

EDUCATION

(1980, R2001, R2006, R2009, R2024)



Policy Statement

The American Society of Landscape Architects recognizes all forms of education as critical to advancing the practice and profession of landscape architecture.

ASLA supports:

- educating and training students through accredited landscape architecture programs to develop competence to protect health, safety, and welfare through design
- diversity, equity, and inclusion in the student body, faculty, and profession
- engaging all voices, unique ideas, and perceptions to inform professional practice so that the profession remains socially relevant
- preparing emerging professionals for licensure and professional practice through mentorship and supervised practical experience
- providing meaningful ongoing training and continuing education at a professional level;
- research to improve knowledge, approaches, and technology
- introducing the profession to prospective landscape architects at all age levels

Justification

The landscape architecture profession's core knowledge and skills are attained, developed, and nurtured over a lifelong learning continuum, including both formal and informal endeavors. The application and growth of the profession's knowledge base is essential to protect public health, safety, and welfare. The outcomes of our future depend upon not only the evolution of the profession through collaboration but also the exchange of knowledge and skills to the next generations of landscape architects.

Issue

Education is essential to the profession and is a lifelong endeavor. Landscape architecture integrates science, technology, engineering, and math (STEM) with design and the creative arts to encompass both diverse theoretical knowledge and specific technical skills.

Accredited programs in landscape architecture are critical to the development of licensed professionals who have the knowledge and skills necessary to protect public health, safety, and welfare. Students can access diverse undergraduate and advanced degrees from accredited programs in landscape architecture. Most programs maintain a unique identity while covering a wide breadth of topics including ecology, history, social sciences, art, humanities, and related STEM disciplines. A diverse faculty and student body contributes greatly to developing and disseminating knowledge, skills, and insight. The periodic review and evolution of accreditation standards will advance the quality of these formal education standards.

Mentorship and supervised practical experience complement formal academic education and help prepare candidates for licensure and professional practice. Mentorship is particularly valuable both as part of academic programs and during the early years of professional work. Supervised practical experience is a requirement for licensure in all 50 states and the District of Columbia.



Ongoing professional education opportunities, including continuing education post-graduation, ensure that the profession keeps current with advanced technology and practices. Continuing/ongoing education—often required for licensed professionals—entails continuing education/professional development hours, certifications, training, and other advanced credentials that encourage a diverse, broad, and cross-disciplinary approach.

Landscape architects conduct and utilize multiple types of research to expand the profession's body of knowledge, technology, and expertise to ensure that landscape architects are technically and intellectually equipped to meet the challenges of the 21st century. By collaborating with other professions and partnering with universities, public entities, and organizations, landscape architects adapt relevant information, concepts, and methods from the arts, sciences, and humanities to apply to current and emerging areas of professional practice.

Strengthening and diversifying the pipeline is important to the profession, including building partnerships and collaborations with groups that prioritize PreK-12 education, diversity, equity and inclusion, and STEM. Building strong community relationships, developing quality PreK-12 outreach, and partnering with educators and skilled professionals are all critical to growing a profession that is representative and reflective of all communities.

Resources

"Landscape Architecture is a STEM Discipline". American Society of Landscape Architects white paper. <https://www.asla.org/ContentDetail.aspx?id=57146>

LAAB Accreditation Standards 2021.
https://www.asla.org/uploadedFiles/LAAB_ACCREDITATION_STANDARDS_SEPTEMB ER2021.pdf

Landscape Architecture Continuing Education System (LA CES)
<https://laces.asla.org/>

Note

This policy serves as the preamble to a group of policies on education that includes accreditation, research, and professional development, all integral elements of the Society's policy on education.