

ACCREDITATION STANDARDS

For Professional Programs in Landscape Architecture



Landscape Architectural Accreditation Board

**American Society of Landscape Architects
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Introduction

The mission of the Landscape Architectural Accreditation Board (LAAB) is to evaluate, advocate for, and advance the quality of education in professional programs leading to a degree in landscape architecture. To do that, the Board creates and applies Accreditation *Standards* and Accreditation *Procedures* which LAAB develops with input from the community of interest. The Standards are qualitative statements of the essential conditions which a professional program in landscape architecture must meet to achieve accreditation. The Procedures identify the mission, goals, and values of LAAB, define the accreditation process and establish the basis for decision-making and action undertaken by the LAAB. LAAB regularly reviews and assesses the Standards and Procedures, at a minimum of every five years through a process articulated in the Accreditation Procedures.

This document contains the Accreditation Standards.

Definitions, Interpretation, and Application

Accreditation: Accreditation is a voluntary process of peer review designed to evaluate programs on the basis of their own stated objectives and the accreditation standards that follow.

Accreditation Procedures: Accreditation Procedures define the accreditation process and establish the basis for decision-making and action undertaken by the Board.

Administrative Probationary Accreditation Status: Administrative Probationary Accreditation Status is assigned when an institution or professional program does not meet its administrative obligations. LAAB assigns this status if the institution or professional program fails to comply with one or more of the following requirements:

- paying annual fees within 90 days of the invoice date,
- paying a late fee by the due date,
- submitting reports or other required information within 45 days of the due date, or
- agreeing to a reasonable onsite evaluation visit date at or near the time established by LAAB staff.

Administrative Probationary Accreditation is an accreditation category not subject to appeal. The professional program is recognized and listed as accredited with this designation until the requirement(s) that was not met has been fully satisfied. Failure to completely remedy the situation by the date specified in the probationary letter may result in revocation of accreditation.

Assessment: Assessment is the process by which a professional program or institution's level of compliance with or achievement of the criteria relevant to its accreditation is evaluated.

Candidacy Status: Candidacy Status is an accreditation classification granted to a professional program that is in the planning or early stages of development, or in an intermediate stage of program implementation.

Compliance: Compliance with a standard is achieved when LAAB concludes, after review of relevant indicators or other evidence, that the standard is met or met with recommendation, as defined below. To achieve LAAB accreditation, a professional program must demonstrate to LAAB—through the Self-Evaluation Report, site visit, and technical accuracy review of the Visiting Team's Report—that it complies with all standards.

Considerations for Improvement: Considerations for Improvement are informal counsel offered to a professional program as a part of the Visiting Team's Report but not included in the final action letter from LAAB to the professional program. These may be areas where the professional program

can build on a strength or address an area of concern that does not directly affect accreditation at the time of the LAAB review.

Criteria: Each LAAB standard has one or more criteria statements that define the components needed to satisfy the standard. Failure to satisfy a criterion does not automatically lead to the assessment of a standard as not met. To be accredited, a professional program must demonstrate progress toward meeting the criteria. In this document, criteria are identified by letters (for example: **A. Program Mission**).

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 some individuals affiliate with multiple identities.

Equity: Equity is the fair treatment, access, opportunity, and advancement for all people. At the same time, equity also demands that we identify and eliminate barriers that have prevented the full participation of some groups. Equity asks us to create greater justice and fairness in not only an institution's procedures and processes, but also in an institution's outcomes, including the distribution of its resources. Addressing equity issues effectively will require all of us to gain an ongoing understanding of the root causes of outcome disparities.

Faculty Full-Time Equivalence (FTE): The FTE is a figure representing the aggregated time committed by full- and part-time faculty members to teaching in a department or professional program, including faculty who have their duties or teaching assignments split between an undergraduate and a graduate program and faculty who have their assignments split between disciplines. For purposes of calculation, a faculty member with a part-time appointment of 50 percent (and, presumably, a teaching/scholarship/service assignment roughly equivalent to half that of a full-time faculty member) would be assigned a 0.5 FTE. A full-time faculty member with duties in only one department would be assigned an FTE of 1.0 for that department.

Final Action Letter: A final action letter is an official communication from LAAB to a professional program reporting its accreditation status and any recommendations affecting accreditation.

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

Initial Accreditation: The first period of accreditation for a professional program leading to a degree in landscape architecture is initial accreditation. LAAB initial accreditation applies to degrees awarded up to two years prior to initial accreditation by LAAB.

Intent: A statement of intent explains the purpose of a standard.

Interim Report: An interim report is required for any program that is given one or more Recommendations Affecting Accreditation.

Long-Range Plan: A long-range plan is the output of a process that examines the mission, goals,

objectives, and aspirations of a professional 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 professional practice. Such a professional program has 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. It also has an administration, faculty, staff, facilities, and services that support, sponsor, and provide its mission and learning experiences and complies with these Standards. At the bachelor's level, a professional program is typically conducted in a context enriched by the liberal arts along with the natural and social sciences. At the master's level, a professional program also includes instruction in and application of research and scholarly methods.

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

Recommendations Affecting Accreditation: Recommendations Affecting Accreditation (Recommendations) are issues of serious concern that directly affect the quality of a professional program. Recommendations are issued when a visiting team assesses a standard as "Standard Met with Recommendation" or "Standard Not Met." Recommendations are derived from the identified areas of weakness in meeting a standard as described in the rationale sections of a visiting team's report. The professional program is required to submit an Interim Report for each Recommendation issued during an initial accreditation or accreditation renewal. Recommendations identify issues; they do not prescribe solutions.

Self-Evaluation Report (SER): A SER is a document prepared by a professional program that describes its expectations, operations, and resources; assesses its progress toward meeting its mission, goals, and objectives; and measures its performance against the criteria for accreditation.

Shall: In official LAAB standards and criteria, "shall" indicates mandatory actions for a professional program or institution.

Standards: Standards are qualitative statements of the essential conditions an accredited professional program must meet to achieve accreditation.

Standard Met: A "Standard Met" designation indicates that overall program performance in the relevant area meets LAAB minimum standards. LAAB may judge a standard as met even though one or more indicators within the standard are not minimally met.

Standard Met with Recommendation: A "Standard Met with Recommendation" designation indicates that deficiencies exist in an area that bears directly on accreditation. The problem or problems have observable effects on the overall quality of the professional program.

Standard Not Met: A "Standard Not Met" designation means that a cited deficiency is so severe that the overall quality of a professional program is compromised and its ability to deliver adequate landscape architecture education is impaired.

Track: A Track is an organized curricular or course of study path through a professional program leading to a degree.

Minimum Requirements for Achieving and Maintaining Accredited Status

1. An accredited professional program's title and degree must incorporate the term "landscape architecture."
2. A professional 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 professional 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 professional program determines whether an applicant meets the criteria. The advanced placement may be counted towards the minimum requirements referenced in 2.a above.
 - c. Any professional 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 professional program that offers an BLA/BSLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Bachelor of Landscape Architecture," "BLA," "Bachelor of Science of Landscape Architecture," or "BSLA" in the title and does not comply with these Standards is not eligible to offer any accredited BLA/BSLA degree.
3. A professional program offering an accredited graduate professional degree must meet the following degree-length requirements:
 - a. The graduate professional program, leading to a Master of Landscape Architecture (MLA), 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 professional 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 professional program determines whether an applicant meets the criteria. The advance placement may be counted towards the minimum requirements referenced in 3.a. above.
 - c. Any professional 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 professional program that offers an MLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Master of Landscape Architecture" or "MLA" in the title and 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 in its public statements and to CLARB.

5. A professional program may be offered in whole or in part through an online platform. A professional 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 Candidacy 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 Candidacy 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.

Program Status	Number of Full-time Equivalent Instructional Faculty*	Number of Faculty members with an accredited Professional Degree in Landscape Architecture (could be part-time or adjunct)	Number of Full-time Faculty members with an accredited Professional Degree in Landscape Architecture
Programs seeking Initial Accreditation			
Single Program	3	3	1
Existing Program adding a new Program	6	5	4
Programs seeking re-accreditation			
Single Program	5	4	3
Bachelor's and Master's Program	7	6	5

* 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 professional program under review. The program administrator shall have significant influence in the budget and personnel management decisions of the

professional program.

9. The professional program must provide a comprehensive disclosure about the professional program's status and performance as set forth in Standard 1.E within a single-click link from the professional program's website.
10. The professional 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, as required by the Accreditation Procedures.
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 professional program when they occur. (Substantive changes are those that may affect the accreditation status of the professional program, addressed in the LAAB Accreditation Procedures.)

STANDARDS

Standard 1: Program Mission and Objectives

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

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

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

Assessment: The professional program has a clearly stated mission reflecting its purpose and values, which relates to the institution's mission.

B. Educational Goals. The professional program shall have clearly defined and formally stated academic goals that reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

Assessment: The professional program has an effective procedure to determine progress in meeting its goals and is it used regularly.

C. Educational Objectives. The professional program shall have educational objectives that specifically describe how each of the academic goals will be achieved.

Assessment: The professional program has clearly defined, achievable educational objectives and an effective, regularly used procedure to determine progress in meeting them.

D. Long-Range Planning Process. The professional program shall engage in an effective long-range planning and program-assessment process.

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

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

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

E. Program Disclosure. A professional program shall accurately disclose the following information about each landscape architecture degree in its literature, in its promotional media, and on its website:

- a. the program's mission, objectives, and goals,
- b. accreditation status,

- c. estimated cost of attendance, including policies, initiatives and programs in place to reduce the 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
- h. licensure requirements in accordance with the Higher Education Act.

Assessment 1: The professional program information is accurate, understandable, and accessible to the public.

Assessment 2: The professional program disclosure information can be found with a single-click link from the professional program's website.

Standard 2: Program Autonomy, Governance, and Administration

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

INTENT: Each landscape architecture program shall be recognized as a discrete professional program with the resources, institutional support, and authority to enable achievement of the stated program mission, goals and objectives.

A. Program Administration. The landscape architecture program shall be administered as an identifiable, discrete program within its institution.

Assessment 1: The professional program is seen as a discrete and identifiable program within the institution.

Assessment 2: The program administrator holds a faculty appointment in landscape architecture.

Assessment 3: The program administrator exercises effective leadership of and management functions for the professional program. (Where the program administrator is not the primary administrator for the academic unit, as in a landscape architecture program within a multidisciplinary department or school, the landscape architecture leader has the authority to significantly influence the management of resources, including budget, faculty review, tenure and promotion outcomes, and the direction of the professional program.)

B. Institutional Support. The institution shall provide sufficient resources to enable the professional program to achieve its mission and goals, and it supports individual faculty members' development and advancement.

Assessment 1: Funding is available to assist faculty and other instructional personnel with continued professional development, including support in developing funded grants and attendance at conferences. Funding is sufficient to maintain computers and appropriate software, other types of equipment, and technical support.

Assessment 2: Funding is adequate for student support, such as scholarships and work-study jobs.

Assessment 3: Adequate support personnel are available to accomplish the professional program's mission and goals.

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

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

D. Faculty Participation. The faculty shall participate in program governance and administration.

Assessment 1: The faculty makes recommendations on the allocation of resources and has the responsibility to develop, implement, evaluate, and modify the professional program's curriculum, and to contribute to operating practices.

Assessment 2: The faculty participates, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion, and tenure of faculty members

Assessment 3: The faculty participates, in accordance with institutional guidelines, in developing and applying criteria and procedures for the appointment and assessment of program and academic unit leadership.

Assessment 4: The professional program or institution adequately communicates and mentors faculty regarding policies, expectations, and procedures for annual evaluations, tenure, and promotion to all ranks.

E. Faculty Number. The faculty shall be of a sufficient size to accomplish the professional program's goals and objectives; to teach the curriculum; to support students through advising and other functions; to engage in research, creative activity, and scholarship; and to be actively involved in professional endeavors such as presenting at conferences. The faculty FTE shall be assessed by the institutional culture for faculty development across the closely related academic units (such as other departments and programs within a college). The workload (number, type, and sizes of courses assigned) and responsibilities (such as a split of time for teaching, research, and service activities) for a typical tenured or long-term faculty member within the college shall be considered the template for assessing the FTE resources assigned to the landscape architecture program. Where landscape architecture faculty members have their responsibilities split between programs (such as bachelor's and master's or between landscape architecture and another discipline), the FTE assessment must be prorated.

Assessment 1: Student-to-faculty ratios in studios are typically not greater than 15:1.

Assessment 2: There are sufficient faculty FTE to carry out the mission, goals, and objectives of the professional program (such as duties in teaching, research, service, program administration, academic advising, and creative professional development).

Standard 3: Professional Curriculum

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

- a. In addition to the professional curriculum, a 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 professional degree at the master's level shall provide instruction in and application of research and scholarly methods.*
- c. A 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 professional 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 professional 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 professional program identifies the knowledge, skills, abilities, and values it expects students to possess at graduation.

B. Professional Curriculum. The professional 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, and stewardship

health, safety, and 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, ecosystem, 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 requirements, 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/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 professional program's goals and objectives.

Assessment 2: The professional program identifies and engages in contemporary environmental, public policy, social justice, and design issues that landscape architects are positioned to address.

Assessment 3: Student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession and be prepared to meet licensure requirements.

Assessment 4: Curriculum and program opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession, and to be prepared to meet licensure requirements.

C. Syllabi. Appropriate syllabi shall be maintained for courses.

Assessment 1: Syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance.

Assessment 2: Syllabi identify the various levels of accomplishment students need to achieve to successfully complete the course and advance in the curriculum.

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

Assessment 1: The professional program demonstrates and documents ways of:

- a. assessing students' achievement of course and program objectives within the length of time to graduation stated by the professional program.*
- b. reviewing and improving the effectiveness of instructional methods in curriculum delivery; and*
- c. maintaining currency with the evolving technologies, methodologies, theories, and values of the profession.*

Assessment 2: Students participate in evaluation of the professional program, courses, and curriculum.

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 professional program and that the examination or project results will reflect the student's own knowledge and competence in accordance with stated learning outcomes.

F. Augmentation of Formal Educational Experience. The professional program shall provide opportunities for students to participate in co-curricular activities such as professional activities, institutional and community service, internships, off-campus studies, research assistantships, or practicum experiences.

Assessment 1: The professional program provides opportunities for students to augment the formal educational experience and documents students' use of these opportunities.

Assessment 2: The professional program identifies the objectives of co-curricular activities and evaluates the effectiveness of these opportunities.

Assessment 3: The professional program provides students with opportunities to report on their cocurricular experiences to their fellow students.

Assessment 4: Students participate in institutional/college organizations, community initiatives, or other co-curricular activities.

Assessment 5: Students participate in events such as LABash, ASLA Conference on Landscape Architecture, local ASLA chapter events, and the activities of other professional societies or special-interest groups.

G. Coursework (Bachelor's Level). In addition to the professional curriculum, students shall also pursue coursework in other disciplines in accordance with institutional and program requirements.

Assessment: Students take courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines.

H. Areas of Interest (Bachelor's Level). The professional program shall provide opportunities for students to pursue special interests.

Assessment 1: The professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, and the like.

Assessment 2: Student work incorporates academic experiences reflecting a variety of pursuits beyond the basic curriculum.

I. Research/Scholarly Methods (Master's Level). The professional program shall provide an introduction to research and scholarly methods.

Assessment 1: The curriculum provides instruction in research and scholarly methods and their relation to the profession of landscape architecture.

Assessment 2: The professional program requires that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component.

Standard 4: Student and Program Outcomes

The professional program shall prepare students to pursue careers in landscape architecture.

INTENT: Each landscape architecture program shall prepare students—through educational programs, advising, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster knowledge and skills in creative problem solving, critical thinking, communications, design, and organization.

A. Student Learning Outcomes. The professional program shall qualify students to pursue careers in landscape architecture.

Assessment 1: Student work demonstrates the competencies required for entry-level positions in the profession of landscape architecture.

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

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

Assessment 1: Students receive effective advising regarding academic development.

Assessment 2: Students receive effective advising regarding career development.

Assessment 3: Students are made aware of professional opportunities, advanced educational opportunities, licensure requirements, and continuing education requirements associated with professional practice.

Assessment 4: Students are satisfied with academic experiences and their preparation for the landscape architecture profession.

Standard 5: Faculty

The professional program shall advance its academic mission and objectives by means of promoting the qualifications, academic position, professional activities, and individual professional development of its faculty and instructional personnel.

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

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

Assessment 1: The faculty has a balance of professional practice and academic experience appropriate to the program mission.

Assessment 2: Faculty assignments are appropriate to the course content, delivery methodology, and program mission.

Assessment 3: Adjunct and/or part-time faculty (if present) are integrated into the professional program's administration and curriculum evaluation/development in a coordinated and organized manner.

Assessment 4: Faculty qualifications are appropriate to responsibilities of the professional program as defined by the institution.

B. Faculty Development. The faculty members shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, the effectiveness of the professional program, and curriculum and course delivery methodology.

Assessment 1: Faculty activities such as scholarly inquiry, research, professional practice, and service to the profession, university, and community are documented, peer-reviewed, and disseminated through appropriate media such as journals, professional magazines, community, and university publications.

Assessment 2: Teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development. Expectations for faculty workload and distribution of responsibilities (of teaching, research, service, and professional engagement) are similar to expectations in related academic units.

Assessment 3: The professional program systematically evaluates the development and teaching effectiveness of faculty and instructional personnel and uses the results for individual and program improvement.

Assessment 4: Faculty seek and make effective use of available funding for conference attendance, equipment, technical support, and other professional needs.

Assessment 5: The professional program reviews the activities of faculty through a peer and program review process.

Assessment 6: Faculty participate in university and professional service, student advising, and other activities that enhance the effectiveness of the professional program.

Assessment 7: The professional program provides resources to its faculty similar to the resources

provided to other programs and departments in the institution.

C. Faculty Retention. The faculty shall hold academic status, have workloads, and receive compensation, mentoring, and support that promote productivity and retention.

Assessment 1: Faculty salaries and support are evaluated and are appropriate to promote faculty retention and productivity.

Assessment 2: The rate of faculty turnover does not undermine the mission and goals of the professional program.

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

The professional program shall have a plan for and a record of interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.

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

A. Interaction with the Profession, Institution, and Public. The professional program shall represent and advocate for the profession by interacting with the larger institution, the local community, practitioners, and the public at large.

Assessment 1: Service-learning activities are incorporated into the curriculum.

Assessment 2: Service activities are documented on a regular basis.

Assessment 3: The professional program community interacts with the institution, practitioners, the local community, and the public at large.

B. Alumni and Practitioners. The professional program shall recognize alumni and practitioners as a resource.

Assessment 1: The professional program maintains or has access to a current registry of alumni that includes information pertaining to current employment, professional activity, post graduate study, and significant professional accomplishments.

Assessment 2: The professional program engages its alumni and other practitioners in activities such as service on a formal advisory board, student career advising, potential employment, curriculum review and development, fundraising, and continuing education.

Assessment 3: The professional program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors.

Standard 7: Facilities, Equipment, and Technology

The professional program shall provide faculty, students, and staff access to facilities, equipment, libraries, and other resources necessary for achieving the program's mission and objectives.

INTENT: Each landscape architecture program shall occupy space in designated, code-compliant facilities that support the achievement of the professional program's mission and objectives. Students, faculty, and staff shall have the required tools and facilities to enable achievement of the professional program's mission and objectives.

A. Facilities. The professional program shall provide designated, code-compliant, adequately maintained spaces to serve the professional requirements of the faculty, students, and staff.

Assessment 1: Faculty, staff, and administration are provided with appropriate office space.

Assessment 2: Students are assigned studio work spaces adequate to meet the professional program's needs.

Assessment 3: Facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. (Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office.)

B. Information Systems and Technical Equipment. The professional program shall provide information systems and technical equipment needed to achieve its mission and objectives to students, faculty, and other instructional and administrative personnel.

Assessment 1: The professional program's participants have sufficient access to computing equipment and software.

Assessment 2: The frequency of hardware and software maintenance, updating, and replacement is sufficient.

Assessment 3: The hours of use of information systems and equipment are sufficient to serve faculty and students.

Assessment 4: The professional program has a strategy for funding, maintaining, and advancing technology that supports learning.

C. Library Resources. The professional program shall provide access to digital and/or physical library resources sufficient to support its mission and educational objectives.

Assessment 1: Collections are adequate to support the professional program.

Assessment 2: Courses integrate library and other resources.

Assessment 3: Library hours of operation are convenient and adequate to serve the needs of faculty and students.