

**ACCREDITATION STANDARDS**  
**For First-Professional Programs In**  
**Landscape Architecture**



**Landscape Architectural Accreditation Board**

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

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## **STANDARDS**

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## Introduction

The mission of the Landscape Architecture Accreditation Board (LAAB) is to evaluate, advocate for, and advance the quality of education in landscape architectural degree programs. To do that, the Board creates and applies *Standards* and *Procedures*. The Standards are basis for decision-making and action for the Board. The Standards are reviewed and updated every five years through a process articulated in Board Procedures. The previous version of the Standards and Procedures (2010) were both a part of a single document. For this version, the Board has decided to create separate documents of Standards and of Procedures.

This document contains the Accreditation Standards.

## Definitions, Interpretation, and Application

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

**Administrative Probation Status:** Administrative Probationary Accreditation status is assigned when an institution or program does not meet its administrative obligations. LAAB assigns this status if the institution or 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 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 program or institution's level of compliance with or achievement of the criteria relevant to its accreditation is evaluated.

**Candidacy Status:** Candidacy is an accreditation classification granted to a program that is in the planning or early stages of development or 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 program must demonstrate to LAAB, through the self-evaluation report, site visit, and technical accuracy review of the visiting team's report, that it complies with all standards.

**Considerations for Improvement:** Considerations for Improvement are informal counsel offered to a program as a part of the Visiting Team's Report but not included in the final action letter from LAAB to the program. These may areas where the program can build on a strength or address an area of concern that does not directly affect accreditation at the time of the LAAB review.

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

**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 program, including faculty who have their duties or teaching assignments split between an undergraduate and a graduate program and faculty who have their assignments split between disciplines. For purposes of calculation, a faculty member with a part-time appointment of 50 percent (and, presumably, a teaching/scholarship/service assignment roughly equivalent to half that of a full-time faculty member) would be assigned a 0.5 FTE. A full-time faculty member with duties in only one department would be assigned an FTE of 1.0 for that department.

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

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

**Initial Accreditation:** The first period of accreditation for a 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.

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

**Program:** A program comprises the coursework and other learning experiences leading to a degree as well as the supporting administration, faculty, staff, facilities, and services that sponsor and provide those experiences.

**Recommendations Affecting Accreditation:** Recommendations Affecting Accreditation are issues of serious concern, directly affecting the quality of a program. Recommendations Affecting Accreditation are issued when a visiting team assesses a standard as met with recommendation or 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 program is required to report progress regularly on these issues. Recommendations Affecting Accreditation identify issues; they do not prescribe solutions.

**Self-Evaluation Report (SER):** An SER is a document prepared by a 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 program or institution.

**Should:** In official LAAB standards and criteria, "should" indicates prescriptive recommendations for a program or institution.

**Standards:** Standards are qualitative statements of the essential conditions an accredited 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 program.

**Standard Not Met:** A “Standard Not Met” designation means that a cited deficiency is so severe that the overall quality of a program is compromised and the program’s ability to deliver adequate landscape architecture education is impaired.

### Minimum Requirements for Achieving and Maintaining Accredited Status

1. The program title and degree description must incorporate the term "landscape architecture."
2. An undergraduate first-professional program must be a baccalaureate program of at least four academic years' duration.
3. A graduate first-professional program must be a master's program equivalent to at least three academic years' duration.
4. Faculty instruction full-time equivalence (FTE) requirements are as follows:
  - a. An academic unit that offers a single first-professional degree program at the emerging or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
  - b. An academic unit that offers a first-professional degree program at both the bachelor’s and master’s levels at the emerging or Initial Accreditation status has at least six FTE instructional faculty, at least five of whom hold professional degrees in landscape architecture, at least two of whom are full-time in the department.
  - c. An academic unit that offers a single first-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 first-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 with a Professional Degree in Landscape Architecture (could be part-time or adjunct) | Number of Full-time Faculty with a Professional Degree in Landscape Architecture |
|--|---|--|--|
| Programs seeking Initial Accreditation |   |  |  |
| Single Program                         | 3   | 3  | 1  |
| Bachelor’s & Master’s Program          | 6   | 5  | 2  |
| Programs seeking re-accreditation      |   |  |  |
| Single Program                         | 5   | 4  | 3  |
| Bachelor’s & Master’s Program          | 7   |  | 5  |

5. The parent institution must be accredited by a recognized institutional accrediting agency (such as the U.S. Department of Education or CHEA).

6. There must be a designated program administrator responsible for the leadership and management functions for the program under review.
7. The program must provide a comprehensive public information disclosure about the program's status and performance within a single-click link from the program's website.
8. The program must:
  - continuously comply with accreditation standards,
  - pay the annual sustaining and other fees as required, and
  - regularly file complete annual and other requested reports.

The program administrator shall inform LAAB if any of these factors fail to apply during an accreditation period. The program administrator is responsible for reporting any substantive changes to the program when they occur. (Substantive changes are those that may affect the accreditation status of the program, addressed on page 16 of the LAAB Accreditation Procedures.)

# STANDARDS

## Standard 1: Program Mission and Objectives

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

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

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

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

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

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

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

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

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

*Assessment 1: The long-range plan describes how the program mission, goals, and objectives will be met, and the program documents the review and evaluation process.*

*Assessment 2: The long-range plan (along with the mission, goals and objectives) is reviewed and revised periodically, and it presents realistic and attainable methods for advancing the program's academic mission.*

*Assessment 3: The program's SER responds to recommendations and considerations for improvement from the previous accreditation review (if applicable), and it reports on efforts to rectify identified weaknesses.*

**E. Program Disclosure.** Program literature and promotional media shall accurately describe the program's mission, objectives, educational experiences, accreditation status, goals, student achievement, costs for a full-time student per academic year, estimated housing costs per year, average costs of books and materials per year, student retention and graduation rates, number of degrees granted per year, and

percentage of students with timely graduation (master's students graduating within four years, bachelor's students graduating within six years).

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

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



## **Standard 2: Program Autonomy, Governance, and Administration**

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

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

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

*Assessment 1: The 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 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 program.)*

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

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

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

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

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

*Assessment: The program demonstrates its commitment to diversity in the recruitment and retention of students, faculty, and staff.*

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

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

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

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

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

**E. Faculty Number.** The faculty shall be of a sufficient size to accomplish the 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.

Faculty instruction full-time equivalence (FTE) shall be as follows:

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

| Program Status                         | Number of Full-time Equivalent Instructional Faculty* | Number of Faculty with a Professional Degree in Landscape Architecture (could be part-time or adjunct) | Number of Full-time Faculty with a Professional Degree in Landscape Architecture |
|--|---|--|--|
| Programs seeking Initial Accreditation |   |  |  |
| Single Program                         | 3   | 3  | 1  |
| Bachelors & Masters Program            | 6   | 5  | 2  |
| Programs seeking re-accreditation      |   |  |  |
| Single Program                         | 5   | 4  | 3  |
| Bachelors & Masters Program            | 7   |  | 5  |

\* In determining FTEs and the pro-rata contribution some faculty may make to teaching in a program, we acknowledge that variations do exist among institutions regarding how standard teaching loads are determined. Please provide in the SER any commentary that you believe appropriate to demonstrate how your program achieves the required faculty numbers within your institution’s particular administrative and staffing model.

*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 of the program (such as duties in teaching, research, service, program administration, academic advising, and creative professional development).*

## Standard 3: Professional Curriculum

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

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

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

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

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

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

*History, theory, philosophy, principles, and values*

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

*Design processes and methodology*

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

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

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

*Communication and documentation*

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

*Implementation*

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

*Computer applications and advanced technologies*

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

*Assessment and evaluation*

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

*Professional practice*

- values
- ethics
- practice
- construction administration

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

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

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

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

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

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

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

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

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

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

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

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

**E. Augmentation of Formal Educational Experience.** The program shall provide opportunities for students to participate in co-curricular activities, internships, off-campus studies, research assistantships, or practicum experiences.

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

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

*Assessment 3: Student participants are given the opportunity to report on their cocurricular experiences to their fellow students.*

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

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

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

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

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

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

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

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

## **Standard 4: Student and Program Outcomes**

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

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

**A. Student Learning Outcomes.** The 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 program's learning objectives, including critical and creative thinking, and their ability to understand, apply, and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization, and implementation.*

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

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

*Assessment 2: Students receive effective advising regarding career development.*

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

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

**C. Participation in Extracurricular Activities.** The program shall encourage students to participate in professional activities and institutional and community service.

*Assessment 1: Students participate in institutional/college organizations, community initiatives, or other activities.*

*Assessment 2: Students participate in events such as LABash, ASLA Annual Meeting, local ASLA chapter events, and the activities of other professional societies or special-interest groups.*



## **Standard 5: Faculty**

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

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

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

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

*Assessment 2: Faculty assignments are appropriate to the course content and program mission.*

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

*Assessment 4: Faculty qualifications are appropriate to responsibilities of the 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, and the effectiveness of the program.

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

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

*Assessment 3: The development and teaching effectiveness of faculty and instructional personnel are systematically evaluated, and the results are used for individual and program improvement.*

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

*Assessment 5: The activities of faculty are reviewed and recognized by faculty peers.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Assessment 2: Students are assigned permanent studio workstations adequate to meet the program's needs.*

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

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

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

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

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

**C. Library Resources.** The program shall provide library collections and other resources sufficient to support its mission and educational objectives.

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

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

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