



Advocating, advancing, and evaluating quality education in Landscape Architecture

Ron Leighton
Accreditation Manager

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Professor Greg Coyle, ASLA
College of Environment and Design
609 Caldwell Hall
University of Georgia
Athens, GA 30602-1845

Dear Professor Coyle:

The Landscape Architectural Accreditation Board at its February 24-25, 2012 meeting granted accreditation to the course of study leading to the first professional BLA 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 December 31, 2017. Accordingly, the BLA program is next scheduled for a review during the fall of 2017.

In making its decision, the 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,

Mary Myers, ASLA
LAAB Chair

Enclosure

cc: Dr. Libby Morris, Senior Vice President/Vice Provost
Daniel J. Nadenicek, ASLA, Dean

**University of Georgia
BLA Program
LAAB Meeting
February 24-25, 2012**

Summary of Recommendations and Suggestions

A. Recommendations Affecting Accreditation

1. It is highly recommended that a thorough review be done on the new facility and measures taken to insure compliance with the letter and spirit of ADA prior to completing construction (Standard 7).

B. Suggestions for Improvements

1. Update the mission of the program to reflect strengths and special qualities that makes the program unique (Standard 1).
2. Continue with current efforts and further explore means and ways of ensuring consistency of student achievement to increase competitiveness of the program (Standard 3).
3. Explore means and ways of ensuring consistency of student achievement to increase competitiveness of the program (Standard 4).
4. Although most of the recent tenure-track faculty have been benefiting from active mentoring from the Dean and the guidance from the Promotion and Tenure Committee, it may be beneficial to establish a formal mentoring program that institutes a senior faculty member other than the Dean or Promotion and Tenure Committee (Standard 5).
5. Explore additional opportunities to exhibit and display its outreach and service-learning activities and accomplishments in the campus and the communities for greater public visibility and recruitment (Standard 6).