



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

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Ron Leighton  
LAAB Administrator

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Professor Ron Henderson, FASLA, Chair  
Department of Landscape Architecture  
The Pennsylvania State University  
121 Stuckeman Family Building  
University Park, PA 16802

Dear Professor Henderson:

The Landscape Architectural Accreditation Board at its July 26-27, 2013 meeting granted initial accreditation for six (6) years to the course of study leading to the first professional MLA degree at the Pennsylvania State University. This status is subject to review of a satisfactory progress report (including examples of student work) to be submitted by July 1, 2016 and annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends June 30, 2019. Accordingly, the MLA program is next scheduled for a review during the spring of 2019.

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, FASLA  
LAAB Chair

Enclosure

cc: Dr. Rodney A. Erickson, President

**Pennsylvania State University  
MLA Program  
LAAB Meeting  
July 26-27, 2013**

**Summary of Recommendations and Suggestions**

**A. Recommendations Affecting Accreditation:**

None

**B. Suggestions for Improvement:**

1. Develop a more clearly defined and concise mission statement with updated goals and objectives which also distinguishes between the BLA and MLA programs and clarifies each program's purpose and goals (Standard 1).
2. Further enhance the autonomy and governance of the program with a clearly defined administrative structure (Standard 2).
3. Explore possible ways for faculty to obtain credit for advising students in their capstone project (Standard 3).
4. Clearly define the direction and goals of the centers as venues for public outreach and student education (Standard 6).
5. Explore ways to improve IT support to better align with the uniqueness, variety and complexity of the program's hardware and software needs (Standard 7).