



Advocating, advancing, and evaluating quality education in Landscape Architecture

Kristopher Pritchard
Accreditation and Education
Programs Manager

March 28, 2018

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Esther Margulies, ASLA
Associate Professor and Interim Director
Graduate Program in Landscape Architecture + Urbanism
USC School of Architecture
University of Southern California
Los Angeles, California

Dear Professor Margulies:

The Landscape Architectural Accreditation Board (LAAB) at its February 16-17, 2018 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at University of Southern California. This status is subject to review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. As stated in the LAAB Accreditation Standards (page 16), the grant of accreditation will begin from the originally scheduled review date regardless of any rescheduling of the program's site visit. Therefore, the six-year period of accreditation ends December 31, 2022 due to the one year delayed visit. Accordingly, the MLA program is next scheduled for a review during the fall of 2022.

In making its decision, 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). 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".

Kenneth Brooks, FASLA, FCELA
LAAB Chair

Enclosure

cc: C.L. Max Nikias, President

**University of Southern California
MLA Program
LAAB Meeting
February 16-17, 2018**

SUMMARY OF RECOMMENDATIONS

Recommendations Affecting Accreditation

1. Develop a clear, concise, and measurable set of program-level learning outcomes, alongside a more structured and systematic plan for assessing teaching and learning (in individual courses, co-curricular activities, and the curriculum as a whole), in achieving the program's learning outcomes (Standard 3).

2. The coursework addressing construction & design implementation should be expanded or reworked to more synthetically address how design implementation is facilitated via a coordinated set of contract drawings/documents (i.e. students should be able to complete a set of coordinated drawings, including at least the traditional grading & drainage plan, layout plan, planting plan, and construction details w/ materials specs & coordinating notes) (Standard 3).