



Advocating, advancing, and evaluating quality education in Landscape Architecture

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Accreditation and Education
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Eric Bernard, PLA, ASLA
Professor and Chair
Department of Landscape Architecture
College of Agricultural Sciences and Natural Resources
Texas Tech University
Lubbock, Texas

Dear Professor Bernard:

The Landscape Architectural Accreditation Board (LAAB) at its February 16-17, 2018 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at Texas Tech University. 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 December 31, 2023. Accordingly, the MLA program is next scheduled for a review during the fall of 2023.

In making its decision, 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). 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".

Kenneth Brooks, FASLA, FCELA
LAAB Chair

Enclosure

cc: Dr. Lawrence Schovanec, President

**Texas Tech University
MLA Program
LAAB Meeting
February 16-17, 2018**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. The program should make communications a priority and continue to work on developing a website and social media presence that disseminates required information to its constituencies that reflects the currency of the Program's mission, vision and values (Standard 1).
2. The program should develop mechanisms for strengthening the demonstration of research/scholarly/creative development within the capstone/theses (Standard 3).
3. The program should establish a process for documenting service learning and engaged Scholarly activities in a manner that conforms with the Carnegie Engaged University reporting requirements (Standard 6).