



ASLA

ACCREDITATION (R2001)

Policy Statement

The American Society of Landscape Architects encourages institutions of higher learning that offer degree programs in landscape architecture to offer a high quality academic education, thus enhancing the body of knowledge, strengthening the profession and helping the profession meet emerging challenges through the application of accreditation standards in the context of the adopted educational philosophy of the institution.

Rationale

Accreditation plays a crucial role in shaping the profession, both now and in the future. The standards that are set and maintained for academic institutions that offer degree programs in landscape architecture define the profession and how others (the public, clients, allied professionals and decision-makers) see the profession. These educational programs articulate the core knowledge and skills necessary for students to become a landscape architect and identify the important issues related to the continued health and viability of the profession.

Accreditation defines a uniform core body of knowledge and accurately measures the effectiveness of its application. The definition should acknowledge and protect the pedagogical differences and regional characteristics that are important to the identity of individual academic programs. Accordingly, each program should be evaluated on the basis of compliance to minimum externally mandated standards and also the accomplishment of its stated objectives as reflected in the institutional mission.

Accreditation should articulate the core knowledge and skills necessary to become a landscape architect and identify the important issues related to the continued health and viability of the profession.

Accountability should be assured through consistent, clear and coherent communication to the public and the higher education community about the results of educational efforts, confirming that those standards are met by regularly assessing input and outcomes through the accreditation process.