## Report of the Visiting Team

Landscape Architectural Accreditation Board



*[degree title]* **OF LANDSCAPE ARCHITECTURE**

*[degree title]* **OF LANDSCAPE ARCHITECTURE**

**RENEWAL OF ACCREDITATION**

*[academic unit name / program title]* Landscape Architecture Program

*[institutional name]* University

*[dates of visit]*

VISITING TEAM MEMBERS

**Educator/Team Chair**

**Academic Administrator**

**Practitioner**

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**PART I: EXECUTIVE SUMMARY**

*[****Instructions to the Visiting Team*** *are provided as shown herein throughout this template (italicized and within square brackets). All italicized text in square brackets should be deleted by the Team as they finalize the Report. Visiting Team commentary should be succinct and specific to the Accreditation Standards and Process. For Single Program Reviews, delete sections/texts referencing Dual Program Reviews in the Visiting Team Report. For Dual Program Reviews, the Visiting Team Report should differentiate commentary which describes shared conditions from that which may be unique to only one of the Programs under review.]*

**Context:**

*[Provide sufficient background for LAAB to understand the general nature of the Professional Program(s); address the institution (type, character, size, mission) and the Program(s) (history, structure, administrative alignment, unique or substantive characteristics or situations).]*

**Team’s Overall Comments/Introduction:**

*[Describe the Program’s (or each Program’s) overall responsiveness to the last accreditation findings; major opportunities/challenges affecting the Program’s ability to function and Program’s current status including its ability to meet the Minimum Requirements for Attaining Initial or Maintaining Accreditation.]*

**Key Observations within each Standard:**

*[Provide a brief paragraph for each standard, summarizing key findings. Focus on the structure of the program within the institution, relationships with students and alumni, faculty satisfaction, key challenges and other issues impacting accreditation. For Dual Program Reviews, expand both Standard 3. Professional Curriculum and Standard 4. Student and Program Outcomes into 2 sections to reflect the BLA and MLA Programs (e.g. Standard 3b: Professional Curriculum /Bachelor’s Program; Standard 3m: Professional Curriculum /Master’s Program). Commentary related to the other Standards should highlight overlapping and separate aspects each Program.]*

*Standard 1: Program Mission and Goals.*

*Standard 2: Program Autonomy, Governance, & Administration.*

*Standard 3: Professional Curriculum.*

*Standard 4: Student Outcomes and Experiences.*

*Standard 5: Faculty.*

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

*Standard 7: Facilities, Equipment, and Technology.*

**Previous Accreditation Review:** *[insert month/date]*

**Bachelor of Landscape Architecture, (BLA) Degree Program**

**Recommendations Affecting Accreditation:**

*[Instructions to Team: List each BLA Recommendation Affecting Accreditation from the Previous Review and indicate its compliance with the Standards* *using the format below.]*

*[Actions: 1. Insert each Standard and the original Recommendation text, 2. Check whether met or not met, 3. Include Team comments related to the status of the previous Recommendation.]*

Standard:

Recommendation affecting Accreditation:

Met

Not Met

Team Comments:

**Previous Accreditation Review:** *[insert month/date]*

**Master of Landscape Architecture, (MLA) Degree Program**

**Recommendations Affecting Accreditation:**

*[Instructions to Team: List each MLA Recommendation Affecting Accreditation from the Previous Review and indicate its compliance with the Standards using the format below.]*

*[Actions: 1. Insert each Standard and the original Recommendation text, 2. Check whether met or not met, 3. Include Team comments related to the status of the previous Recommendation]*

Standard:

Recommendation affecting Accreditation:

Met

Not Met

Team Comments:

**PART II: ASSESSMENT OF EACH STANDARD**

# Standard 1: Program Mission and Goals

***The professional program shall have a clearly defined mission that is supported by goals appropriate to the profession of landscape architecture and the Core Values of these Standards, and that promotes diversity, equity, and inclusion. The professional program shall demonstrate progress towards the attainment of its mission and goals.***

*[Instruction to Team: For Dual Program Reviews the content of responses under this Standard may be the same or similar for both the bachelor’s and master’s degree programs and therefore presented as unified information, however the descriptions of its mission and goals should articulate how those missions and goals are more specifically differentiated for each degree program. If separate Team commentary is needed for each degree program, insert and label a duplicate response box under the specific Assessment(s).]*

* 1. **Program Mission.**

The professional program shall have a mission statement that expresses the underlying purposes and values of the professional program; defines for the faculty, students, prospective students, and the institution its values and fundamental purpose; and summarizes why the professional program exists.

*Assessment 1: The professional program has a clearly stated mission statement reflecting its purpose and values, which relates to the institution’s mission and addresses the Core Values.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

* 1. **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 advance the professional program’s mission.

*Assessment 1: The professional program has clearly defined, achievable educational goals.*

Met

Not Met

Team Comments:

*Assessment 2: The professional program has an effective procedure which it uses regularly to assess and determine progress in meeting its goals.*

Met

Not Met

Team Comments:

*Assessment 3: The professional program provides benchmarks for assessing and advancing the professional program in meeting the stated goals.*

Met

Not Met

Team Comments:

* 1. **Commitment to Diversity, Equity, and Inclusion.**

The professional program shall demonstrate—through concrete steps—systematic, coherent, and long-term efforts to incorporate diversity, equity, and inclusion through its program. The professional program shall provide a learning environment that prepares students with a broad range of cultural competencies to navigate a diverse professional world.

*Assessment 1: The professional program defines its under-represented populations, explains why these groups are of particular interest and importance to the professional program, and describes the process used to define the under-represented population(s). The professional program should take into consideration populations under-represented within the profession*.

Met

Not Met

Team Comments:

*Assessment 2: The professional program describes its specific goals for increasing the representation and retention of under-represented population(s) among students, faculty, and staff; the actions and strategies it has identified to advance those goals; and its method for measuring success*.

Met

Not Met

Team Comments:

*Assessment 3: The professional program shall demonstrate its commitment to advance diversity and cultural competency through a variety of practices, including the development and/or implementation of policies that advance and support a welcoming climate of equity and inclusion that is free of harassment, aggressions, and discrimination.*

Met

Not Met

Team Comments:

* 1. **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.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

* 1. **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 within a single-click link from the professional program’s website:

1. the professional program’s mission, objectives, and goals,
2. accreditation status,
3. estimated cost of attendance, including fellowship, assistantship, and scholarship opportunities and other financial support options to reduce the cost of attending,
4. student retention and graduation rates,
5. number of degrees granted per year,
6. percentage of students with timely graduation,
7. list of required and optional materials and equipment, including an estimated cost as well as available shared resources or alternative access,
8. supplemental and experiential learning opportunities, associated costs, and potentially available subsidies,
9. post-graduation employment,
10. number of licensed faculty, and
11. in accordance with the Higher Education Act, disclose whether or not the professional program meets the educational requirements for licensure eligibility in each US state.

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

* 1. **Program Title.**

An accredited professional program’s title and degree must incorporate the term "landscape architecture." An institution may offer a program leading to a non-accredited degree with the title “Master of Science in Landscape Architecture” or “Master of Arts 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 the Council of Landscape Architectural Registration Boards (CLARB).

*Assessment 1: Professional program’s title and degree conform to this Standard.*

Met

Not Met

Team Comments:

*Assessment 2: If a Master of Arts or Master of Science is offered, the program discloses this under Standard 1.E Program Disclosure.*

Met

Not Met

Not Applicable

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard**.

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 1: Program Mission and Goals**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



# Standard 2: Program Autonomy, Governance and Administration

***The professional program shall have the authority and resources to achieve its mission and goals and shall be recognized as a discrete professional program with the resources, institutional support, and authority to enable achievement of the stated professional program’s mission and goals.***

*[Instructions to Team: For Dual Program Reviews the content of responses under this Standard may be the same or similar for both the bachelor’s and master’s degree programs and therefore presented as unified information, However, if separate Team commentary is needed for each degree program, insert and label a duplicate response box under the specific Assessment(s).]*

1. **Institutional Context.**

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

*Assessment 1: The parent institution is accredited by an institutional accrediting agency recognized by the U.S. Department of Education.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

1. **Institutional Support.**

The institution shall provide sufficient resources to enable the professional program to achieve its mission and goals, and it shall support 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.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

1. **Program Administration.**

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

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

*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.)*

Met

Not Met

Team Comments:

1. **Faculty Participation.**

The faculty shall participate in the 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 its operating practices.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

1. **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 full-time equivalent (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 should 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 between bachelor’s and master’s or between landscape architecture and another discipline), the FTE assessment must be prorated.

Faculty instruction FTE requirements are as follows:

* 1. 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.
  2. 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 four of whom are full-time in the department.
  3. 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 whom hold a professional degree in landscape architecture, at least three of whom are full-time in the department.
  4. 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 a Professional Degree in Landscape Architecture (could be part-time or adjunct) | Number of Full-time Faculty members with a 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 | 5 | 5 |

\* In determining FTEs and the pro-rata contribution some faculty may make to teaching in a professional 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 professional program achieves the required faculty numbers within your institution’s particular administrative and staffing model.

*Assessment 1: The professional program meets the faculty FTE requirements as listed above.*

Met

Not Met

Team Comments:

*Assessment 2: There are sufficient faculty FTEs 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).*

Met

Not Met

Team Comments:

*Assessment 3: Student/faculty ratios in studios are typically not greater than 15:1.*

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 2: Program Mission and Goals**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



**Standard 3b: Professional Curriculum / Bachelor’s Program**

***The professional degree curriculum includes the Core Values of these Standards; the knowledge, skills, and competencies of landscape architecture; and the learning goals stated by the professional program. The curriculum encompasses coursework and co-curricular opportunities intended to develop students’ knowledge and skills in landscape architecture*.**

*[Instructions to Team: For Single Program Review of a master’s degree program, delete this section.]*

1. **Curricular Expression of the Mission, Goals, and Core Values.**

The professional program shall integrate its mission, goals, and the Core Values into the curriculum.

*Assessment 1: The professional program demonstrates how the curriculum reflects its mission and goals and the Core Values.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

1. **Learning Outcomes**

A professional program shall establish learning outcomes that shall include competency in the following:

1. **Knowledge**
2. **Design Process, Principles and Theory**, i.e. the range of creative, cultural, and historical approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions, and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental, and social issues and goals.
3. **Histories and Theories of the Art and Science of Landscape Architecture**, i.e. built and natural environment, and urban, community, and ecological planning and design, framed by diverse social, cultural, economic, political, and scientific forces in North America and globally.
4. **Plants, Ecosystems, and Climate Science**, i.e., the abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes; application of ecology, botany, and horticulture principles to the design of the landscape; knowledge of soil science and geology and their impact on the landscape; impacts associated with landscape engineering, development, postconstruction management, and maintenance; and the interrelationships between ecosystems and climate.
5. **Resilience**, i.e., the social, human, economic, and environmental principles of sustainability and resilience; landscape performance categories, metrics, and methodologies; and the use of behavioral sciences to assess the impacts of design within diverse social, human, economic, and environmental systems.
6. **Legal Context of the Profession**, i.e., the legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety, and the public welfare through their professional practice; maintaining the intrinsic values of environmental, historic, cultural, and community resources in compliance with legal and regulatory frameworks; and the regulatory professional practice and licensure requirements.
7. **Professional Practice**, i.e., the current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings; project management and delivery; the ethical and professional obligations to clients, communities, the public, and the landscape and environment; and life-long learning, advocacy, career development, and the role of professional and community organizations.
8. **Skills and Competencies**
9. **Assessment**, i.e., analysis of the physical, biotic, climatic, and cultural context of a project; comprehensive synthesis of objective and subjective analysis; evaluation of the suitability of a program to multiple sites and prioritization of a site based on program; evaluation of spatial and other relevant data; and communication of the criteria and methodologies used in evaluation.
10. **Design and Construction**, i.e., generation of multiple design concepts for a project; evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result; application of the natural, physical, and social sciences in the development of innovative and site specific design solutions; design decision-making that incorporates physical, cultural, climatic, and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.
11. **Communication**, i.e., the use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas; solicit ideas from, listen to, and seek to understand and communicate effectively with diverse audiences; and thoughtfully provide, receive, and respond to feedback and critiques; all while demonstrating empathy and respect.
12. **Construction, Materials and Methods**, i.e., the integration of materials, engineering, specifications, and construction techniques in a design proposal; selection of materials for character, quality, cost, constructability, sustainability, and cultural relevance; preparation of design development, construction documents, details, and understanding of construction administration and oversight.
13. **Landform/Landscape Engineering and Green Infrastructure**, i.e., applying quantifiable principles and practice of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable.
14. **Numeracy/Quantification**, i.e., the mathematical calculations to inform and substantiate design and construction performance.
15. **Landscape Performance**, i.e., the ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes; identification of types of data to measure project impact(s); and use of performance metrics to measure performative impacts of a project.
16. **Collaboration,** i.e., leadership and collaboration on multidisciplinary teams; and the incorporation of knowledge from other disciplines, professions, and perspectives for example sustainable development, environmental policies, ethics, ecology, city and regional planning, economics, natural resources, sociology, and anthropology.
17. **Research (graduate level)**, i.e., articulation of a clear research theory; selection and application of appropriate research methods; placement of work within an existing body of knowledge and articulation of the significance of the work to the field; the practice of research ethics and responsible conduct; and work autonomously and effectively to complete independent project; and the contribution of new knowledge to the profession to address current and future challenges.

*Assessment 1: The curriculum integrates the professional knowledge, skills, and competencies in a clearly defined sequence.*

Met

Not Met

Team Comments:

*Assessment 2: The curriculum identifies and engages in contemporary issues in alignment with the Core Values.*

Met

Not Met

Team Comments:

*Assessment 3: Student work and other accomplishments demonstrate that students are achieving these professional skills and competencies.*

Met

Not Met

Team Comments:

*Assessment 4: The curriculum enables students to pursue academic interests consistent with institutional requirements, enter into the profession, and be prepared to pursue licensure.*

Met

Not Met

Team Comments:

*Assessment 5: (for graduate level only) Student work and other accomplishments demonstrate student mastery of research skills.*

Met

Not Met

Team Comments:

1. **General Studies.**
2. 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, physical, and social sciences, as well as opportunities for students to develop other areas of interest. This may be covered within the institution's general education requirements.
3. 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 requirement 1.

*Assessment 1: Students take courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines.*

Met

Not Met

Team Comments:

1. **Delivery of and Augmentation to Curricular Experience.**

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 the Accreditation Standards. Students shall participate in service learning and interdisciplinary curricular experiences outside of the professional program. The professional program shall provide opportunities for co-curricular activities such as institutional and professional activities, internships, off-campus studies, research assistantships, or practicum experiences.

*Assessment 1: A professional program that is offered in whole or in part through an online platform demonstrates that it meets all the requirements of the Accreditation Standards.*

Met

Not Met

Team Comments:

*Assessment 2: Students participate in service-learning projects and interdisciplinary curricular experiences outside of the professional program.*

Met

Not Met

Team Comments:

*Assessment 3: The professional program identifies the objectives of and documents students’ participation in both service-learning projects and interdisciplinary curricular experiences outside of the professional program.*

Met

Not Met

Team Comments:

*Assessment 4: The professional program provides opportunities for students to augment their formal educational experience—through events such as LABash, ASLA Conference on Landscape Architecture, state and local ASLA chapter events, LAF Symposium and research and activities, and the activities of other professional societies or special-interest groups—and also documents students’ participation in these opportunities.*

Met

Not Met

Team Comments:

*Assessment 5: The professional program provides students with opportunities to share these experiences with their fellow students*.

Met

Not Met

Team Comments:

1. **Areas of Interest (Bachelor’s Level).**

The professional program shall provide opportunities for students to pursue or develop focal interests within the discipline of landscape architecture.

*Assessment 1: The professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, and/or minors beyond the core curriculum.*

Met

Not Met

Team Comments:

1. **Research and Innovation (Master’s Level).** *Does not apply*
2. **Syllabi.**

Appropriate syllabi shall be maintained and distributed for courses.

*Assessment 1: Syllabi include course learning objectives, course content, and the criteria and the methods used to evaluate student performance.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

*Assessment 3: Syllabi include a list of required and optional materials and equipment and provide an estimated cost as well as available shared resources or alternative access.*

Met

Not Met

Team Comments:

*Assessment 4: Syllabi are complete, consistent, and readily accessible to all students throughout the period of course offering and delivery.*

Met

Not Met

Team Comments:

1. **Curriculum Evaluation and Development.**

The professional program shall define continuous, systematic, and well-documented curriculum evaluation procedures that include appropriate evaluation methods and metrics that allow the professional program to determine its effectiveness in advancing its learning objectives. The chosen evaluation methods and metrics shall track the professional program’s progress in advancing its mission and goals, alignment with the Core Values, and promoting student competency.

*Assessment 1: The evaluation procedures identify the professional program’s evaluation methods and metrics, curriculum development, and the parties responsible for review.*

Met

Not Met

Team Comments:

*Assessment 2: The evaluation examines, documents, and tracks the professional program’s progress in advancing its mission and goals (including instruction, scholarship, and service), alignment with the Core Values, and promoting student competency.*

Met

Not Met

Team Comments:

*Assessment 3: Evidence that the evaluation procedures are being implemented is provided. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.)*

Met

Not Met

Team Comments:

*Assessment 4: The professional program regularly assesses and documents its strengths and weaknesses related to this standard and identifies opportunities for improvement in accordance with the evaluation procedures.*

Met

Not Met

Team Comments:

*Assessment 5: The professional program assesses and documents the effectiveness of curricular development and refinement in addressing issues identified through the evaluation process.*

Met

Not Met

Team Comments:

*Assessment 6: Students participate in evaluation of the professional program, courses, and curriculum.*

Met

Not Met

Team Comments:

1. **Academic Integrity.**

The institution establishes and the professional program implements and demonstrates clear, specific policies related to student integrity and academic honesty in all course delivery methods.

*Assessment 1: The professional program 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.*

Met

Not Met

Team Comments:

1. **Degree Length (Bachelor's level).**

A professional program offering an accredited undergraduate professional degree must meet the following degree length requirements:

1. 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.
2. A professional program may allow for advanced placement up to one academic year, provided it has a clearly articulated policy and criteria for advanced placement and how the professional program determines whether an applicant meets the criteria. The advanced placement may be counted towards the minimum credit hours referenced in Standard 3.J.1 above.
3. Any professional program that offers a degree with “Bachelor of Landscape Architecture” or “BLA”, or “Bachelor of Science in Landscape Architecture” or “BSLA” in the degree title must meet the requirements of the LAAB Accreditation Standards. This includes a professional program that offers a 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", or “Bachelor of Science in Landscape Architecture” or “BSLA” in the title that does not comply with these Standards is not eligible to offer any accredited BLA or BSLA degree.

*Assessment 1: The Bachelor's level professional program meets the degree length requirements above.*

Met

Not Met

Team Comments:

*Assessment 2: There is a clearly articulated policy and criteria for advanced placement and for how the program determines whether the applicant meets the criteria.*

Met

Not Met

Team Comments:

1. **Degree Length (Master's level).** *Does not apply*

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 3b: Professional Curriculum/Bachelor’s Program**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



**Standard 3m: Professional Curriculum / Master’s Program**

***The professional degree curriculum includes the Core Values of these Standards; the knowledge, skills, and competencies of landscape architecture, and the learning goals stated by the professional program. The curriculum encompasses coursework and co-curricular opportunities intended to develop students’ knowledge and skills in landscape architecture*.**

*[Instructions to Team: For Single Program Review of a bachelor’s degree program, delete this section.]*

1. **Curricular Expression of the Mission, Goals, and Core Values.**

The professional program shall integrate its mission, goals, and the Core Values into the curriculum.

*Assessment 1: The professional program demonstrates how the curriculum reflects its mission and goals and the Core Values.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

1. **Learning Outcomes**

A professional program shall establish learning outcomes that shall include competency in the following:

1. **Knowledge**
2. **Design Process, Principles and Theory**, i.e. the range of creative, cultural, and historical approaches to developing material, spatial, and temporal landscape compositions, site-specific design solutions, and other creative responses that are grounded in the natural, physical, and social sciences and address aesthetic, environmental, and social issues, and goals.
3. **Histories and Theories of the Art and Science of Landscape Architecture,** i.e. built and natural environment, and urban, community, and ecological planning and design; framed by diverse social, cultural, economic, political, and scientific forces in North America and globally.
4. **Plants, Ecosystems, and Climate Science,** i.e., the abiotic and biotic aspects of ecosystems associated with natural and constructed landscapes; application of ecology, botany, and horticulture principles to the design of the landscape; knowledge of soil science and geology and their impact on the landscape; impacts associated with landscape engineering, development, postconstruction management, and maintenance; and the interrelationships between ecosystems and climate.
5. **Resilience**, i.e., the social, human, economic, and environmental principles of sustainability and resilience; landscape performance categories, metrics, and methodologies; and the use of behavioral sciences to assess the impacts of design within diverse social, human, economic, and environmental systems.
6. **Legal Context of the Profession,** i.e., the legal responsibilities and the role of landscape architects to preserve and safeguard human health, safety, and the public welfare through their professional practice; maintaining the intrinsic values of environmental, historic, cultural, and community resources in compliance with legal and regulatory frameworks; and the regulatory professional practice and licensure requirements.
7. **Professional Practice,** i.e., the current and emerging practice opportunities that utilize landscape architectural skills and knowledge in a variety of private, public, academic, and non-governmental settings; project management and delivery; the ethical and professional obligations to clients, communities, the public, and the landscape and environment; and life-long learning, advocacy, career development, and the role of professional and community organizations.
8. **Skills and Competencies**
9. **Assessment**, i.e., analysis of the physical, biotic, climatic, and cultural context of a project; comprehensive synthesis of objective and subjective analysis; evaluation of the suitability of a program to multiple sites and prioritization of a site based on program; evaluation of spatial and other relevant data; and communication of the criteria and methodologies used in evaluation.
10. **Design and Construction**, i.e., generation of multiple design concepts for a project; evaluation and critique of alternatives and synthesis of ideas into a comprehensive, implementable result; application of the natural, physical, and social sciences in the development of innovative and site specific design solutions; design decision-making that incorporates physical, cultural, climatic, and regulatory context, the diverse needs of users, considering all abilities and modes of perception, equitable access, ecological health, and temporal change, materials and constructability.
11. **Communication**, i.e., the use of verbal, nonverbal, visual, and written communication to clearly and concretely express ideas; solicit ideas from, listen to, and seek to understand and communicate effectively with diverse audiences; and thoughtfully provide, receive, and respond to feedback and critiques; all while demonstrating empathy and respect.
12. **Construction, Materials and Methods**, i.e., the integration of materials, engineering, specifications, and construction techniques in a design proposal; selection of materials for character, quality, cost, constructability, sustainability, and cultural relevance; preparation of design development, construction documents, details, and understanding of construction administration and oversight.
13. **Landform/Landscape Engineering and Green Infrastructure**, i.e., applying quantifiable principles and practice of engineering including grading, drainage, water quality and management, and other landform processes to design landscapes that are accessible, safe, and ecologically sustainable.
14. **Numeracy/Quantification**, i.e., the mathematical calculations to inform and substantiate design and construction performance.
15. **Landscape Performance**, i.e., the ability to define and measure the impact of a design on its environmental, social, and economic goals based on measurable outcomes; identification of types of data to measure project impact(s); and use of performance metrics to measure performative impacts of a project.
16. **Collaboration,** i.e., leadership and collaboration on multidisciplinary teams; and the incorporation of knowledge from other disciplines, professions, and perspectives for example sustainable development, environmental policies, ethics, ecology, city and regional planning, economics, natural resources, sociology, and anthropology.
17. **Research (graduate level)**, i.e., articulation of a clear research theory; selection and application of appropriate research methods; placement of work within an existing body of knowledge and articulation of the significance of the work to the field; the practice of research ethics and responsible conduct; and work autonomously and effectively to complete independent project; and the contribution of new knowledge to the profession to address current and future challenges.

*Assessment 1: The curriculum integrates the professional knowledge, skills, and competencies in a clearly defined sequence.*

Met

Not Met

Team Comments:

*Assessment 2: The curriculum identifies and engages in contemporary issues in alignment with the Core Values.*

Met

Not Met

Team Comments:

*Assessment 3: Student work and other accomplishments demonstrate that students are achieving these professional skills and competencies.*

Met

Not Met

Team Comments:

*Assessment 4: The curriculum enables students to pursue academic interests consistent with institutional requirements, enter into the profession, and be prepared to pursue licensure.*

Met

Not Met

Team Comments:

*Assessment 5: (for graduate level only) Student work and other accomplishments demonstrate student mastery of research skills.*

Met

Not Met

Team Comments:

1. **General Studies.** 
   1. 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, physical, and social sciences, as well as opportunities for students to develop other areas of interest. This may be covered within the institution's general education requirements.
   2. 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 requirement 1.

*Assessment 1: Students take courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines.*

Met

Not Met

Team Comments:

1. **Delivery of and Augmentation to Curricular Experience.**

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 the Accreditation Standards. Students shall participate in service-learning and interdisciplinary curricular experiences outside of the professional program. The professional program shall provide opportunities for co-curricular activities such as institutional and professional activities, internships, off-campus studies, research assistantships, or practicum experiences.

*Assessment 1: A professional program that is offered in whole or in part through an online platform demonstrates that it meets all the requirements of the Accreditation Standards.*

Met

Not Met

Team Comments:

*Assessment 2: Students participate in service-learning projects and interdisciplinary curricular experiences outside of the professional program.*

Met

Not Met

Team Comments:

*Assessment 3: The professional program identifies the objectives of and documents students’ participation in both service-learning projects and interdisciplinary curricular experiences outside of the professional program.*

Met

Not Met

Team Comments:

*Assessment 4: The professional program provides opportunities for students to augment their formal educational experience—through events such as LABash, ASLA Conference on Landscape Architecture, state and local ASLA chapter events, LAF Symposium and research and activities, and the activities of other professional societies or special-interest groups—and also documents students’ participation in these opportunities.*

Met

Not Met

Team Comments:

*Assessment 5: The professional program provides students with opportunities to share these experiences with their fellow students*.

Met

Not Met

Team Comments:

1. **Areas of Interest (Bachelor’s Level).** *Does not apply*
2. **Research and Innovation (Master’s Level).**

The professional program shall provide opportunities for graduate students to develop independent research and/or innovative projects to address current and future challenges by advancing the knowledge within the discipline.

*Assessment 1: The professional program requires that theses or terminal projects exhibit creative and independent thinking and contain a significant research and/or innovation component.*

Met

Not Met

Team Comments:

1. **Syllabi.**

Appropriate syllabi shall be maintained and distributed for courses.

*Assessment 1: Syllabi include course learning objectives, course content, and the criteria and the methods used to evaluate student performance.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

*Assessment 3: Syllabi include a list of required and optional materials and equipment, and provide an estimated cost as well as available shared resources or alternative access.*

Met

Not Met

Team Comments:

*Assessment 4: Syllabi are complete, consistent, and readily accessible to all students throughout the period of course offering and delivery.*

Met

Not Met

Team Comments:

1. **Curriculum Evaluation and Development.**

The professional program shall define continuous, systematic, and well-documented curriculum evaluation procedures that include appropriate evaluation methods and metrics that allow the professional program to determine its effectiveness in advancing its learning objectives. The chosen evaluation methods and metrics shall track the professional program’s progress in advancing its mission and goals, alignment with the Core Values, and promoting student competency.

*Assessment 1: The evaluation procedures identify the professional program’s evaluation methods and metrics, curriculum development, and the parties responsible for review.*

Met

Not Met

Team Comments:

*Assessment 2: The evaluation examines, documents, and tracks the professional program’s progress in advancing its mission and goals (including instruction, scholarship, and service), alignment with the Core Values, and promoting student competency.*

Met

Not Met

Team Comments:

*Assessment 3: Evidence that the evaluation procedures are being implemented is provided. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.)*

Met

Not Met

Team Comments:

*Assessment 4: The professional program regularly assesses and documents its strengths and weaknesses related to this standard and identifies opportunities for improvement in accordance with the evaluation procedures.*

Met

Not Met

Team Comments:

*Assessment 5: The professional program assesses and documents the effectiveness of curricular development and refinement in addressing issues identified through the evaluation process.*

Met

Not Met

Team Comments:

*Assessment 6: Students participate in evaluation of the professional program, courses, and curriculum.*

Met

Not Met

Team Comments:

1. **Academic Integrity.**

The institution establishes and the professional program implements and demonstrates clear, specific policies related to student integrity and academic honesty in all course delivery methods.

*Assessment 1: The professional program 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.*

Met

Not Met

Team Comments:

1. **Degree Length (Bachelor's level).** *Does not apply*
2. **Degree Length (Master's level).**

A professional program offering an accredited graduate professional degree must meet the following degree-length requirements:

1. The graduate professional program leading to a 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.
2. 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 advanced placement may be counted towards the minimum credit hours referenced in Standard 3.K.1 above.
3. 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. 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.

*Assessment 1: The Master's level professional program meets the degree length requirements above.*

Met

Not Met

Team Comments:

*Assessment 2: There is a clearly articulated policy and criteria for advanced placement and for how the program determines whether the applicant meets the criteria.*

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 3m: Professional Curriculum/Master’s Program**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



# Standard 4b: Student Outcomes and Experiences/Bachelor’s Program

***The professional program shall prepare students—through educational programs, advising, mentoring, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster the Core Values of these Standards and the knowledge, skills, and competencies embodied in the art and science of landscape architecture.***

*[Instructions to Team: For Single Program Review of a master’s degree program, delete this section.]*

1. **Student 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*.

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

*Assessment 2: Students demonstrate their achievement of the professional program’s learning outcomes as defined by the professional program’s curriculum and stated in Standard 3.*

Met

Not Met

Team Comments:

1. **Student Advising.**

The professional program shall provide students with effective advising and mentoring that recognizes and supports their individual circumstances and continues throughout their educational careers.

*Assessment 1: Students receive effective advising regarding academic development.*

Met

Not Met

Team Comments:

*Assessment 2: Students receive effective advising regarding career and personal development, the benefits of and pathways to licensure, general licensure requirements, and the need for continuing education.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

*Assessment 4: Students have the opportunity to provide feedback on their academic experiences and their preparation for the landscape architecture profession.*

Met

Not Met

Team Comments:

1. **Student Experiences.**

In addition to curricular engagement, the professional program shall provide students with an educational experience that considers the diverse needs and obligations of students, and also provides opportunities to learn about and grow within the profession of landscape architecture. The professional program shall provide students with an understanding of the role of the community in the profession and the profession in the community, the changing culture and environment of the profession, and competency regarding diversity, equity, and inclusion.

*Assessment 1: The professional program provides students with opportunities to participate in service-learning activities which incorporate community-based collaboration and engagement, and which build cultural competence during their educational career.*

Met

Not Met

Team Comments:

*Assessment 2: The educational structure of the professional program considers the varied needs and obligations of students, recognizes and affirms the importance of study/work-life balance, and seeks to overcome barriers to student success.*

Met

Not Met

Team Comments:

*Assessment 3: Students have an opportunity to engage with various aspects of the landscape architecture profession and the skills required in practice.*

Met

Not Met

Team Comments:

*Assessment 4: Students have an opportunity to provide input regarding the program’s efforts to foster an inclusive community and environment*.

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 4b: Student Outcomes and Experiences/Bachelor’s Program**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



# Standard 4m: Student Outcomes and Experiences / Master’s Program

***The professional program shall prepare students—through educational programs, advising, mentoring, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster the Core Values of these Standards and the knowledge, skills, and competencies embodied in the art and science of landscape architecture.***

*[Instructions to Team: For Single Program Review of a bachelor’s degree program, delete this section.]*

1. **Student 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*.

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

*Assessment 2: Students demonstrate their achievement of the professional program’s learning outcomes as defined by the professional program’s curriculum and stated in Standard 3.*

Met

Not Met

Team Comments:

1. **Student Advising.**

The professional program shall provide students with effective advising and mentoring that recognizes and supports their individual circumstances and continues throughout their educational careers.

*Assessment 1: Students receive effective advising regarding academic development.*

Met

Not Met

Team Comments:

*Assessment 2: Students receive effective advising regarding career and personal development, the benefits of and pathways to licensure, general licensure requirements, and the need for continuing education.*

Met

Not Met

Team Comments:

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

Met

Partially Met

Not Met

Team Comments:

*Assessment 4: Students have the opportunity to provide feedback on their academic experiences and their preparation for the landscape architecture profession.*

Met

Not Met

Team Comments:

1. **Student Experiences.**

In addition to curricular engagement, the professional program shall provide students with both an educational experience that considers the diverse needs and obligations of students, and also provides opportunities to learn about and grow within the profession of landscape architecture. The professional program shall provide students with an understanding of the role of the community in the profession and the profession in the community, the changing culture and environment of the profession, and competency regarding diversity, equity, and inclusion.

*Assessment 1: The professional program provides students with opportunities to participate in service-learning activities which incorporate community-based collaboration and engagement, and which build cultural competence during their educational career.*

Met

Not Met

Team Comments:

*Assessment 2: The educational structure of the professional program considers the varied needs and obligations of students, recognizes and affirms the importance of study/work-life balance, and seeks to overcome barriers to student success.*

Met

Not Met

Team Comments:

*Assessment 3: Students have an opportunity to engage with various aspects of the landscape architecture profession and the skills required in practice.*

Met

Not Met

Team Comments:

*Assessment 4: Students have an opportunity to provide input regarding the Program’s efforts to foster an inclusive community and environment*.

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 4m: Student Outcomes and Experiences/Master’s Program**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



# Standard 5: Faculty

***The professional program shall advance its program mission and objectives by means of promoting the qualifications, academic position, professional activities, and individual professional development of its faculty and instructional personnel. A professional program shall have qualified, experienced, and diverse faculty and other instructional personnel to instill the Core Values of these Standards and the knowledge, skills, and competencies that students will need to pursue a career in landscape architecture. It shall also have equitable faculty workloads and faculty and staff compensation within the program, and overall support for career development that contributes to the success of the professional program.***

*[Instructions to Team: For Dual Program Reviews the content of responses under this Standard may be the same or similar for both the bachelor’s and master’s degree programs and therefore presented as unified information, However, if separate Team commentary is needed for each degree program, insert and label a duplicate response under the specific Assessment(s).]*

1. **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 professional program’s mission.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

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

Met

Not Met

Team Comments:

*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.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

1. **Faculty Development.**

The faculty members shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession; the mission, goals, Core Values, and 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, and community and university publications.*

Met

Not Met

Team Comments:

*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.*

Met

Not Met

Team Comments:

*Assessment 3: Faculty seek and make effective use of available funding for conference attendance, equipment, technical support, and other professional needs.*

Met

Not Met

Team Comments:

*Assessment 4: Faculty participate in university and professional service, student advising, and other activities that enhance the effectiveness of the professional program.*

Met

Not Met

Team Comments:

*Assessment 5: Faculty members participate in a range of ongoing professional development opportunities, such as: career development; emerging issues in the profession; diversity, equity, inclusion, and cultural competency.*

Met

Not Met

Team Comments:

*Assessment 6: The professional program provides resources to its faculty similar to the resources provided to other programs and departments in the institution.*

Met

Not Met

Team Comments:

*Assessment 7: The professional program systematically evaluates the development, teaching effectiveness, and cultural competence of faculty and instructional personnel through a peer and program review process and uses the results for individual and program improvement.*

Met

Not Met

Team Comments:

*Assessment 8: Programs regularly audit and update internal policies and procedures related to diversity, equity, and inclusion.*

Met

Not Met

Team Comments:

1. **Faculty Retention.**

The faculty shall hold academic status appropriate to the institution, 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.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations** **that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 5: Faculty**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



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

***The professional program shall maintain effective relationships with the institution, the public, its alumni, and practitioners in order to enhance the professional program and educate its constituencies regarding the profession of landscape architecture.***

*[Instructions to Team: For Dual Program Reviews the content of responses under this Standard may be the same or similar for both the bachelor’s and master’s degree programs and therefore presented as unified information, However, if separate Team commentary is needed for each degree program, insert and label a duplicate response box under the specific Assessment(s).]*

1. **Interaction with the Institution and Public.**

The professional program shall represent and advocate for the profession by interacting with the institution, local community, practitioners, and the public at large.

*Assessment 1: Community engagement and service-learning activities undertaken by students and faculty are documented and publicly disseminated on a regular basis.*

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

*Assessment 2: The professional program interacts with the institution to build awareness of the program; and to interact with local, diverse, and historically underserved communities, and with the general public at large, to advance knowledge and understanding of landscape architecture; all in a way that builds students’ cultural competence during their educational career.*

Met

Not Met

Team Comments:

1. **Interaction with Alumni and Practitioners.**

The professional program shall engage alumni and practitioners as a resource to create partnerships that build the depth and capacity of the professional program.

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

Met

Not Met

Team Comments:

*Assessment 2: The professional program engages its alumni and other practitioners in activities that include efforts to expand students’ educational opportunities, mentoring, career advising and potential employment, curriculum review and development, service on a formal advisory board, fundraising, and continuing education.*

Met

Not Met

Team Comments:

*Assessment 3: The professional program engages with alumni and practitioners in a way that reflects, supports, and promotes diversity, equity, and inclusion, assists in the recruitment of students with diverse backgrounds, and provides students with experiences that expand their cultural competence for interacting with diverse communities.*

Met

Not Met

Team Comments:

*Assessment 4: The professional program engages with alumni and practitioners to provide opportunities for community engagement and service-learning for students, scholarly development for faculty, and professional guidance and financial support for the professional program.*

Met

Not Met

Team Comments:

*Assessment 5: The professional program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors within the institution and the public at large.*

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard**.

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 6: Outreach to the Institution, Communities, Alumni, and Practitioners**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



# 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 professional program’s mission and goals.***

*[Instructions to Team: For Dual Program Reviews the content of responses under this Standard may be the same or similar for both the bachelor’s and master’s degree programs and therefore presented as unified information. However, if separate Team commentary is needed for each degree program, insert and label a duplicate response under the specific Assessment(s).]*

1. **Facilities.**

A professional program shall provide facilities and tools in designated, code-compliant space that enable achievement of the professional program’s mission and goals and are adequately maintained to serve the professional and educational requirements of the faculty, students, and staff.

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

*[Instruction to Team: Check the appropriate box.]*

Met

Not Met

Team Comments:

*[Insert Team comments which explicitly cite the language in the Standard as evidence to support the Team’s assessment.]*

*Assessment 2: Students are assigned studio workspaces and have access to collaborative workspace adequate to meet the professional program’s needs and designed to meet the diverse needs of students*.

Met

Not Met

Team Comments:

*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.)*

Met

Not Met

Team Comments:

1. **Information Systems and Technical Equipment.**

The professional program shall provide to students, faculty, and other instructional and administrative personnel the software, information systems, and technical equipment needed to achieve its mission and goals.

*Assessment 1: The information systems and technical equipment are sufficient, accessible, equitable, and available to serve the diverse needs of faculty and students.*

Met

Not Met

Team Comments:

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

Met

Not Met

Team Comments:

*Assessment 3: The professional program has a strategy for funding, maintaining, and advancing technology that supports learning*.

Met

Not Met

Team Comments:

**C. Library Resources.**

The professional program shall provide access to a digital and/or physical library and/or specialized resources sufficient to support its mission and goals.

*Assessment 1: Collections are adequate to support the professional program and include access to a broad cross-section of publications, periodicals, research, and other materials that reflect the diverse social, cultural, economic, political, and scientific forces that shape the art and science of landscape architecture.*

Met

Not Met

Team Comments:

*Assessment 2: Courses integrate the library and other resources.*

Met

Not Met

Team Comments:

*Assessment 3: Library hours of operation and access to library resources are convenient, accessible, and adequate to serve the diverse needs of faculty and students.*

Met

Not Met

Team Comments:

**Other Relevant Comments/Observations that pertain to this Standard.**

*[Insert any additional Visiting Team comments/observations, citing language in the Standard as evidence to support the Team’s comments.]*

**Visiting Team Assessment on Standard 7: Facilities, Equipment, and Technology**

*[Instructions to Team: List preliminary findings under each Standard. For Dual Program Review: If separate Visiting Team Assessments are needed for each degree program, insert and label duplicate findings and comment box(es).]*

**Preliminary Findings** (if any)**:**

*[List Preliminary findings. Cite specific assessment for each finding noted, e.g.: B.2.]*



**PART III: Summary of Findings**

***Bachelor of Landscape Architecture, (BLA) Degree Program***

*[Instructions to Team: For Single Program Review of a master’s degree program, delete this section.]*

### **PRELIMINARY FINDINGS** (if any):

*[Number all Findings sequentially; cite Standard number, Paragraph letter and Assessment number; copy text of Findings from Team Report, e.g.]*

1. [Standard 2 (C.3)]
2. [Standard 4 (C.2)]

### **Master of Landscape Architecture, (MLA) Degree Program**

*[Instructions to Team: For Single Program Review of a bachelor’s degree program, delete this section.]*

### **PRELIMINARY FINDINGS** (if any):

*[Number all Findings sequentially; cite Standard number, Paragraph letter and Assessment number; copy text of Findings from Team Report, e.g.]*

1. [Standard 2 (C.3)]
2. [Standard 4 (C.2)]

**Statement for all Exit Interviews/Presentation**

*[Team Instructions: Each Preliminary Finding is to be verbally reported to all groups at each exit interview. Read the Preliminary Findings to avoid reporting them inconsistently to different audiences which could leave them open to different interpretations by the various groups. The team should also read key observations under each Standard. Do NOT report whether each Standard is met or not met]*

Read the following aloud before all exit interviews/presentations:

1. The visiting team’s report may include **Preliminary** **Findings,** which are based on the information provided by the program(s) in the pre-visit conference calls, the Self Evaluation Report (SER), additional documents, input, and observations from this accreditation visit.
2. The Preliminary Findings are **subject to review by LAAB.** The **LAAB makes the final accreditation decision**, not the Visiting Team.

The **Final Action Letter** will include any **Determinations of Non-Compliance** and the accreditation decision. The program will be required to report on progress being made to resolve the issues identified as Determinations of Non-Compliance in an interim report, which will be outlined in the Final Action Letter.

**Attachment:**

*Visiting Team Schedule [include names of individuals met with for each meeting]*