



Advocating, advancing, and evaluating quality education in Landscape Architecture

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Accreditation and Education
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Program Head
Faculty of Landscape Architecture
College of Art and Architecture
University of Idaho
Moscow, Idaho 83844

Dear Professor Scott:

The Landscape Architectural Accreditation Board (LAAB) at its July 13-14, 2018 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at University of Idaho. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends June 30, 2024. Accordingly, the MLA program is next scheduled for a review during the spring of 2024.

In making its decision, LAAB considered the program's self-evaluation report, the visiting team report, and the program's response to the report.

Enclosed is a list of recommendations affecting accreditation (to be responded to in annual reports). This list was developed by LAAB from the materials reviewed during the meeting.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth R. Brooks". The signature is fluid and cursive, with a horizontal line extending to the right.

Kenneth Brooks, FASLA, FCELA
LAAB Chair

Enclosure

cc: Chuck Staben, President

**University of Idaho
MLA Program
LAAB Meeting
July 13-14, 2018**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. There is a high level of faculty collaboration, collegiality, and overall “buy-in”, however, a written long-range plan should be developed to reflect the new program leadership direction and aspirations (Standard 1).
2. The program should take efforts to reduce MLA tenure/tenure-track faculty teaching workload (Standard 2).
3. All course syllabi should be updated to include educational objectives, course content, criteria and methods that will be used to evaluate student performance, and the various levels of accomplishment that students shall achieve to successfully complete the course and advance in the curriculum (Standard 3).