



*Advocating, advancing, and evaluating quality education in Landscape Architecture*

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Ron Leighton  
Accreditation Manager

August 17, 2011

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Liska Chan, Department Head  
Department of Landscape Architecture  
5234 University of Oregon  
Eugene, OR 97403-5234

Dear Professor Chan:

The Landscape Architectural Accreditation Board at its August 1-2, 2011 meeting granted accreditation to the course of study leading to the first professional MLA degree at the University of Oregon. 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, 2017. Accordingly, the MLA program is next scheduled for a review during the spring of 2017.

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

Enclosed is a list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement (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,

Whitney Talcott, FASLA  
LAAB Chair

Enclosure

cc: Dr. David Hubin, Senior Assistant to the President

**University of Oregon  
MLA Program  
LAAB Meeting  
August 1-2, 2011**

**Summary of Recommendations and Suggestions**

**Recommendations Affecting Accreditation**

None

**Suggestions for Improvements**

1. Continue to monitor and develop strategies to encourage timely graduation (Standard 3).
2. Seek to integrate adjunct faculty- taught courses in a more detailed and articulate process to ensure that faculty transitions promote curricular integrity (Standard 3).
3. Increased student contact with regional practitioners in office/work settings such as internships, portfolio review, and informal gatherings (Standard 3).
4. Encourage/ foster students to participate in more career-related activities outside the local region to offset a sense of distance from rest of the landscape architectural world from being based in a relatively small city (Standard 3).