

## ACCREDITATION (2001, R2024)



### Policy Statement

The American Society of Landscape Architects supports accreditation of landscape architecture programs at institutions of higher learning that:

- integrate the teaching of science, technology, engineering, and mathematics within the landscape architecture curriculum
- prepare students upon graduation to enter the profession, pursue licensure, and ultimately practice as landscape architects
- enhance the body of knowledge and helps the profession meet emerging challenges
- support the pedagogical differences and regional characteristics that are important to the identity of individual academic programs

The Society also encourages consistent classification of landscape architecture programs through the National Center of Educational Statistics, using landscape architecture's corresponding Department of Education Classification of Instructional Programs (CIP) code – 04.0601.

### Justification

The Landscape Architectural Accreditation Board (LAAB) develops standards that govern academic programs offering degrees in landscape architecture. These standards reflect the current state of the profession and help to define the future of the profession. Accredited educational programs teach the core knowledge and skills necessary for students to become landscape architects and prepare students to creatively solve problems that protect the health, safety, and welfare of the public.

### Issue

Accreditation defines a uniform core body of knowledge and accurately measures the effectiveness of its application. Each program is evaluated on the basis of LAAB standards.

Accreditation articulates the core knowledge and skills necessary to become a landscape architect and identifies important issues related to the continued growth and viability of the profession. Landscape architecture is inherently a science, technology, engineering, and mathematics (STEM) discipline that incorporates art, culture, and social aspects in the planning and design of sites where people live, work, and play. This core body of knowledge and skills is periodically reevaluated and evolving to reflect new knowledge, tools, skills, and issues that keep the programs current and relevant.

Per the LAAB:

“Accreditation is a non-governmental, voluntary system of self-regulation. Its core is the concept of self-evaluation. The Landscape Architectural Accreditation Board (LAAB) accreditation process evaluates each program on the basis of its stated objectives and compliance to externally mandated minimum standards. The program conducts a self-study to evaluate how well it is meeting its educational goals. LAAB then provides an independent assessment, which determines if a program meets accreditation requirements. Programs leading to first professional degrees at the

bachelor's or master's levels in the United States are eligible to apply for accreditation from LAAB.”



**Resources**

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

“Becoming a Landscape Architect.” Accreditation and Landscape Architectural Accreditation Board (LAAB). <https://www.asla.org/accreditationlaab.aspx>

LAAB Accreditation Standards 2021.  
[https://www.asla.org/uploadedFiles/LAAB ACCREDITATION STANDARDS SEPTEMB ER2021.pdf](https://www.asla.org/uploadedFiles/LAAB_ACCREDITATION_STANDARDS_SEPTEMB ER2021.pdf)

United States Department of Education Classification of Instructional Programs.  
<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87970>

**Note**

This policy is one of an integrated group of policies on education issues.