CANADIAN SOCIETY OF LANDSCAPE ARCHITECTS

LANDSCAPE ARCHITECTURE ACCREDITATION COUNCIL

**Self-Evaluation Report Template for**

**First-Professional Programs in**

**Landscape Architecture: ADD NAME OF PROGRAM AND DATE**

(Revised June 2025)

A close up of words

Description automatically generated

[www.csla-aapc.ca](http://www.csla-aapc.ca)

# 1. Table of Contents

[1. Table of Contents 2](#_Toc187237363)

[2. Report Format 1](#_Toc187237364)

[3. Introduction 3](#_Toc187237365)

[Institutional Organization and Summary Contacts 3](#_Toc187237366)

[4. Standards 11](#_Toc187237367)

[4.1. Program Mission, Goals and Objectives 11](#_Toc187237368)

[4.2. Program Autonomy, Governance & Administration 16](#_Toc187237369)

[4.3. Professional Curriculum 19](#_Toc187237370)

[4.4 Student and Program Outcomes 26](#_Toc187237371)

[4.5. Faculty 28](#_Toc187237372)

[4.6. Community Outreach and Public Service 35](#_Toc187237373)

[4.7. Facilities, Equipment, Libraries and Technology 38](#_Toc187237374)

[Appendix A: Request for Accreditation Review Form 41](#_Toc187237375)

[Appendix B: Action Letter and Annual Reports 42](#_Toc187237376)

[Appendix C: Program Long-Range Plans 43](#_Toc187237377)

[Appendix D: Budget Information 44](#_Toc187237378)

[Appendix E: Landscape Architecture Courses Offered During Past Academic Year 46](#_Toc187237379)

[Appendix F: Curriculum Map 47](#_Toc187237380)

[Appendix G: Course Syllabi 48](#_Toc187237381)

[Appendix H: Student Work Table of Contents 49](#_Toc187237382)

[Appendix I: Curriculum Assessment Plan 50](#_Toc187237383)

[Appendix J: Student Information 51](#_Toc187237384)

[Appendix K: Alumni Information 52](#_Toc187237385)

[Appendix L: Faculty Information 53](#_Toc187237386)

[Appendix M: Facilities Information 60](#_Toc187237387)

[Appendix N: Accompanying Information 61](#_Toc187237388)

# 2. Report Format

***First Professional Degree Programs in Landscape Architecture***

**General Instructions and Overview**

The preparation of the Self-Evaluation Report (SER) is considered a vital part of the accreditation process, and it is mandatory that it be made available to the LAAC and the Visiting Team a minimum of 45-days in advance of the accreditation review. The following outline is designed to assist those involved with a first professional degree to prepare a thorough, yet concise, evaluation of the program’s performance. The SER must be organized into chapter headings that are precisely aligned with the Landscape Architecture Accreditation Council’s published standards. Note that Appendix A: Request for Accreditation Review Form must be completed and submitted to LAAC.

Respondents are welcome to provide any supplementary supporting or related information about the program that they consider beneficial to the review, however, this material must be formatted as a separate appendix. Any such material will be reviewed only with respect to its relationship to and/or effect upon the program under review.

Visiting evaluators assigned by the Landscape Architectural Accreditation Board will be expected to thoroughly review the SER prior to and during their visit — approaching the task as colleagues interested in understanding the program and its stated objectives within the framework of the governing institution and the LAAC standards.

**Report Preparation**

Respondents are encouraged to bring as many faculty members, administrators, students, graduates, staff and employers as possible into the preparation of this self-study.

**Terminology**

The ***institution*** refers to the university, college, institute, or other parent body through which the program is organized and administered.

The ***program*** is typically administered by some division of an institution such as a college, school, division, or department responsible for the curriculum and the students enrolled. The SER must precisely describe the applicable organizational hierarchy (see attached form).

The program ***administrator*** is the chairperson, director, head, dean, or other official immediately responsible for the first professional degree program.

**SER Template**

The SER must be made available in digital PDF format, organized as follows:

* Brevity and concise writing are appreciated and encouraged.
* The total report (excluding appendices) should not be more than 200 double-sided or two hundred single-sided typed pages.
* Complete all sections in blue shading, including appendices
* Pages should be letter-sized (8 1/2" x 11", Portrait orientation), numbered, and generally single-spaced.
* Use the exact heading, numbering, and sequence for the standards as outlined herein.
* Respondents are also encouraged to be mindful that ancillary information that is not critical to the SER does not facilitate an effective review by the visiting team.

One digital copy of the SER and Appendices must be submitted to the LAAC. Within the SER and appendices note any applicable links to relevant departmental and/or institutional websites, as well as any sites on the institution website dealing with important university tenure and promotion policies, etc. Additional information may be added in Appendix N: Accompanying Information.

# 3. Introduction

## Institutional Organization and Summary Contacts

|  |  |  |
| --- | --- | --- |
| **Institution Name:** |  | |
| **Program Name:** |  | |
| **Degree Title/Degree Length:** |  | |
| **Chief Administrative Official**  **of the Institution** | NAME & TITLE: |  |
| ADDRESS: |  |
| EMAIL: |  |
| TEL.: |  |
| **Chief Administrative Official**  **of the College** | NAME & TITLE: |  |
| ADDRESS: |  |
| EMAIL: |  |
| TEL.: |  |
| **Chief Administrative Official of the Division or School** **(if applicable)** | NAME & TITLE: |  |
| ADDRESS: |  |
| EMAIL: |  |
| TEL.: |  |
| **Chief Administrative Official**  **of the Department** | NAME & TITLE: |  |
| ADDRESS: |  |
| EMAIL: |  |
| TEL.: |  |
| **Chief Administrative Official**  **of the Program** | NAME & TITLE: |  |
| ADDRESS: |  |
| EMAIL: |  |
| TEL.: |  |
| **Report Submitted by** | NAME & TITLE: |  |
| DATE: |  |

1. **History of the Professional Program(s).** (1 page) Provide a brief history of the professional program or programs being reviewed. Indicate date of first accreditation of the program. Concentrate on the description of events since the last review.

|  |
| --- |
|  |

1. **Organizational Structure of the Professional Program(s).** (1 page) Provide an organizational chart(s) and brief description which illustrates the following information:

|  |
| --- |
| 1. the relationship of the professional program(s) being reviewed to the organizational structure in which it is placed, 2. an academic unit which is exclusively a landscape architecture program or one which also serves other disciplines (name them and show their relationships), 3. the professional program under review is the only landscape architecture degree program or both undergraduate and graduate landscape architecture degree programs, 4. provide an organizational chart. |
|  |

**C. Describe Current Strengths and Opportunities. (max. 1 page)**

|  |
| --- |
|  |

**D. Describe Current Weaknesses and Challenges. (max. 1 page)**

|  |
| --- |
|  |

**E. Describe any Substantial Changes in the program(s) since the last accreditation review. (max. 1 page)**

|  |
| --- |
|  |

**F. Response to Previous Accreditation Review**. **(max. 1 page)**

|  |
| --- |
| 1. Describe the progress that has been made on the Recommendations Affecting Accreditation from the previous accreditation review. List each Recommendation verbatim and provide an updated summary of responses made in Annual Reports. 2. List each Consideration for Improvement and provide an update. 3. Complete Appendix B. Include Final Action Letter and Subsequent Annual Reports |
|  |

**G. List who participated in preparing the SER(s).** **Provide a list of the people (faculty, administrators, students, alumni, outside professionals, etc.) who participated in preparing the SER(s) and briefly state their roles. The LAAC recommends involving as many people as possible in preparing the SER, as the process of self-evaluation can be one of the greatest benefits of accreditation.**

|  |  |
| --- | --- |
| NAME AND POSITION | ROLE IN SER PREPARATION |

# 4. Standards

## 4.1. Program Mission, Goals and Objectives

***Standard 1:*** *The professional program shall have a clearly defined mission supported by goals appropriate to the profession of landscape architecture and the Core Values of the LAAC, and that promotes diversity, equity, and inclusion. The program shall demonstrate progress toward the attainment of its mission and goals.*

*INTENT: A clear and concise mission statement summarizes the intent, the objectives, and the needs that the program seeks to fulfill and provides a benchmark for assessing how well the program is meeting the stated objectives.*

**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.**

|  |
| --- |
| Write the program Mission statement: Describe how the mission statement reflects the underlying purposes and values of the professional program; how it relates to the institution’s mission; and how it relates to the LAAC 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 fulfill the professional program mission.**

|  |
| --- |
| 1. Write the program’s Goals and/or Educational Objectives. 2. Explain how attainment of those goals/objectives will advance the professional program’s mission. 3. Describe the procedures which the professional program uses regularly to assess and determine progress in meeting its goals/objectives. 4. Describe the benchmarks which the professional program uses to assess and advance its ability to meet its stated goals. |
|  |

**C. Commitment to Justice, Equity, Diversity, and Inclusion. The professional program shall demonstrate—through concrete steps—systematic, coherent, and long-term efforts to incorporate justice, equity, diversity, 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.**

|  |
| --- |
| 1. Describe how the professional program defines its under-represented populations, explain why these groups are of particular interest and importance to the professional program and describe the process that was used to define the under-represented populations. Discuss how the professional program has taken into consideration populations under-represented within the profession. 2. Describe the professional program’s specific goals for increasing the representation and supporting the retention of its 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. 3. Describe the variety of ways in which the professional program demonstrates its commitment to advance diversity and cultural competency and 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. Strategic Planning Process. The professional program shall engage in a strategic planning process that reflects short and long-term planning and a program assessment process.**

|  |
| --- |
| 1. Briefly describe the professional program’s strategic plan and its status at the time of this accreditation. 2. Describe how the strategic plan addresses the professional program’s ability to meet its mission and goals over various planning horizons. 3. Describe how the professional program periodically reviews and revises its strategic plan (along with the mission and goals) and determines if the plan presents realistic and attainable methods for advancing the professional program’s academic mission. 4. Complete Appendix C: Program Long-Range Plan |
|  |

**E. Program Disclosure.**

|  |
| --- |
| Explain how the professional program provides the public with the program disclosure information identified in these Standards in a manner that is accurate, understandable, and accessible. |
|  |

## 4.2. Program Autonomy, Governance & Administration

***Standard 2:*** *The program shall have the authority and resources to achieve its mission, goals and objectives.*

*INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.*

1. **Program Administration.** Landscape architecture shall be administered as an identifiable, discrete program within its institution and is so noted in the program title and degree(s) offered.

|  |
| --- |
| 1. Explain whether the program is a discrete and identifiable program within the institution. 2. Explain whether the Program Administrator holds a full academic appointment in landscape architecture. 3. Describe how the Program Administrator exercises the leadership and management functions of the program. |
|  |

1. **Institutional Support.** The institution shall provide sufficient resources to enable the professional program to achieve its mission and goals, and it shall support individual faculty development and advancement.

|  |
| --- |
| 1. Indicate whether the student/faculty ratios *in design studios* are typically not greater than 15:1. 2. Describe the funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences, computers and appropriate software, other types of equipment, and technical support. 3. Indicate whether the funding for student support, i.e., scholarships, work-study, etc., is adequate. 4. Indicate whether adequate support personnel are available to accomplish program mission and goals. |
|  |

**C. Commitment to Inclusiveness and Diversity. The program demonstrates commitment to inclusiveness and diversity through its recruitment and retention of faculty, staff, and students.**

|  |
| --- |
| 1. Describe the program’s demonstration of commitment to diversity in the recruitment and retention of students, faculty and staff. 2. Describe whether the program demonstrates this commitment to diversity throughout its student’s full academic progress. |
|  |

## 4.3. Professional Curriculum

***Standard 3.*** *The first-professional degree curriculum shall include the Core Values of these Standards, the knowledge, skills, and competencies of landscape architecture, and the learning goals stated by the professional program.*

*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: humanities, social sciences and natural 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 or/scholarly methods.*

*INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and stated learning outcomes. Curriculum objectives should relate to the program’s mission and specific learning outcomes. The program’s curriculum should encompass coursework and other opportunities intended to develop students’ knowledge and abilities in landscape architecture.*

**Curricular Expression of the Mission, Goals, and Core Values. The professional program shall integrate its mission, goals, and the Core Values into the curriculum.**

|  |
| --- |
| Describe how the program identifies the knowledge, abilities, and the Core Values it expects students to possess at graduation. Include the following information in a concise manner. |
|  |

**B. Curriculum**  
Complete Appendix E: Landscape Architecture Courses Offered during the Past Academic Year.

### C. Required / Elective Courses

|  |  |
| --- | --- |
| Total Units/Credit Hours required to graduate: |  |

List the number of required core and elective credit hours in the table below. If the program requires core courses in other departments, or other categories of group electives, edit the table as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Required Courses | Units/Credit Hours | Elective Courses | Units/Credit Hours |
| Landscape Architecture: Studio |  | Natural Sciences |  |
| Landscape Architecture: Non-  studio |  | Social Sciences |  |
| Other (edit as needed) |  | Arts, Humanities |  |
|  |  | English, Speech, Writing |  |
|  |  | Other (edit as needed) |  |
|  |  | Free Electives |  |
| Total |  |  |  |

### D. Typical Program of Study. Identify length of term/semester and relation of contact hours to unit/credit hours. List courses (instructional units) for a typical program of study, using the format suggested below. Show the typical sequence and courses by year of study.

List specific LA courses required (e.g., LA 300 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report. List free electives as "Electives." List group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).

|  |  |  |
| --- | --- | --- |
| YEAR |  |  |
| Semester 1 | Semester 2 | Semester 3/Summer |
| Course number and name (credits) | Course number and name (credits) | Course number and name (credits) |
| etc... | etc... | etc... |

**E. Learning Outcomes.**

Complete Appendix F: Curriculum Map

Complete Appendix H: Student Work Table of Contents

|  |
| --- |
| 1. Describe how the curriculum integrates professional knowledge, skills, and competencies in a clearly defined sequence as documented on the Curriculum Map. 2. Describe how the program evaluates if students are accomplishing the minimum level of achievement of each Learning Outcome. 3. Describe how the curriculum enables students to pursue personal academic interests consistent with institutional requirements. 4. Describe how the curriculum prepares students to enter the profession and pursue professional registration or membership in an association. |
|  |

**F. Coursework (Bachelor’s Level). In addition to the professional curriculum, students shall also pursue coursework in other disciplines and acquire an introduction to investigative and scholarly methods in accordance with institutional and program requirements.**

|  |
| --- |
| 1. Describe how the curriculum provides an educational context enriched by other disciplines, including but not limited to humanities, social sciences and natural sciences. 2. Discuss the ways in which the professional program provides opportunities for students to pursue independent projects, focused electives, optional studios, certificates, and/or minors beyond the core curriculum. |
|  |

**G. Research and Scholarly Methods (Master’s Level). The program provides advanced education in investigative and scholarly methods. Methods come from applied (including design) and scientific (basic). Programs should address research theories, methods, and outcomes connected to the expertise of the faculty and the mission of the program.**

|  |
| --- |
| 1. Explain how and where the curriculum provides instruction in research and scholarly methods related to landscape architecture. 2. Describe how the program assures creative and independent thinking, significant research and/or innovation components in theses or terminal projects. |
|  |

**H. Augmentation of Formal Educational Experience. The program shall provide opportunities for students to participate in internships and exchange programs, off-campus studies, public service, research assistantships, or practicum experiences.**

|  |
| --- |
| 1. Describe the opportunities for students to participate in internships, exchange programs, off-campus studies, public service, research assistantships and/or practicum experiences. 2. Describe how the professional program identifies the learning outcomes and effectiveness of these opportunities. 3. Discuss how the program provides students with opportunities to share their experiences in service-learning projects, interdisciplinary curricular experiences, professional organization’s conferences, symposia, research, and other activities. |
|  |

**I. Syllabi.**

Complete AppendixG: Course Syllabi

|  |
| --- |
| 1. Explain what the standardized (required) content of course syllabi are. (i.e. course learning objectives, course content, and the criteria and the methods used to evaluate student performance). 2. Explain how syllabi and/or assignments identify the various levels of accomplishment that students need to achieve to successfully complete the course, including assignments. 3. Verify that syllabi are complete and consistent. Explain how syllabi and other essential course content is readily accessible to all students throughout the period of course offering and delivery. |
|  |

**J. 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.**

Complete Appendix H: Curriculum Assessment Plan

|  |
| --- |
| 1. Describe the program's methods of systematic and well-documented evaluation of the curriculum. What evaluation methods and metrics are used to determine the effectiveness of the curriculum in meeting the program's learning objectives? 2. Describe how the program tracks progress in advancing its mission and goals (including instruction, scholarship, and service), and aligns with the Core Values. 3. Describe and/or provide evidence which indicates that the evaluation procedures are being implemented. (Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, action items that were identified, etc.) 4. Explain how the program maintains currency with evolving technologies, methodologies, theories and directions of landscape architecture. 5. Describe how students participate in evaluation of the professional program, courses, and curriculum. |
|  |

**K. 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.**

|  |
| --- |
| Explain how 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 reflect the student’s own knowledge and competence. |
|  |

## 4.4 Student and Program Outcomes

***Standard 4.*** 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.

*INTENT: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and abilities in creative problem-solving, critical thinking, communications, design implementation, other relevant professional skills, and methods to allow them to enter the profession of landscape architecture.*

Complete Appendix J: Student Information and Appendix K: Alumni Information

**Learning Outcomes. Upon completion of the program, students shall be qualified to pursue careers in landscape architecture.**

|  |
| --- |
| 1. Describe how student work demonstrates the competencies required for entry-level positions as defined in the Curriculum Map template in the profession of landscape architecture. 2. Describe how students demonstrate their achievement of the required LAAC Learning Outcomes and the program's mission. 3. Explain the methods used to track Alumni employment / professional registration and to elicit information about alumni satisfaction with the professional degree program from which they graduated. 4. Summarize results of recent outreach to alumni regarding their satisfaction with their educational experience and the program. |
|  |

**B. Student Advising. The program shall provide students with effective advising and mentoring that recognizes and supports their individual circumstances and continues throughout their education.**

|  |
| --- |
| 1. Describe how students receive effective advising regarding academic development. 2. Describe how students are made aware of professional opportunities, advanced educational opportunities, licensure requirements and continuing education requirements associated with professional practice. 3. Describe how the program enables students to provide feedback on their academic experiences, the curriculum, and their preparation for the landscape architecture profession. 4. Summarize recent student feedback regarding their academic experiences, the curriculum, 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 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.**

|  |
| --- |
| 1. Describe how 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. 2. Describe the opportunities that students have to engage with the landscape architecture profession and the skills required in practice such as CSLA and/or component organization meetings and events and/or other special interest groups. 3. Describe how the professional program considers the varied needs and obligations of students and seeks to overcome barriers to student success. 4. Describe the opportunities that students have to provide input regarding the professional program’s efforts to foster an inclusive community and environment. |
|  |

## 4.5. Faculty

***Standard 5.*** The qualifications, academic position, and professional practice activities of faculty and instructional personnel shall promote and enhance the academic mission and intended learning outcomes of the program.

*INTENT: 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 and Composition. The academic qualifications, professional experience and teaching skills of the faculty, instructional personnel, and teaching assistants are appropriate to their roles and the courses in which they provide instruction.**

Complete Appendix L: Faculty Information

|  |
| --- |
| 1. Explain the institutional and college/school minimum faculty qualifications for full-time research and teaching faculty. Explain college/school minimum faculty qualifications for part-time or adjunct faculty. 2. Describe the faculty’s balance of professional practice and academic experience and its appropriateness relative to the professional program’s mission. 3. Explain how faculty assignments are made relative to the course content, delivery methodology, and professional program’s mission. 4. Describe how 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. |
|  |

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

|  |
| --- |
| 1. Describe the ways in which the faculty makes recommendations on the allocation of resources, carries out the responsibility of developing, implementing, evaluating, and modifying the professional program’s curriculum, and contributes to its operating practices. 2. Describe the ways in which the faculty participates, in accordance with institution guidelines, in developing and applying criteria and procedures for the appointment and assessment of program faculty and academic unit leadership. 3. Explain how the professional program or institution communicates with and provides mentoring services to faculty regarding policies, expectations and procedures for annual evaluations, tenure, and promotion to all ranks. 4. Confirm that faculty members have voting privileges, academic freedom, and tenure opportunities consistent with the principles of the Association of Universities and Colleges of Canada (AUCC). |
|  |

**C. Faculty Numbers.** 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, be actively involved in professional endeavours such as presenting at conferences. See detailed criterion in the LAAC Standard 5C.

|  |
| --- |
| 1. List the typical student/faculty/teaching assistant ratios in studios. Explain how teaching assignments in studios meet the intent of the student/faculty ratio of 15:1. 2. Confirm that the faculty INSTRUCTIONAL FTE meets the minimum requirements and is sufficient to carry out the mission and goals of the professional program(s) (such as duties in teaching, research, service, program administration, academic advising, and creative professional development). 3. Discuss short- and long-term action items in the Strategic Plan relative to addressing quantity, diversity, and qualifications of faculty. 4. Confirm that the majority of instructional faculty hold a professional degree in landscape architecture. 5. Indicate whether the majority of the instructional faculty are members of the Canadian Society of Landscape Architects, or an equivalent professional institution. |
|  |

**D. Faculty Development. The faculty shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, the mission, goals, Core Values and the effectiveness of the professional program, and curriculum and course delivery methodology.**

|  |
| --- |
| 1. Describe how 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. 2. Discuss how teaching and administrative assignments allow sufficient opportunity for faculty to pursue advancement and professional development. Discuss if and how the expectations for faculty workload and distribution of responsibilities (of teaching, research, service, and professional engagement) are similar to expectations in related academic units. 3. Describe how 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. 4. Discuss how faculty seek and make effective use of available funding for conference attendance, equipment and technical support, and other professional needs. 5. Describe how faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the professional program. 6. Describe how 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. 7. Discuss what resources, equipment, facilities are provided to the faculty to support scholarly work, creative practice, attendance at scholarly and professional meetings and conferences, etc. Discuss how these resources compare to resources provided to other programs and departments in the institution. 8. Describe how the professional program regularly audits and updates internal policies and procedures related to diversity, equity, and inclusion. |
|  |

**E. Faculty Retention. Explain how faculty salaries and support are evaluated, and why they are appropriate to promote faculty retention and productivity.**

|  |
| --- |
| Discuss the rate of faculty turnover and why it does not undermine the mission and goals of the professional program. |
|  |

## 4.6. Community Outreach and Public Service

***Standard 6.*** The professional program shall have a plan for, and a record of, interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.

*INTENT: Each landscape architecture professional program shall establish an effective relationship with the larger institution, its alumni, practitioners, the local community, and the public at large 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.*

1. **Interaction with the Profession, Institution and Public.** The professional program shall represent and advocate for the profession by interacting with the larger institution, the local community including local First Nations, practitioners, the professional associations, and the public at large.

|  |
| --- |
| 1. Describe how community engagement and service-learning activities undertaken by students and faculty are documented and publicly disseminated on a regular basis. 2. Describe how the professional program interacts with the institution to build awareness of the program; interacts with both local, diverse, and historically underserved communities, and with the 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. Outreach to Alumni and Practitioners. The professional program engages alumni and practitioners as a resource to build the depth and capacity of the professional program.**

|  |
| --- |
| 1. Explain how 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. 2. Describe how 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. 3. Explain how the professional program engages with alumni and practitioners in ways that reflect, support, and promote diversity, equity, and inclusion, assist in the recruitment of students with diverse backgrounds, and provide students with experiences that expand their cultural competence for interacting with diverse communities. 4. Describe how 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. 5. Describe how the professional program acknowledges and celebrates the significant professional accomplishments of its alumni and benefactors, within the institution, and with the public at large. |
|  |

# 4.7. Facilities, Equipment, Libraries and Technology

***Standard 7.*** The professional program shall provide faculty, students, and staff access to facilities, equipment, library resources, technologies, and other supports necessary for achieving the program’s mission, goals, and program and LAAC Learning Outcomes.

*INTENT: The professional program should occupy space in designated, accessible facilities that support the achievement of the program mission and intended learning outcomes. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and intended learning outcomes.*

**A. Facilities. A professional program shall provide facilities and tools in designated, code-compliant universally accessible and adequately maintained spaces that serve the professional and educational requirements of the faculty, students and staff.**

Complete Appendix M: Facilities Information

|  |
| --- |
| 1. Explain why the office, presentation, and meeting space provided to faculty, staff, and administration are appropriate. 2. Describe how students are provided with studio and/or collaborative workspaces and facilities; computing hardware and software; output equipment/facilities; shop facilities; and the hours of access they have. Discuss if this is adequate to meet the professional program’s needs and designed to meet the diverse needs of students. 3. Describe how program facilities are provided to promote and support cooperative learning, design inquiry and creative expression. 4. Verify that facilities are adequately maintained and in compliance with current Accessible Canada Act and applicable building codes. |
|  |

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

|  |
| --- |
| 1. Explain why the information systems and technical equipment are sufficient, and how they are accessible, equitable, and available to serve the diverse needs of faculty and students. 2. Describe the frequency and sufficiency of hardware and software maintenance, updating, and replacement. 3. Describe the professional program’s 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, goals, and learning outcomes.**

|  |
| --- |
| 1. Verify that the 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. 2. Describe how courses integrate the library and otherresources. 3. Verify that library hours of operation and/or access to library resources are convenient, accessible, and adequate to serve the diverse needs of faculty and students. |
|  |

# Appendix A: Request for Accreditation Review Form

To be submitted to the Chair of the LAAC by email at [executive-director@csla-aapc.ca](mailto:executive-director@csla-aapc.ca) at least four (4) months prior to the anticipated visit.

**LANDSCAPE ARCHITECTURAL ACCREDITATION COUNCIL**

(on program/school letterhead)

**Date:**

**Invitation to review is extended by:**

**Identify the program in Landscape Architecture to be reviewed and the name of the institution:**

**This landscape architectural program certifies that it has been in operation since: (date)**

**and is legally entitled to confer the following first professional degree:**

**Preferred Dates for Review: Indicate first, second, and third preferences.**

**1.**

**2.**

**3.**

**Please give the complete address for the program requesting review. Include the name, phone number, and e-mail address for the Program Administrator:**

# Appendix B: Action Letter and Annual Reports

*Include copies of the Action Letter, Summary of Recommendations, and subsequent Annual Reports (if any) since the previous accreditation, following this page. This is not applicable to programs seeking candidacy for the first time.*

# Appendix C: Program Long-Range Plans

### *Include a copy of the program’s long-range plan in this section.*

# Appendix D: Budget Information

### 

### Operating Expenses:

Record the program’s annual operating expenses, as reported in the Annual Reports, in the table below.Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023.For salary, include base salary only, not fringe benefits expenses.

Student employee wages should include all student wages paid by the program, including teaching and research assistants, and part-time positions.

Faculty support can include items such as travel, materials, conference registration, workshop registration, etc. to support faculty members’ work and professional development.

Other student support can include items such as travel, field trips, printing, materials, conference registration, competition entry fees, workshop registration, etc. to support students’ education and professional development. Durable goods that remain with the program, e.g. plotters or 3D printers, should be included in Equipment.

Guest lecturers and critics should include honoraria, travel, meals, and other expenses associated with these visits.

Equipment should include both regular computer replacement costs as well as expenses such as plotters, 3D printers, woodshop equipment, laser cutters, etc.

Other program support expenses can include furniture, printing, mailing, advertisement, recruitment, special events, or other program expenses not captured by one of the previous categories.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Personnel |  |  |  |  |  |  |
| Tenure-related faculty salary |  |  |  |  |  |  |
| Full-time non-tenure-related faculty salary |  |  |  |  |  |  |
| Part-time non-tenure-related faculty salary |  |  |  |  |  |  |
| Graduate student employee wages |  |  |  |  |  |  |
| Undergraduate student employee wages |  |  |  |  |  |  |
| Other personnel salary or wages |  |  |  |  |  |  |
| **Total personnel** |  |  |  |  |  |  |
| Program support |  |  |  |  |  |  |
| Faculty support |  |  |  |  |  |  |
| Graduate student tuition waivers |  |  |  |  |  |  |
| Undergraduate student tuition waivers |  |  |  |  |  |  |
| Graduate student scholarships |  |  |  |  |  |  |
| Undergraduate student scholarships |  |  |  |  |  |  |
| Other graduate student support |  |  |  |  |  |  |
| Other undergraduate student support |  |  |  |  |  |  |
| Guest lecturers and critics |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Total program support** |  |  |  |  |  |  |
| TOTAL BUDGET |  |  |  |  |  |  |

# Appendix E: Landscape Architecture Courses Offered During Past Academic Year

List all landscape architecture courses offered during the past academic year and who taught each. Course numbers must correspond with those used in other sections of this report. Add rows as needed.

**Contact Hours**: Scheduled course contact hours per week between instructor and students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course number and name | Instructor | Term | Credit  Hours | Contact Hrs. / Wk. | Enrollment |
| i.e. LA 300 Studio 3 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Appendix F: Curriculum Map

### *Complete the Curriculum Map template and place it here in .pdf format, 11" x 17" size, landscape format. It will be >1 page in length. Submit the excel format in the submission as a separate document.*

# Appendix G: Course Syllabi

*Syllabi should be organized according to course number and name, starting with lower numbered courses.*

# Appendix H: Student Work Table of Contents

*Include a Table of Contents for the separately, digitally submitted Student Work document(s) in this section. If submitting student work via a file sharing site or website, also include a link here.*

*Student work should be organized according to course number and name, starting with lower numbered courses.*

# Appendix I: Curriculum Assessment Plan

*Include a copy of the program’s curriculum assessment plan, or other documents associated with the program’s curricular assessment process, in this section.*

# Appendix J: Student Information

*- Record the student data, as reported in the Annual Reports, in the table below.*

*- Include only full-time students recorded as majors in the program being reviewed for the last six years.*

*- Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### Pre-enrollment Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Number Applied |  |  |  |  |  |  |
| Number Accepted |  |  |  |  |  |  |
| Number Enrolled |  |  |  |  |  |  |

### 

### Student Demographics

*It is not necessary to enter 0 in cells/categories where no students are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Indigenous Peoples |  |  |  |  |  |  |
| First Nations (status and non-status), Métis, Inuit |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / prefer not to answer |  |  |  |  |  |  |
| Student Type |  |  |  |  |  |  |
| Domestic |  |  |  |  |  |  |
| International |  |  |  |  |  |  |
| Total Students |  |  |  |  |  |  |

# Appendix K: Alumni Information

*Record the alumni data, as reported in the Annual Reports, in the tables below. Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### 

### Degrees Awarded

*It is not necessary to enter 0 in cells/categories where no alumni are represented.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Indigenous Peoples |  |  |  |  |  |  |
| First Nations (status and non-status), Métis, Inuit |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Other / Prefer not to answer |  |  |  |  |  |  |
| Student Type |  |  |  |  |  |  |
| Domestic |  |  |  |  |  |  |
| International |  |  |  |  |  |  |
| Total Degrees Awarded |  |  |  |  |  |  |

### Alumni Employment Since Last Accreditation

*Enter the total number of alumni since the last accreditation visit under the category in which they were first employed as reported in the Annual Reports (i.e. the sum total for each category from the last six Annual Reports). It is not necessary to enter 0 in cells/categories where no alumni are represented.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Present Occupation | Male | Female | Other/Prefer not to Answer | Total |
| Graduate Education |  |  |  |  |
| Academic Practice |  |  |  |  |
| Private Practice |  |  |  |  |
| Government Practice |  |  |  |  |
| NGO / Non-profit Practice |  |  |  |  |
| Landscape Horticulture/Design Build |  |  |  |  |
| Volunteer Service |  |  |  |  |
| Not Employed in Landscape Architecture |  |  |  |  |
| Unknown |  |  |  |  |
| Other |  |  |  |  |
| TOTAL |  |  |  |  |

# Appendix L: Faculty Information

*Record the faculty data, as reported in the Annual Reports, in the tables below. Edit the header row of each table to reflect the actual academic years, e.g. 2022-2023*

### Faculty Composition

*List all full-time, contractual and sessional faculty who contributed to the program being accredited in the most recent year.*

# Table L-1 Faculty Composition (current year)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Faculty member (list all) | BSLA/BLA | MLA | PhD | CSLA Component Association Membership (please identify) | Other Professional registrations (please identify) |
| Tenure-related Faculty |  |  |  |  |  |
| Professor |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |
| Assistant Professor |  |  |  |  |  |
| Non tenure (contractual) faculty1 |  |  |  |  |  |
| Full-time |  |  |  |  |  |
| Part-time |  |  |  |  |  |
| Sessional and/or adjunct faculty2 |  |  |  |  |  |
|  |  |  |  |  |  |

# 1. Non tenure (contractual) faculty include Lecturers and Instructors with longer-term appointments (typically 2 - 5 years).

# 2. Sessional faculty are typically hired to teach or co-teach one to two courses per year. They are typically appointed on a short-term basis.

### Instructional Assignments

*Complete the following table for all current year full- and part-time instructors. Begin with the Program Administrator and list in order of rank.*

*Teaching: Distinguish between teaching in the accredited program and other teaching. Include only the portion of FTE contractually allocated to teaching and assigned and reviewed as a part of a faculty member’s workload.*

*Research: Include only the portion of FTE contractually allocated to research and assigned and reviewed as a part of a faculty member’s workload.*

*Service: Include only the portion of FTE contractually allocated to service activities and assigned and reviewed as a part of a faculty member’s workload.*

*Administration: Include only the portion of FTE contractually allocated to administrative activities and assigned and reviewed as a part of a faculty member’s workload. Do not include ad hoc administrative activities, e.g. visiting lecturer arrangements, student advising.*

**Table L-2 Instructional Assignments- Current year**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty member** | **Teaching** (portion of 1.0 FTE) | | **Research**  (portion of 1.0 FTE) | **Service**  (portion of 1.0 FTE) | **Admin** / other (portion of 1.0 FTE) | **ADMINISTRA-TIVE FTE** (per appointment) | **INSTRUCTIONAL FTE** dedicated to accredited program2 |
| Accredited Program (portion of 1.0) | Other1 (portion of 1.0) |  |  |  |  |  |
| **Tenure-related Faculty** | | | | | | | |
| Professor |  |  |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |  |  |
| Assistant Professor |  |  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |  |  |
| **Non tenure (contractual) faculty3** | | | | | | | |
| Full-time |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| TOTALS |  |  |  |  |  |  |  |
| **GRAND TOTALS** |  |  |  |  |  |  |  |

1. Other: Includes teaching outside of the accredited program. For example, if the accredited program is the MLA program, teaching in an undergraduate program is "Other." Other teaching is not included in INSTRUCTIONAL FTE calculation.

2. INSTRUCTIONAL FTE: Faculty FTE pro-rated in accordance with the faculty member's teaching contribution to the accredited program.

3. Non tenure (contractual) faculty include Lecturers and Instructors with longer term appointments (typically 2 - 5 years).

4. Do not include sessional faculty (course by course appointments) in this list.

**Table L-3: Instructional Assignments- Six-year summary1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Rank/Title | Current Year  (20xx-20xx) | Last Year  (20xx-20xx) | 2 Years Ago  (20xx-20xx) | 3 Years Ago  (20xx-20xx) | 4 Years Ago  (20xx-20xx) | 5 Years Ago  (20xx-20xx) |
| Tenure-related Faculty | | | | | | |
| Professor |  |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |  |
| Assistant Professor |  |  |  |  |  |  |
| Non Tenure-related Faculty | | | | | | |
| Full-time |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |
| TOTAL INSTRUCTIONAL FTE |  |  |  |  |  |  |

1. This table summarizes data provided in the Instructional Assignments Tables in Annual reports from 2024/25 forward. Use INSTRUCTIONAL FTE data.

### Visiting Lecturers/Critics

*Use the table below to list a representative sample (not comprehensive) of visiting lecturers and critics for the previous academic year only. (Prior years reported in the Annual Reports)*

*List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers who served the program. List only persons who were brought in for the program(s) under review. Indicate by an asterisk (\*) those sponsored jointly with other departments or sponsored at the college or school level.*

**Table L-4 Visiting Lecturers and Critics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Field/Specialty | Firm/University/Agency | Date(s) | Contribution |
| *\*Susan Smith* | *Architecture* | *Mithun* | *1/29-30 2021* | *Lecturer* |
| *Laura Liu* | *National Park Service Historian* | *National Park*  *Service* | *2/26/21* | *Critic* |

**Individual Faculty Records**

*Provide a 2-page (maximum) record for each faculty member, covering time periods noted below and using the format below.*

|  |  |
| --- | --- |
| Name and rank: |  |
| Department or unit: |  |
| Education: *(College and higher)* | Institution:  Degree/Date Granted: |
| Teaching Experience: *(College level)* | Institution:  Department:  Years Taught: |
| Instructional Assignment:  *Summarize a listing of courses commonly taught over the past five years.* |  |
| Practice Experience: | Firm or Agency:  Years Practiced:  Responsibilities: |
| Professional Registration:  *Give profession and state/province(s)* |  |
| Publications:  *List significant publications, projects and/or reports covering the last five years. Identify refereed publications with an asterisk.* |  |
| Professional Contributions:  *Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years (for example, conference organization and conference presentations, exhibitions, competitions).* |  |
| Professional & Academic Activities:  *Offices held, committee memberships in professional societies or boards, etc., professional and scholarly service activities for last five years.* |  |

# Appendix M: Facilities Information

### Program Facilities

*Tabulate space data as shown below*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Room # | Size (SF) | Max. Capacity  Normal Max. Users | Type of Space  (studio, office, storage, etc.) | Shared Use (S)  Exclusive Use (E) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Floor Plans

*Include floor plan(s) on standard 8 1/2" x 11" sheets. Label these plans to identify various types of spaces and who controls/uses it. If spaces are shared by other programs or departments, indicate this on the spaces affected.*

# Appendix N: Accompanying Information

**Visit Schedule**

*(if available)*

### Visit Map

*Include a one-page map showing the locations (labeled) of buildings, meeting locations, lodging, library, and program resources into the SER making it easily accessible by Visiting Team Members during the visit.*