



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

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Kristopher Pritchard  
Accreditation and Education  
Programs Manager

August 17, 2015

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Georgia Harrison, RLA, ASLA  
MLA Graduate Coordinator / Associate Professor  
College of Environment and Design  
The University of Georgia  
285 South Jackson Street  
Athens, Georgia 30602

Dear Ms. Harrison:

The Landscape Architectural Accreditation Board (LAAB) at its July 17-18, 2015 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at the University of Georgia. 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, 2021. Accordingly, the MLA program is next scheduled for a review during the spring of 2021.

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) 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,

A handwritten signature in cursive script that reads 'Stephanie Rolley'.

Stephanie Rolley, FASLA  
LAAB Chair

Enclosure

cc: Jere W. Morehead, President  
Daniel J. Nadenicek, ASLA, Dean

**University of Georgia  
MLA Program  
LAAB Meeting  
July 17-18, 2015**

**SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS**

**Recommendations Affecting Accreditation**

No Recommendations

**Suggestions for Improvements**

1. Incorporate a discrete long-range plan for the MLA Program in the upcoming update to the 2010-2015 CED Strategic Plan (Standard 1).
2. Promote program awareness and value through outreach activities aimed at the University community to enhance opportunities for resource allocation (Standard 2).
3. Assess its curricula breadth to be sure it is relevant to student interests and faculty concerns regarding both the "traditional" and "digital" skills and processes. Additionally, broad curricular goals, expectations, and relevant outcomes must be communicated clearly to students to help them understand the value of foundational skills/knowledge for the profession of landscape architecture (Standard 4).
4. Consider reinstating the discontinued "Workshop Series" facilitated by students to explore advanced computer techniques and other enhancements to their knowledge and skills, as the team sees much value in continuing this program (Standard 4).
5. Incorporate a mechanism for faculty to systematically and consistently acquire release time and or financial support to pursue scholarly activity and professional development (Standard 4).
6. Consider a structured communication mechanism to better align technology needs of the program and the frequency of hardware and software maintenance, updating and replacement (Standard 7).