



Advocating, advancing, and evaluating quality education in Landscape Architecture

Ron Leighton
LAAB Administrator

February 20, 2014

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Maria Bellalta, Head
School of Landscape Architecture
Boston Architectural College, Room 210
320 Newbury Street
Boston, MA 02115

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Dear Professor Bellalta:

The Landscape Architectural Accreditation Board at its February 8, 2014 meeting granted accreditation to the course of study leading to the first professional BLA degree at the Boston Architectural College. 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, 2019. Accordingly, the BLA program is next scheduled for a review during the fall 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,

Karen Hanna-Towne, FASLA
LAAB Chair

Enclosure

cc: Dr. Ted Landsmark, President

**Boston Architectural College
BLA Program
LAAB Meeting
February 8, 2014**

Summary of Recommendations and Suggestions

Recommendations Affecting Accreditation

1. The LA Program head should continue to work with the Practice head to assure that the LA program's student learning outcomes are expressed in complimentary fashion within the 'practice" components of the curriculum (Standard 2)
(The inclusion of a landscape architect among the "practice evaluators" is critical to effectively implementing this recommendation.)

Suggestions for Improvements

1. With the launching of the revised curriculum in fall 2013, the program should institute a regular and systematic review process aimed at measuring its success. (Standard 1)
2. The program should work to improve the range and quantity of professional practice opportunities available to students through the "concurrent practice" components of the program (Standard 4).