For a quick and easy review of the proposed changes made by the Landscape Architectural Accreditation Board (LAAB), please find the following proposed revisions marked on the aforementioned pages:

**Pages 2-3: Definitions, Interpretation, and Application** - The addition of the definitions of:

**Diversity**: Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

**Equity**: Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an ongoing understanding of the root causes of outcome disparities within our society.

**Inclusion**: Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It’s important to note that while an inclusive group is by definition diverse, a diverse group isn’t always inclusive. Increasingly, recognition of unconscious or implicit bias helps organizations to be deliberate about addressing issues of inclusivity.

**Long-Range Plan**: A long-range plan is the output of a process that examines the mission, goals, objectives and aspirations of a program over a minimum of three years. A strategic plan may be a long-range plan provided it meets the terms of this definition.

**Professional Program**: A professional program in landscape architecture encompasses the body of knowledge common to the profession and promotes acquisition of the knowledge and skills necessary to enter its professional practice. At the bachelor's level, such a program is typically conducted in a context enriched by the liberal arts and natural and social sciences. At the master’s level, such a program also provides instruction in and application of research and scholarly methods.

**Program**: A program is an academic offering based on a mission that articulates its purpose and goals, and comprises the coursework and other learning experiences leading to a degree. A program has an administration, faculty, staff, facilities, and services that support, sponsor and provide its mission and learning experiences and complies with these Standards.

**Program Administrator**: A program administrator is responsible for the operation of the program in compliance with the Standards.

**Track**: A Track is an organized curricular or course of study path through a program leading to a degree.
Pages 3-5: Minimum Requirements for Achieving and Maintaining Accredited Status – The following changes have been incorporated:

1. An accredited program’s title and degree must incorporate the term "landscape architecture."

2. A program offering an accredited undergraduate professional degree must meet the following degree length requirements.
   a. An undergraduate professional program, leading to a Bachelor of Landscape Architecture (BLA) or a Bachelor of Science of Landscape Architecture (BSLA) degree must be a single degree program that has a minimum number of total credit hours equivalent to its institution’s definition of four academic years of full-time undergraduate enrollment.
   b. A program may allow for advance placement up to one academic year, provided it has a clearly articulated policy and criteria for advance placement and how the program determines that an applicant meets the criteria. The advance placement may be counted towards the minimum requirements referenced in 2.a above.
   c. Any program that offers a degree with Bachelor of Landscape Architecture or BLA, or a Bachelor of Science of Landscape Architecture or BSLA in the degree title must meet the requirements of the LAAB accreditation standards. This includes a program that offers an BLA degree with an advanced placement track or pathway. An institution that offers a program or track, leading to a degree with the words "Bachelor of Landscape Architecture" or "BLA" in the title, that does not comply with these Standards, is not eligible to offer any accredited BLA degree.

3. A program offering an accredited graduate professional degree must meet the following degree length requirements:
   a. The program must be a single degree program that has a minimum number of total credit hours equivalent to its institution’s definition of three academic years of full-time graduate enrollment.
   b. A program may allow for advanced placement of up to one academic year of study, provided it has a clearly articulated policy and criteria for advanced placement and demonstrates how the program determines that an applicant meets the criteria. The advance placement may be counted towards the minimum requirements referenced in 3.a above.
   c. Any program that offers a degree with Master of Landscape Architecture or MLA in the degree title must meet the requirements of the LAAB accreditation standards. This includes a program that offers an MLA degree with an advanced placement track or pathway. An institution that offers a program or track, leading to a degree with the words "Master of Landscape Architecture" or "MLA" in the title, that does not comply with these Standards, is not eligible to offer any accredited MLA degree.
4. An institution may offer a program leading to a degree with the title “Master of Science in Landscape Architecture” or “Master of Arts in Landscape Architecture” that is not an accredited degree in Landscape Architecture without jeopardizing the institution’s accredited degree in Landscape Architecture. In offering such a degree, an institution must disclose that the degree is not accredited.

5. A program may be offered in whole or in part through an online platform. A program that offers all or part of its curriculum through an online platform must demonstrate that it meets all the requirements of these Standards.

6. Faculty instruction full-time equivalence (FTE) requirements are as follows:

   a. An academic unit that offers a single professional degree program at the emerging or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

   b. An academic unit that offers a professional degree program at both the bachelor’s and master’s levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, at least five of whom hold professional degrees in landscape architecture, at least two of whom are full-time in the department.

   c. An academic unit that offers a single professional degree program at the continuing full accreditation status has an FTE of at least five instructional faculty, at least four of these faculty members hold a professional degree in landscape architecture, at least three of whom are full-time in the department.

   d. An academic unit that offers professional degree programs at both the bachelor’s and master’s levels with continuing full accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time in the department.

<table>
<thead>
<tr>
<th>Program Status</th>
<th>Number of Full-time Equivalent Instructional Faculty*</th>
<th>Number of Faculty members with an accredited Professional Degree in Landscape Architecture (could be part-time or adjunct)</th>
<th>Number of Full-time Faculty members with an accredited Professional Degree in Landscape Architecture</th>
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<tbody>
<tr>
<td>Programs seeking Initial Accreditation</td>
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<td>Single Program</td>
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<td>1</td>
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<tr>
<td>Existing Program adding a new Program</td>
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<td>4</td>
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<tr>
<td>Programs seeking re-accreditation</td>
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<td>Single Program</td>
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<tr>
<td>Bachelor’s and Master’s Program</td>
<td>7</td>
<td>6</td>
<td>5</td>
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</tbody>
</table>
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* In determining FTEs and the pro-rata contribution some faculty may make to teaching in a program, we acknowledge that variations do exist among institutions regarding how standard teaching loads are determined. Please provide in the SER any commentary that you believe appropriate to demonstrate how your program achieves the required faculty numbers within your institution’s particular administrative and staffing model.

7. The parent institution must be accredited by an institutional accrediting agency recognized by the U.S. Department of Education.

8. There must be a designated program administrator responsible for the leadership and management functions for the program under review. The program administrator shall have significant influence in the budget and personnel management decisions of the program.

9. The program must provide a comprehensive disclosure about the program’s status and performance as set forth in Standard 1.E within a single-click link from the program’s website.

10. The program must:
   - continuously comply with accreditation standards,
   - pay the annual sustaining and other fees as required, and
   - regularly file complete annual and other requested reports.

11. The program administrator shall inform LAAB if any of these factors fail to apply during an accreditation period. The program administrator is responsible for reporting any substantive changes to the program when they occur. (Substantive changes are those that may affect the accreditation status of the program, addressed in the LAAB Accreditation Procedures.)

Page 6: Standard 1 (D) Long-Range Planning Process - The addition of:

The program shall engage in an effective long-range planning and program assessment process.

Assessment 1: At the time of an accreditation review, a program has a long-range plan of a minimum of three years in length in effect.

Assessment 2: The long-range plan describes how the program mission, goals, and objectives will be met, and the program documents the review and evaluation process.

Assessment 3: A program reviews and revises its long-range plan (along with the mission, goals and objectives) periodically and determines if it presents realistic and attainable methods for advancing the program’s academic mission.

E. Program Disclosure. A Program shall accurately disclose the following information in its literature, and promotional media, and on its website:

   a. the program’s mission, objectives, and goals.
b. accreditation status,
c. estimated cost of attendance,
d. student retention and graduation rates,
e. number of degrees granted per year,
f. percentage of students with timely graduation (master’s students graduating within four years, bachelor’s students graduating within six years),
g. post-graduation employment.

Page 8: Standard 2 (C) – The addition of “Equity, and Inclusion” as follows:

C. Commitment to Diversity, Equity, and Inclusion. The program shall demonstrate a commitment to diversity, equity and inclusion through its recruitment and retention of faculty, staff, and students.

Assessment: The program demonstrates its commitment to diversity, equity, and inclusion in the recruitment and retention of students, faculty, and staff through concrete steps geared to meet this Standard.

Pages 10-11: Standard 3 (B) Professional Curriculum – The following changes have been incorporated:

History, theory, philosophy, principles, and values
- design history
- design theory
- criticism
- sustainability, resiliency, stewardship
- health, safety, welfare
- diversity, equity and inclusion

Design processes and methodology
- critical, creative and strategic thinking
- analysis
- ideation
- synthesis
- site program
- iterative design development
- interdisciplinary collaboration
- design communication

Systems and processes—natural and cultural (related to design, planning, and management)
- Plant, ecosystems and climate 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 modeling and communication
conceptual, 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
integrated water management
policies and regulation

Assessment and evaluation
site assessment
pre-design analysis
post-occupancy evaluation
visual and scenic assessment
landscape performance (may include ecological, climate, human health, social and economic factors)

Professional practice
values
ethics
practice settings and scales
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

Pages 10-11: Standard 3 (B) Professional Curriculum – The addition of “Assessment 2: The program identifies and engages in contemporary environmental, public policy, and design issues that landscape architects are positioned to address.”

Page 12: Standard 3 - The addition of “E. Academic Integrity. The institution establishes and implements clear, specific policies related to student integrity and academic honesty.

Assessment 1: The institution affirms that the student who takes an examination or submits project work is the same person who enrolled in the program and that the examination or project results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.”
Page 15: Standard 5 (A) Assessment 2 – The addition of “delivery methodology”

Page 15: Standard 5 (B) Assessment 3 – The addition of “program systematically evaluates”

Page 15: Standard 5 (B) Assessment 5 – The addition of “The program reviews the activities of faculty through a peer and program review process.”

Page 15: Standard 5 (B) – The addition of “Assessment 7: The program provides resources to its faculty similar to the resources provided to other programs and departments in the institution.”

Page 18: Standard 7 (B) – The addition of “Assessment 4: The program has a strategy for funding, maintaining, and advancing technology that supports learning.”

Page 18: Standard 7 (C) – The addition of “access to digital and/or physical”