



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

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Accreditation and Education  
Programs Manager

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Maria C. Gurucharri, ASLA  
Associate Professor and Chair  
Department of Landscape Architecture  
School of Landscape Architecture and Planning  
University of Florida  
Gainesville, Florida 32611-5701

Dear Professor Gurucharri:

The Landscape Architectural Accreditation Board (LAAB) at its February 10-11, 2017 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 Florida. 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, 2022. Accordingly, the MLA program is next scheduled for a review during the fall of 2022.

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 black ink that reads "Ned Crankshaw".

Ned Crankshaw, ASLA  
LAAB Chair

Enclosure

cc: Dr. Kent Fuchs, President

**University of Florida  
MLA Program  
LAAB Meeting  
February 10-11, 2017**

**SUMMARY OF RECOMMENDATIONS**

**Recommendations Affecting Accreditation**

1. The previous LAAB review noted a recommendation to “Work with the College to explore ways to offer a foundation design studio (ARC 1301 – Design 1) which is more interdisciplinary in both content and delivery.” The SER notes little progress with respect to this recommendation, which has been confirmed by discussion with the faculty. We further recommend that the College facilitate a process through which each of the participating programs is provided the opportunity to meaningfully contribute to the design of this course’s content, delivery, and assessment (Standard 1).
2. The department should work to develop clearly defined and measurable educational objective in support of the program’s mission & educational goals (Standard 1).
3. It is recommended the program incorporate more systemic consideration of social systems into the curricula and specific coursework objectives (Standard 3).
4. The department should develop more detailed, outcomes-based student learning objectives, and develop a plan for the systematic assessment of these learning outcomes (Standard 4).