



**MEMBERS OF THE
EDUCATION/EXPERIENCE
SUBCOMMITTEE**

Marq Truscott, Chair

Pasqual Gutierrez, Vice Chair

Steve Jacobs

Nathan Lozier

John Nicolaus

NOTICE OF MEETING

Education/Experience Subcommittee

October 3, 2017

9:00 a.m. – 4:00 p.m.

(or until completion of business)

*Action may be
taken on any
item listed on the
agenda.*

**Department of Consumer Affairs (DCA) – HQ2
1747 North Market Boulevard, Emerald Room
Sacramento, CA 95834
(916) 575-7230 (LATC)**

The Landscape Architects Technical Committee (LATC) will hold an Education/Experience Subcommittee meeting, as noted above. The notice and agenda for this meeting and other meetings of the LATC can be found on the LATC's website: latc.ca.gov. For further information regarding this agenda, please see below, or you may contact Tremaine Palmer at (916) 575-7230.

Agenda

- A. Call to Order/Roll Call/Establishment of a Quorum
- B. Chair's Procedural Remarks and Subcommittee Member Introductory Comments
- C. Review of the Objective of the Subcommittee (Brianna Miller, Program Manager, LATC)
- D. Review of Applicable Open Meeting Act Requirements (Tara Welch, Attorney III, Department of Consumer Affairs)
- E. Discuss and Possible Recommendation to Amend California Code of Regulations (CCR), Title 16, Division 26, Section 2620 (Education and Training Credits) to Define and Prescribe Allowable Credit for Initial Licensure:
 - 1. Related Degrees (Baccalaureate and Associate)
 - 2. Non-Related Degrees (Baccalaureate and Associate)
 - 3. Experience-Only Pathway

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(Continued on Next Page)

F. Public Comment on Items Not on the Agenda

The Subcommittee may not discuss or take action on any item raised during this public comment section, except to decide whether to refer the item to the Subcommittee's next meeting, if any, and/or place the matter on the agenda of a future meeting. (Government Code sections 11125 and 11125.7(a).)

G. Next Steps and Items for Discussion and Consideration; Possible Setting of Additional Subcommittee Meeting

H. Adjournment

Action may be taken on any item on the agenda. The time and order of agenda items are subject to change at the discretion of the Subcommittee Chair and may be taken out of order. The meeting will be adjourned upon completion of the agenda, which may be at a time earlier or later than posted in this notice. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the Subcommittee are open to the public. The LATC plans to webcast this meeting on its website at www.latc.ca.gov. Webcast availability cannot, however, be guaranteed due to technical difficulties. The meeting will not be cancelled if webcast is not available. If you wish to participate or to have a guaranteed opportunity to observe, please plan to attend the physical location. Adjournment, if it is the only item that occurs after a closed session, may not be webcast.

Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Subcommittee prior to the Subcommittee taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Subcommittee, but the Subcommittee Chair may, at his or her discretion, apportion available time among those who wish to speak. Individuals may appear before the Subcommittee to discuss items not on the agenda; however, the Subcommittee can neither discuss nor take official action on these items at the time of the same meeting (Government Code sections 11125 and 11125.7(a)).

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Tremaine Palmer at (916) 575-7233, emailing tremaine.palmer@dca.ca.gov, or sending a written request to the Landscape Architects Technical Committee, 2420 Del Paso Road, Suite 105, Sacramento, CA 95834. Providing your request at least five (5) business days before the meeting will help to ensure availability of the requested accommodation. Telecommunications Relay Service: dial 711.

Protection of the public shall be the highest priority for the LATC in exercising its licensing, regulatory, and disciplinary functions. Whenever the protection of the public is inconsistent with other interests sought to be promoted, the protection of the public shall be paramount (Business and Professions Code section 5620.1).

Agenda Item A

CALL TO ORDER / ROLL CALL / ESTABLISHMENT OF A QUORUM

Roll is called by the Education/Experience Subcommittee Vice Chair or, in his/her absence, by an Education/Experience Subcommittee member designated by the Chair.

EDUCATION/EXPERIENCE SUBCOMMITTEE MEMBER ROSTER

Marq Truscott, Chair

Pasqual Gutierrez, Vice Chair

Steve Jacobs

Nathan Lozier

John Nicolaus

Agenda Item B

CHAIR'S PROCEDURAL REMARKS AND SUBCOMMITTEE MEMBER INTRODUCTORY COMMENTS

Education/Experience Subcommittee (Subcommittee) Chair Marq Truscott, or in his absence, the Vice Chair will deliver procedural remarks and Subcommittee members will provide introductions.

Agenda Item C

REVIEW OF THE OBJECTIVE OF THE SUBCOMMITTEE (BRIANNA MILLER, PROGRAM MANAGER, LATC)

At its June 15, 2017 meeting, the California Architects Board (Board) directed the Landscape Architects Technical Committee (LATC) to develop a proposal that aligns its reciprocal and initial licensure requirements and (where possible) mirrors those of the Board, which allows credit for related degrees and experience-only. Currently, applicants for both an initial and reciprocal landscape architect license, must possess a minimum of six years of combined education and training credit in accordance with the Table of Equivalents prescribed in California Code of Regulations (CCR) section 2620 (Education and Training Credits). Education credit may be granted for either a degree or approved extension certificate in landscape architecture, or a degree in architecture accredited by the National Architectural Accreditation Board (NAAB).

In response to the Board's request, staff prepared draft amendments to the Table of Equivalents and presented it to the LATC at its July 13, 2017 meeting. The amended language grants credit for related and non-related degrees, while also adding an experience-only pathway for individuals with six years of training under the direct supervision of a licensed landscape architect.

Upon its review, the LATC approved the proposed pathways listed below including an "experience only" pathway:

1. Degree in a field related to landscape architecture as defined in subsection (b)(6) and where the degree program consists of at least a four-year curriculum.
2. Degree in a field unrelated to landscape architecture as would be defined in subsection (b)(6) and where the degree program consists of at least a four-year curriculum.
3. Degree in a field related to landscape architecture as defined in subsection (b)(6) and where the degree program consists of at least a two-year curriculum.
4. Degree in a field unrelated to landscape architecture as would be defined in subsection (b)(6) and where the degree program consists of at least a two-year curriculum.
5. Experience as, or experience obtained under the direct supervision of, a licensed landscape architect.

For the newly proposed pathways, a comprehensive review of related and non-related degrees, as well as an experience-only pathway is necessary to effectuate modifying the initial licensure requirements. The LATC established an Education/Experience Subcommittee (Subcommittee) for further evaluation to determine the amount of appropriate credit and what types of degrees related to landscape architecture should be considered.

An additional Subcommittee consideration is the current Regulatory climate. Occupational licensing has recently been a significant issue at the national level. A White House report, *Occupational Licensing - A Framework for Policymakers*, assesses the growth of licensing over

the past several decades, its costs and benefits, and its impacts on workers and work arrangements. The report also recommends several best practices to ensure that occupational licensing protects consumers without placing unnecessary restrictions on employment, innovation, or access to important goods and services. In addition, *North Carolina State Board of Dental Examiners v. Federal Trade Commission* addresses how regulatory actions impacting competition can affect liability immunity for board members. At the state level, the Little Hoover Commission's (Commission on California State Government Organization and Economy) report, *Jobs for Californians: Strategies to Ease Occupational Licensing Barriers*, analyzes the balance between protecting consumers and limiting access to occupations and services. Licensure standards are also a key component of the Sunset Review Report that boards, bureaus, and committees submit to the Legislature. The actions noted above may influence what must be reported on this topic, as will a prior finding by the Legislature that LATC should review its educational requirements to "ensure that they are not creating artificial barriers to entering the profession." At this meeting, the Subcommittee is asked to recommend amendments to CCR § 2620 that define related degrees and non-related degrees (baccalaureate and associate) and experience-only pathways, and prescribes allowable credit for initial licensure.

Agenda Item D

REVIEW OF APPLICABLE OPEN MEETING ACT REQUIREMENTS (TARA WELCH, ATTORNEY III, DEPARTMENT OF CONSUMER AFFAIRS)

Tara Welch, Attorney III, from the Department of Consumer Affairs will provide a review of the Bagley-Keene Open Meeting Act to the Education/Experience Subcommittee.

Agenda Item E

DISCUSS AND POSSIBLE RECOMMENDATION TO AMEND CALIFORNIA CODE OF REGULATIONS (CCR), TITLE 16, DIVISION 26, SECTION 2620 (EDUCATION AND TRAINING CREDITS) TO DEFINE AND PRESCRIBE ALLOWABLE CREDIT FOR INITIAL LICENSURE:

- 1. RELATED DEGREES (BACCALAUREATE AND ASSOCIATE)**
- 2. NON-RELATED DEGREES (BACCALAUREATE AND ASSOCIATE)**
- 3. EXPERIENCE-ONLY**

At its June 15, 2017 meeting, the California Architects Board (Board) directed the Landscape Architects Technical Committee (LATC) to develop a proposal that aligns its reciprocal and initial licensure requirements and (where possible) mirrors those of the Board, which allows credit for related degrees and experience-only. In response to the Board's directive, the LATC (at its July 13, 2017 meeting) formed the Education/Experience Subcommittee (Subcommittee) with the charge of recommending amendments to California Code of Regulations section 2620 (Education and Training Credits) that define related degrees and non-related degrees (baccalaureate and associate) and experience-only pathways, and prescribe allowable credits for initial licensure.

To aid the Subcommittee in issuing its recommendations, LATC staff conducted research and collected informational materials related to the Subcommittee's charge. For the Subcommittee's consideration, staff developed a graphic to demonstrate the education and experience credits for LATC's existing pathways to licensure (Attachment 1), as well as a graphic to illustrate the education and experience credit that will be determined by the Subcommittee (Attachment 2). Further, staff compiled the licensure requirements of other states to relate them to the LATC's current and proposed licensure pathways (Attachment 3 and 4). Finally, included for consideration by the Subcommittee is the examination content outline (based on a 2014 Occupational Analysis) for the California Supplemental Examination and the content areas of the Landscape Architect Registration Examination (Attachment 5 and 6). Respectively, these documents provide an overview of the knowledge, skills, and abilities tested for in the State and national examinations.

Related Degrees

The first consideration under the Subcommittee's charge is defining and prescribing credit for related degrees (baccalaureate and associate). For architectural candidates, the Board provides 2 years of credit (out of its 8-year requirement) for a related degree of at least a 4-year curriculum and 1 year of credit for a related degree of at least a 2-year curriculum (Attachment 10). Based on research of other states' initial landscape architecture licensure requirements, LATC staff found that 29 states stipulate in their licensing standards the allowance of related baccalaureate degrees (Attachment 3). Of these, 27 states give credit for candidates who have an architectural degree (Attachments 3 and 4). With respect to associate degrees related to landscape architecture, 4 states provide such credit (Attachment 3). Also provided for the Subcommittee's consideration of degrees related to landscape architecture are the Council for Landscape Architectural Registration Boards (CLARB) Model Law and Regulations

(which recommends that states offer credit for Architectural and Civil Engineering degrees) (Attachment 9) as well as the National Architectural Accrediting Board and the Accreditation Board for Engineering and Technology’s (ABET) (for civil engineering) respective curriculum requirements (Attachment 7).

Non-Related Degrees

The Subcommittee is also charged with defining and prescribing credit for non-related degrees (baccalaureate and associate). For architectural candidates, the Board grants 1 year of credit toward any degree which consists of at least a 4-year curriculum and 6 months of credit toward any degree which consists of at least a 2-year curriculum (Attachment 10). With regard to other states’ landscape architecture licensing requirements, LATC staff identified that 16 states offer credit to a candidate who has an unrelated baccalaureate degree and 3 states recognize and provide credit for a non-related associate degree (Attachment 3). For further Subcommittee consideration, a review of the requirements for a general associate degree is included as Attachments 8, as well as the CLARB Model Law and Regulations, which provide initial licensure credit for any bachelor’s degree) (Attachment 9).

Experience-Only

Lastly, the Subcommittee is charged with defining and determining appropriate credit for an experience-only pathway. For architectural candidates, the Board grants 8 years of credit, which includes 3 years of credit for completion of a structured internship program. Furthermore, evaluation of other states’ landscape architecture licensing requirements yielded that 29 states provide an experience-only pathway to licensure (Attachments 3 and 4).

In effort to organize the reference materials, the chart below delineates relevant attachments respective to each topic under the Subcommittee’s charge. Some materials are referential for more than one topic.

Topic	Corresponding Attachments
Related Degrees (Baccalaureate and Associate)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Non-Related Degrees (Baccalaureate and Associate)	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
Experience-Only	1, 2, 3, 4, 5, 6, 10, 11

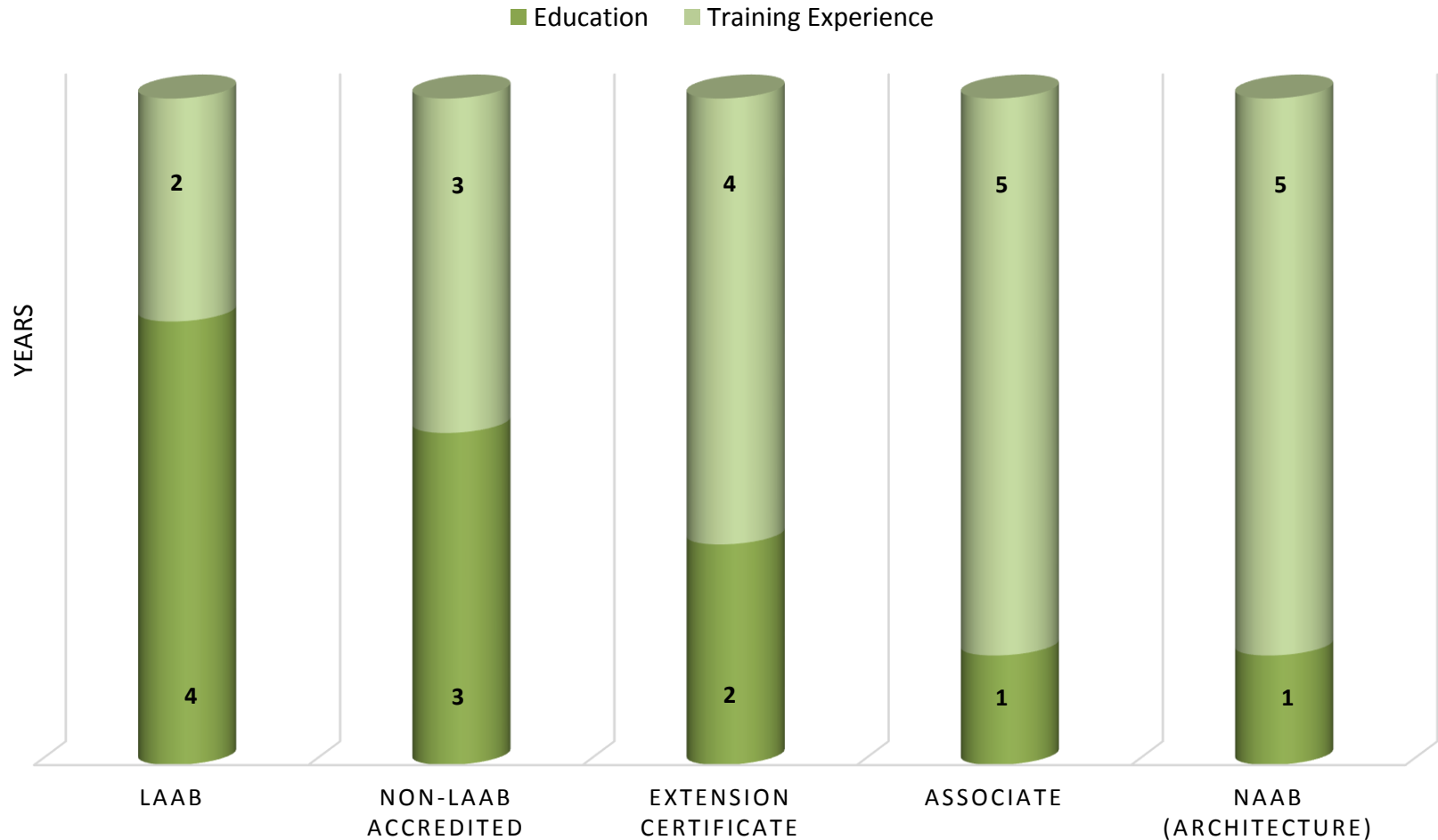
Finally, public comments related to this agenda item received by the LATC until distribution of this meeting packet are included in Attachment 11.

At today’s meeting, the Subcommittee is asked to review the attachments and make a recommendation that defines and prescribes allowable credit for 1) related degrees (baccalaureate and associate), 2) non-related degrees (baccalaureate and associate), and 3) experience-only pathways to initial licensure.

Attachments:

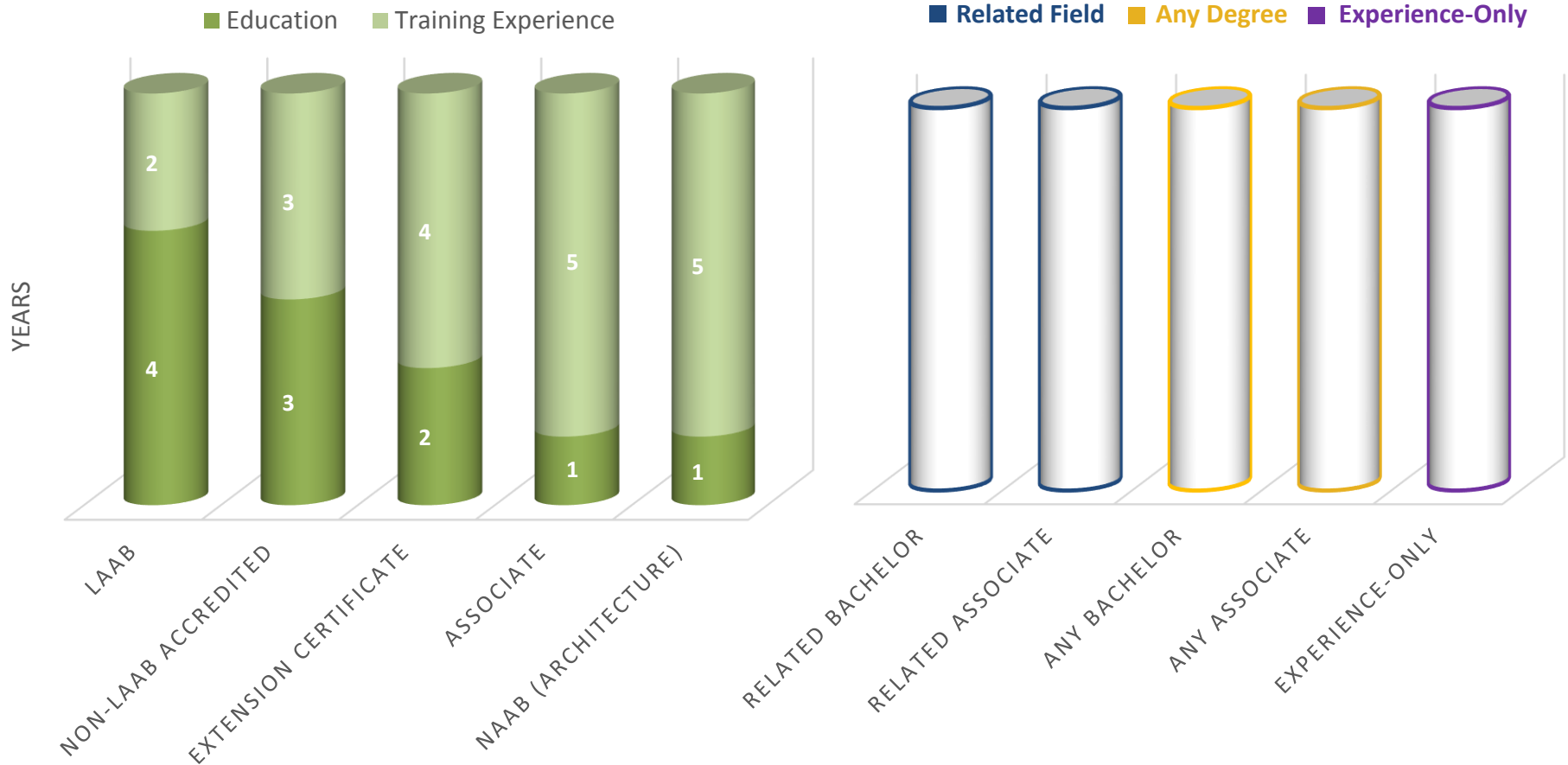
1. Current 6-Year Requirement Graphic
2. 6-Year Requirement - Additional Pathways Graphic
3. Pathways to Licensure Chart
4. Degrees and Training Accepted by CLARB Jurisdictions for Initial Licensure
5. California Supplemental Examination - Examination Content Outline
6. Landscape Architect Registration Examination - Content Areas
7. Landscape Architectural Accreditation Board (LAAB), National Architectural Accrediting Board (NAAB), and Accreditation Board for Engineering and Technology (ABET) (for Civil Engineering) Curriculum Requirements
8. Associate Degree Requirements
9. CLARB Model Law and Model Regulations
10. CCR section 117 (Experience Evaluation) Architects Practice Act
11. Public Comments Received Before Meeting Packet Completion

6-Year Requirement - Current



Landscape Architecture Related Field

6-Year Requirement - Additional Pathways



Current Pathways

New Pathways

Pathways to Licensure

Attachment E.3

State	Total Years	Experience Only	LAAB (+Work Experience)	Non-LAAB (+Work Experience)	NAAB (+Work Experience)	Related 4-yr (+Work Experience)	Non-related 4-yr (+Work Experience)	AA in LA (+Work Experience)	Related AA (+Work Experience)	Non-related AA (+Work Experience)
Alabama	-	8 ¹	+2 years	-	-	-	-	-	-	-
Alaska	-	-	+3-4 years ²	+5 years	-	-	-	-	-	-
Arizona	8	8	+3-4 years ²	+4 years	+4 years	+4 years	-	-	-	-
Arkansas	-	7	+2 years	+4 years	-	+4 years	-	-	-	-
California	6	-	+2 years	+3 years	+5 years	-	-	+5 years	-	-
Colorado	-	10	+3 years	+7 years	+8 years	+8 years	+9 years	-	-	-
Connecticut	-	-	+2 years	+4 years	-	+4 years	-	-	-	-
Delaware	-	-	+2 years	-	-	-	-	-	-	-
Florida	-	6	+1 year	+2 years	+2 years	+2 years	+4 years	-	-	-
Georgia	-	-	+1.5 years	Board Review	Board Review	Board Review	Board Review	-	-	-
Hawaii	-	12	+2 years	+3 years	-	+5 years	-	-	-	-
Idaho	-	8	+0 years	-	-	-	-	-	-	-
Illinois	-	-	+2 years	Board Review	-	-	-	-	-	-
Indiana	-	8 ⁶	+3 years	Board Review	-	-	-	-	-	-
Iowa	-	10	+ 2-3 years ²	+4 years	+8 years	+8 years	+8 years	-	-	-
Kansas	-	-	+3-4 years ²	Board Review	-	-	-	-	-	-
Kentucky	-	-	+2 years	-	-	-	-	-	-	-
Louisiana	-	6	+1 year	+1 year	+1 year	+1 year	+3 years	-	-	-
Maine	-	12	+2 years	+3 years	+3 years	+3 years	+5 years	-	-	-
Maryland	-	8	+2 years	+4 years	+4 years	+4 years	+6 years	-	-	-
Massachusetts	-	6	+2 years	Board Review	Board Review	Board Review	Board Review	-	-	-
Michigan	7	-	+2-3 years ²	-	-	-	-	-	-	-
Minnesota	8	-	+3-4 years ²	-	-	-	-	-	-	-
Mississippi	-	7	+0 years	Board Review	Board Review	Board Review	Board Review	Board Review	Board Review	Board Review
Missouri	-	-	+3 years	-	-	-	-	-	-	-
Montana	-	8	+2 years	+3 years	+4 years	+4 years	+4 years	+6 years	+6 years	+6 years
Nebraska	8 (CLARB) ⁵	-	+3 years	+4 years	+4 years	+6 years	+6 years	-	-	-
Nevada	6	6	+2 years	+4 years	+2-3 years ³	+3-4 years ⁴	-	+4 years	-	-
New Hampshire	-	-	+3 years	+5 years	+5 years	+5 years	-	-	-	-
New Jersey	8	-	+4 years	Board Review	-	-	-	-	-	-
New Mexico	-	10	+2 years	+4 years	+5 years	+5 years	-	-	-	-
New York	-	12	+3-4 years ²	Board Review	Board Review	Board Review	-	-	-	-
North Carolina	-	10	+4 years	Board Review	Board Review	Board Review	-	-	-	-
North Dakota	8 (CLARB) ⁵	-	+3 years	+4 years	+4 years	+6 years	+6 years	-	-	-
Ohio	-	-	+3 years	-	-	-	-	-	-	-
Oklahoma	-	8	+ 3 years	+3-4 years ²	+4-5 years ²	+4-5 years ²	-	-	-	-
Oregon	-	11	+3 years	+4 years	+4 years	+6 years	+6 years	-	-	-
Pennsylvania	-	8	+2 years	-	-	-	-	-	-	-
Rhode Island	-	8	+2 years	Board Review	Board Review	Board Review	-	-	-	-
South Carolina	-	-	+2 years	+5 years	+5 years	+5 years	-	-	-	-
South Dakota	8 (CLARB) ⁵	-	+3 years	+4 years	+4 years	+6 years	+6 years	-	-	-
Tennessee	-	-	+3 years	-	-	-	-	-	-	-
Texas	-	Board Review	+2 years	+3 years	Board Review	Board Review	Board Review	Board Review	Board Review	Board Review
Utah	-	8	+0 years	-	-	-	-	-	-	-
Vermont	-	9	+3 years	-	-	-	-	-	-	-
Virginia	-	8	+3 years	+4 years	+5 years	+5 years	+6 years	-	-	-
Washington	-	8	+3 years	Board Review	Board Review	Board Review	-	Board Review	Board Review	-
West Virginia	-	10	+1-2 years ²	-	-	-	-	-	-	-
Wisconsin	-	-	+2 years	-	-	-	-	-	-	-
Wyoming	-	-	+3 years	+3 years	-	-	-	-	-	-

¹ Work experience must begin prior to August 1, 2012.

² Additional credit granted for a post professional LAAB degree.

³ Additional credit granted from NAAB Masters degree.

⁴ Additional credit granted for related Masters degree.

⁵ Requires CLARB Certificate.

⁶ Experience only if 8 years gained prior to 2003.

Degrees And Training Accepted by CLARB Jurisdictions for Initial Licensure

Jurisdiction	Accredited Architecture Degree Accepted	Any Bachelors Degree Accepted	Non Accredited LA Degree Accepted	Training Experience-Only Accepted
Massachusetts	Yes ¹	Yes ¹	Yes ¹	Yes
Mississippi	Yes ¹	Yes ¹	Yes ¹	Yes
Texas	Yes ¹	Yes ¹	Yes	Yes ¹
Colorado	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes
Iowa	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes
Montana	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	No
North Dakota	Yes	Yes	Yes	No
South Dakota	Yes	Yes	Yes	No
Georgia	Yes ¹	Yes ¹	Yes ¹	No
New York	Yes ¹	No	Yes ¹	Yes
North Carolina	Yes ¹	No	Yes ¹	Yes
Rhode Island	Yes ¹	No	Yes ¹	Yes
Washington	Yes ¹	No	Yes ¹	Yes
Arizona	Yes	No	Yes	Yes
Nevada	Yes	No	Yes	Yes
New Mexico	Yes	No	Yes	Yes
Oklahoma	Yes	No	Yes	Yes
California	Yes	No	Yes	No
New Hampshire	Yes	No	Yes	No
South Carolina	Yes	No	Yes	No
Indiana	No	No	Yes ¹	Yes
Arkansas	No	No	Yes	Yes
Hawaii	No	No	Yes	Yes
Wyoming	No	No	Yes ²	No
Illinois	No	No	Yes ¹	No
Kansas	No	No	Yes ¹	No
New Jersey	No	No	Yes ¹	No
Alaska	No	No	Yes	No
Connecticut	No	No	Yes	No
Alabama	No	No	No	Yes
Idaho	No	No	No	Yes
Pennsylvania	No	No	No	Yes
Utah	No	No	No	Yes
Vermont	No	No	No	Yes
West Virginia	No	No	No	Yes
Delaware	No	No	No	No
Kentucky	No	No	No	No
Michigan	No	No	No	No
Minnesota	No	No	No	No
Missouri	No	No	No	No
Ohio	No	No	No	No
Tennessee	No	No	No	No
Wisconsin	No	No	No	No

¹ May be granted upon Board Review

² A foreign degree evaluated to be substantially equal to a LAAB degree.

EXAMINATION CONTENT OUTLINE: LANDSCAPE ARCHITECT CALIFORNIA SPECIFIC EXAMINATION

I. SITE ASSESSMENT (15%): This area assesses the candidate’s ability to evaluate and analyze the project site and surrounding conditions to determine opportunities and constraints based on the client’s goals and objectives.

Task Statements	Knowledge Statements
<p>A. Site Inventory and Analysis (10%)</p> <p>2 Gather general site information and data to identify alternative approaches to the project</p> <p>8 Identify on- and off-site conditions and evaluate the potential opportunities and constraints for project development</p> <p>10 Evaluate the potential impacts to the site and surrounding areas posed by the project development</p>	<p>2 Knowledge of methods for collecting and evaluating the information (e.g., regulatory impacts, projected costs, local and environmental issues) needed to determine the feasibility of approaches to a project</p> <p>10 Knowledge of the types of natural site conditions and resources (e.g., sensitive environments, geology, and existing ecology) and their potential effect on site development</p> <p>13 Knowledge of types of hazardous conditions (e.g., fire, flood, erosion, storm water, soil contaminants) and their potential effect on site development</p> <p>17 Knowledge of methods for obtaining site and design history sufficient to understand the significance of cultural/historical site elements</p> <p>12 Knowledge of procedures used to evaluate the impact of off-site conditions (e.g., environmentally sensitive resources, watershed boundaries) on site development</p>
<p>B. Laws, Codes, and Regulations (5%)</p> <p>14 Determine the relevant laws, codes, and regulations that govern the project</p> <p>15 Identify the responsible regulatory agencies and their requirements and approval processes to evaluate the impact on the project (e.g., scope, costs, schedule)</p> <p>16 Coordinate research with technical consultants to evaluate the regulatory and property requirements (e.g., easements, setbacks, restrictions, master/general plans) affecting the site</p>	<p>19 Knowledge of methods and procedures for clarifying and evaluating regulatory requirements (e.g., applicable laws, responsible agency, requirements and approval process) and their potential effect on project development</p> <p>20 Knowledge of methods for determining the laws, codes, easements and restrictions that apply to the project and their impact on project development</p> <p>15 Knowledge of data and information resources available (e.g., agency contacts, technical consultants) to research the potential impacts from on- and off-site factors on site development</p>

II. PROGRAM DEVELOPMENT (10%): This area assesses the candidate’s ability to develop and evaluate program elements based on the client’s goals and the site conditions and constraints.

Task Statements	Knowledge Statements
<p>1 Develop project program based on the goals and objectives of the client and users</p> <p>7 Develop program alternatives that support human communities, preserve and enhance the environment and biodiversity, and restore degraded sites (e.g., soil mitigation, constructed wetland)</p> <p>13 Identify and engage individuals, groups, and organizations that may have specific knowledge or concerns about the site so that the potential impact on the project can be evaluated</p>	<p>1 Knowledge of methods for determining the project scope and developing project parameters</p> <p>3 Knowledge of water management strategies and systems</p> <p>5 Knowledge of methods and techniques for communicating program ideas to clients, the project team, and the public</p> <p>6 Knowledge of current approaches to sustainable and low impact development</p> <p>7 Knowledge of design strategies to facilitate active living (e.g., walkable cities, transit-oriented development, safe routes to schools, bike paths)</p> <p>9 Knowledge of design strategies that preserve native habitat and promote biodiversity</p> <p>21 Knowledge of methods for preserving, enhancing, or featuring unique site features (e.g., vegetation, geology, views, waterways, cultural/historical elements) in the design process</p>

III. DESIGN PROCESS (65%): This area assesses the candidate’s ability to develop, evaluate, and refine design solutions to meet the client’s needs.

Task Statements	Knowledge Statements
<p>3A Sustainability and Energy Conservation (6%)</p> <p>27 Develop project solutions to implement environmentally responsible design practices to assist in resource preservation (e.g., air quality, energy conservation, water conservation)</p> <p>29 Develop landscape solutions to promote energy conservation (e.g., strategic tree planting, use local products)</p>	<p>55 Knowledge of regulations and best management practices for sustainable development (e.g., CalGreen, LEED, Sustainable Site Initiative, Green Roofs)</p> <p>58 Knowledge of landscape solutions that promote energy conservation</p>
<p>3B Site Remediation (6%)</p> <p>19 Develop measures for the mitigation, remediation, or reclamation of impacts to the environment from site development</p>	<p>30 Knowledge of the effects of environmental toxicity on soil and plants</p> <p>31 Knowledge of mitigation solutions for complying with environmental regulations (e.g., CEQA, NEPA)</p> <p>32 Knowledge of remediation strategies and their application for natural resource restoration/preservation (e.g. bioremediation and phytoremediation)</p> <p>33 Knowledge of strategies for amending site conditions (e.g., alkaline soil, requirements of soil conditions, aerially deposited lead)</p>
<p>3C Access and Circulation (13%)</p> <p>24 Design circulation systems (vehicular and non-vehicular) within regulatory design specifications to facilitate implementation of project</p> <p>25 Design site plan for user safety, security, and crime prevention to facilitate implementation of project</p>	<p>46 Knowledge of California accessibility requirements and methods for achieving accessibility in the site and the vehicular and non-vehicular circulation system designs</p> <p>47 Knowledge of resources for interpreting and implementing regulatory and technical requirements (e.g., agency contacts, technical consultants) related to site development</p> <p>49 Knowledge of design options for site layout to increase user safety, security, and crime prevention (e.g., equipment, lighting, plantings, site layout)</p>

III. DESIGN PROCESS (65%): This area assesses the candidate’s ability to develop, evaluate, and refine design solutions to meet the client’s needs.

Task Statements	Knowledge Statements
<p>3D Water Management (12%)</p> <p>21 Design site grading and drainage plan that facilitates implementation of the project and offers solutions for stormwater management</p> <p>22 Develop design solutions for water conservation and management to assist in resource preservation (e.g., water reuse, water recycling, water harvesting)</p>	<p>41 Knowledge of federal, State, and local laws and requirements regarding stormwater</p> <p>42 Knowledge of design solutions for water management and conservation (e.g., erosion control, rainwater harvesting, grey water, reclaimed water, retention and detention)</p> <p>43 Knowledge of Low Impact Development (LID) methods and the procedures for their implementation (e.g., bioretention, soil amendments, vegetated swales and buffers, Green Streets)</p>
<p>3E Planting & Landscape Strategies (18%)</p> <p>18 Design planting plan to identify vegetation types and locations based on client goals, suitability, and sustainability to comply with the requirements of the project plan</p>	<p>23 Knowledge of factors that affect plant health and longevity (e.g., geography, weather, soils, water quality, water availability, pathogens)</p> <p>24 Knowledge of approaches to plant selection and compatibility that support water management and conservation (including WUCOLS)</p> <p>25 Knowledge of landscape strategies that support California’s ecological communities and ecoregions</p> <p>26 Knowledge of plants invasive to California ecological communities</p> <p>27 Knowledge of plants noxious to people and domesticated animals</p> <p>29 Knowledge of planting strategies that mitigate site hazards (e.g., erosion, fire)</p>
<p>3F Irrigation (10%)</p> <p>20 Design irrigation system to facilitate water management and efficient distribution of water to promote healthy plant growth</p>	<p>34 Knowledge of principles and procedures of irrigation system design (e.g., equipment, applications, water conservation)</p> <p>35 Knowledge of methods and procedures for employing alternative water sources</p> <p>36 Knowledge of State and local requirements regarding water management and conservation (e.g., AB 1881, CBC)</p> <p>37 Knowledge of how to perform water use calculations</p>

IV. Construction Documents and Contract Performance (10%): This area assesses the candidate’s ability to prepare construction documents and perform administration.

Task Statements	Knowledge Statements
34 Develop professional services contract in keeping with legal requirements and professional practice	59 Knowledge of procedures for preparing construction documents and jurisdictional submittals (e.g., approvals, permits)
30 Prepare construction documents including demolition, site protection and preservation, grading and drainage, planting, irrigation, layout, lighting, etc.	63 Knowledge of processes and procedures for construction bidding, contract negotiation, and project delivery
35 Perform project/contractual responsibilities in keeping with professional and ethical standards	64 Knowledge of professional and ethical standards related to practice of landscape architecture
	67 Knowledge of California law as it relates to contracts and construction (e.g., lien requirements, minimum warranty periods, California Building Code)
	72 Knowledge of procedures for evaluating work conformance and completeness in relation to the construction documents
	70 Knowledge of procedures for contract close-out (e.g., punch lists)

The content areas for the LARE: LARE Exam Section	Content Area	Subject Matter	Content Area Weight
I. Project and Construction Management	Pre-Project Management	<ul style="list-style-type: none"> • Select Project Team • Develop Contract • Negotiate Contract • Prepare RFPs or RFQs • Determine Project Scope, Schedule, and Budget 	10%
	Project Management	<ul style="list-style-type: none"> • Manage Project Team • Manage Project Scope, Schedule, and Budget • Determine Common Goals and Objectives • Establish Quality Control • Procedures and Conduct • Quality Control Review • Facilitate Meetings: Coordinate Work of/with Other Disciplines, Document Design Decisions and Project Communication • Execute Records Retention Policy • Facilitate Client Review and Coordination • Obtain Permits • Prepare Cost Estimates • Prepare Project Deliverables 	30%
	Bidding	<ul style="list-style-type: none"> • Develop Bidding Criteria • Prepare and Issue Addenda • Facilitate Meetings • Evaluate Bids and Make Recommendations • Identify Delivery Methods • Evaluate Contractor Qualifications • Assist with Construction Contract Execution and Administration 	20%
	Construction	<ul style="list-style-type: none"> • Respond to RFIs • Coordinate with Contractors • Facilitate Pre-Construction Meeting • Document Pre-Construction Existing Conditions • Review Submittals • Prepare Change Orders • Conduct and Document Construction-related Actions • Prepare Drawing Revisions or Clarification Sketches • Review and Certify Applications for Payment • Attend Substantial Completion (practical completion) Walkthrough and Prepare Punch List (deficiency list) • Attend Final Completion Walkthrough • Prepare As-Built (record) Drawings • Conduct Warranty Review • Conduct Project Close-out • Collect and Analyze Performance Metrics 	30%

	Maintenance	<ul style="list-style-type: none"> • Estimate Maintenance and Management Costs • Prepare Maintenance and Operation Manual • Review Maintenance Services • Prepare Management Plan 	10%
II. Inventory and Analysis	Site Inventory	<ul style="list-style-type: none"> • Determine Applicable Codes, Regulations, and Permitting Requirements • Collect Contextual Data • Gather Stakeholder Input • Identify Policy Objectives • Conduct Project Related Research • Conduct Onsite Investigation and Fieldwork • Document Site Inventory • Determine Performance Metrics 	35%
	Physical Analysis	<ul style="list-style-type: none"> • Determine Appropriate Types of Analyses • Perform Circulation Analysis • Interpret Utility Analysis • Perform Visual Resource Analysis • Perform Micro and Macro Climate Analysis • Perform Hydrological Analysis • Perform Vegetation Analysis • Interpret Ecological Analysis • Perform Topographical Analysis • Interpret Soil and Geotechnical/Geological Analysis • Interpret Environmental Studies 	40%
	Contextual Analysis	<ul style="list-style-type: none"> • Analyze Codes, Regulations, and Permitting Requirements for Design Impact • Interpret Cultural, Historical, and Archeological Analysis • Interpret Social Analysis • Interpret Economic Analysis • Analyze Contextual Data • Analyze Stakeholder Feedback 	25%
III. Design	Stakeholder Process	<ul style="list-style-type: none"> • Design and Execute Public Participation Process • Prioritize Stakeholder Goals • Initiate Communication Strategy • Synthesize Stakeholder Feedback • Communicate Concept(s)/Schematic(s) 	9%
	Master Planning	<ul style="list-style-type: none"> • Perform Site Analysis and Determine Opportunities and Constraints • Develop Vision or Framework Plan • Develop and Conduct Urban Plan • Develop Land Use Plan • Develop Strategic Implementation Plan • Develop Site Master Plan • Develop Historic/Cultural Restoration and Preservation Plan • Develop Parks, Open Space, and Trails Master Plan • Develop Design Guidelines • Develop a Feasibility Study • Develop View Corridor Plan • Develop Redevelopment Plan • Develop Environmental Resources Plan • Develop Multi-modal Transportation Plan 	45%

	Site Design	<ul style="list-style-type: none"> • Synthesize and Apply the Site Analysis Develop and Refine the Program • Create the Basis for the Design • Create Conceptual Design Alternatives and Scenarios • Evaluate Design Alternatives • Refine and Synthesize Concept Alternative • Develop Schematic Design • Prepare Preliminary Quantities and Cost Estimate • Prepare Presentation Drawings and Communication Tools • Compile Materials Sample Board • Identify and Develop Performance Metrics 	46%
IV. Grading, Drainage and Construction Documentation	Site Preparation Plan	<ul style="list-style-type: none"> • Develop Demolition Plan • Develop Existing Conditions Plan • Prepare Soil Boring Location Plan • Develop Stormwater Pollution Prevention Plan • Develop Site Protection Plan • Develop Mitigation Plan 	20%
	General Plan and Details	<ul style="list-style-type: none"> • Develop Layout Plan • Develop General Notes • Develop Grading and Drainage Plan • Develop Planting Practices, Plans, Notes and Schedules • Develop Materials Plan • Develop Details • Prepare Sections, Elevations, and Profiles • Incorporate Code Requirements • Prepare Summary of Quantities • Prepare Site Infrastructure Plan 	40%
	Specialty Plan	<ul style="list-style-type: none"> • Develop Phasing Plan • Develop Irrigation Plan • Prepare Lighting Plan • Develop Site Furnishings Plan • Develop Signage and Wayfinding Plan • Develop Traffic Control Plan • Develop Emergency Access Plan • Prepare Stormwater Management Plan 	25%
	Specifications	<ul style="list-style-type: none"> • Develop Technical Specifications • Prepare Bid Form/Schedule • Develop Project Manual/Front End Specifications 	15%

ACCREDITATION STANDARDS
For First-Professional Programs In
Landscape Architecture



Landscape Architectural Accreditation Board

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

March 2016

Standard 3: Professional Curriculum

The first-professional degree curriculum shall include the core knowledge, skills, and applications of landscape architecture.

- a. In addition to the professional curriculum, a first-professional degree program at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.*
- b. In addition to the professional curriculum, a first-professional degree at the master's level shall provide instruction in and application of research and scholarly methods.*
- c. A first-professional degree at the master's level that does not require all students to have an undergraduate degree before receiving the MLA shall meet the requirements for both a and b, above.*

INTENT: Each landscape architecture curriculum shall be designed to achieve the learning goals stated in the mission and specific educational objectives of the program. The curriculum shall encompass both coursework and other co-curricular opportunities intended to develop students' knowledge and skills in landscape architecture.

A. Curricular Expression of the Mission and Objectives. The program's curriculum shall address and express its mission, goals, and objectives. (This criterion is directed not toward the evaluation of the mission and objectives, but rather toward the way the curriculum is developed and delivered in carrying out the expectations of the mission and objectives.)

Assessment: The program identifies the knowledge, skills, abilities, and values it expects students to possess at graduation.

B. Professional Curriculum. The program curriculum shall be guided by, but not limited to, coverage of:

History, theory, philosophy, principles, and values

- design history
- design theory
- criticism
- sustainability, resiliency, stewardship
- health, safety, welfare

Design processes and methodology

- critical thinking
- analysis
- ideation
- synthesis
- site program
- iterative design development
- design communication

Systems and processes—natural and cultural (related to design, planning, and management)

- plants and ecosystems sciences
- built environment and infrastructure
- human factors and social and community systems
- human health and well-being

Communication and documentation

- written communication
- oral communication
- visual and graphic communication
- design and construction documents
- numeracy, quantitative problem-solving, and communication
- community and client engagement

Implementation

- construction technology and site engineering
- site materials
- use and management of plants and vegetation
- policies and regulation

Computer applications and advanced technologies

- visualization and modeling
- communication (conceptual and construction drawings)
- geospatial analysis

Assessment and evaluation

- site assessment
- pre-design analysis
- landscape performance
- post-occupancy evaluation
- visual and scenic assessment

Professional practice

- values
- ethics
- practice
- construction administration

Research and scholarly methods (for master's-level degree programs)

- quantitative and qualitative methods
- establishing a research hypothesis
- framing research questions
- literature/case study review/precedent review
- research integrity and protection of human subjects
- communication of research

Assessment 1: The curriculum addresses the designated subject matter in a sequence that supports the degree program's goals and objectives.

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

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

The National Architectural Accrediting Board

1735 New York Avenue, N.W.

Washington, DC 20006-5209

NAAB Conditions for Accreditation

**For Professional Degree Programs in
Architecture**

2004 Edition

the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documents the results.

The *APR* must include the following information:

- An overview of the school's curricular goals and content.
- A matrix cross-referencing each required course with the performance criteria it fulfills. For each criterion, the school must highlight the cell on the matrix that points to the greatest evidence of achievement.

For the purpose of accreditation, graduating students must demonstrate *understanding* or *ability* in the following areas:

1. Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

3. Graphics Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

4. Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework.

5. Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

7. Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

8. Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

9. Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

10. National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

12. Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

13. Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

14. Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

15. Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

16. Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

19. Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

20. Life Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

28. Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

29. Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

31. Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

32. Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

34. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

4. Supplemental Information

The following sections explain material that must be included at the end of each *APR*.

4.1 Student Progress Evaluation Procedures

Supplemental information to the *APR* must include the following:

- A description of the procedures for evaluating student transfer credits and advanced placement
- A description of the procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.

4.2 Studio Culture Policy

Supplemental information to the *APR* must include the school's current studio culture policy.

4.3 Course Descriptions

Supplemental information to the *APR* must include for each required and elective

CRITERIA FOR ACCREDITING ENGINEERING PROGRAMS

Effective for Reviews During the
2017-2018 Accreditation Cycle

Incorporates all changes
approved by the
ABET
Board of Delegates
Engineering Area Delegation
as of
October 29, 2016



Engineering Accreditation Commission

ABET
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Baltimore, MD 21201

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Fax: 443-552-3644
E-mail: accreditation@abet.org
Website: www.abet.org

I. GENERAL CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

All programs seeking accreditation from the Engineering Accreditation Commission of ABET must demonstrate that they satisfy all of the following General Criteria for Baccalaureate Level Programs.

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

Criterion 3. Student Outcomes

The program must have documented student outcomes that prepare graduates to attain the program educational objectives.

Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning

- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Criterion 4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 5. Curriculum

The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The faculty must ensure that the program curriculum devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution. The professional component must include:

- (a) one year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical, and physical sciences.
- (b) one and one-half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study. The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics, and the engineering sciences are applied to convert resources optimally to meet these stated needs.
- (c) a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints.

One year is the lesser of 32 semester hours (or equivalent) or one-fourth of the total credits required for graduation.

Criterion 6. Faculty

The program must demonstrate that the faculty members are of sufficient number and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and

PROGRAM CRITERIA FOR
CIVIL
AND SIMILARLY NAMED ENGINEERING PROGRAMS
Lead Society: American Society of Civil Engineers

These program criteria apply to engineering programs that include "civil" or similar modifiers in their titles.

1. Curriculum

The curriculum must prepare graduates to apply knowledge of mathematics through differential equations, calculus-based physics, chemistry, and at least one additional area of basic science; apply probability and statistics to address uncertainty; analyze and solve problems in at least four technical areas appropriate to civil engineering; conduct experiments in at least two technical areas of civil engineering and analyze and interpret the resulting data; design a system, component, or process in at least two civil engineering contexts; include principles of sustainability in design; explain basic concepts in project management, business, public policy, and leadership; analyze issues in professional ethics; and explain the importance of professional licensure.

2. Faculty

The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.

PROGRAM CRITERIA FOR
CONSTRUCTION
AND SIMILARLY NAMED ENGINEERING PROGRAMS
Lead Society: American Society of Civil Engineers

These program criteria apply to engineering programs that include "construction" or similar modifiers in their titles.

1. Curriculum

The program must prepare graduates to apply knowledge of mathematics through differential and integral calculus, probability and statistics, general chemistry, and calculus-based physics; to analyze and design construction processes and systems in a construction engineering specialty field, applying knowledge of methods, materials, equipment, planning, scheduling, safety, and cost analysis; to explain basic legal and ethical concepts and the importance of professional engineering licensure in the construction industry; to explain basic concepts of management topics such as economics, business, accounting, communications, leadership, decision and optimization methods, engineering economics, engineering management, and cost control.

2. Faculty

The program must demonstrate that the majority of faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The faculty must include at least one member who has had full-time experience and decision-making responsibilities in the construction industry.

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ASSOCIATE DEGREE REQUIREMENTS

1.0 Degree Earned

- 1.1 The degree of Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer can be earned through any College in the Los Rios Community College District.
- 1.2 The Associate in Arts degree and the Associate in Science degree may be conferred upon students qualified to transfer to a four-year college or university as well as upon those completing their formal education in a two-year vocational program as outlined in the catalog of any of the Colleges of the District. The Associate in Arts for Transfer degree and the Associate in Science for Transfer degree were created by SB 1440 (2010) to allow students to transfer to the California State University with junior status upon the completion of prescribed requirements.
- 1.3 In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Los Rios Community College District Board of Trustees, the requirements for the degree Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer are defined below.

2.0 Associate in Arts or the Associate in Science Graduation Requirements

2.1 Number of Units

- 2.1.1 Satisfactory completion of a minimum of sixty (60) units of collegiate work with a “C” (2.0) grade point average in a curriculum which the District accepts toward the degree, provided that twelve (12) units must be earned in residence at the College recommending the degree.

2.1.1.1 All reference to “units” in this policy is to “semester units.”

- 2.1.2 Units of credit are assigned to courses based on the “Carnegie unit,” which assigns one unit of credit for three (3) hours of work by the student per week. Usually this means one (1) hour of lecture or discussion led by the instructor and two (2) hours of outside preparation by the student. In laboratory courses, three (3) hours of work in the laboratory are normally assigned one (1) unit of credit which may include some additional preparation outside of class time.

2.2 Major Field of Study

- 2.2.1 Satisfactory completion of a minimum of eighteen (18) units in a major field of study or an area of emphasis from those specified in the catalog of each College with a minimum grade of “C” or the equivalent for any class in a major field of study.

2.3 General Education Requirements

- 2.3.1 Each College of the District will publish in its catalog a specific philosophy of general education. The following will serve as a pattern for the Colleges in the development of their individual philosophy statements.

The primary function of education is to transmit from each generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe. Los Rios Colleges are committed to the principle of providing general education which includes: Natural Science, Social and Behavioral Science, Humanities and the Arts, Language and Critical Thinking, and other courses that provide for life-long learning and understanding, and that explore the significance of work, production, consumption and leisure in the lives of individuals. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

A comprehensive education serves to develop the creativity, critical thinking, ethical behavior, and self-understanding which are essential to the attainment of personal goals and to participate in a society characterized by increasing global interdependence and by rapid and significant change.

Therefore, the purpose of general education is to give breadth to the college experience, enhance the ability to learn, and insure an appropriate level of competency. The general education program thus provides coherence to undergraduate education and affords students the opportunity to develop an integrated overview of the diverse fields of human knowledge.

- 2.3.2 The courses allowed by the Colleges of the District for the fulfillment of the general education requirements shall be introductory in nature and usually without course prerequisites. The content of the courses should encompass broad fields of knowledge, covering major principles and their applications to a wide field or fields. The intent should be to provide the students with an understanding and appreciation of a significant body of knowledge and give to the students a basis for evaluating the physical environment, the culture, and the society in which they live.
- 2.3.3 Students receiving an Associate degree must satisfactorily complete twenty-one (21) units in general education selected from the following areas as indicated:

2.3.3.1 Natural Sciences (three [3] units minimum)

Courses in the natural sciences are those which examine the physical universe, its life forms and its natural phenomena. To satisfy the general education requirement in natural sciences, a

course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physical geography, physical anthropology, physics and other scientific disciplines.

2.3.3.2 Social and Behavioral Sciences (three [3] units minimum)

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology and related disciplines, exclusive of those which fulfill the American Institutions requirement.

2.3.3.3 American Institutions Requirement (three [3] units minimum)

Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political, governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or integrative survey courses in history and political science which qualify under the guidelines of either “a” or “b” below.

(a) Any course which addresses the historical development of American Institutions and ideals, inclusive of the following:

1. Significant events occurring in the entire area now included in the United States of America, including

the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

(b) Any course which addresses the U.S. Constitution, representative democratic government operation, and the process of California State and local government, inclusive of the following:

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

2.3.3.4 Humanities (three [3] units minimum)

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural

creation and help the student develop an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy, religion, and related disciplines.

2.3.3.5 Languages and Rationality (six [6] units: three [3] units each from (a) and (b))

Courses in language and rationality are those which use and examine principles and guidelines of clear and logical thinking and communication. Courses in this category should build upon rather than remediate verbal and quantitative skills.

- (a) English Composition. Courses fulfilling the written composition requirement should include both expository and argumentative writing.
- (b) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

2.3.3.6 Living Skills (three [3] units minimum)

One physical education activity course (with ADAPT, DANCE, FITNS, PACT, SPORT, or TMACT designators) must be taken in this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement.

Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

- 2.3.3.6.1 Students with medical excuses may petition to be exempted from the physical activity course requirement when appropriate adapted physical education classes are not offered at the location where the student takes the majority of their course work.

Students not completing a physical activity course on the basis of this exemption shall be required to

complete a minimum of three (3) units in other courses in the Living Skills area.

- 2.3.4 While a course might satisfy more than one (1) general education requirement, it may not be counted more than once for these purposes. Courses which are a part of the major requirement and meet the intent of these general education guidelines may be used to satisfy both requirements.
- 2.3.5 Ethnic studies will be offered in at least one (1) of the required general education areas (2.3.3.1-2.3.3.5).
- 2.3.6 Each College shall set up a process that will involve the review of courses submitted to meet the objectives and criteria of general education.
- 2.3.7 Students who show proof of a baccalaureate or higher degree completed at a college or university accredited through a CHEA (Council for Higher Education Accreditation) recognized Regional Accrediting Agency will have satisfied general education, Ethnic/Multicultural studies, and competency requirements for the Associate in Arts or the Associate in Science degree. Degrees from accredited institutions outside of the United States will be evaluated on a case-by-case basis. All Associate degrees from institutions accredited from CHEA Regional Accrediting Agencies will be evaluated on a case-by-case basis. Degrees or courses from non-accredited institutions will not be considered.

2.4 Basic Skills Competencies

- 2.4.1 All students granted an Associate in Arts or Associate in Science degree shall have demonstrated college-level competence in reading, written expression, and mathematics.
 - 2.4.1.1 Examinations used to assess competency in any one of these areas will be uniform throughout the District and will be recommended by committees composed of members as provided in District Regulation ([R-3412](#)).
 - 2.4.1.2 The Chancellor shall adopt Administrative Regulations establishing specific competency standards.

2.5 Ethnic/Multicultural Studies

- 2.5.1 One (1) three (3) unit Ethnic/Multicultural studies course must be completed within the sixty (60) unit graduation requirement. The course may be completed as part of the twenty-one (21) unit general education pattern, as a course required by the major, or an elective course.
 - 2.5.1.1 Courses in Ethnic/Multicultural studies examine significant aspects of the culture, contributions and social experiences of

underrepresented ethnic/racial groups in the U.S., or the history and cultural traditions of non-western societies. Non-western courses should focus on non-Eurocentric cultures.

2.5.1.2 All courses should be comparative among multiple social groups and should include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience.

3.0 Credit by Examination

3.1 Any specific course requirement may be satisfied by the procedures established for credit by examination.

4.0 Associate in Arts for Transfer & Associate in Science for Transfer Graduation Requirements (SB 1440):

4.1 For curricula approved pursuant to SB 1440 (2010) by the Board of Trustees (approved curriculum), the graduation requirements for the Associate in Arts for Transfer and Associate in Science for Transfer degrees shall consist entirely of the following requirements which also satisfy all basic skills competency requirements:

4.1.1 Successful completion of sixty (60) semester units eligible for transfer to the California State University, which shall include satisfaction of the following two (2) requirements:

4.1.1.1 Completion of one (1) or the following General Education Patterns:

4.1.1.1.1 The Intersegmental General Education Transfer Curriculum (IGETC): or

4.1.1.1.2 The California State University General Education-Breadth Requirements.

4.1.1.2 Completion of at least eighteen (18) semester units in a major or area of emphasis identified in the approved curriculum

4.1.2 A minimum grade point average of 2.0.

5.0 Courses Specified

5.1 Each College within the District shall specify in its College catalog the courses that may be taken by a student in each of the required areas listed above. Requirements satisfied at one College will be accepted by any other College within the District.

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Policy Revised: 12/6/72; 4/17/74; 1/28/81; 4/21/82; 1/19/83; 2/1/84; 7/27/88; 3/18/92;
3/1/00; 11/5/03; 6/18/08; 3/14/12; 9/9/15; 5/10/17

Policy Reviewed: 5/10/17

Adm. Regulation: [R-7241](#)

Model Law

Council of Landscape Architectural Registration Boards

February 2017

DRAFT

CLARB

Introduction

What Landscape Architects Do

Since the 1800s, landscape architecture has encompassed analysis, planning, design, management, and stewardship of the natural and built environment through science and design. Landscape architects create well-planned, livable communities, leading the way by creating neighborhood master plans, designing green streets, managing storm-water runoff, and planning high-utility transportation corridors.

Landscape architecture includes iconic and neighborhood places, local parks, residential communities, commercial developments, and downtown streetscapes. Larger well-known examples include Central Park and the Highline in New York City, the U.S. Capitol grounds in Washington, D.C., the Oklahoma City National Memorial, and Chicago's Millennium Park.

Why Landscape Architects Must Be Licensed

The practice of landscape architecture includes keeping the public safe from hazards, protecting natural resources, and sustainably managing the natural and built environment surrounding our homes and communities. It requires a breadth of knowledge and training in many substantive areas of science, engineering, and aesthetics. The adverse risks and consequences of negligent, unqualified, unethical, or incompetent persons engaging in landscape architectural design services without the requisite education and training are significant—sometimes irreparable—economically, environmentally, and in terms of public safety, health, and welfare.

At stake are hundreds of millions of dollars' worth of infrastructure and site improvements every year, and the safety of persons and property these improvements affect. Licensure of landscape architects permits consumers to manage these risks, and reduce exposure for liability from hazardous and defective design.

To properly serve and protect the public these risks and consequences and the potential for harm must be minimized and prevented. The public interest is best served when qualified, licensed professionals carry out these responsibilities safely in accordance with rigorous and essential professional standards, and when other non-qualified individuals are prevented from providing such services to the public. Moreover, licensing is necessary and appropriate given landscape architecture's technical nature—and consumer/public inability to accurately and reliably assess the competence of such providers.

Without regulatory standards, consumers have no mechanism to ensure they can rely on a professional to produce design and technical documentation meeting minimum standards of competence.

How the CLARB Model Law Promotes Public Protection

The CLARB Model is a resource for legislatures and licensing boards addressing issues related to the public-protection mission of regulation.

This Model Law promotes uniformity in licensing laws (affording predictability, commercial efficiency, and enhanced trust in the profession), establishes minimal standards of competence for those practicing landscape architecture, and facilitates professional mobility and portability through a licensure transfer process.

How CLARB Member Boards Benefit from the Model Law

Member Boards should review and use the Model Law in the context of regulatory and language issues unique to each jurisdiction.

The Model Law includes the following sections:

- Article I – Title, Purpose and Definitions
- Article II – Board of (Profession)
- Article III – Licensing
- Article IV – Discipline
- Article V – Mandatory Reporting
- Article VI – Other

The Model Law is intended to be fluid, subject to regular review and periodic changes, when necessary. Revisions are generally stimulated by societal shifts, evolution of practice and technological advancements. Proposed revisions will be presented to CLARB members for consideration.

The language included in this Model Law version is framed with a single, stand-alone board structure in mind—i.e., for circumstances in which the promulgating Board's role is limited to serving/regulating one design discipline, not multiple related design disciplines. When this Model Law is used by Boards serving or regulating more than one professional discipline, its language will require adaptation/modification to accommodate that composite board structure/approach and the specific design professions governed.

Article I - Title, Purpose, and Definitions

Section 101. Title of Act.

This Act is called the “[State] Landscape Architecture Practice Act.”

Section 102. Legislative Declaration.

- A. The practice of Landscape Architecture in [State] is declared a professional practice affecting public health, safety, and welfare and subject to regulation and control in the public interest. The public interest requires that Landscape Architecture merit and receive public confidence and that only qualified persons practice Landscape Architecture in [State]. This Act will be liberally construed to carry out these objectives and purposes.
- B. This legislation regulates the Landscape Architecture profession. Any restriction on competition is outweighed by protecting the public interest. The regulatory structure calls for Licensees and Public Members to serve on the Board, recognizing the need for practitioners’ professional expertise in serving the public interest.

This Act provides active State oversight and Supervision through its enactment, promulgation of enabling regulations, appointment and removal of Board members by the (Governor), legal representation of the Board by the [State] Attorney General, legislative appropriation of monies to support the Board, periodic legislative sunset review, application to the Board of ethics laws, mandatory Board-member training, and judicial review.

Section 103. Statement of Purpose.

This Act’s purpose is to promote, preserve, and protect public health, safety, and welfare by licensing and regulating persons, whether in or outside [State], who practice Landscape Architecture in [State]. This Act creates the Board of Landscape Architecture whose members, functions, and procedures will be established in accordance with the Act.

Section 104. Practice of Landscape Architecture.

The practice of Landscape Architecture means the application of mathematical, physical and social-sciences principles in Landscape Architectural consultation, evaluation, planning, and design; it includes preparing, filing, and administering plans, drawings, specifications, permits, and other contract documents involving projects that direct, inform or advise on the functional use and preservation of natural and built environments.

Sections 102 and 103

One of the most important sections of a practice act is the legislative declaration and statement of purpose. These essential sections express the foundation and need for regulation of the profession with affirmative statements of the Act’s legislative intent. The “liberal construction” directive provides guidance to the judiciary when addressing language ambiguities in the statutes and regulations.

The guiding principles of legislation to regulate a profession include delegation of authority from the legislative to the executive branch through board appointments and authorization to regulate.

To provide an efficient and effective regulatory process, boards are populated with persons with knowledge of and expertise in the profession. For balance, boards also include members of the public with no direct connection to the profession regulated.

Section 104

The definition of the scope of practice provides the basis for the regulatory system and is used to identify work for which a license is necessary.

Those operating within the scope of practice must be licensed under the eligibility criteria. Eligibility criteria are provided in the regulations.

The scope of practice is purposefully defined using broad terms to allow interpretative opportunities and to recognize the interplay among the related design professions. When necessary, and using Board-member expertise, specificity can be clarified in regulations.

Section 105. Activities Not Subject to the Act .

This Act does not apply to:

- A. Persons licensed to practice Landscape Architecture in another State while serving in the U. S. military; provided services occur during military service.
- B. Persons licensed to practice Landscape Architecture in another State while performing official duties as a federal government employee.
- C. Persons training for the practice of Landscape Architecture under a Licensee's direct Supervision.

Section 106. Definitions.

Words and phrases used in this Act have the meanings stated below, unless the context otherwise requires:

- A. **Adjudicatory Proceeding or Hearing** — formal processes of an administrative determination in which the Board adjudicates allegations of violations of law and, if appropriate, renders sanctions, all in accord with applicable procedural and substantive standards to protect rights.
- B. **Applicant** — a Person who submits an application to the Board for licensure to practice Landscape Architecture in [State] under this Act.
- C. **Approved Educational Program** — an educational program for Landscape Architects approved by the Board.
- D. **Approved Program of Continuing Education** — an educational program offered by an Approved Provider of Continuing Education.
- E. **Approved Provider of Continuing Education** — any professional association or society, university, college, corporation, or other entity approved by the Board to provide educational programs designed to ensure continued Competence in the practice of Landscape Architecture.
- F. **Board** — the legislatively created Board granted the authority to enforce the [State] Landscape Architects Practice Act.
- G. **Business Entity** — any firm, partnership, sole proprietorship, association, limited liability company, or corporation organized by and registered in [State] to provide or offer Landscape Architectural services.

Section 105

CLARB understands there exists significant overlap in scopes of practice of the design professions. This section statutorily recognizes that certain activities are not subject to the Act.

The Model Law purposefully avoids use of the term "exemptions," the concept of activities being included within the scope of practice, but not subject to licensure, undermines the need for regulation.

Section 106(C), (D), (E), and (P)

Specific references to programs and other standards of practice and ethics are not referenced in the Model Law. Such specifics are instead included in regulations created using Board members' expertise.

The legal reasons specific references are included in regulations instead of in the Model Law are related to delegation of authority and prohibitions of recognizing private-sector programs as a prerequisite to licensure in the statute.

Section 106

Definitions identify terms used consistently throughout the Model Law. Note that capitalized words or phrases can be found in the Model Law's definition section.

Throughout the document defined terms are capitalized.

- H. **Certificate of Authorization** — a certificate issued by the Board to a Business Entity permitting it to offer or provide Landscape Architectural services.
- I. **CLARB** — the Council of Landscape Architectural Registration Boards.
- J. **Client** — a Person, group, or corporation that enters into an agreement with a licensed Landscape Architect or Business Entity to obtain Landscape Architectural services.
- K. **Competence** — applying knowledge and using affective, cognitive, and psychomotor skills required by Landscape Architects to deliver safe Landscape Architectural care in accord with accepted practice standards.
- L. **Consultation** — providing advice to or receiving advice from another professional, or both, related to the practice of Landscape Architecture, to assist a Licensee.
- M. **Continuing Education** — training designed to ensure continued Competence in the practice of Landscape Architecture.
- N. **Continuing Education Contact Hour** — a 50-minute clock-hour of instruction, not including breaks or meals.
- O. **Conviction** — conviction of a crime by a court with jurisdiction, including a finding or verdict of guilt—regardless of whether adjudication of guilt is withheld, not entered on admission of guilt, or involves deferred conviction, deferred prosecution, deferred sentence, a no consent plea, a plea of *nolo contendere*, or a guilty plea.
- P. **Examination** — an examination approved by the Board.
- Q. **Felony** — a criminal act defined by [State] laws, the laws of any other State, province, or federal law.
- R. **Good Standing** — a License not restricted in any manner and that grants Licensee full practice privileges.
- S. **Inactive License** — an inactive category of licensure affirmatively elected by a Licensee in Good Standing who is not engaged in the active practice of Landscape Architecture, to maintain such License in a nonpractice status.
- T. **Landscape Architect** — a Person licensed by the Board under this Act.

- U. **Landscape Architecture** — the practice of the profession as defined under this act.
- V. **License** — an authorization granted by the Board to practice Landscape Architecture.
- W. **Licensee** — a Person licensed by the Board under this Act.
- X. **Person** — any individual, firm, Business Entity, partnership, association, joint venture, cooperative, corporation, or other combination acting in concert, or as a Principal, trustee, fiduciary, receiver, or a representative, or as successor in interest, assignee, agent, factor, servant, employee, director, or officer of another Person.
- Y. **Principal** — an individual who is a Landscape Architect and is in Responsible Charge of a Business Entity’s Landscape Architectural practice.
- Z. **Public Member** — a Person that is not and has never been a Licensee, or the spouse of a current or former Licensee, or a Person with material financial interest in providing Landscape Architectural services, or engaged in activity directly related to Landscape Architecture.
- AA. **Responsible Charge** — the direct control and personal Supervision of the practice of Landscape Architecture.
- BB. **Seal** — a symbol, image, or information in the form of a rubber stamp, embossed seal, computer-generated data, or other form acceptable to the Board applied or attached to a document to verify document authenticity and origin.
- CC. **State** — any State, commonwealth, the District of Columbia, other insular U.S. territories, and Canadian provinces.
- DD. **Supervision** and Supervision-related terms are defined as follows:
- (i) Supervising (Professional) — a Licensee who assumes responsibility for professional Client care given by a Person working under Licensee’s direction.
 - (ii) Direct control and personal Supervision — Supervision by a Landscape Architect of another’s work in which supervisor is directly involved in all practice-related judgments affecting public health, safety and welfare.

Section 106(Z)

The definition of Public Member is intended to preclude those involved with or related to persons in the profession of Landscape Architecture from serving in this role.

When a composite board approach is considered, the definition of public member will be reassessed and expanded to preclude other design professionals from serving as public members.

Section 201

This section recognizes and legislatively affirms that certain authority is delegated from the legislative branch to the board. A clear articulation authorizing the board to enforce the practice act in the interest of public protection provides added emphasis of legislative intent. This designation is important in times of added judicial and political scrutiny and in light of the recent U.S. Supreme Court ruling regarding antitrust liability and state action defense.

Article II - Board of Landscape Architecture

Section 201. Delegation of Authority.

Enforcing this Act is the Board of Landscape Architecture's ("the Board") responsibility. Under the State's active oversight and Supervision, the Board has all duties, powers, and authority granted by, or necessary to enforce, this Act, and other duties, powers, and authority it is granted by law.

Section 202. Board Composition.

Landscape Architect Board Option

- A. The Board will consist of [Number] members; at least [Number] will be public representative(s), and the remainder will be Licensees qualified under Section 203 of this Act. This Board member composition ensures the necessary expertise to efficiently and effectively regulate the profession, using professionals acting on the public's behalf and bound by applicable ethics and public-service laws.

Composite Board Option

- B. The Board will consist of [Number] members appointed under Section 204 and comprised of the following:
- (i) Two (2) Public Members as defined by this act.
 - (ii) Two (2) Landscape Architects as defined in Section 203.
 - (iii) Two (2) [Profession] as defined in...[citation to relevant practice act referencing resident, licensed in Good Standing, other licenses in Good Standing, licensed for a specified period of time].
 - (iv) Two (2) [Profession] as defined in...[citation to relevant practice act referencing resident, licensed in Good Standing, other licenses in Good Standing, licensed for a specified period of time].
 - (v) Two (2) [Profession] as defined in...[citation to relevant practice act referencing resident, licensed in Good Standing, other licenses in Good Standing, licensed for a specified period of time].
 - (vi) Two (2) [Profession] as defined in...[citation to relevant practice act referencing resident, licensed in Good Standing, other licenses in Good Standing, licensed for a specified period of time].
 - (vii) [Intended to include two (2) members from each professions under the Board's jurisdiction.]
- C. In addition to these qualifications, each Board member shall during the appointed period comply with Section 203(b), (c), (d), and (e).

Section 202

With respect to states' rights and differing current regulatory structures, CLARB provides two board models in this Model Law. The language included in this version of the Model Law works with a single, stand-alone board structure.

Language in various parts of the Model Law require modification if a different board structure is used.

The remaining portions of the Model Act do not include the multiple scopes and licensure eligibility criteria factors. Regardless of the type of board structure, the board composition includes persons with expertise of the represented design professions and public members.

Section 202(A) identifies a stand-alone board option with Landscape Architects and public members involved in regulation of the profession.

Section 202(B) identifies a composite board option and includes equal representation of the design professions regulated by the board. Public members are also included on the composite board.

Related design professions on a composite board may include, but are not limited to, architects, engineers, landscape architects, land surveyors, geologists, and interior designers.

- D. This Board member composition ensures the necessary expertise to efficiently and effectively regulate the professions using professionals acting on the public's behalf and bound by applicable ethics and public-service laws.

Section 203. Qualifications for Board Membership.

- A. Each Landscape Architect Board member must during their Board tenure:
 - i) Be a resident of [State] for at least one (1) year.
 - ii) Be a Licensee in Good Standing.
 - iii) Maintain in Good Standing any other professional License they hold.
 - iv) Have been licensed as a Landscape Architect for at least three (3) years.
- B. Each Public Member of the Board must be a resident of [State] and at least 21 years of age.
- C. Each Board member shall maintain eligibility to serve on the Board by avoiding relationships that may interfere with the Board's public-protection mission. Board members shall be especially cognizant of conflict-of-interest issues including, for example, participation in [State] or national professional associations.
- D. Board members are barred from being an officer of or holding any leadership position (being a voting member of the governing Board) in a State or national professional association_during the Board member's appointed term. .
- E. Each Board member shall annually attest to completing coursework or training hours and content approved by Board policy. Coursework or training must address relevant regulatory issues such as the Board's role, Board members' roles, conflicts of interest, administrative procedures, enforcement, and immunity.

Section 203

Expertise of board members is essential to effective and efficient decision-making.

This section identifies eligibility criteria to serve on the board.

All board members serve the public interest when undertaking and acting within the scope of board duties and responsibilities.

Section 204

Government oversight is intended in the regulatory structure. Legislative enactment creating and delegating authority, Governor appointments, and removal authority assists in providing necessary governmental oversight.

Section 204. Board Member Appointment and Oversight by Governor.

The Governor shall appoint members of the Board in accordance with Article II of this Act and the [State] constitution. In addition, the Governor can remove Board members with or without cause.

Section 205. Terms.

- A. Except as provided in subsection B below, Board members are appointed for four-year terms. Board members appointed to fill vacancies occurring before a former member's full term expires shall serve the remaining portion of that unexpired term.
- B. Board-member terms must be staggered so no more than [Number/Percentage] member terms expire in any year. Each member shall serve until a qualified successor is appointed, unless such member resigns or is removed from the Board under Article II Section 207 of this Act.
- C. Board members can serve for up to three (3) consecutive full terms. Completing the remainder of an unexpired term is not a "full term".

Section 206. Board Member Vacancies.

- A. Any vacancy in Board membership for any reason, including expiration of term, removal, resignation, death, disability, or disqualification, must be filled by the Governor or appointing authority as prescribed in Article II Section 204 of this Act as soon as practicable.
- B. If a vacancy is not filled within six (6) months, the Board may appoint an individual qualified under Section 203 to temporarily fill the vacancy until the Governor (or appointing authority) approves the temporary Board member or appoints a new member.

Section 207. Removal of Board Member.

The Board may remove a Board member on an affirmative vote of three quarters ($\frac{3}{4}$) of members otherwise eligible to vote, and based on one or more of the following grounds:

- A. Board member's refusal or inability to perform required duties efficiently, responsibly, and professionally.
- B. Misuse of a Board-member position to obtain, or attempt to obtain, any financial or material gain, or any advantage personally or for another, through the office.
- C. A final adjudication (by a court or other body with jurisdiction) that the Board member violated laws governing the practice of Landscape Architecture.
- D. Conviction of a crime other than a minor traffic offense.

Section 205

This section identifies a four-year term of appointment and limits service to three consecutive full terms. CLARB understands and appreciates the institutional knowledge and continuity of volunteers and attempts to balance longevity with the need for an infusion of new representation.

Section 206

This section addresses how a vacancy is filled by Governor appointment. CLARB identified and understands the value of a fully constituted board, but recognizes that vacancies may exist for months and years. To provide an incentive for the appointing authority to fill vacancies and keep boards fully populated, this section authorizes the board to fill a position that remains vacant for over six (6) months.

Section 207

This section authorizes the Board to remove Board members under specified conditions following identified procedures.

Section 208. Organization of the Board.

- A. The Board shall elect from its members a Chairperson, Vice-Chairperson, and such other officers appropriate and necessary to conduct its business. The Chairperson shall preside at all Board meetings and perform customary duties of the position and other duties assigned by the Board.

The Chairperson may establish Board committees to further Board business, and may designate Board members as committee members.

- B. Officers elected by the Board serve terms of one (1) year starting the day of their election and ending when their successors are elected. Officers may serve no more than [Number] consecutive one-year terms in each elected office.

Section 209. Executive Director and Employees of Board.

- A. The Board shall employ an Executive Director who is responsible for performing administrative functions and such other duties the Board directs, under its oversight.
- B. The Board may employ persons (in addition to the Executive Director) in positions or capacities necessary to properly conduct Board business and fulfill Board responsibilities under this Act.

Section 210. Compensation of Board Members.

Each Board member is paid a *per diem* amount for each day the member performs official Board duties, and is reimbursed for reasonable and necessary expenses of discharging such official duties.

Section 211. Meetings of Board.

- A. Frequency. The Board shall meet at least once every three months to transact its business, and at such additional times as the Board's Chairperson or two-thirds (2/3) of the Board's voting members determine.
- B. Location. The Board shall determine the location and format for each meeting and provide notice to the public as required by [citation to open meetings laws].
- C. Remote Participation. The Board, consistent with [State] law and related regulations, may provide for remote participation in Board meetings by members not present at the meeting location.

Section 211

This section specifies that the Board shall meet a minimum number of times annually. CLARB recognizes that boards must meet often enough to transact business on a regular basis and to ensure that applicants' and respondents' issues are timely addressed. Technology provides a means for boards to meet regularly if it is difficult for a board to meet face-to-face on a frequent basis.

- D. Notice. Notice of all Board meetings will be given in the manner prescribed by [State]’s applicable open-meetings laws.
- E. Quorum. A majority of Board members is a quorum for convening and conducting a Board meeting and all Board actions will be by a majority of a quorum, unless more are required under this Act or Board regulation.
- F. Access by Public. All Board meetings must be conducted in accordance with [State]’s open-meeting law.
- G. Record of Meetings of the Board. A record of all Board meetings must be maintained in accordance with [State]’s open-records law.

Section 212. Regulations Governing Licensure and Practice.

The Board shall make, adopt, amend, and repeal regulations necessary for the proper administration and enforcement of this Act. Such regulations must be promulgated in accordance with [State]’s Administrative Procedures Act.

Section 213. Powers and Duties Delegated to Board.

- A. Under active State oversight and Supervision, the Board shall regulate the practice of Landscape Architecture in [State] and is responsible for conducting all of its activities in connection therewith. The powers and duties of this Section 213 are in addition to other powers and duties delegated to the Board under this Act. Once licensed by the Board, Licensees cannot divest the Board of jurisdiction by changing their licensure status or relinquishing licensure. Moreover, persons never licensed by the Board who engage in the unlawful practice of Landscape Architecture in [State] are subject to the Board’s jurisdiction.
- B. Licensure. The Board is authorized to issue licenses to, and renew licenses for:
 - (i) Persons qualified to engage in the practice of Landscape Architecture under this Act.
 - (ii) Businesses qualified to engage in the practice of Landscape Architecture under this Act.
- C. Standards. The Board is authorized to establish and enforce:
 - (i) Minimum standards of practice and conduct for Landscape Architects.
 - (ii) Standards for recognizing and approving programs for Landscape Architect education and training.

Section 212

One of the most important authorities delegated from the legislature to the Board is rulemaking by regulation. Statutes are intended to be general in nature while regulations add specifics.

Using its expertise and public representation perspectives, boards create regulations that add specificity to the statute. Expertise is needed to provide practice-specific details to the regulations.

As practice evolves, regulations are more flexible and easier to amend than are statutes.

Section 213

This section is the heart of the authority delegated by the legislature to the Board. CLARB determined that this section must be robust and specify the breadth of the authority of the Board to engage in all actions necessary to effectively and efficiently regulate the profession in the interest of public protection.

Additional commentary is provided throughout this section to highlight some of the important authority delegated to the Board.

- (iii) Standards, educational program criteria, or other mechanisms to ensure the continuing Competence of Landscape Architects.

D. Enforcement. The Board is authorized to enforce this Act and its regulations relating to:

- (i) The conduct or Competence of licensed Landscape Architects practicing in [State], and the suspension, revocation, other restriction of, or action against, any License issued by the Board.
- (ii) The assessment and collection of fines, costs, and attorneys' fees:
 - a. Against Persons licensed by the Board (irrespective of their licensure status, whether active, inactive, expired, lapsed, surrendered or disciplined) relative to acts, omissions, complaints, and investigations that occurred during the licensure period.
 - b. Against Persons who engage in the unlawful practice of Landscape Architecture as defined under this Act.
- (iii) With probable cause that an Applicant or Licensee has engaged in conduct prohibited under this Act or its regulations, the Board may issue an order directing Applicant or Licensee to submit to a mental or physical examination or chemical dependency evaluation. Every Applicant or Licensee is deemed to consent to undergo mental, physical, or chemical-dependency examinations, when ordered by the Board to do so in writing, and to waive all objections to the admissibility of the examiner's or evaluator's testimony or reports on the grounds that such testimony or reports constitute a privileged or confidential communication.
- (iv) The Board may investigate and inspect any Licensee, whether Licensee is a Person or a Business Entity, at all reasonable hours to determine a violation of the laws or regulations governing the practice of Landscape Architecture.

The Board, its officers, investigators, inspectors, and representatives shall cooperate with all agencies charged with enforcement of laws of the United States, [State], and all other States relating to the practice of Landscape Architecture.

- (v) The Board can subpoena persons and documents in connection with its complaint investigations before commencing, and during, any formal Adjudicatory Proceeding to take depositions and testimony as in civil cases in [State]

courts. Any Board member, Hearing officer, or administrative law judge has power to administer oaths to witnesses at any Hearing the Board conducts, and any other oath the Board is authorized by law to administer.

- (vi) The Board may conduct its authorized investigations, inquiries, or Hearings before any Board member(s). The findings and orders of such member(s) are deemed to be the findings and orders of the Board when approved and confirmed as set forth in Section 211(e) of Article II of this Act.
- (vii) The Board may report any violation of this Act or its regulations that implicates criminal law to the Attorney General or State's Attorney who shall without delay institute appropriate proceedings and investigations in the proper court for prosecution as required by law. This does not require the Board to so report the potential application of criminal law if the Board reasonably believes the public interest is adequately served by a suitable written notice or warning. Any decision by the Board to issue a written notice or warning must be made in Consultation with legal counsel, the State's Attorney or other appropriate law enforcement entity.
- (viii) The Board may seek declaratory, injunctive, and other appropriate remedies from a court with jurisdiction.

E. Recovery of Costs and Assessment of Fines.

- (i) The Board may assess against a respondent reasonable costs (e.g., attorneys' fees, investigation and prosecution costs) of any Adjudicatory Proceeding through which respondent is found to have violated any law or regulation governing the practice of Landscape Architecture. The assessment of reasonable costs must be formalized in a Board order directing payment of the costs to the Board, and issued together with the Board's final decision.

This authorization to assess costs exists so long as the Board operates in good faith and succeeds on any portion of the administrative prosecution, and even if some counts are not substantiated.

- (ii) In the case of a Person or Business Entity, the Board may issue an order for recovery of reasonable costs authorized under this Section 213 to the corporate owner, if any, and to any Licensee, officer, owner, or partner of the practice or Business Entity:

Section 213(E)

This section authorizes the board to assess fines and costs as administrative sanctions of disciplined respondents. Differentiating costs (reimbursement of out-of-pocket expenses related to administrative prosecution of respondents) and fines (monetary assessments intended to deter future conduct) is important. Both cost assessments and fines are important tools used when negotiating resolution of complaints.

- a. found to have knowledge of, or
 - b. who should have reasonably known of, or
 - c. who knowingly participated in, a violation of any provision of this Act or any regulation issued hereunder.
- (iii) When the Board issues an order to pay costs, and timely payment of the costs is not made to the Board as directed in its final decision and order, the Board may enforce the order in the [State] Courts in the county where the Adjudicatory Proceeding occurred. The Board's right of enforcement is in addition to other rights the Board has concerning Persons directed to pay costs, including denial of licensure.
- (iv) In any action for recovery of costs, the Board's final decision and order is conclusive proof of the validity of the order and terms of payment.
- (v) The Board may assess administrative fines against a respondent not exceeding \$[dollars] for each count adjudicated a violation of law or regulation governing the practice of Landscape Architecture. Assessment of fines must be formalized in a Board order directing payment of such fines to the Board, and issued together with the Board's final decision. The Board is authorized to assess additional fines for continued violation(s) of any Board order.

This authorization to assess fines exists so long as the Board operates in good faith and succeeds on any portion of the administrative prosecution, even if some counts are not substantiated.

F. Expenditure of Funds. The Board may receive and expend funds from parties other than [State], in addition to its (Annual/Biennial) appropriation, provided:

- (i) Such funds are awarded to pursue a specific objective the Board is authorized to accomplish under this Act, or is qualified to accomplish by reason of its jurisdiction or professional expertise.
- (ii) Such funds are expended to pursue the specific objective for which they were awarded.
- (iii) Activities connected with, or occasioned by, spending the funds do not interfere with the Board's performance of its duties and responsibilities and do not conflict with the Board's exercise of its powers under this Act.
- (iv) Funds are segregated in a separate account.

- (v) The Board provides periodic written reports to [state]'s Governor detailing its receipt and use of the funds, provides sufficient information for governmental oversight, and notes that such reports are deemed a public record under applicable law.

G. Fees for Services. In addition to fees specifically provided for under this Act, the Board shall establish nonrefundable fees, including (but not limited to) the following:

- i) Applications.
- ii) Examination administration.
- iii) Renewals.
- iv) Board publications.
- v) Data maintained by the Board, which may include mailing lists, Licensee lists, or other information requested under applicable open-records laws.
- vi) Copies of audiotapes, videotapes, computer discs, or other media used for recording sounds, images or information.
- vii) Temporary, duplicate or replacement licenses or certificates.
- viii) Notices of meetings.
- ix) Returned checks.
- x) Other fees deemed necessary by the Board.

The Board shall publish a list of established fees and deposit and expend the fees it collects in accord with [State] statutes.

H. Other Powers and Duties of the Board. The Board is granted other powers and duties necessary to enforce regulations issued under this Act including, but not limited to, the following:

- (i) The Board may belong to professional organizations, societies, and associations that promote improvement of Landscape Architecture practice standards for protection of public health, safety, and welfare, or whose activities support the Board's mission.
- (ii) The Board may establish a Bill of Rights concerning the landscape-architectural services Client's may expect to receive.
- (iii) The Board may collect, and participate in collecting, professional demographic data.

I. Oversight of Board through Annual Report. To provide continued oversight, the Board shall file with the Governor an annual report on the Board's activities, including reference to the Board's effectiveness and efficiencies. The annual report shall, through statistics, at minimum, identify the number of Licensees, Applicants, renewals, complaints, and disposition of such complaints, the number of Board meetings, and all financial data relevant to Board operations.

Section 213(G)

This section identifies that the board is able to charge fees for various services and documents to offset expenses of board operations.

Section 213(H)(ii)

This section authorizes the board to establish a Code of Conduct intended to provide clients and licensees with what to expect of the relationship. Information that may be included: how the practitioner is regulated and by whom, how a complaint can be filed, how billing and payment occur; expected work product, time period to completion, and other contractual details.

Section 213(I)

This section identifies the oversight intended through the statute by setting expectations regarding reporting. It references an annual report filed by the Board including its contents.

Section 214 Source of Data

When making determinations under this Act, and to promote uniformity and administrative efficiencies, the Board may rely on the expertise of, and documentation and verified data gathered and stored by, not-for-profit organizations sharing the Board's public-protection mission.

Article III. - Licensing.

Section 301. Unlawful Practice.

- A. Unless this Act provides otherwise, it is unlawful to engage or offer to engage in the practice of Landscape Architecture unless the acting party is licensed as a Landscape Architect under this Act.
- B. No Person offering services may use the designation *Professional Landscape Architect*, *Registered Landscape Architect* or *Licensed Landscape Architect*, or any other designation, words, or letters indicating licensure as a Landscape Architect, including abbreviations, or hold himself or herself out as a Landscape Architect unless licensed by the Board.
- C. Providing any service defined under this Act as the practice of Landscape Architecture to a Client in [State] through digital, telephonic, electronic, or other means, regardless of the service provider's location, constitutes the practice of Landscape Architecture in [State] and requires the service provider's licensure under this Act.
- D. Providing any service defined under this Act as the practice of Landscape Architecture by a service provider located in [State] through digital, telephonic, electronic, or other means, regardless of the location of the Client receiving such services, constitutes the practice of Landscape Architecture in [State] and requires the service provider's licensure under this Act.
- E. Any Person who, after Hearing, is found by the Board to have unlawfully engaged in the practice of Landscape Architecture is, in addition to any other authorized remedies, subject to a fine imposed by the Board not exceeding \$[dollars] for each offense, and the imposition of costs described in this Act.
- F. Nothing in this Act prevents members of other professions from engaging in the practice for which they are licensed by the State. However, such other professionals shall not hold themselves out as licensed Landscape Architects or refer to themselves by any title, designation, words, abbreviations, or other description stating or implying they are engaged in, or licensed to engage in, the practice of Landscape Architecture.

Section 214

This section authorizes the Board to rely on the private sector for certain services to promote efficiencies and uniformity. It recognizes the existence of CLARB-like organizations and that such associations can provide a wealth of services and products consistent with the Board's public-protection mission.

Section 301

This section addresses the fact that practice and use of titles are limited to licensees and that unlicensed persons are prohibited from practicing landscape architecture or using titles that confuse the public.

Section 301(C) and (D)

These sections recognize that electronic practice and other means of technology affect professional practice and need regulation through statute. Sections (C) and (D) establish where practice occurs and that the Board has authority over such modalities of practice.

Section 301(E)

This section establishes jurisdiction/authority of the Board to administratively prosecute unlicensed persons. This authority is essential to the Board's ability to protect the public and not rely solely on criminal prosecutions.

Section 302. Qualifications for Licensure.

- A. Initial Licensure: To obtain an initial License to practice Landscape Architecture an Applicant must substantiate each item below to the Board's satisfaction:
- (i) Submission of a completed and signed application in the form determined by the Board.
 - (ii) Possession of good moral character as determined by the Board.
 - (iii) Payment of all fees specified by the Board.
 - (iv) Documentation of United States citizenship or other recognized/permitted immigration status as required under [State] law or, in the absence of [State] law, applicable federal law.
 - (v) Completion of an Approved Education Program.
 - (vi) Completion of experience under Supervision requirements established by the Board.
 - (vii) Successful completion of the licensure Examination, as administered and graded in accordance with the Council of Landscape Architectural Registration Boards (CLARB) standards at that time.
- B. Licensure Transfer / Licensure by Endorsement: To obtain a License to practice Landscape Architecture, an Applicant licensed in another jurisdiction must substantiate each item below to the Board's satisfaction:
- i) Submission of a completed and signed application in the form determined by the Board.
 - ii) Possession of good moral character as determined by the Board. and
 - iii) Payment of all fees specified by the Board.
 - iv) Documentation of United States citizenship or other recognized/permitted immigration status as required under [State] law or, in the absence of [State] law, applicable federal law.
 - v) Possession—when initially licensed as a Landscape Architect—of all qualifications necessary to have been eligible for licensure in this State at that time.
 - vi) Demonstration that Applicant's professional licenses, in any State, are in Good Standing, or demonstration of Applicant's CLARB Certification.

Section 302

This section sets forth the eligibility criteria for licensure, both initial licensure (section (A)) and licensure through transfer program (section (B)). CLARB elected to include the licensure eligibility criteria for both applicants under the same section for ease of reference. All persons previously licensed by another jurisdiction must proceed under subsection (B).

Section 302(A)(B)

This section recognizes the important need for reasonable mobility and portability of programs in times of increased scrutiny of regulatory systems and requirements.

The CLARB Certificate program can be used to provide most of the required information for Initial Licensure or reciprocal licensure. Licensure eligibility criteria have been vetted through this program, thus alleviating the need to undertake duplicate assessments. Program requirements are designed to meet the licensure eligibility criteria required by most member boards.

C. Examinations and Examination Attempts

- i) Consistent with Article II section 214, the Board is authorized to use and rely on any Examination determined by the Board to assess necessary entry-level Competence. Such Examinations must be administered often enough to meet the Applicant population's needs, as determined by the Board.
- ii) The Board can limit the number of examination attempts by issuing a rule addressing such limits based on industry standards for high-stakes licensure Examination.

Section 303. Qualifications for Certificate of Authorization

A. Business Entities organized to practice Landscape Architecture must obtain a Certificate of Authorization before doing business in [State]. No Business Entity may provide Landscape Architectural services, hold itself out to the public as providing Landscape Architectural services, or use a name including the terms *Landscape Architect*, *professional Landscape Architect*, or *registered Landscape Architect*, or confusingly similar terms, unless the Business Entity first obtains a Certificate of Authorization from the Board. To obtain a Certificate of Authorization a Business Entity must meet the following criteria:

- (i) At least one Principal is designated as in Responsible Charge for the activities and decisions relating to the practice of Landscape Architecture, is licensed to practice Landscape Architecture by the Board, and is a regular employee of, and active participant in, the Business Entity.
- (ii) Each Person engaged in the practice of Landscape Architecture is licensed to practice Landscape Architecture by the Board.
- (iii) Each separate office or place of business established in this State by the Business Entity has a licensed Landscape Architect regularly supervising and responsible for the work done and activities conducted there.

This requirement does not apply to offices or places of business established to provide construction-administration services only.

B. Business Entities shall apply to the Board for a Certificate of Authorization on a Board-prescribed form, providing Principals' names and addresses and other information the Board requires. The application must be accompanied by an application fee fixed by the Board, and must be renewed per the Board's renewal requirements.

Section 302(C)

This section authorizes the Board to determine what examination is necessary to assess entry-level competence as part of the licensure application process. Under Article II section 214, the Board is already authorized to rely on outside private entities for certain services so long as they share the Board's public-protection mission.

This section also authorizes the Board to promulgate rules related to limits on examination attempts.

The Applicant shall notify the Board in writing within 30 days of any change in the status of registered principals, the firm's name or address, or a branch office address or designated Licensee. If a Principal changes, the Applicant shall provide details of the change to the Board within 30 days after the effective change date.

- C. If the Board finds the Business Entity is in compliance with this section's requirements, it shall issue a Certificate of Authorization to such Business Entity designating the Business Entity as authorized to provide Landscape Architectural services.
- D. No Business Entity issued a Certificate of Authorization under this section is relieved of responsibility for the conduct or acts of its agents, employees or principals by reason of its compliance with this section, nor is any individual practicing Landscape Architecture relieved of responsibility and liability for services performed by reason of employment or relationship with such Business Entity. This section does not affect a Business Entity and its employees performing services solely for the benefit of the Business Entity, or a subsidiary or affiliated business entity. Nothing in this section exempts Business Entities from other applicable law.

Section 304. Qualifications for Practice under Disaster Declaration

Disaster Declaration. Any Person licensed to practice Landscape Architecture in another State or Province who provides services within the scope of their License and in response to a disaster declared by the governor or other appropriate authority of [State] may, on prior written notice to the Board, provide such services in [State] without a License issued by the Board for the duration of the declared emergency. Any practitioner providing services under this Section 304 submits to the Board's jurisdiction and is bound by [State] law. The Board retains authority to remove, revoke, rescind, or restrict this disaster-declaration practice privilege without Hearing by majority vote of its members.

Section 305. Requirement of Continuing Competence.

The Board shall by regulation establish requirements for continuing Competence, including determination of acceptable Continuing Education program content. The Board shall issue regulations necessary to the stated objectives and purposes of Continuing Education and to enforce this Section 305 to ensure Licensees' continuing Competence.

Section 304

This section addresses the temporary practice privileges of licensees in other states to come into the state and practice for a limited time corresponding with a declared disaster. This language is consistent with the EMAC legislation that allows temporary practice under declared emergencies.

Section 306. Requirements for Licensure Renewal.

- A. To maintain licensure, each Licensee shall renew such License when and in the manner established by the Board.
- B. To renew licensure, each Licensee shall provide documentation satisfactory to the Board of successful completion of at least 12 Continuing Education Contact Hours of an Approved Program of Continuing Education per year.
- C. To maintain licensure, each Business Entity shall renew its License when and in the manner established by the Board.

Section 307. Nonrenewal of Licensure; Requirements for Reinstatement of Expired License.

- A. Failure to renew a License by the designated renewal date as prescribed under applicable law, this Act, and its regulations will result in License expiration, which terminates authority to practice Landscape Architecture in [State].

Applicants for reinstatement of an expired License must substantiate by documentation satisfactory to the Board that Applicant meets the following criteria:

- i) When no more than 120 days have passed since the License expiration date, an Applicant for License reinstatement shall submit to the Board:
 - (1) A written petition for License reinstatement addressed to the Board.
 - (2) A completed and signed application for License reinstatement.
 - (3) Documentation of successful completion of all applicable licensure-renewal requirements.
 - (4) A written and signed attestation by Applicant that Applicant has not practiced Landscape Architecture at any time during the period of License expiration.
 - (5) All applicable fees, including a late fee determined by the Board that does not exceed three times the Board's initial licensure application fee.
 - ii) When more than 120) days have passed since the License expiration date, an Applicant for License reinstatement shall meet the requirements set forth in this Section 307(A)(i) and Section 302 of Article III of this Act. However, any application under this Section 307 is deemed an application for License reinstatement.
- B. The Board may impose additional reasonable License-reinstatement requirements necessary to fulfill its public-protection mission.

- C. The Board may also consider relevant extenuating circumstances submitted with any petition and application for License reinstatement in which Applicant demonstrates hardship, so long as the Board maintains its public-protection mission in considering the petition and application.

Section 310. Inactive License.

The Board shall by regulation establish procedures for issuing an Inactive License to a Licensee in Good Standing, under which the Applicant is exempted from licensure renewal requirements, but is not authorized to engage in the practice of Landscape Architecture while inactive.

Reinstatement of an Inactive License to active status will occur under procedures established by the Board and include an application for License reinstatement, payment of a reinstatement fee not to exceed two (2) times the initial licensure fee, and an attestation by Applicant that Applicant has not practiced Landscape Architecture while inactive.

Article IV Discipline.

Section 401. Grounds; Penalties; Reinstatement of License Following Board Discipline.

- A. The Board may refuse to issue or renew, or may suspend, revoke, reprimand, restrict or otherwise limit the License of, or fine, any Person or Business Entity, whether or not licensed, under the [State] Administrative Procedures Act or the procedures in Article IV, Section 402 of this Act, on one or more of the following grounds as determined by the Board:
 - (i) Unprofessional conduct as determined by the Board.
 - (ii) Unethical conduct as determined by the Board.
 - (iii) Practice outside the scope of practice authorized under this Act or its regulations.
 - (iv) Conduct in violation of this Act or its regulations, including failure to cooperate with the Board's inspection or investigative processes within a reasonable time.
 - (v) Incapacity or impairment, for whatever reason, that prevents a Licensee from engaging in the practice of Landscape Architecture with reasonable skill, Competence, and safety to the public.

Section 401

This section delineates the grounds for administrative discipline of respondents found to have violated the Act. CLARB has elected to specify the grounds to ensure adequate scope of authority for the Board to protect the public through enforcement proceedings.

- (vi) Adjudication resulting in a finding of mental incompetence by regularly constituted authorities.
- (vii) Conviction of a Felony as defined under [State/Province] or federal law.
- (viii) Violation of any law, rule, or regulation of [State], any other State, or the federal government, pertaining to any aspect of the practice of Landscape Architecture.
- (ix) Misrepresentation of a fact by an Applicant or Licensee:
 - a) In securing or attempting to secure the issuance or renewal of a License.
 - b) In any statement regarding the Landscape Architect's skills or value of any service/treatment provided, or to be provided.
 - c) Using any false, fraudulent, or deceptive statement in connection with the practice of Landscape Architecture including, but not limited to, false or misleading advertising.
- (x) Licensee Fraud related to the practice of Landscape Architecture, including engaging in improper or fraudulent billing practices.
- (xi) Engaging in, or aiding and abetting any Person engaging in, the practice of Landscape Architecture without a License, or falsely using the title Landscape Architect, or a confusingly similar title.
- (xii) Failing to conform to accepted minimum standards of practice or failing to maintain a Landscape Architectural Business Entity at accepted minimum standards.
- (xiii) Attempting to use the License of another.
- (xiv) Failing to pay costs assessed in connection with a Board Adjudicatory Proceeding, or failing to comply with any stipulation or agreement involving probation or settlement of such Proceeding, or any order entered by the Board in such Proceeding.

- (xv) Conduct that violates the security of any Examination or Examination materials including, but not limited to:
- (a) Removing from the Examination setting any Examination material without appropriate authorization.
 - (b) Unauthorized reproduction by any means of any portion of the actual Examination.
 - (c) Aiding by any means the unauthorized reproduction of any portion of the actual Examination.
 - (d) Paying, or using professional or paid examination-takers, for the purpose of reconstructing any portion of the Examination.
 - (e) Obtaining Examination questions or other Examination material, except by appropriate authorization before, during, or after an Examination administration.
 - (f) Using or purporting to use any Examination question or material that was improperly removed, or taken from, any Examination.
 - (g) Selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered Examination.
 - (h) Communicating in any manner with any other examinee during the administration of an Examination.
 - (i) Copying answers from any other examinee or permitting one's answers to be copied by any other examinee.
 - (j) Examinee's possession during the administration of any Examination any books, equipment, notes, written or printed materials, or data of any kind, other than the Examination materials provided, or otherwise authorized to be in the examinee's possession during any Examination.
 - (k) Impersonating any examinee or having any Person take any Examination on the examinee's behalf.
- (xvii) Failure of a Licensee or Applicant to report to the Board any information required under Article VI of this Act.
- (xviii) Having had any right, credential, or license to practice a profession in this or another State subjected to adverse action or denial of right to practice. In such case, a certified copy of the record of the adverse action or denial of right to practice is conclusive evidence of such disciplinary action or denial.

Section 401(A)(xvi)

This section ensures that violations of examination agreements, including examination breaches and security protocols, constitute grounds for discipline. For the benefit of the public, and the integrity of licensure and examination processes, this authority is essential.

- B. The Board may defer discipline or other action regarding any impaired Licensee who enters into a binding agreement, in a form satisfactory to the Board, under which Licensee agrees not to practice Landscape Architecture and to enter into, and comply with, a Board-approved treatment and monitoring program in accordance with Board regulations.

This Section 310(B) does not apply to any Licensee convicted of, or who pleads guilty or *nolo contendere* to, a Felony, or to Licensee Convictions in another State or federal court relating to controlled substances or sexual misconduct.

- C. Subject to a Board order, any Person whose License to practice Landscape Architecture in [State] is suspended or restricted under this Act (whether by formal agreement with or by action of the Board), has the right, at reasonable intervals, to petition the Board for License reinstatement. The petition must be in writing and in the form prescribed by the Board.

After investigation and Hearing, the Board may grant or deny the petition, or modify its original findings to reflect circumstances changed sufficiently to warrant granting or denying the petition or modifying the findings and order. The Board may require petitioner to pass one or more Examination(s) or complete Continuing Education in addition to that required for licensure renewal, or impose any other sanction, condition, or action appropriate for reentering into the practice of Landscape Architecture and public protection.

- D. The Board, after Consultation and concurrence with the [(County) District Attorney or [State] Attorney General], may issue a cease-and-desist order to stop any Person from engaging in the unlawful practice of Landscape Architecture or from violating any statute, regulation, or Board order. The cease-and-desist order must state the reason for its issuance and explain the Person's right to request a Hearing under the [State] Administrative Procedures Act. This provision does not bar criminal prosecutions by appropriate authorities for violations of this Act.

- E. Final Board decisions and orders after a Hearing are subject to judicial review under the [State] Administrative Procedures Act, unless otherwise provided by law.

Section 402. Summary Suspension.

The Board may, without a Hearing, temporarily suspend a License for up to 60 days when the Board concludes a Landscape Architect violated any law or regulation the Board is authorized to enforce, and if continued practice by the Landscape Architect portends imminent risk of harm to the public (notwithstanding [State]’s Administrative Procedures Act). The suspension takes effect on written notice to the Landscape Architect specifying the law or regulation allegedly violated. When the Board issues the suspension notice, it shall schedule and notify the Licensee of an Adjudicatory Proceeding to be held under the [State] Administrative Procedures Act within [number] days after the notice is issued.

Article V. - Mandatory Reporting.

Section 501. Requirement to Report.

Any Applicant, Licensee or Person with knowledge of conduct by any Person that may be grounds for disciplinary action under this Act or its regulations, or of any unlicensed practice under this Act, shall report such conduct to the Board.

Section 504. Reporting Other Licensed Professionals.

Any Applicant, Licensee or Person shall report to applicable licensing Boards conduct by a Licensee that is, or may be, grounds for disciplinary action under applicable law, if the conduct must by law be reported to such licensing boards.

Section 505. Reporting by Courts.

The administrator of any court with jurisdiction shall report to the Board any court judgment or other determination that an Applicant for licensure by the Board or a Licensee is mentally ill, mentally incompetent, guilty of a Felony, guilty of violating federal or State narcotics laws or controlled substances act, or guilty of crimes reasonably related to the practice of Landscape Architecture, or that appoints a guardian of Applicant or Licensee, or commits Applicant or Licensee under applicable law.

Section 506. Self-Reporting by Applicant for Licensure and Licensee.

An Applicant for licensure by the Board or a Licensee shall self-report to the Board any personal conduct or action that requires a report be filed under Article IV of this Act.

Section 402

This section authorizes the Board to suspend a license immediately without a hearing under identified circumstances that create imminent harm to the public. Such respondents are provided with a hearing within an identified period of time under administrative procedures.

Section 507. Reporting Deadlines; Forms.

All reports required by this Act must be submitted to the Board no later than 30 days after the reportable conduct or action occurs. The Board may provide forms for reports required by Article VI of this Act and may require that reports be submitted on the forms. The Board may issue regulations to ensure prompt and accurate reporting as required by Article VI of this Act.

Section 508. Immunity for Reporters.

Any Person who in good faith submits a report required under Article VI of this Act, or who otherwise reports, provides information, or testifies in connection with alleged violations of this Act, is immune from liability or prosecution. Notwithstanding laws to the contrary, the identity of Persons submitting mandated reports is not disclosable, except as required in connection with an Adjudicatory Proceeding initiated by the Board or other proceeding in courts with jurisdiction.

Article VI Other.

Section 701. Severability.

If any provision of this Act is declared unconstitutional or illegal, or the applicability of this Act to any Person or circumstance is held invalid by a court with jurisdiction, the constitutionality or legality of the Act's other provisions and the Act's application to other persons and circumstances, is not affected, and those provisions remain in full force and effect, without the invalid provision or application.

Section 702. Effective Date.

This Act is effective on [date].

Model Regulations

Council of Landscape Architectural Registration Boards

March 2017

DRAFT

CLARB

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PREFACE

Duly enacted statutes provide the basis for establishing a regulatory structure by legislatively creating and delegating authority to the regulatory board. Such statutes (practice act) establish the basis for and authority of the Board. The Board is also delegated with the authority to promulgate regulations/rules that are intended to provide specificity to the statutes using the expertise of the Board, generally populated with subject matter experts (licensees) and members of the public. (see *CLARB Model Law Article II, Section 212*)

For purposes of this document, the Council of Landscape Architectural Registration Board (CLARB) will use the term “regulations”. For the most part, rules and regulations are terms that can be used interchangeably. Duly promulgated regulations have the force of law and can be used as a basis for board action(s). This is why the process for proposing, discussing, seeking public comment and modifying proposed regulations must follow strict adherence to administrative procedures before becoming effective. Such administrative procedures can vary from jurisdiction to jurisdiction.

The CLARB Model Law authorizes the Board to promulgate regulations. While the CLARB Model Law represents a complete document, the Model Regulations are not intended to provide a complete set of regulations, but to provide guidance on where regulations are needed. The Model is a fluid document that will be subjected to regular review and, where necessary, change. Of course, CLARB Member Boards are encouraged to use this model as a resource when necessary to address or suggest proposed legislative language in both statutes and regulations.

INTRODUCTION

The purpose of adopting regulations is to safeguard the health, safety and welfare of the public by ensuring the proper performance of the duties of the Board and the regulation of its procedures, meetings, records, examinations and the conduct thereof. The adopted regulations may not be inconsistent with the constitution and laws of this jurisdiction. They must be approved by appropriate legislative authority of the jurisdiction. Regulations adopted by the Board shall be binding upon individuals licensed or recognized under the licensure act and on non-licensees found by the Board to be in violation of provisions of the licensure act and shall be applicable to firms that hold or should hold a Certificate of Authorization.

103.10 PURPOSE.

These regulations are promulgated by the Board of Landscape Architects under [cite statutes] for the purpose of protecting the public health, safety and welfare. These regulations contain the information necessary to become licensed as a Landscape Architect, or offer landscape architectural services as a Business Entity.

104.10 PRACTICE OF LANDSCAPE ARCHITECTURE.

The practice of Landscape Architecture is defined as any service where landscape architectural education, training, experience and the application of mathematical, physical and social science principles are applied in consultation, evaluation, planning, design (including, but not limited to, the preparation and filing of plans, drawings, specifications and other contract documents) and

administration of contracts relative to projects principally directed at the functional and aesthetic use and preservation of land.

Services included in the licensed scope of Landscape Architecture include, but are not limited to the following:

- Investigation, selection and allocation of land and water resources for appropriate uses;
- Formulation of feasibility studies, and graphic and written criteria to govern the planning, design and management of land and water resources;
- Preparation, review and analysis of land use master plans, subdivision plans and preliminary plats;
- Determining the location and siting of improvements, including buildings and other features, as well as the access and environs for those improvements;
- Design of land forms and land form elements, storm water drainage, soil conservation and erosion control methods, pedestrian and vehicular circulation systems and related construction details;
- Consultation, planning, designing or responsible supervision in connection with the development of land areas for preservation and enhancement;
- Design of non-habitable structures for aesthetic and functional purposes, such as pools, walls and structures for outdoor living spaces, for public and private use;
- Determination of proper land use as it pertains to natural features; ground cover, use, nomenclature and arrangement of plant material adapted to soils and climate; naturalistic and aesthetic values; settings and approaches to structures and other improvements; and the development of outdoor space in accordance with ideals of human use and enjoyment;
- Design with a priority to ensure equal access to all public goods and services through the use of barrier-free design in compliance with the Americans with Disabilities Act (ADA);
- Consideration of the health, safety and welfare of the public. Public welfare is defined through: environmental sustainability; contribution to economic sustainability and benefits; promotes public health and well-being; builds communities; encourages landscape awareness/stewardship; offers aesthetic and creative experiences; and enables people and communities to function more effectively.

105.10 ACTIVITIES NOT SUBJECT TO THE ACT.

Effective regulation is targeted to address the specific risks of harm to consumers and not to restrict competition or be a barrier to incentives for innovation in products and services.

The activities to engage in the practice of Landscape Architecture shall not be construed to prevent or to affect the right of any individual licensed in related design profession practicing within their licensed scope. In addition, nothing shall be construed to prevent or affect the right of any individual to engage in any occupation related to growing, marketing and the design of landscaping material.

106.10 DEFINITIONS.

The [CLARB Model Law Section 106 Definitions] provides definitions applicable to the [CLARB Model Regulations].

213.10 POWERS AND DUTIES DELEGATED TO BOARD.

Authority is delegated to the Board by the [STATE] legislature to effectively and efficiently regulate the profession of Landscape Architecture in the interest of public protection.

213.11 PROFESSIONAL PRACTICE.

Pursuant to [CLARB Model Law Section 213(C)(i)], the Board is authorized to establish and enforce minimum standards of practice and conduct for Landscape Architects and to provide Licensees and Clients with expectations regarding professional conduct.

A. Competence.

- (i) In engaging in the practice of Landscape Architecture, a Licensee shall act with reasonable care and competence, and shall apply the technical knowledge and skill which are ordinarily applied by Landscape Architects of good standing, practicing in the same locality.
- (ii) In designing a project, a Landscape Architect shall abide by all applicable federal state, county, regional and municipal laws and regulations. While a Landscape Architect may rely on the advice of other professionals, (e.g., attorneys, engineers and other qualified persons) as to the intent and meaning of such regulations, once having obtained such advice, a Landscape Architect shall not knowingly design a project in violation of such laws and regulations.
- (iii) A Landscape Architect shall undertake to perform professional services only when he or she, together with those whom the Landscape Architect may engage as consultants, is qualified by education, training and experience in the specific technical areas involved.
- (iv) No individual shall be permitted to engage in the practice of Landscape Architecture if, in the Board's judgment, such individual's professional competence is substantially impaired by physical or mental disabilities.

B. Conflict of Interest.

- (i) A Landscape Architect shall not accept compensation for his or her services from more than one party on a project unless the circumstances are fully disclosed to and agreed to by (such disclosure and agreement to be in writing) all interested parties.
- (ii) If a Landscape Architect has any business association or direct or indirect financial interest which is substantial enough to influence his or her judgment in connection with his or her performance of professional services, the Landscape Architect shall fully disclose in writing to his or her client or employer the nature of the business association or financial interest, and, if the client or employer objects to such association or financial interest, the Landscape Architect will either terminate such association or interest or offer to give up the commission or employment.
- (iii) A Landscape Architect shall not solicit or accept compensation from material or equipment suppliers in return for specifying or endorsing their products.
- (iv) When acting as the interpreter of construction contract documents and the judge of contract performance, a Landscape Architect shall render decisions impartially, favoring neither party to the contract.

C. Full Disclosure.

- (i) A Landscape Architect, making public statements on landscape architectural questions, shall disclose when he or she is being compensated for making such statements.
- (ii) A Landscape Architect shall accurately represent to a prospective or existing client or employer his or her qualifications and the scope of his or her responsibility in connection with work for which he or she is claiming credit.
- (iii) If, in the course of his or her work on a project, a Landscape Architect becomes aware of a decision taken by his or her employer or client, against such Landscape Architect's advice, which violates applicable federal, state, county, regional or municipal laws and regulations and which will, in the Landscape Architect's judgment, materially and adversely affect the health, safety or welfare of the public, the Landscape Architect shall:
 - i. report the decision to the applicable public official charged with the enforcement of the applicable laws and regulations;
 - ii. refuse to consent to the decision; and
 - iii. in circumstances where the Landscape Architect reasonably believes that other such decisions will be taken, notwithstanding his or her objections, terminate his or her services with respect to the project. In the case of a termination in accordance with this clause (3), the Landscape Architect shall have no liability to his or her client or employer on account of such termination.
- (iv) A Landscape Architect shall not deliberately make a materially false statement or fail deliberately to disclose a material fact requested in connection with his or her application for a registration or renewal thereof.
- (v) A Landscape Architect shall not assist the application for a registration of an individual known by the Landscape Architect to be unqualified in respect to education, training, experience or character.
- (vi) A Landscape Architect possessing knowledge of a violation of the provisions set forth in these rules by another Landscape Architect shall report such knowledge to the Board.

D. Compliance with Laws.

- (i) A Landscape Architect shall not, while engaging in the practice of Landscape Architecture, knowingly violate any state or federal criminal law.
- (ii) A Landscape Architect shall neither offer nor make any payment or gift to a government official (whether elected or appointed) with the intent of influencing the official's judgment in connection with a prospective or existing project in which the Landscape Architect is interested.
- (iii) A Landscape Architect shall not solicit a contract from a governmental body on which a principal or officer of the licensee's organization serves as a member, except upon public disclosure of all pertinent facts and circumstances and consent of the appropriate public authority.
- (iv) A Landscape Architect shall not offer, directly or indirectly, to pay a commission or other consideration or to make a political contribution or other gift in order to secure work, except for payment made to an employment agency for its services.
- (v) A Landscape Architect shall comply with the registration laws and regulations governing his or her professional practice in any jurisdiction.
- (vi) Each Landscape Architect shall cooperate with the Board in its investigation of complaints or possible violations of the [STATE] Statutes or Regulations of the Board.

This cooperation shall include responding timely to written communications from the Board, providing any information or documents requested within 30 days of the date on which the communication was mailed, and appearing before the Board or its designee upon request.

(vii) Landscape Architect shall not violate any order of the Board.

E. Professional Conduct.

- (i) Each office in [STATE] maintained for the preparation of drawings, specifications, reports or other professional landscape architectural work shall have a licensed Landscape Architect resident and regularly employed in that office having direct supervision of such work.
- (ii) A Landscape Architect shall not sign or seal drawings, specifications, reports or other professional work for which he or she does not have direct professional knowledge and direct supervisory control; provided, however, that in the case of the portions of such professional work prepared by the Landscape Architect's consultants, registered under this or another professional registration of [STATE], the Landscape Architect may sign or seal that portion of the professional work if the Landscape Architect has reviewed such portion, has coordinated its preparation and intends to be responsible for its adequacy.
- (iii) A Landscape Architect shall neither offer nor make any gifts, other than gifts of nominal value (including, for example, reasonable entertainment and hospitality), with the intent of influencing the judgment of an existing or prospective client in connection with a project in which the Landscape Architect is interested.
- (iv) A Landscape Architect shall not engage in conduct involving fraud or wanton disregard of the rights of others.
- (v) In all professional reports, statements and testimony, each Landscape Architect shall be completely objective and truthful and include all relevant and pertinent information.
- (vi) Conviction of a felony or the revocation or suspension of a professional license by another jurisdiction, if for a cause the State of [STATE] would constitute a violation of [STATE] law or of these regulations, or both, shall constitute unprofessional conduct.

213.12 FEES FOR SERVICES.

[Insert schedule of fees, with cross-references to [CLARB Model Law Section 213(G)] permitting the Board to establish fees, or any fees set by statute. This list should identify all categories of fees, including those to be established from time to time by the Board, and it should require the Board to maintain and provide to all individuals upon request a current and complete list of its fees.]

213.13 OTHER POWERS AND DUTIES OF THE BOARD.

In addition to the Statutes of [STATE], other powers and duties of the Board shall include, but are not limited to, the following:

- A. All members of the Board, including the chairperson, are entitled to vote and to make or to second motions. A majority vote of those present is required to pass a motion. The chairperson shall vote as a member of the Board.
- B. The latest edition of Roberts Rules of Order, Revised shall govern the normal proceedings of the Board. Exceptions include hearings that may be disciplinary in nature.

- C. All applications and requests for which the Board has prescribed a form must be presented on these forms.
- D. A roster of all Licensees and firms holding a Certificate of Authorization will be updated annually and shall be accessible to the public.

213.14 SEALS.

Each licensed Landscape Architect shall procure a Seal, which shall contain the name of the Landscape Architect; his or her license number and the state or territory; and the words LANDSCAPE ARCHITECT—[NAME OF STATE]. The Seal may be a rubber stamp, an embossed Seal, or a computer-generated Seal. After the Licensee's Seal has been applied to the original or record copy, the Licensee shall place the Licensee's signature and date across the Seal. This Seal shall comply in all respects, including size and format, which the specimen shown below:

[INSERT SPECIMEN SEAL IMPRINT]

- A. The Seal shall be imprinted on all technical submissions, as follows: On each design and each drawing; on the cover and index pages identifying each set of specifications; and on the cover page (and index, if applicable) of all other technical submissions. The original signature of the individual named on the Seal shall appear across the face of each original Seal imprint.

The Seal appearing on any technical submission shall be prima facie evidence that said technical submission was prepared by or under the direct supervision of the individual named on said Seal.

- B. All technical submissions prepared by a licensed Landscape Architect shall contain the following legend wherever the Landscape Architect's Seal appears: "The professional services of the Landscape Architect are undertaken for and are performed in the interest of [name of person employing Landscape Architect]. No contractual obligation is assumed by the Landscape Architect for the benefit of any other person involved in the project."
- C. Any Licensee may use a digital signature if the signature meets all of the following requirements: (1) Is unique to the person using it; (2) is able to be verified; (3) is under the sole control of the person using it; and (4) is linked to an electronic document bearing the digital signature in such a manner that the signature is invalidated if any data in the document is altered.

214.10 SOURCE OF DATA.

The Board may rely on the expertise of, and documentation and verified data gathered and stored by CLARB and other not-for-profit organizations as determined by the Board. This data shall include but is not limited to: CLARB Council Record; professional exam scores; verified educational transcripts; verified employment references; professional references; licensure history; disciplinary history; and other information gathered by third parties sharing the Board's public-protection mission.

The Board shall recognize all applicable Open Records Laws in [STATE] for data as it shall pertain to Records of the Board.

302.10 QUALIFICATIONS FOR LICENSURE.

Pursuant to [CLARB Model Law Section 302] an applicant for licensure must substantiate each item listed in this referenced Section to the Board's satisfaction.

302.11 APPROVED EDUCATION PROGRAMS.

An Approved Education Program means a first professional degree in Landscape Architecture from a program which has been accredited by the Landscape Architectural Accreditation Board (LAAB) or the Canadian Society of Landscape Architects Accreditation Council (CSLAAC). In lieu of this degree, satisfaction of 5 (five) years of combined education and experience credit may be substituted as follows:

Education Equivalency	Maximum Education Credit	Additional Experience Credit Needed
Non-accredited B.L.A. or M.L.A.	4 years	1 year under the direct supervision of a Landscape Architect
NAAB-accredited B.Arch. or M. Arch.	4 years	1 year under the direct supervision of a Landscape Architect
ABET-accredited degree in Civil Engineering	4 years	1 year under the direct supervision of a Landscape Architect
Any Bachelor's degree	2 years	3 years under the direct supervision of a Landscape Architect

Other landscape architectural curriculum which has not been accredited by LAAB but has been evaluated and found to be of an equivalent standard, may be reviewed and accepted by the Board.

302.12 EXPERIENCE SUPERVISION REQUIREMENTS.

The work experience required of each applicant shall expose the applicant to all phases of work integral to the practice of Landscape Architecture, and shall be performed under the direct supervision of a Licensee. Landscape architectural work experience shall fall within the definition of "the practice of Landscape Architecture" under [CLARB Model Law Section 104] and amendments thereto.

Experience supervision shall be verified by references which are those individuals who should have personal knowledge of an applicant and who can issue judgments concerning an applicant's experience, ability, character or reputation. Relatives may not be used as references. No current Board member shall be used as a reference. Replies received from references regarding the qualifications of an applicant shall be placed in files that are considered nonpublic records. The source and character of the information will not be divulged except in special cases when required by law.

302.13 EXAMINATIONS.

Applicants shall substantiate successful completion of CLARB's examinations where the examination administration and grading were conducted in accordance with CLARB's standards in effect at the time. CLARB examination administration requirements will be enforced as listed, but not limited to:

- A. examinations are offered on dates set by CLARB;
- B. locations at which the examinations are given are designated by CLARB;
- C. language of the examination will be English;
- D. results will be released in accordance with established CLARB policy;
- E. there shall be no post-administration access to, or review of, examination questions;
- F. re-examination limits shall be imposed by CLARB as necessary for the integrity of each exam;
- G. any applicant's examination results may be rejected by the Board and permission to retake an examination may be withheld by the Board upon a report by the testing administrator of any possible violation by the applicant of the provisions of any candidate testing agreement regarding examination irregularities.

303.10 QUALIFICATIONS FOR CERTIFICATE OF AUTHORIZATION.

Pursuant to [CLARB Model Law Section 303] an applicant for a Certificate of Authorization must substantiate each item in this referenced Section to the Board's satisfaction.

305.10 REQUIREMENTS OF CONTINUING COMPETENCE.

The purpose of the continuing professional competency requirement is to demonstrate a continuing level of competency of Landscape Architects. Every Licensee shall meet the continuing professional competency requirements of these regulations for professional development as a condition for licensure renewal.

- A. Each Licensee shall have completed 12 (twelve) Continuing Education Contact Hours during the one-year period immediately preceding the renewal date established by the Board;
- B. Continuing Education Contact Hours shall be related to the practice of Landscape Architecture and address subjects in the protection of public Health/Safety/Welfare (HSW).
- C. Other activities may be accepted for Continuing Education credit upon approval by the Board;
- D. If Licensee is licensed to practice Landscape Architecture in another jurisdiction in which the Licensee resides, the Licensee may meet the Continuing Education requirements of the jurisdiction in which the Licensee resides. If such jurisdiction requires no Continuing Education, the Licensee shall meet the Continuing Education requirements of [STATE];
- E. Each dual Licensee shall earn at least [8] of the required Continuing Education credits for each renewal period in each profession;
- F. Excess Continuing Education Contact Hours may not be credited to a future calendar year;
- G. Each Licensee shall provide proof of satisfying the Continuing Education requirements as required by the Board. If the Licensee fails to furnish the information as required by the Board, the License shall not be renewed. If the Board does not approve of submitted Continuing Education, Licensee shall have a period of 120 days after notification to provide further information or additional Continuing Education.

305.11 APPROVED PROVIDERS OF CONTINUING EDUCATION.

The following providers of Continuing Education programs have been approved by the Board and courses provided by approved providers are acceptable for meeting the mandatory Continuing Education requirements for licensure renewal:

- Landscape Architects Continuing Education System (LA CES)
- American Society of Landscape Architects (ASLA)
- Council of Landscape Architect Registration Boards (CLARB)
- [State/Provincial] Board name
- National Society of Professional Engineers (NSPE)
- American Institute of Architects (AIA)
- Agencies of the state or federal government offering training programs in landscape architecture
- Accredited colleges and universities offering training programs in landscape architecture

306.10 REQUIREMENTS FOR LICENSURE RENEWAL.

- A. Each Licensee shall renew the License by [DATE] each year. A written or electronic notice shall be issued by the Board to each Licensee no later than 30 days before this renewal date. An expired License shall be terminated if not renewed by the renewal date. A late fee may be charged for renewals up to 60 days past this renewal date. A reinstatement will be necessary for licenses 120 days past the renewal date.
- B. Each Business Entity shall renew its Certificate of Authorization by [DATE] each year. A written or electronic notice shall be issued by the Board to each Licensee not later than 30 days before this renewal date. An expired Certificate of Authorization shall be terminated if not renewed by the renewal date. A late fee may be charged for renewals up to 60 days past the renewal date. A reinstatement will be necessary for Certificates of Authorization 120 days past the renewal date.
- C. A Licensee or Business Entity shall not practice Landscape Architecture after the expiration date until the License or Certificate of Authorization has been renewed or reinstated.

307.10 NON RENEWAL OF LICENSURE; REQUIREMENTS FOR REINSTATEMENT OF EXPIRED LICENSE.

An individual may reinstate a terminated License from inactive, temporary or emeritus status, or a terminated status by obtaining all delinquent required Continuing Education. Upon completion of a reinstatement application and proof that the individual has complied with the requirements for obtaining Continuing Education, the individual shall meet the Board's other requirements for reinstatement before reinstatement shall be granted.

Reinstatement of a Certificate of Authorization shall occur upon completion of a reinstatement application and requirements stated therein.

310.10 LICENSE STATUSES.

- A. The following License statuses shall apply:

- (i) Active status shall require successful renewal every 2 (two) years with the appropriate fee and verification of continuing competency requirements.
- (ii) Inactive status shall require successful renewal every 2 (two) years with the appropriate fee. No continuing competency verification is required. The individual shall have no pending disciplinary action before the Board. The individual shall not practice Landscape Architecture in [State].
- (iii) Temporary status shall require a Disaster Declaration by the governor or other appropriate authority of [State]. Services by a Landscape Architecture must be provided within the scope of their License, on prior written notice to the Board and only provided for the duration of the declared emergency. [CLARB Model Law Section 304]
- (iv) Emeritus status shall require the individual to be at least 60 years of age. The individual shall submit a one-time application, with no fee and no verification of continuing competency required. The individual shall have no disciplinary action before the Board. Any individual who chooses this license status may use that individual's professional title in conjunction with the word "emeritus". The individual shall not practice Landscape Architecture in [State].

501.10 MANDATORY REPORTING.

Any Applicant, Licensee or Person with knowledge of conduct by any Person that may be grounds for disciplinary action under this Act or its regulations, or of any unlicensed practice under this Act, shall report such conduct to the Board on a form provided by the Board.

The form shall include but not be limited to information regarding the explanation of complaint, contact information of person making complaint, contact information of person who is the subject of complaint and other information as necessary for investigative purposes.

701.10 SEVERABILITY.

If any provision or application of these regulations is found to be invalid for any reason, such invalidity shall not affect other provisions or applications of these regulations which can be given effect without the invalid provision or application, and therefore, the provisions of these regulations are declared to be severable.

§ 117 Experience Evaluation

The Board's evaluation of candidates' training and educational experience is based on the Board's *Table of Equivalents* as listed below.

The Table is comprised of four columns. Column A lists the types of experience for which credit may be granted. Columns B and C specify the maximum credit that may be granted to a candidate who was determined by the Board to be eligible for the Architect Registration Examination (ARE), the California Supplemental Examination, or licensure prior to January 1, 2005 and who is active in the examination process or to a candidate who is otherwise exempt from the IDP/IAP requirement specified in [Section 116\(b\)](#). Column D specifies the maximum credit that may be granted to a new or inactive candidate who was determined by the Board to be eligible for the ARE on or after January 1, 2005 and who is subject to the IDP/IAP requirement.

(a) Experience Equivalents:

Table of Equivalents			
<i>Column A</i>	<i>Column B</i>	<i>Column C</i>	<i>Column D</i>
Experience Description	Candidates Eligible Prior to January 1, 2005 or Otherwise Exempt from IDP/IAP Requirement	Candidates Eligible Prior to January 1, 2005 or Otherwise Exempt from IDP/IAP Requirement	Candidates Eligible January 1, 2005 or After and Subject to IDP/IAP Requirement
	Education Equivalents Max. Credit Allowed	Training and/or Practice Equivalents Max. Credit Allowed	Max. Credit Allowed
(1) A professional degree in architecture, where the degree program has been accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB), or units toward such a degree.	5 years		5 years
(2) A professional degree in architecture, where the degree program has not been accredited by NAAB or CACB and the program consists of at least a five-year curriculum, or units toward such a degree.	4 years		4 years
(3) A four-year degree in architecture Baccalaureus Atrium (BA), Atrium Baccalaureus (AB), Bachelor of Science (BS), or units toward such a degree.	3 ½ years		3 1/2 years
(4) A degree from a school/college which has an NAAB-accredited or CACB-accredited professional degree program in architecture, where the degree could be accepted for entry into a two-year NAAB-accredited or CACB-accredited Master of Architecture program, or units toward such a degree.	3 ½ years		3 1/2 years
(5) A degree which consists of at least a four-year curriculum in a field related to architecture as defined in subsection (b)(6), or units toward such a degree.	2 years		2 years
(6) Any other university or college degree which consists of at least a four-year curriculum.	1 year		1 year
(7) (A) Any other city/community college degree which consists of at least a two-year curriculum.	6 months		6 months
(B) Any other city/community college degree or technical school certificate in a field related to architecture.	1 year		1 year
(8) Experience under the direct supervision of an architect(s) licensed in a United States jurisdiction shall be granted 100% credit.	5 years	3 years	5 years
(9) Certification by the National Council of Architectural Registration Boards (NCARB) shall be granted a maximum of eight years credit upon receipt in the Board office of the candidate's current and valid NCARB blue cover file, transmitted by NCARB.	5 years	3 years	8 years
(10) While a candidate is enrolled in a college or university, credit shall be granted:			
(A) 100% for experience obtained under the direct supervision of architect(s) licensed in the U.S.	1 year	or 1 year	1 year
(B) 50% for experience as, or experience obtained under the direct supervision of, a registered civil or structural engineer and/or a licensed landscape architect licensed in a United States jurisdiction.		1 year	1 year
(C) 50% for experience as, or experience obtained under the direct supervision of, a California licensed general building contractor.		1 year	1 year
(D) 50% for experience as, or experience obtained under the direct supervision of, a California certified building official as defined in subsection (c)(7).		1 year	1 year

Column A	Column B	Column C	Column D
Experience Description	Candidates Eligible Prior to January 1, 2005 or Otherwise Exempt from IDP/IAP Requirement	Candidates Eligible Prior to January 1, 2005 or Otherwise Exempt from IDP/IAP Requirement	Candidates Eligible January 1, 2005 or After and Subject to IDP/IAP Requirement
	Education Equivalents Max. Credit Allowed	Training and/or Practice Equivalents Max. Credit Allowed	Max. Credit Allowed
(E) 50% for experience as, or experience obtained under the direct supervision of, a foreign licensed architect licensed in the qualifying foreign country where the experience occurred.		1 year	1 year
(11) Completion of the Intern Development Program (IDP) of the National Council of Architectural Registration Boards or the Intern Architect Program of Canada shall be granted a minimum of three years credit, upon receipt in the Board office of the candidate's current and valid NCARB IDP file transmitted by NCARB or documentation transmitted by a Canadian provincial architectural association, respectively.	2 years	3 years	5 years
(12) (A) Experience as, or experience obtained under the direct supervision of, a registered civil or structural engineer, and/or a licensed landscape architect licensed in a United States jurisdiction shall be granted 50% credit.		2 years	2 years
(B) Experience as, or experience obtained under the direct supervision of, a California licensed general building contractor shall be granted 50% credit.		1 year	1 year
(C) Experience as, or experience obtained under the direct supervision of, a California certified building official as defined in subsection (c)(7) shall be granted 50% credit.		1 year	1 year
(13) Experience as a licensed architect practicing in another U.S. jurisdiction with a verified record of substantial architectural practice shall be granted 100% credit.		8 years	8 years
(14) (A) A post professional degree in architecture or with an emphasis on architecture consisting of a Master, Master of Science, or Ph.D. degree, or units toward such a degree, or		1 year	1 year
(B) Teaching and/or research in NAAB-accredited or CACB-accredited architectural curriculums shall be granted 100% credit only for those hours worked if verified by the college or university.		1 year	1 year
(15) (A) Experience under the direct supervision of an architect licensed in the qualifying foreign country where the experience occurred shall be granted 50% credit.	5 years	2 years	5 years
(B) Experience as a foreign licensed architect licensed in the qualifying foreign country with a verified record of substantial architectural practice shall be granted 50% credit.	5 years	2 years	5 years

(b) Education Equivalents:

"Education equivalents" shall mean Table categories (a)(1) through (a)(9), (a)(10)(A), (a)(11), (a)(13), and (a)(15)(A) and (B).

- (1) For the purposes of this section, NAAB shall refer to the National Architectural Accrediting Board, and CACB shall refer to the Canadian Architectural Certification Board.
- (2) A "professional degree program" shall be defined as one of the following types of programs: 1. Bachelor of Architecture, five-year program; 2. Bachelor of Architecture for individuals with a prior degree; 3. Master of Architecture, four-year undergraduate program in architecture plus a two-year graduate program in architecture; 4. Master of Architecture, four-year undergraduate program in another discipline plus a three-year graduate program in architecture.
- (3) Where a candidate is seeking education equivalents for having obtained a professional degree or units towards such a degree from an NAAB-accredited or CACB-accredited program, he or she shall be eligible for such credit if such program is or was accredited by NAAB or CACB either at the time of graduation or within two years after the date of graduation or termination of enrollment.
- (4) Credit allowed for units obtained without a degree shall only be computed within the categories of subsections (a)(1) through (5) or (a)(14)(A) of this section. No credit for units obtained under subsections (a)(6) or (7) shall be recognized unless such units have been transferred to and accepted by a school within subsections (a)(1) through (5) of this section.
- (5) Academic units based on the categories specified in subsections (a)(1) through (5) or (a)(14)(A) of this section shall be evaluated up to the maximum allowed for that subsection. Where a candidate has not obtained a degree, the maximum credit allowed for the categories contained in subsections (a)(1) through (5) or (a)(14)(A) shall be six months less than the maximum credit that would have been granted if the candidate had obtained a degree in that category. Fractions greater than one-half of an academic year shall be counted as one-half of a year and smaller fractions will not be counted. 30 semester units or 45 quarter units is considered to be one academic year.
- (6) Degrees in a field related to architecture shall be evaluated under subsection (a)(5) and defined as the following: Architectural Design; Architectural Engineering; Architectural Studies; Architectural Technology; Building Science; City and Regional Planning; Civil, Mechanical, Structural, or Electrical Engineering; Construction Engineering; Construction Management; Environmental Design; Interior Architecture; Landscape Architecture; and Urban and Regional Design.
- (7) (A) Experience obtained as, or experience obtained under the direct supervision of, a licensed professional as defined in subsections (a)(8), (a)(12), and (a)(15)(A) or (B) while a candidate is enrolled in a college or university shall be allowed maximum credit for

- educational/training equivalents of 1 year as defined in subsections (a)(10)(A) through (E). A candidate who obtains experience under the direct supervision of a licensed professional as defined in subsections (a)(8), (a)(12), and (a)(15)(A) or (B) while enrolled in a college or university shall have his/her education and/or experience evaluated according to the method which provides the candidate the most credit.
- (B) A candidate enrolled in a degree program where credit earned is based on work experience courses (i.e., internship or co-op programs) shall not receive more than the maximum credit allowed for degrees earned under subsections (a)(1) through (7).
- (C) A candidate who is certified as having completed the requirements of IDP, as referenced in [section 109\(b\)\(2\)](#), based upon receipt in the Board office of the candidate's current and valid NCARB IDP file transmitted by NCARB, is exempt from the provisions of subsection (b)(7)(B) relating to maximum credit allowed for degrees where credit is earned based on work experience courses.
- (8) A candidate who possesses a degree and possesses units from more than one college or university shall have the degree evaluated first prior to evaluating additional education credits.
- (9) A candidate with multiple degrees shall not be able to accumulate credit for more than one degree unless he or she has received one professional degree in architecture and one post professional degree in architecture or with an emphasis on architecture as specified in subsection (a)(14)(A). Otherwise, the degree that receives the most credit as determined by subsection (a) shall take priority over any other degree.
- (10) A candidate who possesses a professional degree and also possesses a post professional degree in architecture or with an emphasis on architecture as specified in subsection (a)(14)(A) shall be granted one additional year credit for the post professional degree.
- (11) Degrees from a foreign college or university shall be granted credit, as determined by the applicable category contained in subsections (a)(1) through (7). A transcript(s) certified by the college or university must be evaluated by NAAB or an educational evaluation service, approved by the National Association of Credential Evaluation Services, Inc. (NACES) equating the degree toward a comparable U.S. degree. Any cost of evaluation shall be the responsibility of the candidate. Professional degrees accredited by CACB shall be accepted by the Board and shall not be required to be evaluated by NAAB or an NACES education evaluation service equating the degree toward a comparable U.S. degree.
- (12) Units from a foreign college or university shall be granted credit, as provided for in the applicable category contained in subsections (a)(1) through (5) upon submission of a transcript(s) certified by the college or university. These certified documents must be evaluated by NAAB or an NACES educational evaluation service equating the units toward a comparable U.S. degree. Any cost of evaluation shall be the responsibility of the candidate. Professional degrees accredited by CACB shall be accepted by the Board and shall not be required to be evaluated by NAAB or an NACES education evaluation service equating the degree toward a comparable U.S. degree.
- (c) Training Equivalents:
- "Training equivalents" shall mean Table categories (a)(8) through (a)(15).
- (1) Candidates shall be at least 18 years of age or a high school graduate before they shall be eligible to receive training credit for work experience.
- (2) Except as provided below, work experience shall be granted training credit only when:
- (A) The supervising professional is licensed in a United States jurisdiction or a Canadian province and the work experience is obtained or the project is located in a United States jurisdiction or Canadian province, or
- (B) The supervising professional is licensed in a qualifying foreign country where the work experience is obtained or project is located.
- Training credit shall be granted for work experience obtained under the authority of or on the property of the United States Federal Government when the work experience is obtained as or under the direct supervision of a licensed professional as defined in subsections (a)(8), (a)(12)(A), and (a)(13).
- The term "qualifying foreign country" shall mean a foreign country whose standards and qualifications for issuing a license to practice architecture are equivalent to those required in this state.
- (3) Employment shall be considered on the basis of a calendar month of 40-hour work weeks. Credit may be given for overtime.
- (4) Every candidate shall earn at least one year of training credit for experience as or under the direct supervision of an architect(s) licensed in a United States jurisdiction granted at 100% credit or at least two years of experience under the direct supervision of an architect(s) registered in a Canadian province granted at 50% credit.
- (5) Any combination of credit received under subsections (a)(10)(B) and (a)(12)(A) shall not exceed the two years maximum credit allowed for experience as, or experience obtained under the direct supervision of, a registered civil or structural engineer and/or a licensed landscape architect licensed in a United States jurisdiction. Any combination of credit received under subsections (a)(10)(C) and (a)(12)(B) shall not exceed the one year maximum credit allowed for experience as, or experience obtained under the direct supervision of, a California licensed general building contractor. Any combination of credit received under subsections (a)(10)(D) and (a)(12)(C) shall not exceed the one year maximum credit allowed for experience as, or experience obtained under the direct supervision of, a California certified building official. Any combination of credit received under subsections (a)(10)(E) and (a)(15)(A) or (B) shall not exceed the maximum credit allowed for experience as, or experience obtained under the direct supervision of, a foreign licensed architect licensed in the qualifying foreign country where the experience occurred. A candidate cannot exceed two years maximum credit in any combination under subsections (a)(10)(B) through (D) and (a)(12)(A) through (C).
- (6) Experience under the supervision of a "responsible managing officer" operating under a corporate contractor license shall qualify as experience under subsection (a)(12)(B) and shall be verified by the responsible managing officer of that corporation.
- (7) For the purpose of this section, a California certified building official shall be as defined by Section 18949.27 of the Health and Safety Code as an individual who is certified in accordance with or otherwise exempt from Chapter 7, Part 2.5 of Division 13 (commencing with Health and Safety Code Section 18949.25).
- (8) The entry point for IDP shall be as defined in NCARB's *Intern Development Program Guidelines*, as referenced in [section 109\(b\)\(2\)](#).
- (d) Practice Equivalents:
- "Practice equivalents" shall mean Table categories (a)(8) through (a)(15).
- (1) Practice credits for experience as a licensed architect, registered civil and/or structural engineer, California licensed general building contractor, licensed landscape architect, or certified California building official may be accumulated only after initial registration, licensure or certification by a licensing authority of a political jurisdiction.
- (2) A candidate verifying his or her experience as a licensed architect, registered civil and/or structural engineer, California licensed general building contractor, licensed landscape architect, or certified California building official shall complete an Employment Verification Form (19C-12)(3/2006) available from the Board on his or her own behalf, submit proof of licensure, registration, or certification, and attach a list of projects for the time period covered. The list shall include the names and addresses of the clients, type of projects, construction costs, date project was started, date of completion, and all services provided by the candidate.
- (e) Miscellaneous Information:
- (1) Independent, non-licensed practice or experience, regardless of claimed coordination or liaison with licensed professionals, shall not be granted credit.
- (2) Training experience under subsections (a)(10)(B) through (D), (a)(12), or (a)(14) can only be accumulated after the candidate has obtained credit for at least the five years of educational equivalents as evaluated by the Board. Candidates who are certified as having completed the requirements of IDP as referenced in [section 109\(b\)\(2\)](#), based upon receipt in the Board office of the candidate's current and valid NCARB IDP file transmitted by NCARB, or IAP, as referenced in [section 109\(b\)\(2\)](#), based upon receipt in the Board

office of documentation transmitted by a Canadian provincial architectural association, are exempt from this requirement for their IDP/IAP training units.

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Bay Area • Sacramento
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July 11, 2017

TO: LATC Board of Directors c/o LATC Program Manager

**State of California Department of Consumer Affairs
Landscape Architects Technical Committee**

2420 Del Paso Road, Suite 105
Sacramento, CA 95834

RE: Landscape Architecture Educational Requirements & Reciprocity

I am writing in support of the LATC's consideration to open pathways for individuals with appropriate experience and/or education to pursue licensure that do not have a "university degree in landscape architecture."

I have been licensed to practice landscape architecture for nearly 30 years. In my experience as a principal and employer in an award-winning landscape architectural firm, I have worked with and brought to our staff numerous individuals both licensed and unlicensed and whom have broad and diverse backgrounds. **I have found that a university degree in landscape architecture while valuable is not an absolute prerequisite to a successful career.**

While practicing for our firm, whether an individual is a licensed landscape architect in another state or has studied the concepts of Landscape Architecture through studies in other educational majors and fields or has no formal landscape architectural education but has learned through long-term apprenticeship, their ability sit for the LARE and the CSE should not be hindered because they may not have university degree in Landscape Architecture.

I strongly support recommending a broad and open-minded structure for reciprocity and the opening of many pathways into the profession of Landscape Architecture. I believe that the infusion of individuals with alternative experiences can only enhance and strengthen the profession's basic core knowledgebase, capabilities and strengthen its' fundamental contributions to the community.

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Critical new ways of thinking and new experiences are desperately needed in our profession because the field has become defined by the “*educational university complex*” bound by red-lines drawn between the “Ivory-Tower kingdoms” of University Departments in Architecture, Landscape Architecture, Urban Planning as well Civil Engineering and Plant Sciences. In fact, THE PROFESSION should allow more building and civil structures to be designed by Landscape Architects, should allow more agricultural engineering to designed by Landscape Architects, should allow more Energy and Science planning to be designed by Landscape Architects. The profession is essentially becoming too narrow, too limited and is being pushed into smaller and smaller corners by more empowered professions and the University educational infrastructure.

University Departments of Landscape Architecture nor The American Society of Landscape Architects should be the sole gatekeepers of the profession through their “educational requirement” advocacy relationship with State Licensing Boards.

I believe that the profession has become too narrow and that California can lead as it does in nearly every field and profession, by regulating in ways that are inspired, future thinking and inclusive. I urge the Board to keep this profession strong by allowing new energy to infuse the next generation of Landscape Architects when you discuss this issue at your July 13 LATC meeting in Sacramento.

Thank You

A handwritten signature in black ink, appearing to read 'Gary Orr', written in a cursive style.

Gary Orr, Principal and Director of Design

California Landscape Architect #2621

September 27, 2017

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager
(Brianna.Miller@dca.ca.gov)

FROM: Ronald S. Teshima, Principal
Teshima Design Group
San Diego, CA 92131

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements



**TESHIMA
DESIGN GROUP**

Landscape Architecture
LAND PLANNING

(858) 693-8824

9903 BUSINESSPARK AVENUE

SUITE 100

San Diego, CA 92131-1120

Fax: (858) 693-1182

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

The California Council of ASLA (CCASLA) is sending the Subcommittee an executive summary of a study *Determinants of Success* conducted by Professional Testing, Inc. for the Council of Landscape Architectural Registration Boards. The goal of the research was to define and, if possible, weigh the determinants of successfully passing the LARE and to provide greater insights for the profession and regulatory community on which to base policy, practice and support decisions. They found that those that had degrees in landscape architecture, had higher LARE passage rates.

Approximately half of the states in the United States do require a landscape architect license exam applicant to have a degree or partial degree in landscape architecture along with other educational and job experience in order to be qualified to take the LARE.

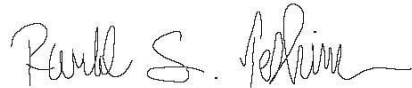
As part of the Education/Experience Subcommittee's research and due diligence, I recommend that in their discussions the Subcommittee consider as a model the eligibility standards of those states with a landscape architecture degree requirement, and determine what academic and practical experience should be required of applicants without a landscape architecture degree to assure public health, safety and welfare, and work proficiently in this field of practice.

I believe that core educational standards provide the foundation for knowledge of the field of landscape architecture which protects the public from practitioners who do not understand grading and drainage, storm water management, vegetative fuel management, erosion control, soils, wetlands restoration, river and waterway restoration, plant water conservation, habitat restoration, invasive species, grading and other best practices that provide a healthy environment for consumers.

In order to determine whether an individual who is a licensed landscape architect in another state has mastered the core concepts of landscape architecture through studies in other academic majors and fields, certain core courses need to be determined to ensure that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Sincerely,

A handwritten signature in cursive script that reads "Ronald S. Teshima". The signature is written in black ink and is positioned below the word "Sincerely,".

**Ronald S. Teshima
Principal**

**TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)**

**RE: Landscape Architecture Licensing Educational and Reciprocity
Requirements**

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

The California Council of ASLA (CCASLA) is sending the Subcommittee an executive summary of a study *Determinants of Success* conducted by Professional Testing, Inc. for the Council of Landscape Architectural Registration Boards. The goal of the research was to define and, if possible, weigh the determinants of successfully passing the LARE and to provide greater insights for the profession and regulatory community on which to base policy, practice and support decisions. They found that those that had degrees in landscape architecture, had higher LARE passage rates.

Approximately half of the states in the United States do require a landscape architect license exam applicant to have a degree or partial degree in landscape architecture along with other educational and job experience in order to be qualified to take the LARE.

As part of the Education/Experience Subcommittee's research and due diligence, I recommend that in their discussions the Subcommittee consider as a model the eligibility standards of those states with a landscape architecture degree requirement, and determine what academic and practical experience should be required of applicants without a landscape architecture degree to assure public health, safety and welfare, and work proficiently in this field of practice.

I believe that core educational standards provide the foundation for knowledge of the field of landscape architecture which protects the public from practitioners who do not understand grading and drainage, storm water management, vegetative fuel management, erosion control, soils, wetlands restoration, river and waterway restoration, plant water conservation, habitat restoration, invasive species, grading and other best practices that provide a healthy environment for consumers.

In order to determine whether an individual who is a licensed landscape architect in another state has mastered the core concepts of landscape architecture through

studies in other academic majors and fields, certain core courses need to be determined to ensure that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

I have served on the LATC and Educational Committee in the past and firmly believe that the educational requirements for eligibility to sit for the LARE are critical for the knowledge, skills and abilities necessary for a firm understanding of the practice of landscape architecture.

As landscapes become more performance- driven to improve our physical environment and quantifiably measured to prove better water, soil and air quality, the educational and scientific foundation of the landscape architecture profession will be an even more substantial requirement for meeting consumer protection standards. This is no time to diminish or moreover eliminate educational requirements or standards.

**Steve Lang,
Principal and Landscape Architect #1771
MIG**

Rabben/Herman design office

TO: **LATC Education/Experience Subcommittee**
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee require that the Landscape Architecture core courses and fields of study be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

The California Council of ASLA (CCASLA) is sending the Subcommittee an executive summary of a study “*Determinants of Success*” conducted by Professional Testing, Inc. for the Council of Landscape Architectural Registration Boards. The goal of the research was to define and, if possible, weigh the determinants of successfully passing the LARE and to provide greater insights for the profession and regulatory community on which to base policy, practice and support decisions. They found that those that had degrees in Landscape Architecture, had higher LARE passage rates.

Approximately half of the states in the United States require a landscape architect license exam applicant to have a degree or partial degree in landscape architecture along with other educational and job experience to be qualified to take the LARE.

As part of the Education/Experience Subcommittee's research and due diligence, the Subcommittee should consider the eligibility standards of those states with a Landscape Architecture degree requirement, and determine what academic and practical experience should be required of applicants without a Landscape Architecture degree to assure public health, safety and welfare, and work proficiently in this field of practice.

The core educational standards provide the foundation for knowledge of the field of landscape architecture, which protects the public from practitioners who do not understand grading and drainage, storm water management, vegetative fuel management, erosion control, soils, wetlands restoration, river and waterway restoration, plant water conservation, habitat restoration, invasive species, grading and other best practices that provide a healthy environment for consumers.

833 Dover Drive, Suite 9
Newport Beach, CA 92663
Phone: 949.548.3459
Fax: 949.548-5743
EM: design@rhdo.com
California Landscape Architecture license # 2985

Rabben/Herman design office

In order to determine whether an individual, who is a licensed Landscape Architect in another state, has mastered the core concepts of Landscape Architecture through studies in other academic majors and fields, certain core courses need to be determined to ensure that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel Herman". The signature is fluid and cursive, with a large initial "D" and "H".

Daniel Herman, Principal
EM: danh@rhdo.com

833 Dover Drive, Suite 9
Newport Beach, CA 92663
Phone: 949.548.3459
Fax: 949.548-5743
EM: design@rhdo.com
California Landscape Architecture license # 2985

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)

FROM: Rand Center, US Navy, El Centro, California

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

The California Council of ASLA (CCASLA) is sending the Subcommittee an executive summary of a study *Determinants of Success* conducted by Professional Testing, Inc. for the Council of Landscape Architectural Registration Boards. The goal of the research was to define and, if possible, weigh the determinants of successfully passing the LARE and to provide greater insights for the profession and regulatory community on which to base policy, practice and support decisions. They found that those that had degrees in landscape architecture, had higher LARE passage rates.

Approximately half of the states in the United States do require a landscape architect license exam applicant to have a degree or partial degree in landscape architecture along with other educational and job experience in order to be qualified to take the LARE.

As part of the Education/Experience Subcommittee's research and due diligence, I recommend that in their discussions the Subcommittee consider as a model the eligibility standards of those states with a landscape architecture degree requirement, and determine what academic and practical experience should be required of applicants without a landscape architecture degree to assure public health, safety and welfare, and work proficiently in this field of practice.

I believe that core educational standards provide the foundation for knowledge of the field of landscape architecture which protects the public from practitioners who do not understand grading and drainage, storm water management, vegetative fuel management, erosion control, soils, wetlands restoration, river and waterway restoration, plant water conservation, habitat restoration, invasive species, grading and other best practices that provide a healthy environment for consumers.

In order to determine whether an individual who is a licensed landscape architect in another state has mastered the core concepts of landscape architecture through studies in other academic majors and fields, certain core courses need to be determined to ensure

that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in

Rand K. Center PLA

Palmer, Tremaine@DCA

From: Barbara Gilman <barbara@howardassoc.com>
Sent: Tuesday, September 26, 2017 5:17 PM
To: Miller, Brianna@DCA
Subject: Landscape Architecture Licensing Education and Reciprocity Requirements

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager

FROM: Barbara Gilman, Howard Associates, Inc., San Diego CA

RE: **Landscape Architecture Licensing Educational and Reciprocity Requirements**

I would like to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

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I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Thank you

Barbara Gilman, CA RLA 2132

Howard Associates, Inc.

2442 Second Avenue

San Diego, CA 92101

Ph. 619-718-9660 x. 103

Email: barbara@howardassoc.com

Palmer, Tremaine@DCA

From: Jon Becker <jbecker@projectdesign.com>
Sent: Tuesday, September 26, 2017 2:10 PM
To: Miller, Brianna@DCA
Cc: CCASLA@sbcglobal.net
Subject: Landscape Architecture Licensing Educational and Reciprocity Requirements

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)

FROM: Jon Becker, ASLA, Project Design Consultants, San Diego, CA

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

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In order to determine whether an individual who is a licensed landscape architect in another state has mastered the core concepts of landscape architecture through studies in other academic majors and

fields, certain core courses need to be determined to ensure that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

**Respectfully submitted,
Jon Becker**

Jon Becker RLA/AICP
PROJECT DESIGN CONSULTANTS
701 B Street, Ste. 800, San Diego, CA 92101
P: 619.881 3264
C: 858 231 5671
F: 619 234 0349
Jbecker@projectdesign.com | www.projectdesign.com
LinkedIn

 Please consider the environment before printing this email

Palmer, Tremaine@DCA

From: Kristen Koehn <krkoehn@gmail.com>
Sent: Tuesday, September 26, 2017 3:46 PM
To: Miller, Brianna@DCA
Subject: Landscape Architecture Licensing Educational and Reciprocity Requirements

Dear Ms. Miller,

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

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I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Respectfully,

—
Kristen Koehn, ASLA, LEED AP ND

619.823.1961

Palmer, Tremaine@DCA

From: Richard Joaquin <rjoaquin@odellengineering.com>
Sent: Tuesday, September 26, 2017 2:08 PM
To: Miller, Brianna@DCA
Cc: CCASLA@sbcglobal.net
Subject: Landscape Architecture Licensing Educational and Reciprocity Requirements

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)

FROM: Richard Joaquin, O'Dell Engineering, Modesto

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

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I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Regards,

Richard Joaquin

O'DELL ENGINEERING | LANDSCAPE ARCHITECT

P:(209) 571-1765 ext. 138 | F:(209) 571-2466

E: rjoaquin@odellengineering.com | W: <http://www.odellengineering.com>

Palmer, Tremaine@DCA

From: TJ Newman <TJNewman@morpd.com>
Sent: Tuesday, September 26, 2017 3:34 PM
To: Miller, Brianna@DCA
Subject: LATC Education/Experience Subcommittee

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager

FROM: TJ Newman, ASLA

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

I understand that the California Architects Board (CAB) has asked the LATC to align its licensing approval with the CAB requirements which do not require an architect exam applicant to have a degree in architecture.

The California Council of ASLA (CCASLA) is sending the Subcommittee an executive summary of a study, *Determinants of Success*, conducted by Professional Testing, Inc. for the Council of Landscape Architectural Registration Boards. The goal of the research was to define and, if possible, weigh the determinants of successfully passing the LARE and to provide greater insights for the profession and its regulatory community on which to base policy, practice, and support decisions. The study found that those who had degrees in landscape architecture had higher LARE passage rates.

Approximately half of the states in the United States do require a landscape architect license exam applicant to have a degree or partial degree in landscape architecture along with other educational and job experience in order to be qualified to take the LARE.

As part of the Education/Experience Subcommittee's research and due diligence, I recommend that in their discussions the Subcommittee consider as a model the eligibility standards of those states with a landscape architecture degree requirement, and determine what academic and practical experience should be required of applicants without a landscape architecture degree to assure public health, safety and welfare, and work proficiently in this field of practice.

I believe that core educational standards provide the foundation for knowledge of the field of landscape architecture which protects the public from practitioners who do not understand grading and drainage, storm water management, vegetative fuel management, erosion control, soils, wetlands restoration, river and waterway restoration, plant water conservation, habitat restoration, invasive species control, and other best practices that provide a healthy environment for consumers.

In order to determine whether an individual who is a licensed landscape architect in another state has mastered the core concepts of landscape architecture through studies in other academic majors and fields, certain core courses need to be determined to ensure that individuals meet basic reciprocity standards and are qualified to take the California Supplemental Exam.

I look forward to updates from the LATC Education/Experience Subcommittee and urge you to consider my request to keep this profession strong and public consumers protected when you discuss these issues at your October 3rd LATC Education/ Experience Subcommittee meeting in Sacramento.

Thank you for your consideration.



TJ Newman, ASLA
PLA CA 5354
1953 Wright Street
Sacramento, CA 95825

Palmer, Tremaine@DCA

From: Erin Dibos <edibos@ojb.com>
Sent: Wednesday, September 27, 2017 7:15 AM
To: Miller, Brianna@DCA
Cc: ccasla@sbcglobal.net
Subject: Retain degrees in Landscape Architecture for licensure

TO: LATC Education/Experience Subcommittee
c/o Brianna Miller, LATC Program Manager (Brianna.Miller@dca.ca.gov)

FROM: Erin Dibos, OJB Landscape Architecture, Solana Beach CA

RE: Landscape Architecture Licensing Educational and Reciprocity Requirements

I am writing to request that the Landscape Architects Technical Committee (LATC) Education/Experience Subcommittee determine the core courses and fields of study that would be required to qualify a candidate to sit for the Landscape Architects Registration Exam (LARE) and the California Supplemental Exam (CSE).

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Thank you,

Erin Dibos
ASSOCIATE

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Agenda Item F

PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Members of the public may address the Subcommittee regarding items that are not contained in the meeting agenda at this time. Public comments will also be taken on agenda items at the time the item is heard and prior to the Subcommittee taking an action on said items. Total time allocated for public comment may be limited at the discretion of the Subcommittee Chair.

The Subcommittee may not discuss or take action on any item raised during this public comment section, except to decide whether to refer the item to the Subcommittee's next meeting, if any, and/or place the matter on the agenda of a future meeting (Government Code sections 11125 and 11125.7(a)).

Agenda Item G

NEXT STEPS AND ITEMS FOR DISCUSSION AND CONSIDERATION; POSSIBLE SETTING OF ADDITIONAL SUBCOMMITTEE MEETING

The Education/Experience Subcommittee will discuss next steps for bringing the Subcommittee's recommendations to the Landscape Architects Technical Committee at its meeting on November 2, 2017.

Agenda Item H

ADJOURNMENT

Time: _____