



Accreditation Standards

For Professional Programs in Landscape Architecture

September 2021

Landscape Architectural Accreditation Board



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Cover Image:

2020 ASLA Student Collaboration Award of Excellence. Designing a Green New Deal.

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(Image credit: Project Team)

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 communities 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 within and action undertaken by the LAAB. LAAB regularly reviews and assesses the Standards and Procedures—at a minimum of once every five years—through a process articulated in the Accreditation Procedures.

This document contains the Accreditation Standards.

Core Values

The profession of landscape architecture serves two primary principles in the planning, design, and stewardship of natural and built environments: 1) to protect the health, safety, and well-being of people and communities, including future generations; and 2) to safeguard the health and resilience of natural systems, ecosystems, and non-human inhabitants.

LAAB believes the following Core Values are essential to the education of future landscape architects. Accordingly, the professional program shall embed these Core Values into its curriculum, policies, community, processes, and activities, and identify and engage in contemporary issues in alignment with these Core Values.

1. **Environmental Health, Sustainability, Resilience, and Stewardship:** Landscape architects preserve, plan, design, and steward healthy environmental systems that promote the health and resilience of the environment, people, and cultures. Well-functioning ecological and biological systems are assets essential to the well-being, sustainability, and resiliency of current and future generations.
2. **Diversity, Equity, and Inclusion:** Landscape architects, through their professional undertakings and products, strive to create and maintain an inclusive and welcoming climate which embraces differences, offers respect in words and actions, displays cultural sensitivity and competence, and values all people and their perspectives as essential for the health and well-being of diverse individuals and communities.
3. **Human and Community Health and Safety:** Landscape architectural practice impacts individual and community health, safety, and well-being. Landscape architects commit to methodologies that study and understand the public protections, policies, and environmental justice outcomes that improve individual and community health.
4. **Professional Ethics and Responsibility:** Landscape architects serve the environment, the public, and their clients; address inherent conflicts in those services with honesty, integrity, fairness, equality, dignity, and with a recognition of diverse and individual rights; and advocate for the principles of the profession.
5. **Leadership and Innovation:** To practice effectively in changing contexts, landscape architects seek continuous advancement of their own and the discipline's values, knowledge, and skills; create new ideas and knowledge; effect positive change in the environment; and lead, inspire, facilitate, and empower innovation.

6. **Application of the Sciences to the Design of Natural and Built Landscapes:** As practitioners of a discipline firmly rooted in the natural, physical, and social sciences, landscape architects utilize science, technology, engineering, and mathematics to develop innovative, site-specific design solutions that protect both human and environmental health and safety.

Definitions, Interpretation, and Application

The information which follows is included to clarify the meaning and intent of words and terminology used throughout these Standards.

Accreditation: Accreditation is a voluntary process of peer review designed to evaluate programs against not only the accreditation standards that follow but also the program’s own stated objectives.

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

Administrative Probationary Accreditation: 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 on-site 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 and achievement of the accreditation-relevant criteria is evaluated.

Candidacy: 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 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.

Core Values: The five (5) foundational values identified by LAAB and further described by these Accreditation Standards that inform the education of future landscape architects.

Criteria: Each LAAB standard has one or more criteria statements that define the requirements 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**).

Cultural competence: Cultural competence refers to the understanding, willingness, and honesty in working with diverse individuals and communities in ways that are responsive to and reflective of historical and cultural settings. These competencies include self-awareness, open-minded inquiry and assessment, and the ability to recognize and adapt to cultural diversity. Programs should strive to work with individuals and communities that reflect cultures that are different from the program's dominant culture. Recognizing and adapting to cultural differences—and being conscious of these differences—is integral to the art and science of landscape architecture.

Diversity: Diversity includes all the ways in which people differ. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes abilities, age, education, gender identity, language, marital status, national origin, physical appearance, religion, sexual orientation, and socioeconomic status. Our definition also includes diversity of ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

Equity: Equity is the fair treatment, access, opportunity, and advancement for all people. Equity demands that we identify and understand the root causes of unjust outcomes, eliminate systemic barriers to justice, and strive to create a more equal society.

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 both faculty who have their duties or teaching assignments split between an undergraduate and a graduate program, and also faculty who have their assignments split between disciplines. For purposes of calculation, a faculty member with a part-time appointment of 50 percent 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, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. Increasingly, recognition of unconscious or implicit bias helps organizations to be deliberate about addressing issues of inclusivity. Importantly, while inclusive groups are diverse by definition, not all diverse groups are necessarily inclusive.

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

Interim Report: An interim report is an annual update documenting progress toward meeting Recommendations Affecting Accreditation, and is additional reporting 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. A professional program has an academic offering based on a mission that articulates its purpose and goals, and a professional program also comprises the coursework and other learning experiences leading to a degree. A professional program has an administration, faculty, staff, facilities, and services that supports its mission, provides 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 and natural and social sciences. At the master's level, a professional program also provides 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 directly bearing 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 the professional program's 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 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 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 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.
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 advanced 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. An institution that offers a program or track leading to a degree with the words "Master of Landscape Architecture" or "MLA" in the title that does not comply with these Standards is not eligible to offer any accredited MLA degree.
4. An institution may offer a program leading to a degree with the title "Master of Science in Landscape Architecture" or "Master of Arts in Landscape Architecture" that is not an accredited degree in Landscape Architecture without jeopardizing the institution's accredited degree in Landscape Architecture. In offering such a degree, an institution must disclose that the degree is not accredited in its public statements and to the Council of Landscape Architectural Registration Boards (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 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.

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 fee 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 Goals

The professional program shall have a clearly defined mission 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 program shall demonstrate progress toward the attainment of its mission and goals.

A. Program Mission.

The professional program shall have a mission statement which 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 reflecting its purpose and values, which relates to the institution's mission and addresses the Core Values.

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 advance the professional program's mission.

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

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

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

C. 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 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.

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.

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.

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 professional program's 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 its 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 professional program's mission, objectives, and goals,
- b. accreditation status,
- c. estimated cost of attendance, including fellowship, assistantship, and scholarship opportunities and other financial support options to reduce the cost of attending,
- d. student retention and graduation rates,
- e. number of degrees granted per year,
- f. percentage of students with timely graduation,
- g. list of required and optional materials and equipment and provides an estimated cost as well as available shared resources or alternative access,
- h. supplemental and experiential learning opportunities associated costs and potentially available subsidies,
- i. post-graduation employment,
- j. number of licensed faculty, and
- k. in accordance with the Higher Education Act, disclose whether or not the program meets the educational requirements for licensure eligibility in each U.S. state.

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

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 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.

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. 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 professional program and academic unit leadership.

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.

D. 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/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 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.

A. 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.

B. Learning Outcomes.

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

1. Knowledge

- a. **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.
- b. **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.
- c. **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, post-construction management, and maintenance; and the interrelationships between ecosystems and climate.
- d. **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.
- e. **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.

- f. **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.

2. Skills and Competencies

- a. **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.
- b. **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.
- c. **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.
- d. **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.
- e. **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.
- f. **Numeracy/Quantification**, i.e., the mathematical calculations to inform and substantiate design and construction performance.
- g. **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.

- h. **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.
- i. **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.

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

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

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

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

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

D. Delivery of and Augmentation to Curricular Experience.

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

Assessment 2: 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.

Assessment 3: 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.

Assessment 4: The professional program provides students with opportunities to share these experiences with their fellow students.

E. 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.

F. Research and Innovation (Master's Level).

The professional program shall provide opportunity 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.

G. 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.

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

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

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

H. Curriculum Evaluation and Development.

The professional program shall define continuous, systematic, and well-documented curriculum evaluation procedures which 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.

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.

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.)

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.

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

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

I. 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.

Standard 4: Student Outcomes and Experiences

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.

A. 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.

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.

B. 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.

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.

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 have the opportunity to provide feedback on their academic experiences and their preparation for the landscape architecture profession.

C. 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.

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.

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

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

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.

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 professional program's mission.

Assessment 2: Faculty assignments are appropriate to the course content, delivery methodology, and professional program's 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 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, 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: Faculty seek and make effective use of available funding for conference attendance, equipment, technical support, and other professional needs.

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

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.

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

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.

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

C. 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.

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 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.

A. Interaction with the Institution and Public.

The professional program shall represent and advocate for the profession by interacting with the institution, the 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.

Assessment 2: The professional program interacts with the institution to build awareness of the program; interact with both 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.

B. 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.

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.

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.

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.

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.

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.

A. 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.

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.

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 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.

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

Assessment 3: 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 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.

Assessment 2: Courses integrate library and other resources.

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.