



**SOUTH AFRICAN COUNCIL
FOR THE
LANDSCAPE ARCHITECTURAL PROFESSION**

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**SELF EVALUATION REPORT FORMAT FOR FIRST
PROFESSIONAL PROGRAMMES IN LANDSCAPE
ARCHITECTURAL DEGREES**

FOR

**THE SOUTH AFRICAN COUNCIL FOR THE LANDSCAPE
ARCHITECTURAL PROFESSION (SACLAP)**

FINAL

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Adopted from the:

*Landscape Architectural Accreditation Board: Self Evaluation Report Format for First Professional
Programmes in Landscape Architecture, February 2010*

REQUEST FOR ACCREDITATION REVIEW

SOUTH AFRICAN COUNCIL FOR THE LANDSCAPE ARCHITECTURAL PROFESSION EDUCATION COMMITTEE (SACLAP EC):

ACCREDITATION PANEL VISIT

- Date
- Invitation to review is extended by:
- Identify the programme in Landscape Architectural Professions to be reviewed and the name of the institution.
- This landscape architectural programme 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.
- Please give complete address details for the programme requesting review. Include the name, phone number, and e-mail address for the programme administrator.

1. SELF-EVALUATION REPORT FORMAT

1. INSTRUCTIONS

Preparing a self-evaluation report is a valuable part of the accreditation process. To receive the maximum benefit of the accreditation process, it is in the programme's interest to examine itself carefully and present information in a clear and concise manner. The following provides a procedure where those involved with a first professional programme may make a concise self-evaluation of its performance. The accreditation panel, assigned by the SACLAP EC, will review this report prior to and during their visit, approaching the task as colleagues interested in understanding the programme and its stated objectives within the framework of the institution and the accreditation standards.

The attached form is an outline of the Self-Evaluation Report (SER) to be completed by the programme for which accreditation is being requested. Any supporting or related programmes may be described in the appendix. They will be reviewed only with respect to their relationship to and/or effect upon the programme under review.

1.1. REPORT PREPARATION

Bring as many faculty members, administrators, students, graduates, staff and employers as possible into the preparation of this self study.

1.2. TERMINOLOGY

- The institution is the university, university of technology, college, institute or other parent body through which the programme is administered.
- The programme is administered by some division of an institution such as a college, school, faculty, division or department responsible for the curriculum and the students enrolled.
- The programme administrator (terminology to be confirmed) is the chairperson, director, head, dean, or other official immediately responsible for the programme.

1.3. SELF EVALUATION REPORT FORMAT

- Pages are to be A4, numbered, single spaced, 1,5 line spacing, Arial font and suitable for copying and binding.
- Use the exact heading, numbering, and sequence for the standards as given.
- Place an extended tab, numbered to correspond to the six accreditation standards, on each of the sections for ease of reference. Some parts of individual sections may also be in tabular form if the program deems this useful.
- The total report (excluding appendices) should not be more than 100 sheets double sided or two hundred typed pages. Brevity and concise writing is appreciated. Ancillary information that is not critical to the SER does not facilitate an effective review by the accreditation panel.
- One digital copy must be submitted to the SACLAP EC Accreditation Panel.

Provide digital copies of other information (examples of student work, appendix materials such as important policies, resumes, etc.). Please also note applicable websites (departmental and/or college website, important sites on the institution website such as university tenure and promotion policies, etc.) where appropriate within the report and in an appendix.

Two bound copies of the SER and digital materials must be sent to the SACLAP EC Chair. In addition, the programme sends each accreditation panel member one copy of the bound SER and digital materials. These need to be received at least 45 days prior to the visit.

2. PROGRAMME SELF-EVALUATION REPORT COVER PAGE

1. For the Academic Year
2. Institution
3. Programme
4. Degree Title and Degree Length
5. Chief Administrative Official of the Institution - include name, title, address, e-mail address and phone number
6. Chief Administrative Official of the College: include name, title, address, e-mail address and phone number
7. Chief Administrative Official of the Division: include name, title, address, e-mail address and phone number
8. Chief Administrative Official of the Department: include name, title, address, e-mail address and phone number
9. Chief Administrative Official of the Programme: include name, title, address, e-mail address and phone number
10. Report Submitted by: name and date

3. MINIMUM REQUIREMENTS FOR ACHIEVING AND MAINTAINING ACCREDITED STATUS

1. The programme title and degree description incorporate the term "Landscape Architecture". (to be discussed)
2. An undergraduate first-professional programme is a baccalaureate of at least three academic years' duration.
3. A graduate first-professional programme is a master's equivalent to two academic years' duration.
4. Faculty instructional full-time equivalence (FTE) shall be as follows:
 - i. An academic unit that offers a single first-professional programme has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - ii. An academic unit that offers first-professional programmes at both bachelor's and master's levels, has at least six instructional FTE, at least five of whom hold professional degrees in landscape architecture, and at least two of whom are full-time.
5. The parent institution is accredited by a recognised institutional accrediting agency.
6. There is a designated programme administrator responsible for the leadership and management functions for the programme under review.
7. A programme accredited by the SACLAP shall:
 - i. Continuously comply with accreditation standards (through the four accreditation cycle);
 - ii. Regularly file complete biennial (in conjunction with the SACLAP EC Chair) and other requested reports.
8. The programme administrator shall inform the SACLAP if any of these factors fails to apply during an accreditation period.

The (name of programme) programme meets the minimum conditions to apply for the SACLAP EC accreditation.

Programme Administrator Name

Title

Programme Administrator Signature

Date

4. INTRODUCTION

4.1. HISTORY OF PROGRAMME

In chronological form provide a brief history of the programme being reviewed, concentrating on events since the last review.

4.2. RESPONSE TO PREVIOUS SACLAP ACCREDITATION PANEL REVIEW

Describe the progress that has been made on the Recommendations from the previous accreditation panel visits (not applicable to those seeking initial accreditation). List each prior Recommendation verbatim and provide an updated recap of responses made on biennial interim reports. Programmes are not required to report on Suggestions for improvement.

4.3. DESCRIBE CURRENT STRENGTHS AND OPPORTUNITIES.

4.4. DESCRIBE CURRENT WEAKNESSES AND CHALLENGES.

4.5. DESCRIBE ANY SUBSTANTIAL CHANGES IN THE PROGRAMME

Describe any substantial changes in the programme since the last accreditation review.

4.6. DESCRIBE WHO PARTICIPATED

Describe who participated (faculty, administrators, students, alumni, outside professionals, etc) in preparing this self-evaluation and briefly state their roles. The SACLAP EC 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.

Note: Begin a new page for each standard. Insert a tab here and between all other standards.

5. PROGRAMME MISSION AND OBJECTIVES

5.1. STANDARD 1: PROGRAMME MISSION AND OBJECTIVE

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

INTENT:

Using a clear concise mission statement, each landscape architecture programme should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarises why the programme exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the programme is meeting the stated objectives.

5.1.1. PROGRAMME MISSION

- State the current programme mission and date adopted.
- Describe how the mission statement reflects the purpose and values of the programme and how it relates to the institution's mission statement.

5.1.2. EDUCATIONAL GOALS

- State the academic goals of the programme.
- Describe how the academic goals relate to the programme's mission.
- Describe how the programme regularly evaluates its progress in meeting its goals.

5.1.3. EDUCATIONAL OBJECTIVES

- List the educational objectives of the programme.
- Describe how educational objectives fulfil the academic goals.

5.1.4. LONG RANGE PLANNING PROCESS

- What is the programme's long-range planning process?
- Does the long-range plan describe how the programme mission and objectives will be met and document the review and evaluation process.
- Describe how the long-range plan is reviewed and revised periodically and how it presents realistic and attainable methods for advancing the academic mission.

5.1.5. PROGRAMME DISCLOSURE

- Describe how programme information is disseminated to the public. Provide a link to material on the internet and copies of other materials to the visiting team.

6. PROGRAMME AUTONOMY, GOVERNANCE AND ADMINISTRATION

6.1. STANDARD 2: GOVERNANCE AND ADMINISTRATION

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

INTENT:

Landscape architecture should be recognised as a discrete professional programme with sufficient financial and institutional support and authority to enable achievement of the stated programme mission, goals and objectives.

6.1.1. PROGRAMME ADMINISTRATION

- Is the programme seen as a discrete and identifiable programme within the institution?
- Does the programme administrator hold a faculty appointment in landscape architecture? If not, where is he/she appointed?
- How does the programme administrator exercise the leadership and management functions of the programme? Describe the primary responsibilities and authority of the administrator.

6.1.2. INSTITUTIONAL SUPPORT

- Is 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?
- What are student/faculty ratios in studios? How are student faculty ratios influenced by the programme? What is considered normal?
- Is funding adequate for student support, i.e., bursaries, scholarships, work-study, etc?
- Are adequate support personnel available to accomplish programme mission and goals?

6.1.3. COMMITMENT TO DIVERSITY

- How does the programme demonstrate its commitment to diversity in the recruitment and retention of students, full-time faculty and staff?

6.1.4. FACULTY PARTICIPATION

- Does the faculty make recommendations on the allocation of resources and do they have the responsibility to develop, implement, evaluate, and modify the programme's curriculum and operating practices?
- Does the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty?
- Does the programme or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?

6.1.5. FACULTY NUMBERS

- Does an academic unit that offers a first professional programme have a minimum of 5 full-time faculty who hold professional degrees in landscape architecture? (number to be discussed)
- Does an academic unit that offers first professional programmes at both bachelor's and master's levels have a minimum of 7 full-time faculty, at least 5 of whom hold professional degrees in landscape architecture? (number to be discussed)
- Does the strategic plan or long range plan include action item(s) for addressing the adequacy of the number of faculty?
- Is the number of faculty adequate to achieve the programme's mission and goals and individual faculty development?

7. PROFESSIONAL CURRICULUM

7.1. STANDARD 3: PROFESSIONAL CURRICULUM

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

- In addition to the professional curriculum, a first professional degree programme at the bachelor's level shall provide an educational context enriched by other disciplines, including but not limited to: cultural heritage, liberal and fine arts, natural sciences, and social sciences, as well as opportunities for students to develop other areas of interest.
- 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.
- 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 i and ii.

INTENT

The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the programme's mission and specific learning objectives. The programme's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

7.1.1. MISSION AND OBJECTIVES

- How does the curriculum address the programme's mission, goals, and objectives?
- How does the programme identify the knowledge, skills, abilities and values it expects students to possess at graduation?

7.1.2. PROGRAMME CURRICULUM

- How does the programme curriculum include coverage of:
 - History, theory and criticism.
 - Natural and cultural systems including principles of sustainability.
 - Public policy and regulation.
 - Design, planning and management at various scales and applications including but not limited to pedestrian and vehicular circulation, grading, drainage, and storm water management.
 - Site design and implementation: materials, methods, technologies, applications.
 - Construction documentation and administration.
 - Written, verbal and visual communication.
 - Professional practice.
 - Professional values and ethics.
 - Plants and ecosystems.
 - Computer applications and other advanced technologies.
 - Sustainable and 'green' technologies development

- How does the curriculum address the designated subject matter in a sequence that supports its goals and objectives?
- How do student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to enter the profession?
- How do the curriculum and other programme opportunities enable students to pursue academic interests consistent with institutional requirements and entry into the profession?

7.1.3. SYLLABI

- How do syllabi include educational objectives, course content, and the criteria and methods that will be used to evaluate student performance?
- How do syllabi identify the various levels of accomplishment students shall achieve to successfully complete the course and advance in the curriculum?

7.1.4. CURRICULUM EVALUATION

- How does the programme evaluate how effectively the curriculum is helping students achieve the programme's learning objectives in a timely way at the course and curriculum levels?
- How does the programme demonstrate and document ways of:
 - assessing students' achievements of course and programme objectives in the length of time to graduation stated by the programme?
 - reviewing and improving the effectiveness of instructional methods in curriculum delivery?
 - maintaining currency with evolving technologies, methodologies, theories and values of the profession?
- How do students participate in evaluation of the programme, courses, and curriculum?

7.1.5. AUGMENTATION OF FORMAL EDUCATIONAL EXPERIENCE

- How does the programme provide opportunities for students to participate in internships, off campus studies, research assistantships, or practicum experiences?
- How does the programme identify the objectives and evaluate the effectiveness of these opportunities?
- Do students report on these experiences to their peers? If so, how?

7.1.6. COURSEWORK: (BACHELOR'S LEVEL, IF RESPONDING TO STANDARD 3.1 OR 3.3, ABOVE)

- In addition to the professional curriculum, describe how students also pursue coursework in other disciplines in accordance with institutional and programme requirements.
- Do students take courses in the humanities, natural sciences, social sciences or other disciplines?

7.1.7. AREAS OF INTEREST: (BACHELOR'S LEVEL, IF RESPONDING TO STANDARD 3.1 OR 3.3, ABOVE)

- How does the programme provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?
- How does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?

7.1.8. RESEARCH/SCHOLARLY METHODS: (MASTER'S LEVEL, IF RESPONDING TO STANDARD 3.2 OR 3.3, ABOVE)

- How does the curriculum provide an introduction to research and scholarly methods and their relation to the profession of landscape architecture?
- How does the programme demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component?

8. STUDENT AND PROGRAMME OUTCOMES

8.1. STANDARD 4: STUDENT AND PROGRAMME OUTCOMES

The programme shall prepare students to pursue careers in landscape architecture.

INTENT:

Students should be prepared – through educational programmes, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organisation to allow them to enter the profession of landscape architecture.

8.1.1. STUDENT LEARNING OUTCOMES

- Does student work demonstrate the competency required for entry-level positions in the profession of landscape architecture?
- How does the programme assess student work and how it demonstrates students are competent to obtain entry-level positions in the profession?
- How do students demonstrate their achievement of the programme'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, conceptualisation and implementation?
- How does the programme assess the preparation of students in the above areas?

8.1.2. STUDENT ADVISING

- How does the student advising and mentoring programme function?
- How does the programme assess the effectiveness of the student advising and mentoring program?
- Are students effectively advised and mentored regarding academic and career development?
- Are students aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?
- How satisfied are students with academic experiences and their preparation for the landscape architecture profession?

8.1.3. PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

- What opportunities do students have to participate in institutional/college organisations, community initiatives, or other activities? How do students take advantage of these opportunities?
- To what degree do students participate in events (e.g. ILASA, GSLA, ILASA-CAPE), and the activities of other professional societies or special interest groups (e.g. SACLAP, SALI, IERM, UDISA, etc)?

9. FACILITIES, EQUIPMENT AND TECHNOLOGY

9.1. STANDARD 5: FACILITIES, EQUIPMENT AND TECHNOLOGY

The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the programme. Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the programme's mission and objectives.

INTENT:

The programme should have qualified experienced faculty and other instructional personnel to instil the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the programme. The programme should occupy space in designated, code-compliant facilities that support the achievement of programme mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the programme mission and objectives.

9.1.1. FACILITIES

- How are faculty, staff, and administration provided with appropriate office space?
- How are students assigned permanent studio workstations adequate to meet the programme needs?
- How are facilities maintained to meet the needs of the programme?
- Are facilities in compliance with disability codes, life-safety, and applicable building codes?
- If known deficiencies exist, what steps is the institution taking to correct the situation? (Provide documentation on reasonable accommodation from the institution's disability compliance office and/or facilities or risk management office.)

9.1.2. INFORMATION SYSTEMS AND TECHNICAL EQUIPMENT

- How does the programme ensure that students and faculty have sufficient access to computer equipment and software?
- What are the programme's policies on the maintenance, updating, and replacement of computer hardware and software?
- What are the hours that the computer lab (if applicable) and studios are open to students/faculty?
- How does the programme determine if these times are sufficient to serve the needs of the programme?
- How does the programme assess the adequacy of equipment needed to achieve its mission and objectives?

9.1.3. LIBRARY RESOURCES

- What library resources are available to students, faculty, and staff?
- How does the programme determine if the library collections are adequate to meet its needs?
- How do instructional courses integrate the library and other resources?
- What are the hours that library is open to students and faculty?

- How does the programme determine if these hours are convenient and adequate to serve the needs of faculty and students?
- How does the programme assess its library resources?

9.1.4. CREDENTIALS

- Is the faculty's balance of professional practice and academic experience appropriate to the programme mission?
- Are faculty assignments appropriate to the course content and programme mission?
- How are adjunct and/or part-time faculty integrated into the programme's administration and curriculum evaluation/development in a coordinated and organised manner?

9.1.5. FACULTY DEVELOPMENT

- How are faculty activities – such as scholarly inquiry, research, professional practice and service to the profession, university and community – documented and disseminated through appropriate media, such as journals, professional magazines, community, college and university media?
- How do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?
- How are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated?
- How are the results of these evaluations used for individual and programme improvement?
- How do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc?
- How are the activities of faculty reviewed and recognised by faculty peers?
- How do faculty participate in university and professional service, student advising and other activities that enhance the effectiveness of the programme?

9.1.6. FACULTY RETENTION

- Are faculty salaries, academic and professional recognition evaluated to promote faculty retention and productivity?
- What is the rate of faculty turnover?

10. OUTREACH

10.1. STANDARD 6: OUTREACH

The programme shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

INTENT:

The programme should establish an effective relationship with the institution, communities, alumni, practitioners 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 should enhance the image of the programme and educate its constituencies regarding the programme and the profession of landscape architecture.

10.1.1. INTERACTION WITH THE INSTITUTION, AND PUBLIC

- How are service-learning activities incorporated into the curriculum?
- How are service activities documented on a regular basis?
- How does the programme interact with the institution and the public, aside from service learning?
- How does the programme assess its effectiveness in interacting with the institution and the public?

10.1.2. INTERACTION WITH THE PROFESSION, ALUMNI AND PRACTITIONERS

- How does the programme recognise professional organisations, alumni, and practitioners as resources?
- Does the programme maintain a current registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?
- Does the programme use the alumni registry to interact with alumni?
- How does the programme engage alumni, practitioners, allied professionals and friends in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, continuing education, etc?
- How does the programme assess its effectiveness in engaging alumni and practitioners?

11. ADDENDA

11.1. PROGRAMME DETAILS

11.2. CURRICULUM

11.3. STUDENT INFORMATION

11.4. ALUMNI INFORMATION

11.5. FACULTY INFORMATION

11.6. FACILITIES, EQUIPMENT AND TECHNOLOGY INFORMATION

11.1. PROGRAMME DETAILS

FACULTY RESOURCES

11.1.1. BUDGETED FACULTY RESOURCES: TOTAL

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

11.1.2. BUDGETED FACULTY RESOURCES: MALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

11.1.3. BUDGETED FACULTY RESOURCES: FEMALE

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Professors						
Associates						
Assistants						
Instructors/lecturers – tenure track						
Guest faculty members/speakers						
Year-long appointments						
One-semester appointments						
Speakers						
Endowed positions						
Undergrad teaching assistantships						
Graduate teaching assistantships						
Undergrad research assistantships						
Graduate research assistantships (sponsored by your institution).						
Graduate research assistantships (sponsored by outside sources)						
Other						

11.1.4. NUMBER OF FACULTY MEMBERS WITH UNDERGRADUATE/MLA/DOCTORATE DEGREES

	Undergraduate degree in landscape architecture (BscArch, BScLArch)	ML(Prof)	ML	Doctorate
Professors				
Associates				
Assistants				
Instructors/lecturers – tenure track				
Part-time/adjunct (non-tenure track)				

11.2. CURRICULUM

11.2.1. REQUIRED/ELECTIVE COURSES

Total Units/Credit Hours required to graduate: ____ units or ____ credit hours

Elective Units / Credit Hours required to graduate: ____ units or ____ credit hours

Required Courses	Units/Credit Hours
Landscape Architecture	
Architecture	
City & Regional Planning	
Natural Sciences	
Horticulture	
Engineering	
Art or Design	
Computer Applications/Technology	
Other	

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	

11.2.2. TYPICAL PROGRAMME 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 given below.

INSTRUCTIONS

- List specific landscape architecture courses required (e.g. LA 301 Landscape Architecture Studio 4). Course numbers must correspond with those used in other sections of this report.
- Show group or controlled elective requirements by title (e.g., Social Science Elective, Planning Elective).
- List free electives as "Electives."

11.3. STUDENT INFORMATION

11.3.1. OVERVIEW

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

Academic Year	In-StateProvince		Out-of-StateProvince		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year								
1 Year Ago								
2 Years Ago								
3 Years Ago								
4 Years Ago								

11.3.2. ETHNIC GROUP/DIVERSITY

Include only full-time current landscape architecture students (number and percentage values).

- Black
- Coloured
- Indian
- White
- Other

11.3.1. APPLICATIONS

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total number of applications						
Applications from males						
Applications from females						

11.3.2. ENROLMENTS

	Current Year	Last year	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Total enrollment						
Males						
Females						

11.3.3. STUDENT ETHNIC BACKGROUNDS

	Black	Coloured	Indian	White	Other
Total					
Males					
Females					

11.4. ALUMNI INFORMATION

11.4.1. DEGREES AWARDED

Tabulate the number of degrees awarded in the present year (estimated) and for the years since the last SER.

Academic Year	Males	Females	TOTAL
Current Year			
1 Year Ago			
2 Years Ago			
3 Years Ago			
4 Years Ago			
5 Years Ago			
6 Years Ago			

11.4.2. RECORD OF ADVANCED STUDY

Tabulate for the years since the last SER all alumni who were or are engaged in advanced study in any field. (Include alumni who are in the process of earning an advanced degree.)

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded

11.4.1. CURRENT EMPLOYMENT

Tabulate the present employment of those having the degree conferred by the programme since the last SER.

Present Occupation	Males	Females	TOTAL
Advanced Study and Research			
Teaching			
Private Practice			
Public Practice			
Landscape Hort./Design Build			
Volunteer Service (Specify)			
Other (Specify)			
Unknown			
TOTAL			

11.5. FACULTY INFORMATION

11.5.1. PREVIOUS AND PRESENT FACULTY

Tabulate faculty and staff specifically assigned and budgeted to the particular programme under review. The number listed in the TOTAL column should agree with the information provided for Standard 2.5 (Faculty Numbers). Use the following format:

Rank/Title	Current	1 Year Ago	2 Years Ago	TOTAL
Professor/LA				
Associate. Professor/LA				
Asst. Professor/LASenior Lecturer				
InstructorLecturer				
Asst. Professor/Arch.Junior Lecturer				
Visiting Lecturer/ AdjunctPart-time Lecturer				
TOTALS				

11.5.2. INSTRUCTIONAL ASSIGNMENTS

Complete the following table for all full and part time instructors. Begin with the Programme Administrator and list in order of rank.

Teaching: Percentage FTE assigned to courses taught/instruction.

Research: Include only the percentage of time specifically assigned to research and so recognised by reduction in full-time teaching load. Do not include research efforts normally considered a part or full-time faculty members' contributions.

Administration: Include only the percentage of time devoted to regularly assigned administrative responsibilities. Do not include incidental ad hoc administrative duties, i.e. committee work, visiting lecturer arrangements, student advisement.

Faculty member	Degree	Teaching %		Research %	Admin / other %	TOTAL %
		Land. Arch. Curriculum	Other programs			

11.5.3. COURSES TAUGHT BY INDIVIDUAL FACULTY MEMBERS

Complete the following table for each instructor.

Courses Taught: Use current year or last academic year, depending on time of report preparation

Term Symbols: Use the institutional terminology. For example: First Semester - FS

Contact Hours: Actual number of scheduled contact hours per week between instructor and students.

Course Taught	Course Number	Term	Credit Hours	Contact Hrs / Week	Number Of Students

11.5.4. VISITING LECTURERS/CRITICS

List the name, specialty, dates in attendance and the contribution of visiting critics and lecturers, resource personnel, etc. who served the programme. List only persons who were brought in for the programme under review. Indicate by an asterisk (*) those sponsored jointly with other departments or sponsored at the college or school level. Use the format below to list this information for the present and two preceding academic years.

Name	Field/Specialty	Date(s)	Contribution

11.5.5. INDIVIDUAL TEACHER'S RECORD

Inclusion of a CV of each staff member that is to include the following:

Name:

Rank:

Department or unit (if not part of the programme under review):

Education: (College and higher)

- Institution
- Number of Years Attended
- Degree/Date Granted

Teaching Experience: (College level)

- Institution

- Years Taught
- Subjects

Practice Experience: (Brief listing; however, if experience in practice is lengthy and you feel strongly about presenting such, please include resume in the Appendix.)

- Firm or Agency
- Number of Years
- Responsibilities

Professional Registration: Give profession and country/state/province(s).

Professional & Academic Activities. Offices held, exhibitions, competitions, committee memberships in professional societies or boards, etc., for last five years.

Publications. List significant publications, projects and/or reports covering the last five years. Identify referred publications with an asterisk.

Contributions. Briefly describe your involvement in advancing the knowledge or capability of the profession of landscape architecture in the last five years.

11.6. FACILITIES, EQUIPMENT AND TECHNOLOGY INFORMATION

INSTRUCTIONS

- Tabulate space data as shown below.
- Describe any steps that are being taken to improve the spaces.
- Include floor plan(s) on standard A4 sheets. Label these plans to identify various types of spaces and who controls/uses it.
- If spaces are shared by other programmes or departments, indicate this on the spaces affected.

PROGRAMME FACILITIES

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