TBD*
Guidance Committee, Instructors, Students, Alumni, and Practitioners
Orientation to Program by Program Director

❖

Monday April, 22, 2013

8:30 am   Meet with certificate program administrator in Room 760of UNEX

8:45am   Breakfast with Dean Michelle Stiles and Dr. Linda Venis, Department
Director of Arts in Room 760 (Deans Conference Room) of UNEX

10:00-10:30 am   Break

10:30-12:00 pm   Familiarization tour of the landscape architectural facilities including
1010 Westwood, Lindbrook and Figueroa Courtyard

12:00-2:00pm   Lunch in Room 760 of UNEX with Stephanie Landregan to finalize
schedule and to discuss the program in general

2:00-3:30 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.

3:30 -5:30pm   Curriculum review with instructor subcommittee to visiting team.
Reviews how program accomplishes its mission through the curriculum
and a review of student work from each class and sequence. Francisco
Behr and Jerry Hastings

5:30-7:00 pm   Alumni Dinner& Causal Interviews *Location TBD*

7:00 pm   1st & 2nd year student group interview in 1010 Westwood room *TBD*

8:00 pm   3rd & 4th year student group interview in 1010 Westwood room *TBD*

9:00 pm   Visit to in-session class, Thesis Design X in Room 314 of 1010
Westwood

Tuesday April 23rd, 2013

8:30 am   Breakfast in 1010 Westwood Room *TBD*, Student show in Gallery,
Individual Student interviews

11:30 a.m.	Inspection of library and other supporting facilities, e.g., computing center, special services, etc.
12:30 pm	Lunch in Room 760 of UNEX, team allowed to work
1:00 pm	Phone interview with Guidance Committee members
2:00 pm	Team meets in executive session to review findings.
6:00 pm	Team Dinner in Room 760 of UNEX
7:00 pm	Instructor Interviews in Room 760 of UNEX
8:00 pm	Visit classes that are in session at 1010 Westwood

- Planting Design: Room 314
- Design III: Room 307
- Design I: Room 306

Wednesday, April 24th, 2013

8:30 am	Breakfast meeting with Stephanie Landregan in Room 760 of UNEX
9:30 am	Team meets in executive session to compile draft report and advisory recommendations.
12:00 pm	Lunch in Room 760 of UNEX, Review of the team's findings with Stephanie Landregan, Michelle Stiles and Linda Venis
1:00 pm	Outbrief to general audience.
3:00 pm	Team departs from campus.

PART I

OVERALL ANALYSIS

Introduction

The following report constitutes the findings and recommendations of the Landscape Architects Technical Committee (LATC) University of California Extension Program Review Committee (EPRC) team as determined during a site visit to the UCLA Extension Landscape Architecture Program on April 21-24, 2013.

The visiting team consisted of:
Christine Anderson, ASLA, LATC EPRC Chair and Private Practitioner
Joseph Ragsdale, ASLA FAAR, Associate Professor and Landscape Architecture Department Head, Cal Poly San Luis Obispo
Jon Wreschinsky, ASLA, LATC EPRC member, CC-ASLA President and Private Practitioner

The UCLA Extension Program in Landscape Architecture resides within the Department of the Arts, a department within the larger University of California, Los Angeles Extension. The Landscape Architecture Program shares the Department with the Architecture and Interior Design Program, Horticulture and Gardening Program, Visual Arts Program and Writer's Program. The Horticulture program shares the same Program Director as the Landscape Architecture program.

The Landscape Architecture Program is actively promoted through a variety of avenues in an effort to both recruit new students and promote benefits of the program to the community-at-large. The program values cross-disciplinary teaching and learning and has instituted a number of program improvements since the last review to enhance the overall learning experience and relevancy to the modern practice of landscape architecture. These improvements have included the integration of improved computer resources and digital graphics, special academic and professional development activities, curricular improvements and opportunities for collaboration among the students, instructors, alumni, staff, and other interested professionals.

As a professional course of study for diverse mature students with undergraduate degrees in various academic fields, the UCLA Extension Landscape Architecture Program constitutes a well-designed rigorous post-baccalaureate curriculum, comparable in standards and expectations to a first professional degree program. This holds true for the content of the curriculum itself and the formal metrics of credit-bearing units reflecting instructor/student classroom contact hours and the numbers of courses required for completion. There are 133.7 required quarter units and 4 units of required electives necessary for completion of the program. Extension students earn a Professional Certificate upon successful fulfillment of the Program requirements. The earned certificate along with previous academic degree credit and minimum number of years of professional internship under the direct supervision of a licensee will qualify the student for professional licensure in the State of California.

Enrollment in the four-year program has declined over the past several years due primarily to the economic climate. The number of students who have declared candidacy in the certificate program has ranged from 176 five years ago to a current figure of 72 in 2013. Current classes are approximately sized at 18 students each. The number of students awarded certificates from the four-year program has held relatively steady from 16 five years ago to 17 (estimated) in 2013.

Studio student/faculty ratios for beginning classes run 8-15:1, depending on the quarter. For the final program year, typical student/teacher ratio is 8:1-2, although sustaining two instructors for the final year studies is not economically sustainable given decreasing enrollment. The Program has set a ratio goal not to exceed 10:1. The normal ratio for all courses is well within the standard of 15:1.

As an extension program, the Landscape Architecture Program is required to be financially self-sufficient. The program shares a number of institutional resources including computer resources and non-dedicated classroom space among others actions in order to help control operating expenses.

The Program takes full advantage of its location within the greater Los Angeles region, providing an incredible diversity and wealth of learning scenarios. This highly developed area is rich in both cultural and environmental amenities. However, since UCLA Extension is strictly a non-residency school, students typically commute from a large geographic area. As a commuter school, the amount of time required to reach educational facilities can be problematic which restricts access to class locations and other educational resources. Many of the Program students meet during non-class hours at alternative locations to study and work together on class activities.

The regional professional landscape architecture community is highly supportive of the program and considers graduates highly qualified for entry into the profession. The Los Angeles region has a significant number of landscape architects who have been enlisted by the program in teaching and in the formal mentoring and advising of students. As a result, many of the instructors are directly involved in the academic program and will continue to help ensure its quality. In addition, the program has developed excellent relationships with the professional community, allied professionals, academic community and with city and regional municipalities. This is used to the Program's advantage in soliciting potential service projects and interaction with outside professionals.

All cohorts interviewed and evidence presented suggest that the certificate Program at UCLA Extension has met the LATC standards and satisfied three of the four recommendations coming out of the 2006 accreditation report. The fourth recommendation, *Creation of a plan for transition to a Master Degree-level Program (Section 1)*, was not implemented due to administrative and budgetary constraints. Discussion of this and the other previous recommendations can be found elsewhere in the report.

Confirmation that Minimum Requirements for Approval are Satisfied

A regulatory proposal to amend California Code of Regulations (CCR) Section 2620.5, Requirements for an Approved Extension Certificate Program, is currently pending approval. The proposed regulatory language states the following:

"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 by the Western Association of Schools and Colleges or is an institution of public higher education as defined by Section 66010 of the Education Code.

Yes

(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.

Yes

(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.

Yes (See Recommendation 1.1)

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

Yes

(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.

Yes (See Suggestion 2.1)

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

Yes

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

Yes

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

Yes

(i) The program curriculum shall provide instruction in the following areas related to landscape architecture including public health, safety, and welfare:
   (1) History, theory and criticism
   (2) Natural and cultural systems including principles of sustainability
   (3) Public Policy and regulation
   (4) Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading drainage and storm water management
   (5) Site design and Implementation: materials, methods, technologies, application
   (6) Construction documentation and administration
   (7) Written, verbal and visual communication
   (8) Professional practice
   (9) Professional values and ethics
   (10) Plants and ecosystems
   (11) Computer applications and other advanced technology

Yes (See Recommendation 3.1 and Suggestion 3.1)

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

Yes

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

Yes

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

Yes

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

Yes

(n) A program shall meet the following requirements for its instructional personnel:
    (1) At least one half of the program's instructional personnel shall hold a professional degree or certificate from an approved extension certificate program in landscape architecture.
    (2) At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.
    (3) The program administrator shall be at least .5 time-base.
    (4) The program administrative support shall be 1.0 full-time equivalence.

Yes

(o) The program shall submit an annual report in writing based on the date of the most recent Board approval. The report shall include:
    (1) Verification of continued compliance with minimum requirements;
    (2) Any significant changes such as curriculum, personnel, administration, fiscal support, and physical facilities that have occurred since the last report;
    (3) Current enrollment and demographics; and
    (4) Progress toward complying with the recommendations, if any, from the last approval.

Yes

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

Yes

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

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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 approval to operate may be granted for a period not to exceed 24 months, to permit the institution time to correct those deficiencies identified. A provisional 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 or the provisional approval to operate has been extended for a period not to exceed 24 months if the Board is satisfied that the program has made a good faith effort and has the ability to correct the deficiencies.

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

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

A program approved by LATC shall:
- a. Continuously comply with LATC approval standards;
- b. Pay the biennial sustaining and other fees as required; and
- c. File complete annual reports.

Review of Each Recommendation Affecting Approval Identified by the Previous Review in 2006

Section 1:
Recommendations:
- *Create a plan for transition to a Master Program which protects current certificate candidates and holders and does not create a double standard.*
- *Carefully consider how Master Degree and evolved relationship to the Architecture Department impact the current Extension program.*
- *Explore potential opportunities and challenges associated with transformation to a Master Degree to ensure core of the Extension program is not impacted.*

Response and Update:
No Longer Applicable
The feasibility of transitioning to a Masters of Applied Science (MAS) option was pursued by the Program, but the campus Architecture Department was not open to sponsoring the request to the Office of the President, and through the Academic Senate. This was due to their own initiative to create a "Professional Master's in Architecture," which took all their resources.

Without campus support and resources, this option was deemed not possible at the current time. A recent meeting with the campus in December of 2012 confirmed the infeasibility to implementation of the recommendation due to a continuing lack of support. The second obstacle with moving to a Master's-level degree program is maintaining the evening and weekend access to adult learners.

The Program will continue to explore a Master's degree option. The Program will also continue exploring a petition with the American Society of Landscape Architects (ASLA) to revise their bylaws to allow the inclusion of non-degree granting certificate program options for accreditation. This petition will be voted upon at the April 2013 Midyear Trustee Meeting, but is not expected to pass due to opposition from the Council of Educators of Landscape Architecture (CELA).

Section 2:
Recommendations:
- *The Extension program should include standard staff to student, staff to instructor, and instructor to student ratios concurrent with similar degree programs requiring equivalent units of study.*
- *Avoid cap on student population as a method to address growth.*
- *Look at opportunities to train support staff for supplementing the program director's efforts.*

Response and Update:
Recommendation Addressed
The Program studied Staff-to-Student ratio issue and implemented improvements by adding a part time position to the Program staff.

Class sizes have become smaller due to the current economic environment which has helped alleviate growth issues. Instructor student ratios rarely exceed 1:22, more often class sizes are 1:15.In advance design classes, the ration has fallen closer to 1:8. In this area, UCLA

Extension provides a better instructor student ratio than the two other programs in the Los Angeles region with equivalent units of study. Within the last six years, UCLA Extension has accepted more conditional students, which has helped assist the Program in attracting students.

In 2011, the Program Representative position was upgraded to a Program Manager, and a part time program assistant was added, replacing two student workers. The Program Manager directly assists the Program Director in budgeting, programming and student advising.

Section 3:
No Recommendations

Section 4:
Recommendation:
   • *Create a plan for instructor recruitment.*

Response and update:
Recommendation Addressed
Within the last 4 years, the Program has had a surplus of instructors based on the offered course load and existing instructor qualifications and experience. Presently, the Director fills program vacancies through recommendations from existing or departing instructors.

Section 5:
No Recommendations

Section 6:
No Recommendations

Section 7:
No Recommendations

Section 8:
No Recommendations

Section 9:
Recommendation
   • *Create a plan for allocation of facilities and equipment as program grows.*

Response and Update:
Recommendation Addressed
Due to the high cost of maintaining a standalone computer lab and current software, the Program has partnered with the UCLA Extension's Visual Arts and Interior Design Programs to share computer labs. Although not accessible to students outside of class, the labs are maintained by the UCLA Extension IT department and updated regularly. This has helped reduce some of the Program's operating costs.

Currently students can be accommodated with the available computer lab resources, although if classes expand, there are additional campus facilities that can be shared. Each student is required to have a laptop computer by the 3rd quarter and student software is made available for free or at discounted pricing. The Program may require personal computer resources earlier in the program and request a computer literacy test upon acceptance into the program

to help transition to a digitally-oriented instruction focus.

Review of Each Suggestion for Improvement from the Previous Review in 2006

Section 1:
Suggestion 1: Encourage opportunities for related coursework outside the program within Extension and main campus course offerings. Related courses should be listed and easily available to students to supplement the program's core curriculum
Suggestion 2: Continue to update website
Suggestion 3: Update the Extension program to integrate sustainability as a fundamental part of being a landscape professional

Response and update:
- Students are provided opportunities to take courses in art and horticulture. Due to the long curriculum (4 years), students typically take one or two extracurricular courses
- The program website is maintained by the UCLA Extension IT department and is updated as changes occur
- The program has incorporated and collaborated with the Global Sustainability Certificate Program, offering courses for both certificates

Section 2:
Suggestion 4: Advertise for specialty faculty within the profession, "volunteer," guest lectures
Suggestion 5: Explore potential to solicit support in internship programs and scholarships from local firms as more and more graduates are absorbed by the profession
Suggestion 6: Seek opportunities to train support staff to supplement the program director's efforts
Suggestion 7: Solicit support from local firms in the instructor recruitment and training process

Response and update:
- Instructors and other Program proponents continue to explore opportunities for faculty and program development
- The program has introduced additional internship opportunities to students and alumni, suggested scholarships from local firms and other sources and engaged local practitioners to offer mentoring and other career building activities
- The Program Director's office has been reorganized to take advantage of additional staff and staff training in Program administration

Section 3:
Suggestion 8: Since students enter the program with a wider life experience background than the normal degree granting program, the Extension program should develop supplemental short courses in areas such as Project Management, Public Presentation, etc. for the first year or second year in the program to facilitate equal development of "core" skills. It may also be possible to supplement these areas from Extension courses in other areas
Suggestion 9: Explore opportunities to formalize the "design charrete" process. Advertise process to cities and agencies who could benefit from charette
Suggestion 10: Incorporate the identification of California and Federal codes and regulations effecting Landscape Architecture into the existing curriculum
Suggestion 11: Expose students to all fundamental graphics software programs that are frequently used in design offices such as Adobe Suite, PowerPoint, web programs, etc.
Suggestion 12: Manage thesis process so that students balance all stages of the project

research, analysis, design development and preparation of final presentation
Suggestion 13: Incorporate current practice elements:
- Sustainability
- Universal Design
- Site Observation and Construction
- Storm water management
- Urban wild land/ fire management
- Specification CSE

Suggestion 14: Include "project management" techniques and products in professional practice courses
Suggestion 15: Reintroduce portfolio review
Suggestion 16: Emphasize the development of "Critical thinking" skills and the synthesis of information gained from the variety of Landscape Architecture classes
Suggestion 17: Incorporate more case studies/ Project precedence
Suggestion 18: Illustrate relationship between CADD, document set, layers of data etc.
Suggestion 19: Include courses that build on attending existing lecture series or with discussion and analysis
Suggestion 20: Add more interdisciplinary coursework – team projects, studios partnered with other programs, etc.
Suggestion 21: Offer short, intense courses for credit which could be attended by certificate candidates and practicing professionals
Suggestion 22: Work with teams earlier, emphasize writing within projects
Suggestion 23: Students suggested less emphasis on mechanical drafting course, they would rather see combined with Auto CADD introduction
Suggestion 24: Explore options to maintain sequencing, if student takes a "break." Consider offering core classes more than once a year as student population grows
Suggestion 25: Students expressed a concern that the landscape design of the East (China, Japan, etc.) was not being covered in Landscape History
Suggestion 26: In previous years there were projects and a greater emphasis on the lessons of Landscape History
Suggestion 27: It has been acknowledged by the instructors, program director, students and others that sustainability should be woven into the curriculum. Possibly develop a short course first as an elective in order to give the current students exposure to fundamental concepts. The Guidance Committee and the Instructors should prepare a plan for how to integrate sustainability and green design principles into the major areas of the curriculum. An instructor who is active in LEED might be appropriate
Suggestion 28: The transportation problems in the Los Angeles area, the distance students travel from and the location of the UCLA campus seem to indicate that other online classes may be appropriate
Suggestion 29: Explore opportunities to use of firms for support classroom facilities and instructors; however maintain core program student interaction
Suggestion 30: Look at options for break in sequencing
Suggestion 31: The Extension program director in concert with the instructors should spend time at one retreat creating a format where course educational objectives and methods for evaluating student performance are discussed
Suggestion 32: It may be effective for the Design instructors to create benchmarks for each year to enable the following year's instructors to feel confident with the minimum knowledge and skills that students entering their studio will possess
Suggestion 33: Seek to increase relationships with other areas in Extension so that Landscape Architecture students can seamlessly locate related courses and support for electives outside of the curriculum

Suggestion 34: Work with the Department of Architecture on the campus to allow entry into architecture classes for extension students

Suggestion 35: Allow time during classes (and give credit for) students to attend the myriad lectures found throughout the Los Angeles area by preeminent practitioners of Landscape Architecture, Architecture, Graphic Design and other allied arts

Suggestion 36: The program director and instructors maintain strong ties with the ASLA and other professional organizations within the LA area. Other venues for student shows of work should be explored for greater visibility

Suggestion 37: Career counseling and portfolio preparation should be brought together. Students may not fully understand the work products which will assist them in securing their internship position

Suggestion 38: The Site Team asked for and received comments from students for improvements/adjustments to the program. Obviously, these must be filtered through the realities of budget, academic requirements, etc., but the comments received include:
1. early integration of writing
2. use of students previous backgrounds as a resource
3. earlier group projects
4. earlier project which integrates technical skills, history, plants, etc.
5. possibility of minor construction project or field trips to observe construction
6. greater support for beginning phase of thesis, monitoring time budgets
7. possible classes held off-campus (Orange County?)
8. use of case studies and precedents in earlier years of design studios
9. concern over larger classes and instructors time / less personal interaction
10. adjustment to schedule to allow more "down-time," particularly between quarters
11. investigation of satellite center/long distance learning/ partial or whole additional classes taught online
12. integrating other software besides PowerPoint, such as Illustrator and Sketch Up
13. post occupancy evaluation
14. more dynamic history class

Response and update:
- A series of supplemental short courses and workshops have been developed in areas such as Project Management, Public Presentation, etc. for the first year or second year in the program to facilitate equal development of "core" skills. Instructors continue to develop additional program offerings to facilitate educational opportunities between students and working professionals
- Instructors and other Program supporters have formalized the "design charette" process as a means to active engage students in the practice and breadth of the landscape architecture profession
- Instructors have actively utilized case studies and project precedence to emphasize the importance of understanding California and Federal codes and regulations affecting the practice of Landscape Architecture in design and breadth courses
- The Program has incorporated the use of a greater variety of graphics software programs that are frequently used in design offices such as Adobe Suite, PowerPoint, web programs, etc. Students are encouraged to take advantage of low-cost options to learn fundamental digital skills
- The thesis process continues to be utilized to demonstrate critical thinking/Capstone skills including project research, data analysis, design development, project management and presentation skills
- Instructors continue to explore ways to incorporated current practice elements into course projects and other instructional activities:

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- ○ Sustainability
- ○ Storm water management
- ○ Urban wild land/fire management
- ○ Specification CSE
- ○ Reintroduced portfolio review
- ○ Added interdisciplinary coursework – team projects, studios partnered with other programs, and client based studios
- ○ Evidence based design and post occupancy evaluation
- • Portfolio reviews are regularly conducted after the first and third years to gauge student progress, provide suggestions for additional skills development and to address concerns related to employment skill sets
- • Instructors continue to explore opportunities to engage students in interdisciplinary coursework – team projects, studios partnered with other programs, etc.

Section 4:
Suggestion 39: Promote more interaction by instructors with student project assignment evaluations
Suggestion 40: Promote instructors to maintain an overview of student progress in creative thinking, technical development and graphic illustration
Suggestion 41: Develop a balance for solution presentation and research analysis
Suggestion 42: Encourage instructors to join students in attending professional organization events
Suggestion 43: Encourage instructors to share anticipated future trends/solutions/issues with students of varied classes in a workshop forum
Suggestion 44: Provide teaching assistance or team teach as appropriate to address class size and instructor training and curriculum continuity
Suggestion 45. Instructor recruitment and training should be a high priority. It is particularly important with the increased enrollment within the last two years. More tenure instructors may not be interested in increasing the number of classes they teach, may not want to put in the preparation required to teach a course in another area, or may be ready to slow down and prepare an exit from the program
Suggestion 46: Continue to pursue more visiting guest lecture series
Suggestion 47: Conduct more off site office visits possibly with larger multi-disciplinary firms
Suggestion 48: Advertise for specialty faculty within the profession, "volunteer"

Response and update:
- • Instructors regularly review student progress in individual courses including portfolio reviews to assess student progress and help assure course and program learning objectives are being achieved
- • Instructors continue to be matched with specific teaching opportunities based on specific course knowledge, skills and abilities requirements
- • Instructors continue to explore ways to incorporated guest lectures, professional practice presentations and other educational activities into the Program
- • Students are encouraged to pursue peer-to-peer educational and service opportunities outside the Program

Section 5:
Suggestion 49: Introduce more writing and verbal training to strengthen the project presentation and critical thinking process at all stages of the program
Suggestion 50: Develop a case study resource center that includes a precedence of project

types. Update the history class to include different eras, geographic regions, cultural influence and political influences

Suggestion 51: Consider satellite course location with online telecommunication opportunities within the regions larger multidiscipline firms

Suggestion 52: Provide training opportunities for students to develop managerial skills and leadership capabilities

Suggestion 53: Because of the diverse backgrounds and existing skill sets of the entering student body, it is important to assist students in identifying and improving their areas of weakness. Assist students to achieve similar basic skill level by encouraging use of support classes, writing, computer graphic, presentation, leadership outside of the basic curriculum

Suggestion 54: Assist students to achieve similar basic skill levels with support classes, writing, computer, graphic, presentation, leadership outside of basic curriculum

Suggestion 55: Encourage students to attend other seminars or conferences sponsored by allied professionals such as AIA, ULI, CELSOC, Smart Growth, etc.

Suggestion 56: Encourage students to develop leadership skills by volunteering services as chairmanship to community development programs

Suggestion 57: Encourage students to participate and lead efforts to enhance graphic, verbal and written skills by conducting focused workshops

Suggestion 58: Encourage students to seek mentoring from established design firms apart from present faculty

Suggestion 59: Continue to nurture class relationships - alumni mentoring, graduation celebration, and periodic events

Suggestion 60: Explore alternative schedule of incorporating some electives into required courses such as drafting and Auto CAD, plant design and planting plans and perspective drawings

Suggestion 61: Consider offering satellite online courses in graphics, grading and drainage and advanced Auto CAD

Suggestion 62: Explore options to maintain sequencing if student takes a "break." Consider offering core classes more than once a year as student population grows

Suggestion 63: The Extension program should consider employing teleconferencing opportunities with other design professional offices or government agencies to experience methods addressing both national and international business development, project diversity, and growth trends

Suggestion 64: Consider providing unit credits for students participating in qualified internship programs conducted by a government agency or private allied professional firms

Suggestion 65: Encourage more interaction with other departments of UCLA such as architecture, urban planning, civil engineering and business management

Response and update:
- Students are encouraged to explore opportunities to develop and expand communications skills including critical thinking, writing and project presentation skills
- The Program library has been expanded to include additional materials on case studies, professional practice literature, subject area writings and technical skills development materials
- Alternative scheduling and non-traditional classroom opportunities continue to be explored for the delivery of instructional materials and student engagement

Section 6:
Suggestion 66: Maintain and support the Alumni Connection (balanced with the Program Director's time constraints)

Suggestion 67: Encourage the student chapter of the ASLA to assist with alumni interaction

Suggestion 68: Develop annual questionnaires for alumni to offer suggestions for program planning and evaluation
Suggestion 69: Insure that alumni are invited to the annual program retreat

Response and update:
- The Program continues to engage alumni in instructional and program development activities including review of student work, student internship opportunities with program graduates, mentoring and other advisory capacities
- The Program continues to encourage and support engagement of the student chapter of the ASLA with their Southern California Chapter counterpart for educational and service oriented activities

Section 7:
Suggestion 70: More outreach to Landscape Architectural professionals will make them aware of the Extension program sending employees, hiring students and graduates, as well as recruitment for instructors
Suggestion 71: Continue to sponsor lectures from pre-eminent landscape architects and attempt to have this occur on an annual basis
Suggestion 72: Develop a list of offices offering periodic internships
Suggestion 73: Explore potential connections to the Architecture Department on the UCLA campus; consider joint projects. Student should understand how the roles of the allied professions work in projects

Response and update:
- Program instructors are encouraged to engage landscape architecture practitioners in their coursework presentations and student work reviews
- The Program has developed and implemented a student internship program
- Students are encouraged to explore other educational opportunities within the Extension and general academic communities at UCLA and elsewhere

Section 8:
Suggestion 74: Actively seek to emulate the Anaheim / Santa Ana River Charette. Seek similar opportunities through other agencies, connections with alumni and sympathetic professionals. Consider formalizing the process as an annual event and seek funding to support it
Suggestion 75: Explore opportunities for credit from Architecture Department for extension courses
Suggestion 76: Explore opportunities for extension students to take architecture courses
Suggestion 77: Continue to use projects that may benefit the general public
Suggestion 78: Encourage and solicit ideas for service activities from public and private agencies

Response and update:
- The Program has formalized the charette process on an annual basis offering students the opportunity to engage with the public, landscape architecture and allied professionals as well as civic and municipal leaders in service-oriented project settings
- The Program encourages instructors to consider opportunities to incorporate service-oriented projects into course work

Section 9:
Suggestion 79: As the program and class size grows space will be a problem. Due to the night

time nature of the classes there are limited hours available to teach. Some instructors are currently experiencing problems with classroom size or configuration

Suggestion 80: The heavy commute traffic is an issue for students and instructors

Suggestion 81: Distance learning may be a strategy for addressing commute issues and space constraints as the program grows; however, it is important to maintain the opportunity for students to interact with peers at all stages of the program

Suggestion 82: Explore potential to work cooperatively with Landscape Firms utilizing their offices and staff to provide supplemental instructors or offsite classroom space

Suggestion 83: Need to develop a plan for allocation of facilities and equipment as program grows

Response and update:
  • Since the last review, class sizes have diminished for a number of reasons and existing facilities are adequate to meet current needs
  • Use of distance learning technology continues to be explored

PART II

ASSESSMENT OF EACH STANDARD

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 1: 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. However the mission statement should be reviewed upon discussion of a long range planning and curriculum review to meet LATC guidelines.

Assessment 2: Does the mission statement take into consideration the broad perspective of values, missions and goals of the profession of landscape architecture?

Team comments:
Yes, however the mission statement is utilizing older material that has since been revised.

Suggestion 1.1: Revisit the Mission statement based on recommendations within the long-range plan and the changes of the LATC guidelines.

Assessment 3: Does the program's literature fully and accurately describe the program's philosophy and objectives?

Team comments:
Yes. There is some disparity to what is presented online versus what is printed.

Suggestion 1.2: The program should look to new modes of providing the most up-to-date materials.

Assessment 4: Does the program title and degree description incorporate the term "Landscape

Architecture?"

Team comments:

Yes, however the UCLA Extension main portal site ties the Landscape Architecture and Horticulture programs together.

Suggestion 1.3: The program should look to separating the Landscape Architecture and Horticulture certificate programs so that the two are not confused as being one program.

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

Team comments:
Yes. The program has developed an annual retreat where instructors, administration, guidance committee and other interested parties are invited to provide feedback for the program. Instructor and class evaluations are reviewed at that time and changes to the program and classes are discussed amongst the staff.

Assessment 2: Does the program 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?

Team comments:
Yes, written evaluations in the form of class and instructor surveys are provided on a regular basis. These evaluations are shared with the instructors and at retreats in order to ensure a quality program that is meeting student needs. However, the evaluation and strategic planning process primarily rests with the annual instructor retreat, quarterly instructor meetings and ultimately with the Program Director. Most decisions for the program come out of that activity as an informal, goal-oriented workshop and nothing is formally written.

Recommendation 1.1:
The program should develop a written strategic (long-range) plan for evaluation of the total program, including admission and selection procedures, instructor qualifications and requirements, attrition and retention of students, roles, selection criteria and responsibilities of the Guidance Committee, curriculum updates and outcomes and performance of graduates in meeting community needs, community outreach, fundraising, marketing of the program, etc. that is reviewed and revised on a regular basis. The strategic plan should include an updated mission, program-level curriculum outcomes and an assessment plan. This plan should be shared with instructional staff and the guidance committee.

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:
See recommendation 1.1 above.

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:

Long range planning is not a written document. See recommendation 1.1 above.
The program is currently discussing moving to a 3-year program based on a number of issues as outlined in the SER. This proposal, although supported by the findings of the review team should be assessed within the context of the long-range strategic plan as being in the best interest of the program's stated goals and objectives.

Recommendation 1.2:
The team recognizes the desire of the program to transition to a three-year program. This program should be addresses as part of a more cohesive, strategic look at the proposal to move to a three-year program upon completion of the written long-range plan as noted in recommendation 1.1. This proposal should seek guidance from a focus group that includes representatives from constituent groups such as alumni, current students, administration, instructors, the Guidance Committee, the professional community, etc. and include several studies including a cohesive look at the overall curriculum, course learning outcomes and a transition plan to ensure that the quality of the program is maintained. Upon completion of the work of the focus group, and prior to implementation, the program will need to document its findings for the LATC either in the annual update or as an "other [special] report" as outlined in the annual reporting procedures.

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:

It is not formally reviewed, but is discussed and reviewed at the annual instructor retreat. See recommendation 1.1 above.

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

Team Comments:
Yes. Significant progress has been made to address specific issues identified in the previous review although the recommendation to explore the transition to a Masters-level program has been abandoned.

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:

Yes, for the program as it is currently laid out. See Standard 3 - Curriculum for further information. Curriculum updates to address course outcomes should be provided in a timely manner for student use.

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

Team Comments:

None.

Recommendations affecting accreditation:

Recommendation 1.1:
The program should develop a written strategic (long-range) plan for evaluation of the total program, including admission and selection procedures, instructor qualifications and requirements, attrition and retention of students, roles, selection criteria and responsibilities of the Guidance Committee, curriculum updates and outcomes and performance of graduates in meeting community needs, community outreach, fundraising, marketing of the program, etc. that is reviewed and revised on a regular basis. The strategic plan should include an updated mission, program-level curriculum outcomes and an assessment plan. This plan should be shared with instructional staff and the guidance committee.

Recommendation 1.2:
The team recognizes the desire of the program to transition to a three-year program. This program should be addresses as part of a more cohesive, strategic look at the proposal to move to a three-year program upon completion of the written long-range plan as noted in recommendation 1.1. This proposal should seek guidance from a focus group that includes representatives from constituent groups such as alumni, current students, administration, instructors, the Guidance Committee, the professional community, etc. and include several studies including a cohesive look at the overall curriculum, course learning outcomes and a transition plan to ensure that the quality of the program is maintained. Upon completion of the work of the focus group, and prior to implementation, the program will need to document its findings for the LATC either in the annual update or as an "other [special] report" as outlined in the annual reporting procedures.

Suggestions for Improvement:

Suggestion 1.1: Revisit the Mission statement based on recommendations within the long-range plan and the changes of the LATC guidelines.

Suggestion 1.2: The program should look to new modes of providing the most up-to-date materials.

Suggestion 1.3: The program should look to separating the Landscape Architecture and Horticulture certificate programs so that the two are not confused as being one program.

Standard 2: Program Autonomy, Governance & Administration

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

Assessment:

    X   **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:

Yes.

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

Team Comments:

Yes.

Assessment 3: Does the program administrator exercise the leadership and management functions of the program? Does he/she have the primary responsibilities for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program?

Team Comments:

Yes, the program director has full discretion over the program.

Assessment 4: Is the educational program established in an educational institution which has a four-year educational curriculum and either is approved by the Western Association of Schools and Colleges or is an institution of public higher education as defined by Section 66010 of the Education Code?

Team Comments:
Yes.

Assessment 5: Does the program meet the following requirements for its instructional personnel:

        (1)   At least one half of the program's instructional personnel shall hold a

professional degree or certificate from an approved extension certificate program in landscape architecture.

    (2)   At least one half of the program's instructional personnel shall be licensed by the Board as landscape architects.

    (3) The program administrator shall be at least .5 time-base.

    (4) The program administrative support shall be 1.0 full-time equivalence.

Team Comments:
67% of the instructional personnel holds a professional degree in landscape architecture or a certificate in landscape architecture.

64% of instructional personnel are licensed as a landscape architect.

The program director (administrator) and Program Manager are full time positions. Additionally, the program employs a part time Program Assistant.

Assessment 6: Is the program administrator a California licensed landscape architect?

Team Comments:

Yes.

Assessment 7: Has an organizational chart been provided that clearly identifies the relationships, lines of authority and channels of communication within the program and with the institution that supports it?

Team Comments:
Yes.

Suggestion 2.1: It is advisable that the administration complete an organizational chart which also delineates the responsibilities within the program itself and how the Guidance Committee, Instructor Committee and other advisory recommendations support the program.

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

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

Team Comments:
Yes.

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

support?

Team Comments:
Funding is available and grants for additional funding is always sought.

Suggestion 2.2: Funding should be sought to allow a select group of instructional personnel and guidance committee members to participate in ASLA, CELA and other association conferences that relate to the education of the profession.

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

Team Comments:
Yes

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

Team Comments:
Yes.

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:
Yes, however the program should look to the diversity of the student body as a means to assess the representation of the instructors.

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:
Yes.

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

Team Comments:
Yes.

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

Team Comments:

Yes.

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.

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

Team Comments:

Yes.

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

Team Comments:

Yes.

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:

See recommendation 1.1 above.

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

Team Comments:

None

Recommendation affecting accreditation*:*

None

Suggestions for Improvement:

Suggestion 2.1: It is advisable that the administration complete an organizational chart which also delineates the responsibilities within the program itself and how the Guidance Committee, Instructor Committee and other advisory recommendations support the program.

Suggestion 2.2: Funding should be sought to allow a select group of instructional personnel and guidance committee members to participate in ASLA, CELA and other association conferences that relate to the education of the profession.

Standard 3: Professional Curriculum

The certificate curriculum shall include the core knowledge skills and applications of landscape architecture.

Assessment:

_____Met   __X____Met With Recommendation   _____Not Met

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

A. MISSION AND OBJECTIVES.   The program's curriculum addresses its mission, goals, and objectives.

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

Team Comments:
Yes. Current Program information identifies that completion of the certificate program prepares students to enter the profession of landscape architecture with the core knowledge, skills, abilities and values reflective of the profession. The curriculum is structured around the areas of Design Courses, Technical Courses and Breadth Courses. In addition, the program places great value in graduates seeking licensure.

Suggestion 3.1: Page 90-93 of SER, "*Landscape Architecture Courses Offered During Past Academic Year*," should be updated in accordance with current LATC requirements for a Professional Curriculum, assessment of program-level learning outcomes and reflect proposed three-year curriculum revision. Consider updating course titles to accurately reflect course content and learning outcomes.

B. PROFESSIONAL CURRICULUM.   The program curriculum includes coverage of:

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

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

Team Comments:
No. The curriculum provides coverage of a majority of the required areas; however, the following areas are not openly evident in a review of program educational objectives, course syllabi, course learning outcomes or student work: Natural and Cultural systems including principles of sustainability, Public Policy and regulation, Values and Ethics and coverage of Ecosystems. Student work consistently works at the site scale with one studio course working at the master plan scale. Regional scale investigations appeared in Thesis projects.

Refer to Suggestion 3.1 and Recommendation 3.1

Assessment 2: Do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?
Team Comments:
Yes.

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

Team Comments:
Yes.

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

Team Comments:
Yes, however, the program relies on the broad nature of the profession of landscape architecture, the varied backgrounds of current students and faculty background to provide awareness of related disciplines. The program maintains an educational objective related to leading and working collaboratively in multidisciplinary teams (p. 28 SER) but collaborative or interdisciplinary projects are not openly evident.

Suggestion 3.2: Investigate opportunities to collaborate with allied disciplines within the Extension and outside the program in order for students to work together at the peer level. Include allied and related disciplines for inclusion in graphic, analysis or design projects within required courses or extra-curricular activities such as the Program Charette.

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

Team Comments:
Yes. The curriculum contains four required courses (14.7 quarter units), two preparation courses and two studio courses identified as a thesis. The proposed three-year curriculum

would maintain an eight-unit "capstone" course.

Assessment 6: Does the program consist of at least 90 quarter units or 60 semester units?

Team Comments:
Yes. The current curriculum is 133.5 quarter units. The proposed three-year curriculum maintains 107 units.

C. SYLLABI.   Syllabi are maintained for all required courses.

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

Team Comments:
No. Current syllabi are maintained for all courses and reviewed among instructor, program director and fellow instructors. However, a consistent format is not followed for learning outcomes, course content and criteria and methods used for assessment. Syllabi do not exist for new courses included in the proposed three-year curriculum.

Recommendation 3.1: Revise syllabi to include specific, measurable learning outcomes and the method of assessment that reflect appropriate levels of learning and required skills, knowledge and abilities. Generate syllabi for new courses listed under proposed three-year curriculum.

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

Team Comments:
Yes. Syllabi identify levels of accomplishment, however, formatting and requirements are inconsistent. The Student Handbook identifies that "grading scales and evaluation techniques used are entirely at the discretion of the individual instructor." (SER Appendix, P. 92) Consider discussing grading standards and accomplishment levels at an Instructional Committee meeting.

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?

Team Comments:
Yes. The program employs a variety of techniques including instructor review of work and Instructor Committee meetings to assess student achievements. The program successfully

uses the Portfolio Review to establish a benchmark of demonstrated learning at the conclusion of Year 1 and Year 3.

Suggestion 3.3: Examine the Portfolio Review process in coordination with the proposed three-year curriculum.

b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?

Team Comments:
Yes. The program enjoys dedicated instructors that remain in contact with one another and meet for an annual retreat and quarterly meetings to review and discuss program and instructional matters. UCLA Extension maintains courses and resources for faculty to improve teaching and learning methods.

c. Maintaining currency with evolving technologies, methodologies, theories and values of the profession?

Team Comments:
Yes. The program maintains topical courses for current students and professionals listed as electives. Availability, access and participation in these offerings by students pursuing certificates are not fully understood.

Suggestion 3.4: Review elective offerings in relationship to core curriculum in order to allow depth or focused area of study that might connect to student interests, contemporary issues or past experiences. Consider requiring more than 4 units (3%) of electives in the total number of required units.

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

Team Comments:
Yes. Within every course, students evaluate satisfaction with the course, satisfaction with the instructor and if the course met student expectations. In addition, a student representative is present in Instructor Committee and Guidance Committee meetings. Instructors, staff and the Program Director maintain open lines of communication with students.

E. AUGMENTATION OF FORMAL EDUCATIONAL EXPERIENCE.   The program provides opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences.

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

Team Comments:
Yes. The demand of life activities coupled with required course demands may complicate student's ability to participate in associated opportunities. Internships were identified as being made known to current students. The Field Sketching course, as an example, has

provided opportunity to extend learning 'off-campus' or outside the Southern California region. The program provides openings for work-study, including maintaining the library. The program values student engagement in community service activities.

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

Team Comments:
The program evaluates opportunities through continued discussion, instructor meetings and mentoring activities. As practicing professionals, instructors have a good sense of marketable skills and experiences of value that will be of benefit to graduates of the program.

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

Team Comments:
Yes. Students display a strong sense of community and open lines of communication that allow for opportunities to discuss and report experiences.

F. COURSEWORK AND AREAS OF INTEREST.

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

Team Comments:
80.5% of current students have a Bachelor's or higher level degree with 75% of the current student students having a Bachelor's degree and 5.5% of current students having a Master's degree or higher. (SER, P. 94)

Assessment 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.?

Team Comments:
Per the SER and confirmed during interviews with the program director and students, independent projects and alternate coursework are not actively promoted or pursued. The Student Handbook (SER Appendix, P. 96) states that independent studies and internships must be approved.

Refer to Suggestion 3.4.

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

Team Comments:
Incorporation of experiences outside the basic curriculum was not evident during the review or in the SER.

Refer to Suggestion 3.4.

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

Team Comments:
None.

Recommendations Affecting Accreditation:

Recommendation 3.1: Revise syllabi to include specific, measurable learning outcomes and the method of assessment that reflect appropriate levels of learning and required skills, knowledge and abilities. Generate syllabi for new courses listed under proposed three-year curriculum.

Suggestions for Improvement:

Suggestion 3.1: Page 90-93 of SER, "*Landscape Architecture Courses Offered During Past Academic Year*," should be updated in accordance with current LATC requirements for a Professional Curriculum, assessment of program-level learning outcomes and reflect proposed three-year curriculum revision. Consider updating course titles to accurately reflect course content and learning outcomes.

Suggestion 3.2: Investigate opportunities to collaborate with allied disciplines within the Extension and outside the program in order for students to work together at the peer level. Include allied and related disciplines for inclusion in graphic, analysis or design projects within required courses or extra-curricular activities such as the Program Charette.

Suggestion 3.3: Examine the Portfolio Review process in coordination with the proposed three-year curriculum.

Suggestion 3.4: Review elective offerings in relationship to core curriculum in order to allow depth or focused area of study that might connect to student interests, contemporary issues or past experiences. Consider requiring more than 4 units (3%) of electives in the total number of required units.

Standard 4: Student and Program Outcomes.

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

Assessment:

___X___ Met _____ Met With Recommendation _____ Not Met

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

A. STUDENT LEARNING OUTCOMES. Upon completion of the program, students are qualified to pursue a career in landscape architecture.

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

Team Comments:
Yes. Student work demonstrates the skills, knowledge and abilities required for entry-level positions. Through review of the work, meetings with students and review of the SER students are also prepared to communicate design and technical ideas that include written, verbal and graphic communication techniques.

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

Team Comments:
Yes. The four-year curriculum demonstrates students' ability to think critically and creatively; to understand, apply and communicate the subject matter of the professional curriculum. Advanced studio and thesis work shows evidence of the students' ability to define a project; identify a planning and design problems; collect, analyze and synthesize information; create and develop design concepts. Technical courses show evidence of students' implementation skills abilities.

Suggestion 4.1: Review and refine program-level learning objectives that support program goals, curriculum development and course learning outcomes.

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

Team Comments:
Yes. Student interviews highlighted awareness and understanding of the role of the profession and the licensed landscape architect in health, safety and welfare issues. Student work in advanced-level courses demonstrated attention to health, safety and welfare issues.

B. STUDENT ADVISING.   The program provides students with effective advising and mentoring throughout their educational careers.

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

Team Comments:
Yes. Students receive academic advising throughout the duration of enrollment from the Program Director and Program Manager. Advising is available during Open House events, in the Department Office and at the faculty/advising office within the 1010 Westwood facility.

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

Team Comments:
Yes. Students receive career development information from the Program Director, Program Manager, instructors and Guidance Committee members. The program provides mentorship of current students through faculty/student interaction in courses, annual portfolio review events and student shows.

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

Team Comments:
Yes. Current students noted the many professional opportunities are available in the Southern California region, with the Southern California Chapter-ASLA (SCC-ASLA), and within the UCLA Extension.

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

Team Comments:
Interviews with current students from first through fourth years and alumni provided feedback of great satisfaction with the academic experience and strong 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?

Team Comments:
Yes. Students participate in events organized by the Student Chapter ASLA, SCC-ASLA, as well as program-wide design charrettes and community service activities as time allows.

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

Team Comments:
Yes. Students are active in SCC ASLA chapter events, including the mentoring program and support committees. In addition, students are involved in community events, activities and organizations.

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

Team Comments:
None.

Recommendations affecting accreditation:
None.

Suggestions for Improvement*:*

Suggestion 4.1: Review and refine program-level learning objectives that support program goals, curriculum development and course learning outcomes.

Standard 5: Faculty

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

Assessment:

___X___Met   _____Met With Recommendation   _____Not Met

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

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

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

Team Comments:
Yes. As noted in the SER, UCLA Extension does not have faculty, but instead instructors and the collective known as the instructional staff. The instructional staff is comprised of practicing landscape architects, architects and specialists in related fields. Current instructors have long-standing involvement in the program. Several instructors have additional academic teaching responsibilities (concurrent or previous to current position).

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

Team Comments:
Yes. Instructional assignments are connected to instructor experience, strengths and interests.

Suggestion 5.1: The Program should continue to match course outcomes and content to specific faculty experience in the field of landscape architecture. Consideration should be given to providing additional opportunities to landscape architects to lead upper division courses including the instruction of Thesis or Capstone projects.

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

Team Comments:
Yes. The designation as adjunct or part-time is not utilized. All instructors are involved with decisions regarding curriculum development and evaluation as members of the Instructor

Committee. The program supports an annual retreat as well as quarterly instructor meetings to evaluate student learning, course structure and other topics. In addition, the Instructor Committee maintains various subcommittees to carry out responsibilities.

Refer to Suggestion 2.1.

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

Team Comments:
Yes. All instructors conform to University of California regulations, UCLA governance requirements and UCLA Extension policies.

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

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

Team Comments:
Yes. Instructor achievements are sent to the University Extension Marketing Department for announcement and distribution. As practicing professionals, many instructors maintain individual websites or seek avenues for publication of their work and accomplishments. Instructors are also involved in local ASLA Chapter functions and activities and publicize accomplishments through those networks.

Refer to suggestion 2.2.

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

Team Comments:
Yes. Per campus policy, students evaluate all courses on a standardized form. Evaluations review satisfaction with the course, the instructor and student expectations and results are used to evaluate teaching effectiveness and areas for improvement as needed. Program review and improvement occurs through excellent lines of communication among students, instructors, the guidance committee, the program director and members of the profession.

Forums for evaluation include: department retreats, faculty conversations, student shows, portfolio reviews and presentations. The Program should continue to monitor student evaluation completion rates in order to engage as many student voices as possible.

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

Team Comments:
No. Limited funding has been available for conference attendance and has been restricted to the Program Director's participation in either the ASLA Annual Meeting or the CELA Annual Meeting. Two instructors were sent to a recent CELA meeting held in Los Angeles. Additional funds should be allocated for instructor dissemination of student learning and program accomplishments.

Equipment and technical support is provided for course instruction.

Refer to suggestion 2.2.

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

Team Comments:
Yes. Instructors gather for the annual retreat, quarterly instructor meetings and informally during department functions. Recognition is provided annually to a Distinguished Instructor of the Year at both the Landscape Architecture Program and the Arts Department levels.

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

Team Comments:
Yes. The Program Director, instructors and staff display a high-level of involvement, care and concern with student development, advising and mentoring. This dedication continually enhances the effectiveness of the individuals (staff and students) and 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?

Team Comments:
Yes. Salaries respond to UCLA Extension requirements. See Assessment B4 above for notes on recognition.

Assessment 2: What is the rate of faculty turnover?

Team Comments:
Low. There is very little turnover in instructors.

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

Team Comments:
None.

Recommendations Affecting Accreditation:
None.

Suggestions for Improvement:

Suggestion 5.1: The Program should continue to match course outcomes and content to specific faculty experience in the field of landscape architecture. Consideration should be given to providing additional opportunities to landscape architects to lead upper division courses including the instruction of Thesis or Capstone projects.

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

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

Assessment:

___X___Met   _____Met With Recommendation   _____Not Met

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

A. INTERACTION WITH THE PROFESSION, INSTITUTION, AND PUBLIC. The program represents and advocates for the profession by interacting with the professional community, the institution, community and the public at large.

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

Team Comments:
Yes. The program is highly active in service learning opportunities both as an elective, as an independent event or as part of a required course.

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

Team Comments:
Service activities are announced and student participation documented through coursework deliverables, but instructors do not currently summarize the service activities that are undertaken as part of the curriculum.

Suggestion 6.1: Instructors, as part of their annual performance reviews, should provide a summary of all of the service-learning activities that have been undertaken within their courses and in association with the program.

B. ALUMNI AND PRACTITIONERS. The program recognizes alumni and practitioners as a resource.

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

Team Comments:
The program does an incredible job at maintaining contact with alumni and should be commended for their efforts. Often times instructional personnel and/or the program director

has been instrumental in placing a student or graduate in an employment position and as such the alumni feel a great sense of gratitude towards the program.

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

Team Comments:
Yes. Alumni participate in governance in various means. There is an annual alumni reunion and they are often asked to participate on various governance committees.

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

Team Comments:
None

Recommendations Affecting Accreditation:

None

Suggestions for Improvement:

Suggestion 6.1: Instructors, as part of their annual performance reviews, should provide a summary of all of the service-learning activities that have been undertaken within their courses and in association with the program.

Standard 7: Facilities, Equipment, and Technology

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

Assessment:

_____Met   ___X___Met With Recommendation   _____Not Met

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

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

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

Team Comments:
No. There is only one, small, jointly-used office in the 1010 Westwood Building for instructional personnel to hold office hours. Instructors schedule office time with the Program Director based on need. All other areas are shared with the Department of the Arts.

Recommendation 7.1: Provide instructional personnel additional office space for course preparation, where course materials can be stored and office hours, including privacy needs can be conducted. It would be preferable that instructor office space be located near studio/classroom space where their courses are held so that office hours can easily slide into classroom instruction activities.

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

Team Comments:
No. As a commuter school it is doubtful that permanent studio space would be beneficial to these students. However the students do show a need for dedicated, secure storage space for their projects and materials for the duration of time they are enrolled in each course.

Recommendation 7.2: Provide students with secure storage space where projects and materials for ongoing classes can be stored.

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

Team Comments:
Yes.

B. INFORMATION SYSTEMS AND TECHNICAL EQUIPMENT. Information

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

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

Team Comments:
Yes, however some of the facilities do not have wireless communications system (WiFi) capabilities.

Suggestion 7.1: Provide WiFi connectivity in all instructional facilities.

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

Team Comments:
Yes.

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

Team Comments:
The program runs all computer related classes through a computer lab that is maintained by extension. There are no additional hours available for student use as the lab is used by several programs. However, the Program Director does make it very clear in program materials that a laptop is mandatory by year 3 and that free software and discounts are available.

Suggestion 7.2: The program should encourage students to acquire a laptop computer with the proper specifications as soon as they have been accepted for candidacy into the program.

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

Assessment 1: Are collections adequate to support the program?

Team Comments:
Yes. The program has quite a nice, dedicated resource library and the program director has hired official librarians from among the students to maintain the library. The library also functions as an impromptu gathering place for students.

Assessment 2: Do courses integrate library and other resources?

Team Comments:
Yes.

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

Team Comments:

Yes. The library is open at least one hour before all classes and during classes for student use.

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

Team Comments:
Suggestion 7.3: Studio space should have more pin-up space.

Recommendations Affecting Accreditation:
Recommendation 7.1: Provide instructional personnel additional office space for course preparation, where course materials can be stored and office hours, including privacy needs can be conducted. It would be preferable that instructor office space be located near studio/classroom space where their courses are held so that office hours can easily slide into classroom instruction activities.

Recommendation 7.2: Provide students with secure storage space where projects and materials for ongoing classes can be stored.

Suggestions for Improvement:

Suggestion 7.1: Provide WiFi connectivity in all instructional facilities.

Suggestion 7.2: The program should encourage students to acquire a laptop computer with the proper specifications as soon as they have been accepted for candidacy into the program.

Suggestion 7.3: Studio space should have more pin-up space.

PART III

Summary of Recommendations and Suggestions

The review team believes the program as reviewed meets the criteria to continue to be approved by the LATC. There are two main recommendations that rise up as priorities within them.

The first, and most important of these, is the need for a written long-range (strategic) plan. At present, the plan is discussed on an ad-hoc basis and revised at-will by instructors and administration. We believe the program would benefit from a more cohesive, written plan to guide all that the program strives to do over the 6 year period that it will be "approved" by the LATC. This plan, once completed, can be a touch stone for all - students, faculty and administration - as well as provide much needed guidance for new faculty members and prospective students.

The second of these is the proposal to move to a 3-year program. In our review, we see this as supportable although it should be the result of an extensive and carefully conducted review of the long-range, strategic planning process and in the best interest of the program's continued success. As noted in the recommendations, this proposal requires further study through a focus group in order to address several key issues. At present, we believe that the instructional committee has put together a comprehensive review of the potential of this recommendation, but there are other factors that should be considered prior to implementation as noted in the recommendations.

The suggestions and recommendations contained herein are meant to build on the strengths of the program.

A. Recommendations Affecting Approval

Recommendation 1.1:
The program should develop a written strategic (long-range) plan for evaluation of the total program, including admission and selection procedures, instructor qualifications and requirements, attrition and retention of students, roles, selection criteria and responsibilities of the Guidance Committee, curriculum updates and outcomes and performance of graduates in meeting community needs, community outreach, fundraising, marketing of the program, etc. that is reviewed and revised on a regular basis. The strategic plan should include an updated mission, program-level curriculum outcomes and an assessment plan. This plan should be shared with instructional staff and the guidance committee.

Recommendation 1.2:
The team recognizes the desire of the program to transition to a three-year program. This program should be addresses as part of a more cohesive, strategic look at the proposal to move to a three-year program upon completion of the written long-range plan as noted in recommendation 1.1. This proposal should seek guidance from a focus group that includes representatives from constituent groups such as alumni, current students, administration, instructors, the Guidance Committee, the professional community, etc. and include several studies including a cohesive look at the overall curriculum, course learning outcomes and a transition plan to ensure that the quality of the program is maintained. Upon completion of the work of the focus group, and prior to implementation, the program will need to document its findings for the LATC either in the annual update or as an "other [special] report" as

outlined in the annual reporting procedures.

Recommendation 3.1: Revise syllabi to include specific, measurable learning outcomes that reflect appropriate levels of learning and required skills, knowledge and abilities. Generate syllabi for new courses listed under proposed three-year curriculum.

Recommendation 7.1: Provide instructional personnel additional office space for course preparation, where course materials can be stored and office hours, including privacy needs can be conducted. It would be preferable that instructor office space be located near studio/classroom space where their courses are held so that office hours can easily slide into classroom instruction activities.

Recommendation 7.2: Provide students with secure storage space where projects and materials for ongoing classes can be stored.

B. Suggestions for Improvements

Suggestion 1.1: Revisit the Mission statement based on recommendations within the strategic plan and the changes of the LATC guidelines.

Suggestion 1.2: The program should look to new modes of providing the most up-to-date materials.

Suggestion 1.3: The program should look to separating the Landscape Architecture and Horticulture certificate programs so that the two are not confused as being one program.

Suggestion 2.1: It is advisable that the administration complete an organizational chart which also delineates the responsibilities within the program itself and how the Guidance Committee, Instructor Committee and other advisory recommendations support the program.

Suggestion 2.2: Funding should be sought to allow a select group of instructional personnel and guidance committee members to participate in ASLA, CELA and other association conferences that relate to the education of the profession.

Suggestion 3-1: Page 90-93 of SER, "*Landscape Architecture Courses Offered During Past Academic Year*," should be updated in accordance with current LATC requirements for a Professional Curriculum, assessment of program-level learning outcomes and reflect proposed three-year curriculum revision. Consider updating course titles to accurately reflect course content and learning outcomes.

Suggestion 3-2: Investigate opportunities to collaborate with allied disciplines within the Extension and outside the program in order for students to work together at the peer level. Include allied and related disciplines for inclusion in graphic, analysis or design projects within required courses or extra-curricular activities such as the Program Charrette.

Suggestion 3-3: Examine Portfolio Review for proposed three-year curriculum.

Suggestion 3-4: Review elective offerings in relationship to core curriculum in order to allow depth or focused area of study that might connect to student interests, contemporary issues or past experiences. Consider requiring more than 4 units (3%) of electives in the total number of required units.

Suggestion 4.1: Review and refine program-level learning objectives that support program goals, curriculum development and course learning outcomes.

Suggestion 5.1: The Program should continue to match course outcomes and content to specific faculty experience in the field of landscape architecture. Consideration should be given to providing opportunities to landscape architects to lead upper division courses including the instruction of Thesis or Capstone projects.

Suggestion 6.1: Instructors, as part of their annual performance reviews, should provide a summary of all of the service-learning activities that have been undertaken within their courses and in association with the program.

Suggestion 7.1: Provide WiFi connectivity in all instructional facilities.

Suggestion 7.2: The program should encourage students to acquire a laptop computer with the proper specifications as soon as they have been accepted for candidacy into the program.

Suggestion 7.3: Studio space should have more pin-up space.

Appendix B

ADVISORY RECOMMENDATION TO THE
LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

Date of Visit _____ April 22-24, 2013 _____

Institution _____ UCLA Extension _____

Degree Title _____ Landscape Architecture _____

Visiting Team Recommendation
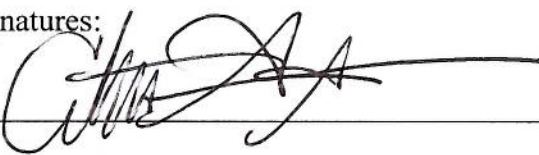
_____ Initial Approval

(APPROVAL)

_____ Provisional Approval

_____ Denial

Signatures:

Agenda Item J

REVIEW AND POSSIBLE ACTION ON REQUIREMENTS FOR RECIPROCITY

On December 27, 2012, the Landscape Architects Technical Committee (LATC) received a letter from Jon K. Pride, a landscape architect licensed in Washington, requesting the LATC to consider his request for licensure in California. Specifically, Mr. Pride requested that LATC accept his experience as a licensed landscape contractor in California and as a licensed landscape architect in Washington in lieu of California education requirements and allow him to obtain reciprocity in California. Mr. Pride was a licensed landscape contractor in California for 10 years between 1986 and 1996 and has also owned a landscape design firm in California for 13 years. He has been licensed as a landscape architect in Washington since November 20, 2012.

To become a licensed landscape architect in Washington, applicants without a degree are required to possess at least eight years of diversified experience working in landscape architecture, and six years of that experience must be under the direct supervision of a licensed landscape architect. Postsecondary education in landscape architecture may count as part of the experience.

Mr. Pride argues that the provisions in California Code of Regulations (CCR) section 2615 (Education and Training Credits), can be interpreted to allow for his licensed experience in Washington to supplement the education requirement for obtaining licensure in California.

Mr. Pride was present at the January 25, 2013 LATC meeting. During the meeting, Mr. Pride stated that CCR does not require reciprocity applicants to meet the education requirements and that passing the Landscape Architect Registration Examination (LARE) proved competency. Mr. Pride asked the LATC to consider his application and to waive the education requirement based on his qualification and his background.

CCR section 2615 (a)(2) states:

"Notwithstanding subdivision (a)(1), a candidate who has a Board approved degree in landscape architecture in accordance with section 2620(a)(1) or an extension certificate in landscape architecture from a Board approved school in accordance with section 2620(a)(3) shall be eligible and may apply for Sections 1 and 2 of the Landscape Architect Registration Examination (LARE). Such candidate shall not be eligible for

Sections 3 and 4 of the LARE until the candidate has a combination of six years of education and training experience as specified in section 2620.
A candidate's score on the LARE shall not be recognized in this State if at the time the candidate took the LARE, the candidate was not eligible in accordance with California laws and regulations for the examination or sections thereof."

CCR section 2615 (c)(1) states:

"A candidate who is licensed as a landscape architect in a U.S. jurisdiction, Canadian province, or Puerto Rico by having passed a written examination substantially equivalent in scope and subject matter required in California as determined by the board shall be eligible for licensure upon passing the California Supplemental Examination."

Business and Professions Code section 5651 (b) states:

"The examination shall consist of a written examination. The written examination may be waived by the board if the applicant meets both of the following requirements:
(1) Is currently licensed by a United States jurisdiction, Canadian province, or Puerto Rico, has passed a written examination equivalent to that which is required in California at the time of application, and has submitted proof of job experience equivalent to that required of California applicants at the time of application.
(2) Has passed the California supplemental examination if, at the time of application, it is required of all California applicants."

Based on the regulation, LATC requires all reciprocity applicants to meet the following requirements in order to be eligible for reciprocity licensure:

1. The applicant must be licensed as a landscape architect in another state by having passed a written examination substantially equivalent in scope and subject matter to the written examination last given in California.
2. The applicant must meet the education and training requirements for first-time examination candidates.

The LATC is asked to discuss Mr. Pride's letter and take appropriate action. Mr. Pride has not submitted an initial eligibility application at this time.

ATTACHMENT:
1. Letter From Jon K. Pride

Jon Pride

Designs

Building Design
Landscape Planning
Site Supervision

December 10, 2012

Ms. Stephanie Landregan
LATC Board Chair
Landscape Architects Technical Committee
2420 Del Paso Road, Suite 105
Sacramento, CA 95834

Subject: Design/Consultation Services

Dear Ms. Landregan,

I want to thank you for your time on the phone last week regarding my interest in obtaining licensure in California via reciprocity. As I mentioned, I have passed the LARE, and am now licensed in the State of Washington as a Landscape Architect. Although I do work all over the western U.S., and Mexico, I live and practice mostly in California.

California rules wouldn't allow me to sit for the exams because I didn't meet the education requirement. Washington is one of about twelve states that allow work experience as criteria for the ability to sit for the exams. Because the code is not clear, my assumption was that if I passed in another state, that once licensed I would be able to file for reciprocity. It would be a reasonable assumption, since I have seen verbiage in documents from California and CLARB that the LARE with its high degree of difficulty show and prove competency. Irrespective of one's educational background, if one passes the LARE, and it is the same test as administered for the state of California, than California should recognize my license and offer reciprocity.

Be that as it may, California's rules have been interpreted so that education is a requirement for reciprocity as well. I have to strongly disagree. All verbiage in the B & P code show education as a requirement for acceptance to sit for the exam, reciprocity is not included. It has only been interpreted to be as such.

Cont.

P.O. Box 56 La Canada, CA 91012 (626) 791-2228 (626) 791-5208 fax jon@jonpridedesigns.com

Ms. Landregan
Page 2
Dec. 10, 2012

I believe that the minimum one year education credit doesn't apply to reciprocity. It clearly applies to initial preregistration for sitting for the exam, but does not apply to an individual that has already successfully completed the LARE and has obtained licensure in another state.

As per 2615 c (1) A candidate who is licensed as a landscape architect in a U.S. jurisdiction, Canadian province, or Puerto Rico by having passed a written examination substantially equivalent in scope and subject matter required in California as determined by the board shall be eligible for licensure upon passing the California Supplemental Examination.

No mention or connection to education exists in this statute. Moreover, if one reads all of 2615 the only mention of the six year education/experience requirement is to be able sit for the LARE initially in California. Since I have already passed the LARE, and Washington's supplemental, 2615 (a) (1) doesn't apply to me. Even c (2) would apply had I completed some of the sections of LARE, and wished to switch my U.S. jurisdiction to California.

I was a licensed landscape contractor in California for 14 years, and 3 years in the State of Washington, as well as had a landscape design firm here in California for the last 13 years, and have a long list of Architects, L.A.'s, Engineers, and Consultants that would document in writing that I am more than qualified to be licensed in California.

With all that, and the law I am respectfully requesting the Committee consider my application for reciprocity based on the merits above, and that licensure as described in the California Statute obtained in another state with the same exam completion requirements be accepted to sit for the supplemental exam.

Feel free to call with any questions.

Sincerely

Jon K. Pride
Principal

Agenda Item K

REVIEW AND POSSIBLE ACTION ON LEGAL OPINION REGARDING BUSINESS AND PROFESSIONS CODE SECTION 5641, CHAPTER EXCEPTIONS, EXEMPTIONS

The Exceptions and Exemptions Task Force is charged with determining how the Landscape Architects Technical Committee (LATC) can ensure clarity about Business and Professions Code (BPC), section 5641 (Chapter Exceptions, Exemptions), and ensure that these provisions protect the public.

During the May 24, 2012 meeting, the Task Force discussed its charge and noted that it could include investigating possible changes to BPC section 5641. At the conclusion of the meeting, members were asked to submit information to be reviewed and considered at the next meeting.
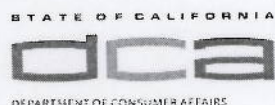
At the October 18, 2012 meeting, the Task Force members provided information to assist in their discussion on how LATC can ensure clarity regarding BPC section 5641. The Task Force reviewed and discussed the following information:

1. Council of Landscape Architectural Registration Boards (CLARB) Determinants of Success Research Study, October 2011
2. CLARB Landscape Architect Registration Examination Specifications
3. September 7, 2012, Letter from the Association of Professional Landscape Designers (including Washington State Landscape Architects Practice Act)
4. Dan Chudy, City of Riverside Building Official, Suggestions to BPC Section 5641
5. Linda Gates, Landscape Architect, Suggestions to BPC Section 5641

After reviewing and discussing the provisions in BPC section 5641, the Task Force recommended that Don Chang, Legal Counsel, provide LATC with a legal opinion on BPC section 5641. On November 14, 2012, the LATC approved the Task Force's recommendation. Attached is a copy of legal counsel's opinion on BPC section 5641. LATC will be asked to review the opinion and take action it deems appropriate.
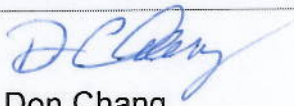
ATTACHMENT:
1. Legal Opinion for BPC section 5641

STATE OF CALIFORNIA | STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

dca

DEPARTMENT OF CONSUMER AFFAIRS

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MEMORANDUM

DATE	April 30, 2013
TO	Trish Rodriguez Landscape Architects Technical Committee
FROM	Don Chang Assistant Chief Counsel
SUBJECT	Section 5641 - Exceptions

Section 5641 of the Business and Professions Code[1] specifies landscape architectural activities which are exempt from the provisions of Chapter 3.5 (commencing with section 5615 - hereafter referred to as the "Landscape Architects Act" or "Act"), Division 3, of the Business and Professions Code. The Landscape Architects Technical Committee ("LATC") created a task force to review the section 5641 to determine if clarification of its provisions was necessary.

During the October 18, 2012 Task Force meeting, the discussion focused on the following phrase contained in section 5641:

> "... Construction documents, details, or specification for the tangible objects or landscape features, and alterations of site requiring grading and drainage plans shall be prepared by a licensed professional *as required by law...*"

The question posed was whether the term "as required by law" meant that if there was no law that required the enumerated construction documents, details or specification to be prepared by licensed professionals would unlicensed persons be permitted to prepare such documents.

Conclusion

The preparation of construction documents, details or specifications for tangible objects or landscape features is a service required by the Landscape Architects Act to be performed by a licensed landscape architect. Accordingly, the provisions of section 5641 which require construction documents, details or specifications for tangible objects

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[1] All section references are to that Code.

or landscape features to be prepared by a licensed professional as required by law do not permit an unlicensed person to provide or prepare such documents without being under the immediate and responsible direction of a landscape architect.

Analysis

Section 5615 defines "landscape architect" as follows:

> "5615. As used in this chapter:
> "Landscape architect" means a person who holds a license to practice landscape architecture in this state under the authority of this chapter. A person who practices landscape architecture within the meaning and intent of this article is a person who offers or *performs professional services, for the purpose of landscape* preservation, *development and enhancement, such as* consultation, investigation, reconnaissance, research, planning, *design, preparation of drawings, construction documents and specifications*, and responsible construction observation. Landscape preservation, development and enhancement is the dominant purpose of services provided by landscape architects. *Implementation* of that purpose *includes*: (1) the preservation and aesthetic and functional enhancement of land uses and natural land features; (2) *the location and construction of aesthetically pleasing and functional approaches and settings for structures and roadways; and, (3) design for trails and pedestrian walkway systems*, plantings, landscape irrigation, landscape lighting, landscape grading and landscape drainage.
>
> Landscape architects perform professional work in planning and design of land for human use and enjoyment. Based on analyses of environmental physical and social characteristics, and economic considerations, they produce overall plans and landscape project designs for integrated land use.
>
> *The practice of a landscape architect may*, for the purpose of landscape preservation, development and enhancement, *include*: investigation, selection, and allocation of land and water resources for appropriate uses; feasibility studies; formulation of graphic and written criteria to govern the planning and design of land construction programs; preparation review, and analysis of master plans for land use and development; *production of overall site plans*, landscape grading and landscape drainage plans, irrigation plans, planting plans, and construction details; specifications; cost estimates and reports for land development; collaboration in the design of roads, bridges, and structures with respect to the functional and aesthetic requirements of the areas on which they are to be placed; negotiation and arrangement for execution of land area projects; field observation and inspection of land area construction, restoration, and maintenance.

This practice shall include the location, arrangement, and *design of those tangible objects and features as are incidental and necessary to the purposes outlined herein.* Nothing herein shall preclude a duly licensed landscape architect from planning the development of land areas and elements used thereon or from performing any of the services described in this section in connection with the settings, approaches, or environment for buildings, structures, or facilities, in accordance with the accepted public standards of health, safety, and welfare. This chapter shall not empower a landscape architect, licensed under this chapter, to practice, or offer to practice, architecture or engineering in any of its various recognized branches." (Emphasis added)

The definition of the scope of practice for a landscape architect is extensive. However, distilled to its essence, as it relates to the preparation of plans, specifications and construction details, a landscape architect performs professional services for the purpose of landscape preservation, development and enhancement, such as design, preparation of drawings, construction documents and specifications and construction observation. The implementation of landscape preservation, development and enhancement includes the design of pedestrian walkway systems, plantings, landscape irrigation, landscape lighting, landscape grading and landscape drainage plans, irrigation plans, planting plans. The practice of landscape architecture may include the production of overall site plans and construction details. The practice also includes the design of those tangible objects and features as are incidental and necessary to the purpose of landscape development and enhancement.

Section 5640 makes it a misdemeanor for any person who does not hold a current and valid license issued under the Act to engage in the practice of landscape architecture, to represent themselves as a landscape architect or any other title or words that would imply or indicate that he or she is a landscape architect.

The Act provides for various exemptions from the licensure requirements for specified activities, e.g., irrigation consultants, golf course designers,. Our attention is focused on section 5641 which provides exceptions to the prohibition contained in section 5640. It provides as follows:

"This chapter shall not be deemed to prohibit any person from preparing drawings for the conceptual design and placement of tangible objects and landscape features or plans, drawings, and specification for the selection, placement, or use of plants for a single family dwelling. Construction documents, details, or specifications for the tangible objects or landscape features, and alteration of site requiring grading and drainage plans shall be prepared by a licensed professional as required by law."

The first sentence of section 5641 allows unlicensed persons to perform drawings for the conceptual design and placement of tangible objects and landscape feature and

planting plans. It defines the landscape architecture activities that may be performed by an unlicensed person. The second sentence of section 5641 provides that where required by law, construction documents, details or specifications must be prepared by a licensed professional. The second sentence is a limitation on the activities of an unlicensed person performing landscape architectural activities.

Generally exceptions to a statute are construed narrowly to cover only those circumstance which are within the words and reason of the exception. *All One God Faith, Inc. v. Organic and Sustainable Industry Standards, Inc.*, (2010) 107 Cal.Rptr. 3d 861. In the instant case, an unlicensed person may lawfully engage in the practice of landscape architecture to the extent that such activities are exempt.

At the LATC Task Force meeting, I stated that if a local ordinance required a licensed professional to design a landscape feature, such an ordinance would be considered a law which precluded an unlicensed person from preparing such instruments of services. Unfortunately, the discussion focused on local laws governing design and there may have been an erroneous impression that if there was no local law requiring that construction documents, details or specifications be prepared by a licensed professional, such documents could be prepared by an unlicensed person.

There is no universally accepted definition of the term "law." However, it appears clear that a law is a rule which is passed by a legislative governmental body. The law includes, state laws and regulations and local government codes and ordinances. For example, the Health and Safety Code authorizes the State to adopt building standards which it does by adopting regulations in Title 24 of the California Code of Regulations that govern the design and construction of buildings and associated facilities. Cities and counties are required by state law to enforce Title 24 and may adopt ordinances making more restrictive requirements than provided by Title 24 due to local climatic, geological or topographical conditions.

The Landscape Architects Act is a state law of general application. Section 5640 prohibits persons who do not hold a landscape architect's license or are exempt from the Practice Act from engaging or offering to provide landscape architectural services. As discussed above, the practice of landscape architecture includes the design of tangible objects and features that are incidental and necessary for the purpose of landscape development and enhancement. Accordingly, the preparation of construction documents, details or specifications for tangible objects or landscape feature are a function of the practice of landscape architecture and require licensure or an exemption to be lawfully performed. Section 5640 only permits an unlicensed person to provide conceptual design and placement of tangible objects and planting plans. It does not authorize an unlicensed person to prepare construction documents, details or specifications for tangible objects or landscape features.

We trust that the foregoing is responsive to your inquiry.

Agenda Item L

REVIEW TENTATIVE SCHEDULE AND CONFIRM FUTURE LATC MEETING DATES

<u>May</u>
27	*Memorial Day*	*Office Closed*

<u>June</u>
13	Board Meeting	Sacramento
19-20	National Council of Architectural Registration Boards Annual Meeting and Conference	San Diego
20-22	The American Institute of Architects National Convention	Denver, CO

<u>July</u>
4	*Independence Day*	*Office Closed*

<u>August</u>
TBD	Landscape Architects Technical Committee (LATC) Meeting	TBD
19-30	Landscape Architect Registration Examination (LARE) Sections 1-4 Administration	Various

<u>September</u>
2	*Labor Day*	*Office Closed*
12	Board Meeting	Southern California
26-28	Council of Landscape Architectural Registration Boards Annual Meeting	Minneapolis, MN

<u>November</u>
TBD	LATC Meeting	TBD
11	*Veteran's Day*	*Office Closed*
15-18	American Society of Landscape Architects Annual Meeting	Boston, MA
28-29	*Thanksgiving Holiday*	*Office Closed*

<u>December</u>
2-14	LARE Sections 1-4 Administration	Various
11-12	Board Meeting	TBD
25	*Christmas*	*Office Closed*

Agenda Item M

ADJOURNMENT

Time: _____