



Advocating, advancing, and evaluating quality education in Landscape Architecture

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Accreditation and Education
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Scheri Fultineer, ASLA
Program Head
Department of Landscape Architecture
2 College Street
Rhode Island School of Design
Providence, Rhode Island

Dear Professor Fultineer :

The Landscape Architectural Accreditation Board (LAAB) at its February 5-6, 2016 meeting granted accreditation for a period of six (6) years to the course of study leading to the first professional MLA degree at Rhode Island School of Design. 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, 2021. Accordingly, the MLA program is next scheduled for a review during the fall of 2021.

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) and considerations for improvement. 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 black ink, appearing to read 'Gary Kesler', is written over a light gray rectangular background.

Gary Kesler, FASLA
LAAB Chair

Enclosure

cc: Rosanne Somerson, President

**Rhode Island School of Design
MLA Program
LAAB Meeting
February 5-6, 2016**

SUMMARY OF RECOMMENDATIONS AND CONSIDERATIONS

Recommendations Affecting Accreditation

1. Additional administrative support is necessary for program administration, both at the faculty level and the administrative support level. The Department should determine the most effective way to configure the responsibilities of faculty and staff personnel to accomplish this (Standard 2).
2. The successful completion of the two currently planned searches is imperative (Standard 2).
3. Recommend that additional office, storage, and research space be provided to faculty and staff in order to reduce overcrowding; provide privacy for student consultation, research, and class preparation; secure storage space for teaching and research materials; and space to conduct research by faculty and students (Standard 7).

Considerations for Improvements

1. Consider developing objectives that provide elaboration for how the goals of the program are, and will continue to be, met (Standard 1).
2. Consider ways in which advanced digital applications can be integrated more formally into the existing curriculum (Standard 3).
3. Consider encouraging students to form a student ASLA chapter (Standard 4).
4. The two planned searches should be underway by the end of the current semester. After those successful appointments additional full time faculty would enhance the student experience and provide the student interaction, mentoring and support required on an ongoing basis. The expertise of the appointments for the current searches would determine the areas of expertise necessary to supplement and meet the comprehensive needs of the program (Standard 5).
5. Consider inclusion of additional information on the alumni registry: professional activities such as presentations at the ASLA Annual Meeting or state ASLA chapter conferences, articles in juried periodicals or *Landscape Architecture* magazine, and significant professional accomplishments or recognition (Standard 6).
6. Consider keeping a detailed list of program activities that engage alumni and practitioners that includes student career advising events, lecture series, and continuing education opportunities. Include date and type of event, names of alumni/practitioner, and number of student attendees (Standard 6).

7. Consider a formal program advisory board that could provide a platform for discussion on curriculum review and development, a basis for fund raising, internship opportunities, licensure and continuing education (Standard 6).