



Advocating, advancing, and evaluating quality education in Landscape Architecture

Kristopher Pritchard
Accreditation and Education
Programs Manager

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Jun-Hyun Kim, Ph.D., ASLA, APA
Program Director and Associate Professor
School of Planning, Design, and Construction
Michigan State University
East Lansing, Michigan 48824

Dear Dr. Kim:

The Landscape Architectural Accreditation Board (LAAB) at its July 13-14, 2018 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional BLA degree at Michigan State 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 June 30, 2024. Accordingly, the BLA program is next scheduled for a review during the spring of 2024.

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

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 Brooks". The signature is fluid and cursive, with a horizontal line extending to the right.

Kenneth Brooks, FASLA, FCELA
LAAB Chair

Enclosure

cc: John Engler, President

**Michigan State University
BLA Program
LAAB Meeting
July 13-14, 2018**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. The program must have a long-range plan that aligns with the School's, College's, and University's plan. This team recommends this plan be written and adopted at the program and School levels, and reviewed within a three-year period (Standard 1).
2. The faculty should identify opportunities for increased formal instruction in digital media and the inclusion of a curricular thread of digital media (representational theory and process-oriented technique) throughout the studio and construction sequences (Standard 3).
3. The method and metrics of curriculum evaluation should be established so that they conform to university policy and contribute to the program's learning goals (Standard 3).
4. As mentioned in the previous standard, most of the graduates are lacking entry-level competency in computer software that has been part of landscape architecture practice for well over a decade. Teaching and imbedding digital media into the curriculum should be an immediate priority for the program (Standard 4).
5. The program should be equipped with tools to provide instruction to the students on the use of current and emerging computer software tools (Standard 7).