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## SUBJECT LIST

### City and Regional Planning

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### KEY:

- A ARTS/ARCHITECTURE LIBRARY
- U UTA MAIN LIBRARY (SOME ARE IN BOTH)
- UTA DOES NOT HAVE

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#### Historical Precedent and Concepts of Landscape Architecture

- A Adams, W. H. *The French Garden, 1500-1800*. New York: Braziller, 1979. 159 pages, illus.
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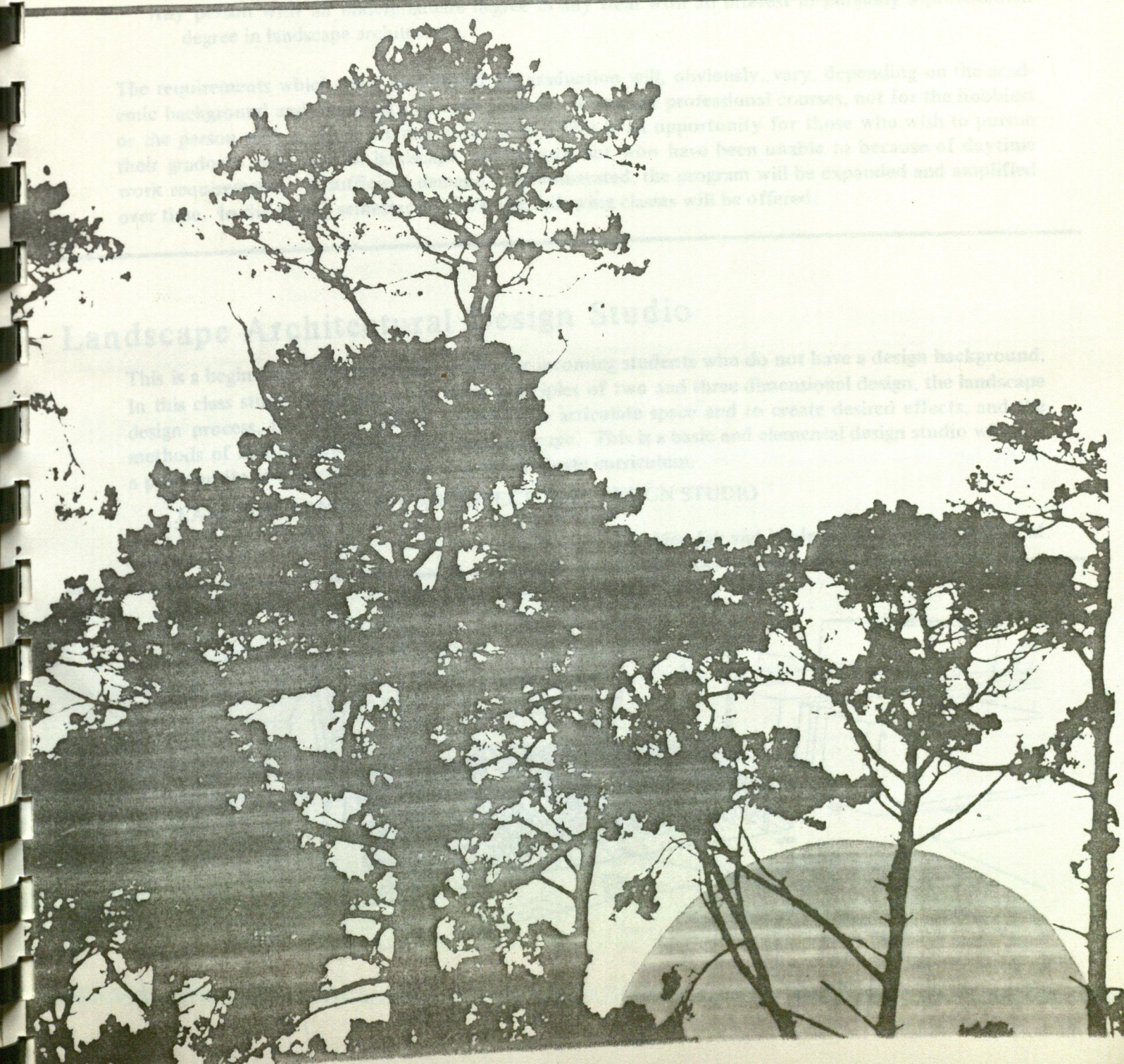
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SPEND A FEW  
NIGHTS WITH US.

IT MAY CHANGE THE WAY YOU  
SPEND THE REST  
OF YOUR DAYS.



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# The University of Texas at Arlington

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In response to the expressed needs and desires of a large number of professionals in the Metroplex, the Landscape Architectural program of the School of Architecture and Environmental Design (SAED) at the University of Texas at Arlington (UTA) is offering beginning courses leading to a Master of Landscape Architecture (MLA) degree commencing in the Spring semester of 1989. This program is open to:

- Landscape architects with a B.S. or a B.L.A. degree,
- Architects, planners and other designers with a B.S. or B.A. degree,
- Persons with a Bachelor's degree in another design field,
- Any person with an undergraduate degree in any field with an interest in pursuing a professional degree in landscape architecture.

The requirements which must be fulfilled for graduation will, obviously, vary, depending on the academic background and experience of each student. These are professional courses, not for the hobbyist or the person with a casual interest in the field. This is an opportunity for those who wish to pursue their graduate education in landscape architecture but who have been unable to because of daytime work requirements. If sufficient demand is demonstrated, the program will be expanded and amplified over time. In the Spring semester of 1989, the following classes will be offered:

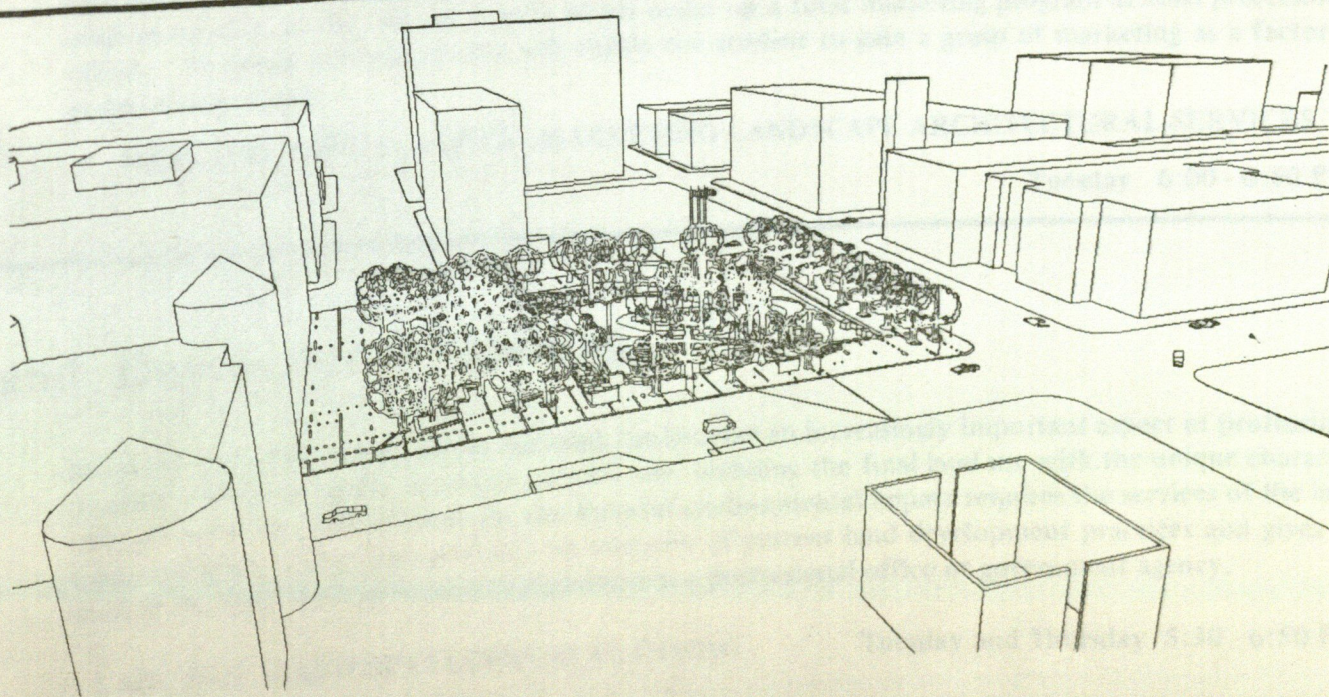
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## Landscape Architectural Design Studio

This is a beginning landscape design studio for incoming students who do not have a design background. In this class students will learn the basic principles of two and three dimensional design, the landscape design process, the use of various materials to articulate space and to create desired effects, and the methods of linking architecture and the landscape. This is a basic and elemental design studio which is a prerequisite to other design courses in the graduate curriculum.

LARC 5670 LANDSCAPE ARCHITECTURAL DESIGN STUDIO

Monday and Wednesday 6:00 - 9:50 P.M.



## Landscape Architectural Communications

It is not enough to just have a good idea or concept! You have to be able to communicate that idea clearly and effectively to the proposed audience, often in a variety of ways. This class explores, not only the historical and current means of conveying information, but it enables the student to learn some of the newly emerging methods and techniques specifically related to landscape architectural practice. This class will cover, to varying degrees, the following subjects:

- Graphic thinking and communications,
- Lettering options,
- Site analysis communications techniques,
- Landscape synthesis and diagrammatic methods,
- Communications tools and materials,
- Types of landscape architectural communications,
  - Plan drawings,
  - Plan rendering,
  - Elevation and section drawing,
  - Perspective drawing,
    - Plotted perspectives,
    - Perspective charts,
    - Perspectives from photographs,
    - Computer generated perspectives,
  - Charts and graphs,
  - Audio-visual presentations,
    - Slides,
    - Overhead projector cells,
    - Multi-image projections,
    - Multi-media presentations.

LARC 5295 SELECTED TOPICS: COMMUNICATIONS Tuesday and Thursday 6:00 - 8:50 P.M.

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## Marketing Landscape Architectural Services

One of the emerging necessities in professional landscape architectural practice is in establishing a coherent program of marketing or in exposing clients to your capabilities. This may entail the development of an overall marketing plan, the institution of public relations or public awareness activities, a prospect or client tracking system and the preparation of specific marketing materials or tools. In this class a series of marketing professionals from throughout the Metroplex will present individual sessions on each of the various aspects which make up a total marketing program in most professional offices. Readings and assignments will enable the student to gain a grasp of marketing as a factor in professional practice.

LARC 5191 SPECIAL TOPICS - MARKETING LANDSCAPE ARCHITECTURAL SERVICES

Tuesday 6:00 - 6:50 P.M.

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## Land Development Planning

In recent years land development planning has become an increasingly important aspect of professional practice. Maximizing the potential on each site, blending the final land use with the unique characteristics of each site while minimizing the harmful environmental impact requires the services of the landscape architect. This class provides an overview of current land development practices and gives the student the basic skills to make a contribution in a professional office or government agency.

LARC 5353 LAND DEVELOPMENT PLANNING

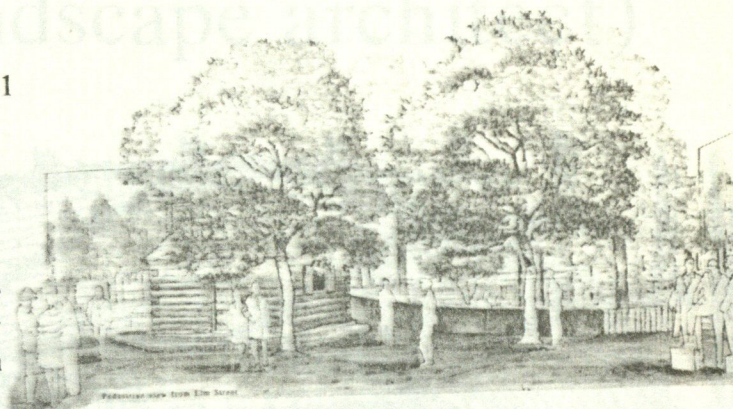
Tuesday and Thursday 5:30 - 6:50 P. M.

For Graduate School enrollment material or for additional information on any of these or other landscape architectural courses, contact:

Landscape Architecture Program  
School of Architecture and Environmental Design  
University of Texas at Arlington  
Box 19108  
Arlington, Texas 76019 - 0108, or call 817 - 273 - 2801

Please feel free to call for an appointment to discuss your situation, needs or background or to visit one of our design studios or computer laboratories.

The Master of Landscape Architecture (MLA) is the terminal degree in the field and provides the opportunity for employment in private or public practice and in educational or research institutions.



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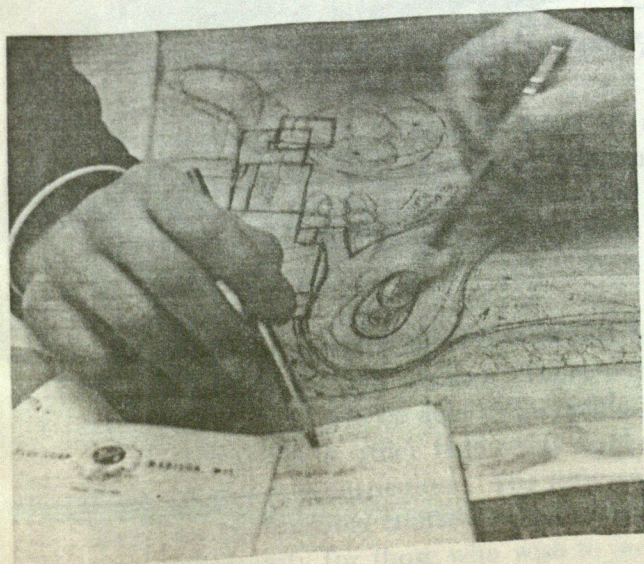
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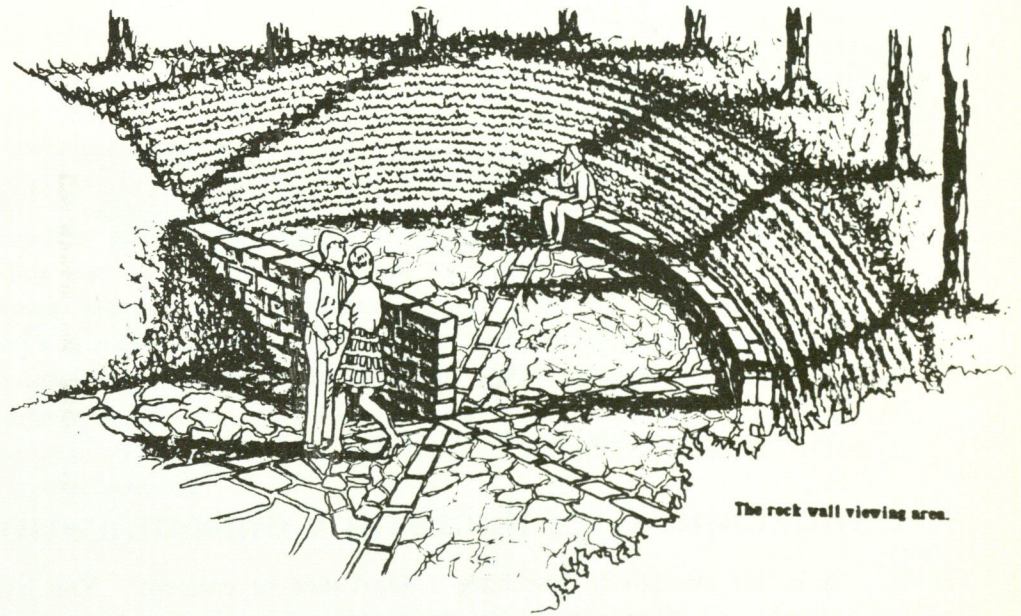
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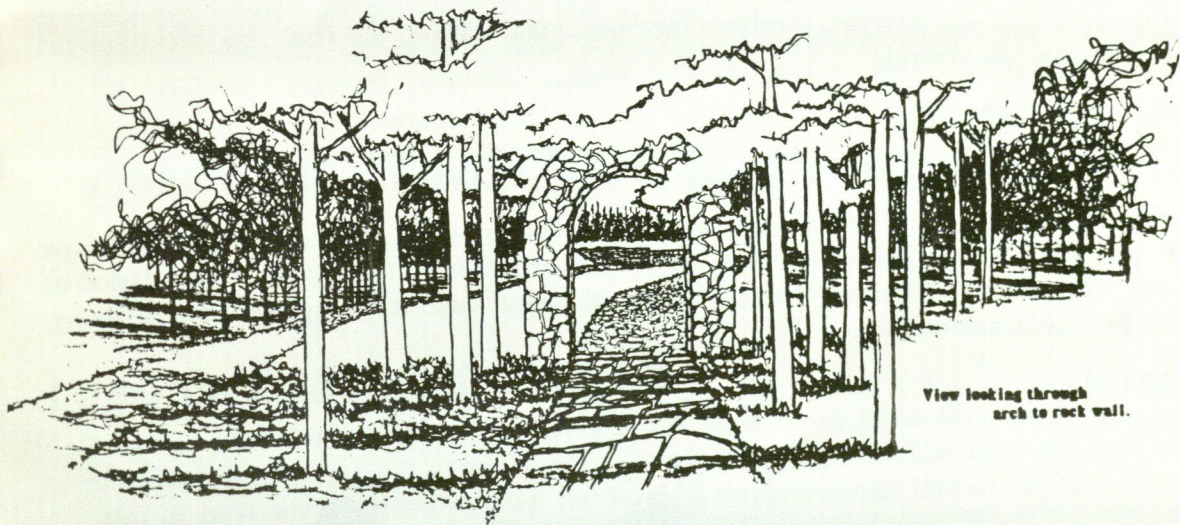


# Would You Like to Become a Landscape Architect (or a better landscape architect) After Work?



The rock wall viewing area.

Evening  
MLA program  
University of Texas at Arlington



View looking through  
arch to rock wall.

The Landscape Architectural Program at the University of Texas at Arlington offers a full Master of Landscape Architecture (MLA) degree program in the evening. This program is open to any person with an undergraduate degree in any field with an interest in pursuing a professional degree in landscape architecture. Upon graduation, it is possible to take the Uniform National Examination (UNE) to be licensed as a landscape architect.

The requirements which must be fulfilled for graduation will vary, depending on the academic background and experience of each student. Those with an undergraduate degree in landscape architecture or in any other design field will be able to complete the program in a shorter period of time. Students with undergraduate degrees in other fields may have to take more classes and a longer time to complete the professional graduate curriculum. The program is organized to take a maximum of six semester to complete. These are professional courses, not for the hobbist or the person with a casual interest in the field. This is an opportunity for those who wish to pursue their graduate education in landscape architecture but who have been unable to because of daytime work requirements.

In the Spring semester of 1990 the following courses will be offered in the evening:

## An Introduction to Landscape Architecture

This is a basic course which gives an overview of this growing and fast changing profession in all of its aspects. The class covers the past, present and future of professional work in private, public and academic practice. It gives the student an understanding of the scope and potential of the field and the opportunities which exist now and which may arise in the future.

Tuesday 6:00 - 8:50P.M.

## Landscape Architectural Design Studio

This is a beginning landscape design studio for incoming students who do not have a design background. In this class students will learn the basic principles of two and three dimensional design, the landscape design process, the use of various materials to articulate space and to create desired effects, and the methods of linking architecture and the landscape. This is a basic and elemental design studio which is a prerequisite to other design courses in the graduate curriculum.

Monday - Wednesday 6:00 - 9:50 P.M.

## Landscape Architectural Communications

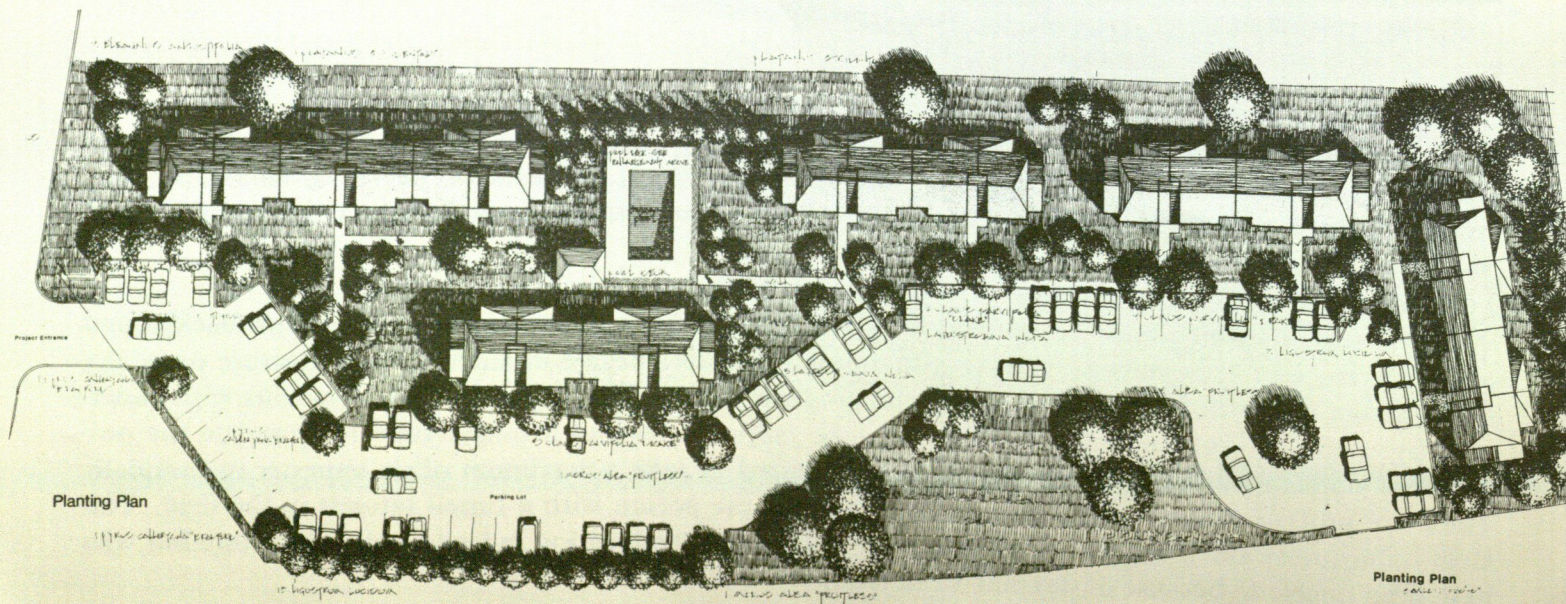
It is not enough to just have a good idea or concept! You have to be able to communicate that idea clearly and effectively to the proposed audience, often in a variety of ways. This class explores, not only the historical and current means of conveying information, but it enables the students to learn some of the newly emerging methods and the techniques specifically related to landscape architectural practice. This class will cover lettering, site analysis, synthesis methods, plan drawing and rendering, elevation and section drawing and perspective drawing.

Tuesday - Thursday 6:00 - 9:50 P.M.

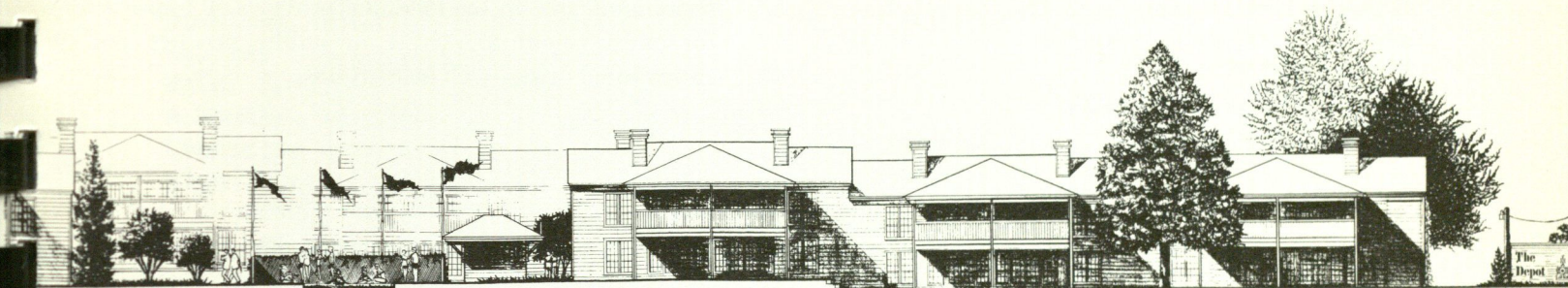
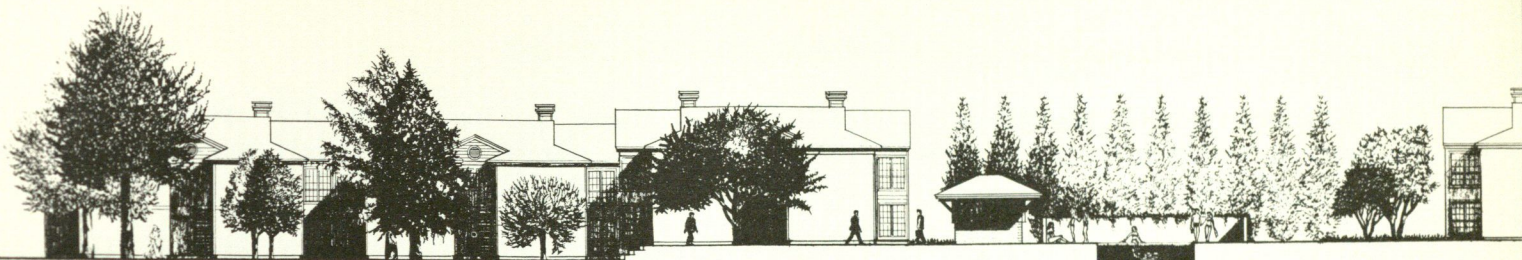
## Contemporary Landscape Architectural History and Theory

Few professions have undergone as many changes and have experienced as much growth as landscape architecture in the past fifty years. This class traces the changes which have taken place in that period of time. Included are site planning, environmental resource planning, large scale regional land planning, land planning and urban landscape design.

Monday 6:00 - 8:50 P.M.







## Landscape Architectural Professional Practice

As a professional a landscape architect provides services to a variety of clients. In order to do that requires an office organization, a product delivery system, a work flow process and a marketing, accounting and billing system. This class covers the basic elements of office organization, registration, legal and financial aspects of providing landscape architectural services.

Wednesday 6:00 - 8:50 P.M.

## Advanced Irrigation Design

With the advent of water shortages and new computer technology the irrigation industry has undergone dramatic changes. In order to more fully integrate irrigation design into the landscape design process this class will deal with computer assisted irrigation design, with new methods, materials and techniques and with the range of sophisticated options currently available and in use in landscape irrigation design. This is a class for professional landscape architects, irrigation designers and landscape contractors who have an interest in improving their irrigation capability.

Tuesday 6:00 - 8:50 P.M.

## Land Development Planning

In recent years land development planning has become an increasingly important aspect of professional practice. Maximizing the potential of each site, blending the final land use with the unique characteristics of each site while minimizing the harmful environmental impact requires the services of the landscape architect. This class provides an overview of current land development practices and gives the student the basic skills to make a contribution in a professional office or a governmental agency.

Tuesday - Thursday 6:00 - 7:20 P.M.

## Landscape Architectural Computer Applications

Probably no other tool in recent history has revolutionized professional design practice like the personal computer. It is used for marketing, contract administration, accounting, and the production of contract documents and presentation graphics. This class provides the student with skills in understanding current and future hardware and software applicable to the landscape architectural office. It gives skills in using the computer and in critically reviewing potential equipment and programs for use in individual offices. The student will get hands on experience in using a variety of current equipment and programs.

Thursday 6:00 - 8:50 P.M.

## For more information:

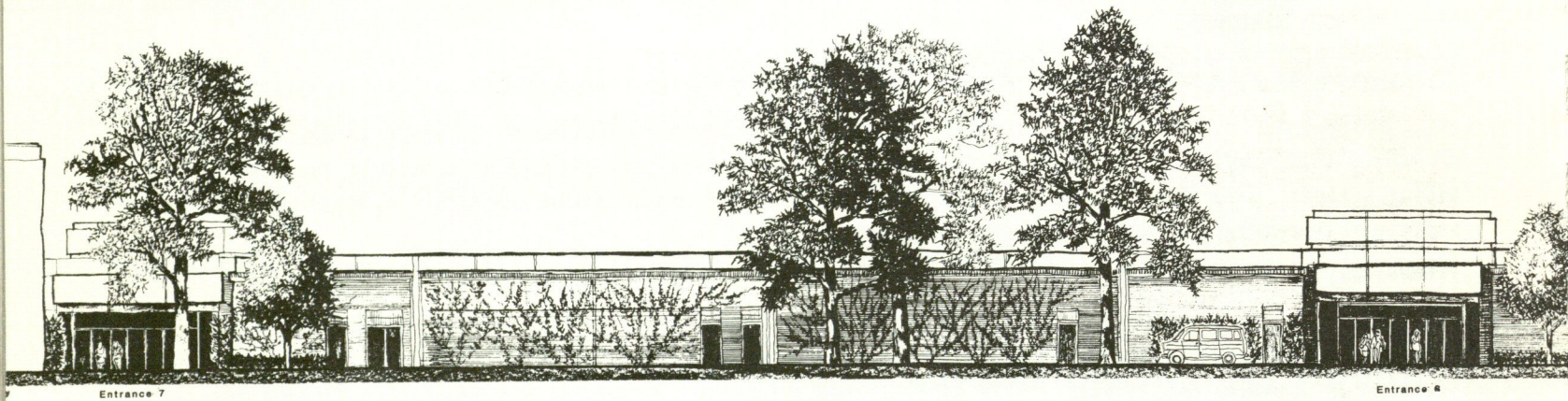
For Graduate School enrollment material or for additional information on any of these or other landscape courses, contact:

Landscape Architectural Program  
School of Architecture  
University of Texas at Arlington  
UTA Box 19108  
Arlington, Texas 76019-0108  
or call 817-273-2801

Please feel free to call for an appointment to discuss your situation, needs or background or to visit one of our design studios, classes or computer laboratories.

The Master of Landscape Architecture (MLA) is the terminal degree in the field and provides an opportunity for employment in private or public practice and in educational or research institutions.

CPS-12-89



Landscape Architecture Program  
School of Architecture  
University of Texas at Arlington  
UTA Box 19108  
Arlington, Texas 76019 - 0108  
817 - 273 -2801

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## LIST OF POSSIBLE THESIS TITLES

Wind Control in Landscape Design		
Teaching Landscape Architecture		
Community Landscape Ordinances		
Street Trees		
Community Appearance Improvement Programs		
Downtown Landscape Revitalization		
Rooftop Landscape Development		
Water Conserving Landscape Design		
A History of Texas Landscape Architecture		
Landscape Architecture of the Dallas/Ft. Worth Metroplex		
Significant Landscape Architectural Practitioners		
Arthur and Marie Berger		
Joe Lambert		
Richard Myrick		
Naud Barnett		
Appropriate Regional Landscape Design		
Computer Assisted Learning Programs for use in L.A. Education		
Landscape Development and the Urban Heat Island in Texas		
Solar Radiation Control in Texas Landscapes		
Native Texas Plantings in Landscape Design		
Highway Landscape Development in Texas		
Teaching Landscape Architectural Construction		
Appropriate Landscape Design for Different Texas Regions		
Human factors as Form Determinant in Texas Landscape		
The Spanish Landscape Legacy as a Form Giver for Texas Landscape Design		
Water Feature in Landscape Design		
Teaching Landscape Architectural Communications		
Using the Landscape to Create a Sense of Place: Genius Loci		
Landscape Design and Land Development Planning		
Computer Aided Site Planning		
Design Protocols of Site Planners		
Design Typologies Tools for Design Adaptation		
Computer & User Interface Techniques		
Conceptual Design Methods Towards a Computer Aided Design Process		
Fire As a Landscape Element		
The Role of Sculpture in Landscape Architecture		
Environmental Art--Is Christo Jost A Radical Landscape Architect		
Stewardship--Towards an Appropriate Environmental Ethic		
Post Modern Landscape Architecture		
A Pattern Language for the Landscape		
Geographic Information Systems: Planning or Design Tools		
Site Plan Review for Texas Municipalities		
Landscape as Micro Climate Control		
Climatic zone Comparisons of Landscape Architecture		
Environmental Impacts of Pro Formas		
Art & the Landscape		
Design Theory		
Native Communities and Design		
User Studies Applied to Design		
Historical American Urban Landscape Design		

LARC APPLICANTS - JUNE 1989

Name of Applicant	U/G degree School/Date	Grad degree School/Date	Teaching Experience	Work Experience	Possible UTA Teaching Assignment
Wayne Atkinson	BLA LA. State/82	None	None	7 yrs Dallas area	Construction Pro Practice (?)
Michael Fox	BLA Minnesota/78	MS Buffalo St/88	6 yrs/Bufalo Minnesota	5 years Planner	Design Studio
Dana Banks	BFA San Fran. St.	MLA 1989 U.Cal/Berkeley	Teach. Asst. Berkeley	1 yr. SWA Sausalito	Design Studio Communications
Frances Chamberlain	BA Spanish UT/Austin/70	MLA Virginia/80	2 yrs/Austin Guest Lect/4yr	6 years Houston/NYC	Design Studio Graphics (?)
Gail Gunter	BLA Utah St./67	MLA Michigan/72	8 years Colo/Ohio St	10 years Columbus	Design Studio Graphics
Rafee Hakky	Arch Engr. Damascus/81	MLA Ball St./85	4 yrs TA Ball State/VPI	2 yrs Blacksburg	Construction
Randle Harwood	BLA Guelph/87	MLA U/Mass /89	TA 2 years U Mass	3 yrs Part-time	Design Studio/ Computer Design/ Construction
Anne Hoover Henderson	BA History Goucher	MLA NC State MA Psychology MA Anthropol. Michigan	10 yrs/B.A.C. Oklahoma	10 yrs part-time	Design Studio Hist Preser. (?)
Ellen Makowski	BS Life Sci Illinois/71	MLA/Ph.D. Illinois	Illinois Iowa State	Kentucky	Research Methods Design Studio
Howard Partner	BA Art Knox/68	MLA NC State/86	part-time only	5 uears Raleigh, NC	Construction Design Studio
Lari Wester	BSLA Texas A&M	MLA Michigan	20 years Guelph		Graphics Design Studio
Michael Parkey	BA Psych. Oklahoma/74	MLA UTA/85	part-time UTA	2 years Dallas	Plant Materials Planting Design
Richard Rome	BLA LSU/68	MLA UTA/89	10 yrs Auburn	10 yrs Fla/Alabama	Design Studio
John Warbach	BSLA Mich St/69	MLA Berkeley/74 Ph.D MSU/89	12 yrs Syracuse/MSU	15 yrs part-time	Planting Design Graphics/Design
Dey Watts	BA Urban St. 1980	MLA VPI/85	minimal	Planning/2 yr Research/yrs	Research Methods Design (?)
Daniel Winterbottom	BFA Tufts/82	MLA HGSD/88	None	2 yrs/Boston Qunicy, Mass.	Design Studio Construction Graphics



ASLA

# Report of the Visiting Team

March 22, 1989

Landscape Architecture Accreditation Board  
American Society of Landscape Architects

Professor Gary O. Robinette, Director  
Landscape Architecture Program  
School of Architecture and  
Environmental Design  
Box 19108  
University of Texas at Arlington  
Arlington, TX 76019

AMERICAN  
SOCIETY OF  
LANDSCAPE  
ARCHITECTS  
4401 CONNECTICUT  
AVENUE N.W.  
FIFTH FLOOR  
WASHINGTON, D.C.  
20008-2302  
202 686-ASLA  
FAX 202 686-1001

Dear Gary:

Enclosed is the Technical Accuracy Review draft of the accreditation team report for the visit to your first professional MLA program held March 5-8.

Please review the draft for technical errors and note these on a copy of the report. Substantive comments should be addressed to the Board in a letter. The Board will use this information along with the team report and Self-Evaluation Report to make its decision.

The next LAAB meeting will be held this summer. We should have your response by April 15.

Please call me if you have any questions.

Sincerely,

Ronald C. Leighton  
Accreditation Manager

cc: Dr. Wendell H. Nedderman, President

Arlington, TX 76019

VISITING TEAM MEMBERS

Dr. E. Bruce MacDougall, Chair

Sally Schaubert

Craig Ritzland, ASLA

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# Report of the Visiting Team

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Landscape Architecture Accreditation Board  
American Society of Landscape Architects

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

Overall Analysis	Page 1
1. Program Objectives	Page 2
2. Governance/Administration	Page 2
3. Professional Curriculum	Page 3
4. Master's Level	Page 5
5. Faculty & Other Instructional Personnel	Page 6
6. Students	Page 7
7. Alumni	Page 8
8. Practice	Page 8
9. Relation to the University, the Community, and the Profession	Page 8
10. Facilities and Equipment	Page 8
11. Library	Page 9

## MASTER OF LANDSCAPE ARCHITECTURE INITIAL ACCREDITATION

LANDSCAPE ARCHITECTURE PROGRAM

SCHOOL OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

UNIVERSITY OF TEXAS-ARLINGTON

Arlington, TX 76019

VISITING TEAM MEMBERS

Dr. E. Bruce MacDougall, Chair

Professor Sally Schaumann

Craig Ritland, ASLA

UNIVERSITY OF TEXAS-ARLINGTON

Master of Landscape Architecture

Initial Accreditation Review

MARCH 5-8, 1989

PART I

FINDINGS AND RECOMMENDATIONS OF VISITING TEAM

Overall Analysis	Page	1
1. Program Objectives	Page	2
2. Governance/Administration	Page	2
3. Professional Curriculum	Page	3
5. Master's Level	Page	5
6. Faculty & Other Instructional Personnel	Page	6
7. Students	Page	7
8. Alumni	Page	7
9. Practitioners	Page	8
10. Relation to the University, the Community, and the Profession	Page	8
11. Facilities and Equipment	Page	8
12. Library	Page	9
Team Recommendations	Page	10

PART I

OVERALL ANALYSIS

The team found the strengths of this program to be its facilities and equipment, a most impressive group of part-time instructors, excellent relationships with practitioners in the local area, and an unusually energetic and entrepreneurial Director.

The two major weaknesses are an inadequate number of faculty, and insufficient autonomy to achieve the program's educational objectives. From these derive a number of other significant problems related to curriculum issues and professional preparation.

Readers should note that this report contains no "suggestions for improvement." This is because the visiting team spent almost all of its time dealing with issues relating to initial accreditation (and makes 12 recommendations concerning them). It is likely that, given more time, the team would have been able to make several suggestions for improvement.

1. Governance/Administration

Standard: The program shall have the authority and resources to achieve its educational objectives.

Assessment:

Met \_\_\_\_\_ Met With Weakness   X   Not Met \_\_\_\_\_

Rationale: A dominant concern in the Self-Evaluation Report and in almost all interviews of faculty, students, alumni and practitioners was the need for autonomy for landscape architecture.

Three kinds of authority were identified as necessary for a successful program: a separate budget, independence in faculty recruitment and compensation, and promotion and tenure review separate from the current process in the School of Architecture and Environmental Design (in which all members of the school review committees are architects).

UTA has a problem common in architectural schools with priority disciplines, in which a segment of the architectural faculty have a parochial view of these fields. It is well recognized in the school, and was described by one person interviewed as "architectural



PART II

ASSESSMENT OF STANDARDS

1. Program Objectives

Standard: The program shall have clearly stated professional and educational objectives that are appropriate to the profession of landscape architecture.

Assessment:

Met  Met With Weakness  Not Met

Rationale: The Self-Evaluation Report lists seven program objectives. Most of these are appropriate and well stated, but the team has serious concerns about objectives relating to Standard 5 (Master's Level) and to a lesser extent, Standard 3 (Professional Curriculum). These concerns are discussed more fully later in this report.

Recommendation Affecting Accreditation: Review and revise statement of program objectives.

2. Governance/Administration

Standard: The program shall have the authority and resources to achieve its educational objectives.

Assessment:

Met  Met With Weakness  Not Met

Rationale: A dominant concern in the Self-Evaluation Report and in almost all interviews of faculty, students, alumni and practitioners was the need for autonomy for landscape architecture.

Three kinds of authority were identified as necessary for a successful program: a separate budget, independence in faculty recruitment and compensation, and promotion and tenure review separate from the current process in the School of Architecture and Environmental Design (in which all members of the school review committee are architects).

UTA has a problem common in architectural schools with minority disciplines, in which a segment of the architectural faculty have a patronizing view of these fields. It is well recognized in the school, and was described by one person we interviewed as "architectural

chauvinism," and by another as "managed arrogance." Neither were landscape architects. Some students described grading practices by architectural faculty as discriminatory.

We view these concerns about autonomy as valid and serious particularly those related to faculty matters. We believe that landscape architecture is simply not administered as a discrete program.

Current faculty members and recent enrollments are so small that the usual institutional solution to such problems--the creation of a separate department--is quite impractical. Nevertheless, we view these issues as sufficiently serious that we recommend the formal delegation of some kinds of authority normally reserved for academic departments.

#### Recommendations Affecting Accreditation:

1. Provide a separate budget for landscape architecture within the school.
2. Assign to the program the responsibility for identifying faculty needs, and the authority to carry out searches and appointments equivalent to that now held by academic departments in the university.
3. Institute an arrangement where review of promotion and tenure is carried out by a group of peers not exclusively from architecture.

### 3. Professional Curriculum

**Standard:** The minimum professional practice content shall include:

Landscape Architecture History  
Professional Practice  
Landscape Planning, Design and Management  
Design Implementation

**Assessment:**

\_\_\_\_\_ Met      X   Met With Weakness    \_\_\_\_\_ Not Met

**Rationale:** The graduates of this program are apparently successful as measured by two criteria: (1) their success in passing the UNE, and (2) the number hired by local firms. Program graduates can take the UNE within months after graduation, and most correlate their educational objectives with passing the test (as indicated from alumni

survey results and team interviews). Since most students work in local offices while in school, it was difficult for the team to separate learning from work experience from that based on classroom instruction. It is not clear where alumni learned UNE material, or if the breadth of professional knowledge listed in this standard is covered in view of the constantly changing faculty, the discrepancies between syllabi and observed course contents, the lack of clear explanation of how courses are linked, and the small number of students available for interview by the team (five).

Specifically, the team noted that:

1. Syllabi are not current and course materials are often incomplete.
2. There is no evidence of course content coordination. Part-time instructors did not always know how their courses were linked to other courses, who taught linked courses, or what the content in the courses covered.
3. The professional practice course does not include public practice.
4. There is no consistent course evaluation procedure related to curriculum planning.
5. The SER description of course content, the syllabi, and the student's perception of what is taught in some basic courses do not agree. For example, LARC 5565, "Environmental Planning in Urban Regions" is the only course in the curriculum mentioning "environmental planning," and thus the one most likely to contain the "landscape planning" and "natural systems" portions required by this standard. The syllabus states that the "class will focus specifically on methods for making environmentally based land use decisions in an urban region, using computers as an analytical tool." The SER states that "methods and techniques of environmental analysis are covered" with no mention of computers. The SER description may fit with program objectives C and G, where analysis is downplayed. However, students and graduates characterize this course as design and none could specifically tell the inquiring team member what environmental analysis methods were covered. One student told the team that he/she chose a thesis topic in order "to learn about environmental factors in urban settings."

Recommendations Affecting Accreditation:

1. A consistent faculty group should review and revise the curriculum and bring it into clear compliance with the range of basic professional content in this standard.
2. Routinely update syllabi and ensure that they accurately described what is actually taught.
3. Ensure coordination and linkages between all classes, particularly those taught by part-time faculty.
4. Ensure that all courses are evaluated for their effectiveness.

5. Master's Level

**Standard:** A first-professional program at the Master's level shall provide, in addition to the Professional Curriculum (Standard 3) study in one or more of the areas advancing the knowledge or capability of the profession.

Assessment:

\_\_\_\_\_ Met      \_\_\_\_\_ Met With Weakness        X   Not Met

Rationale: Given the program objectives, school mission and regional resources, there are infinite opportunities to advance professional knowledge. To date, there is no evidence this standard is being met. For example:

1. The "Program Objective E" is "to train students how to initiate and conduct research dealing with the urban landscape, its elements and its users." There is no evidence this objective is being pursued in any class, including the research methods class (LARC5363), or in any faculty activity. The LARC 5363 class is a general overview of research and an introduction to proposal writing. There is no specific thrust into the scholarship or research techniques of urban design in this class or clearly evident in any other class.
2. The Self Evaluation Report states that the school's "singular mission is to become a school contributing the highest values of design, specifically urban related design." There is no evidence of faculty writing generally on this subject in the last five years and no evidence of faculty excellence in "urban related design" in any scholarly format such as awards for executed design, articles in refereed journals or published design theory or criticism.

3. There is no evidence that the student work cited in SER Section 5.4 or in the design theses reviewed is more advanced than the traditional level of practice in this region.

Recommendations Affecting Accreditation:

1. Review and confirm program objectives as research concentrations.
2. Institute appropriate instructional procedures to achieve the program objectives in the stated scholarly concentrations.
3. Require scholarly activities of all faculty including demonstrated excellence in executed design.

6. Faculty and Other Instructional Personnel

**Standard:** The qualifications, academic position and professional activities of faculty and other instructional personnel shall promote and enhance the academic mission of the program.

Assessment:

\_\_\_\_\_ Met      \_\_\_\_\_ Met With Weakness        X   Not Met

**Rationale:** The part-time instructors and the seasoned professionals returning for a MLA (in Program Path C) are doing an outstanding job in teaching, but together they and the two full-time instructors are not functioning as a program faculty, nor do they constitute together a minimum critical mass needed to sustain the program.

For example, no part-time faculty serve on school committees and interact with architecture and urban design faculty. Part-time instructors are neither readily available for thesis advising nor consistently accessible for professional career guidance. The full-time and part-time faculty do not meet regularly to discuss student progress, curriculum content or program objectives. There is no evidence of any special efforts such as dinner meetings, retreats, or other scheduled events to promote collaboration.

The team believes that it is doubtful that the minimum of three Full Time Equivalents is presently being met. Further, one of the full-time faculty does not have a Master's degree, and there is little evidence that this group represents a diversity of academic viewpoints and a balance of professional interests and experience encompassing teaching, research and practice.

Recommendations Affecting Accreditation: Ensure that there are at least three full-time faculty with appropriate credentials, diversity of viewpoints, and experience (without reduction in the part-time faculty).

7. Students

Standard: Program shall demonstrate that students are adequately prepared to pursue a career in landscape architecture.

Assessment:

X  Met      \_\_\_\_\_ Met With Weakness      \_\_\_\_\_ Not Met

Rationale: Students that were interviewed seemed mature and were positive about a career in landscape architecture. This attitude may be a result of exposure to a motivated, professional practice-oriented part-time staff.

Review of recent student work indicates a wide range of ability levels from good to poor, but with an acceptable average.

8. Alumni

Standard: Program shall provide evidence of professional accomplishments of alumni and their involvement in regular program evaluation.

Assessment:

X  Met      \_\_\_\_\_ Met With Weakness      \_\_\_\_\_ Not Met

Rationale: The program has only 17 first-professional degree graduates. It is commendable that each graduate has an up to date file, including a completed survey form and examples of professional work. Several of these graduates remain in the Dallas/Fort Worth area and maintain contact with one another. There is evidence that alumni maintain relations with UTA through visiting lecturers, exhibits, and other special events. Practitioners in the Dallas/Fort Worth area express satisfaction with graduates of the program.

9. Practitioners

Standard: Program shall provide for interaction with practitioners.

Assessment:

Met       Met With Weakness       Not Met

Rationale: The program has a remarkably good relationship with practitioners in the Dallas/Fort Worth area. Several local practitioners have been appointed as part-time faculty, and local offices are often involved with studio projects.

10. Relation to the University, the Community, and the Profession.

Standard: Program shall promote positive relationships with the university, community and program.

Assessment:

Met       Met With Weakness       Not Met

Rationale: Relationships within the university will grow with more quality collaborative projects such as the sculptural ensemble in Doug Russell Park. The project involved working jointly with the art department's Center for Research in Contemporary Art. There are several other examples of landscape architecture projects undertaken as community service.

There is an active (though very small) student chapter of the ASLA.

11. Facilities and Equipment

Standard: Facilities and equipment necessary for conducting professional studies shall be provided for all faculty, students and staff.

Assessment:

Met       Met With Weakness       Not Met

Rationale: The program is located within a relatively new building that houses the entire School of Architecture and Environmental Design. Studio and classroom facilities are excellent. There is a photography facility, a slide collection, model shop, computer lab, auditorium, and student lounge. The two full-time instructors have private offices and part-time secretarial services. All part-time faculty have office space with telephone service, and limited secretarial support.

12. Library

PART III

**Standard:** An accessible library collection shall be provided to support the program.

**Assessment:**

X  Met      \_\_\_\_\_ Met With Weakness      \_\_\_\_\_ Not Met

**Rationale:** A branch library is located in the same complex and the landscape architecture program, and includes a very good selection of appropriate materials. Less common documents are easily obtained through an excellent interlibrary loan system.



## PART III

### TEAM RECOMMENDATIONS

#### Recommendations Affecting Accreditation:

1. Review and revise statement of program objectives. (Standard 1. See also Recommendation 9.)
2. Provide a separate budget for landscape architecture within the school. (Standard 2)
3. Assign to the program the responsibility for identifying faculty needs, and the authority to carry out searches and appointments equivalent to that now held by academic departments in the university. (Standard 2)
4. Institute an arrangement where review of promotion and tenure is carried out by a group of peers not exclusively from architecture. (Standard 2)
5. A consistent faculty group should review and revise the curriculum and bring it into clear compliance with the range of basic professional content in this standard. (Standard 3)
6. Routinely update syllabi and ensure that they accurately describe what is actually taught. (Standard 3)
7. Ensure coordination and linkages between all classes, particularly those taught by part-time faculty. (Standard 3)
8. Ensure that all courses are evaluated for their effectiveness. (Standard 3)
9. Review and confirm program objectives as research concentrations. (Standard 5)
10. Institute appropriate instructional procedures to achieve the program objectives in the stated scholarly concentrations. (Standard 5)
11. Require scholarly activities of all faculty including demonstrated excellence in executed design. (Standard 5)
12. Ensure that there are at least three full-time faculty with appropriate credentials, diversity of viewpoints, and experience (without reduction in the part-time faculty).