Abstract
Studies conducted over the past eight years (Carpenter, 1999; Schach, 2001; COE, 2003, 2006) suggest and confirm that the profession of landscape architecture is growing at a rate well below that needed to meet expected demand. Professionals and the ASLA (Caughey, 2006) have challenged the practice and academic communities to accelerate the expansion of existing programs and the creation of new programs to address the shortfall. To understand the current models of landscape architecture education, the ASLA Council on Education distributed a survey in May 2008 to all programs that offer degrees or certificates in landscape architecture addressing existing conditions and emerging trends in landscape architecture education; nomenclature; and, methods of courses delivery. The survey requested data on program focus and mission; credit hours for completion; new curriculum initiatives; off-campus educational opportunities; distance learning; and, areas of practice pursued by graduates. This report summarizes the survey results, providing a baseline for future understanding of how educational models contribute to growth of the profession.
INTENT
The Council on Education’s 2006 paper on Growing the Profession quantified the long discussed potential shortfall of landscape architects and identified the need for greater understanding of the models for delivery of landscape architecture education. This paper addresses that need with a report on the current and developing models of landscape architecture education. Answering the demand for more landscape architects requires knowing existing conditions and emerging trends; having a shared understanding of the nomenclature of degrees; and, knowing how programs are delivered. To collect this information, the COE surveyed all academic programs that offer degrees or certificates in landscape architecture and/or environmental design in May 2008. Forty-five schools participated in the survey, representing 55 programs. They represent 62% of the 89 programs surveyed. The complete survey is contained in Appendix A. The schools surveyed and those that responded are listed in Appendix B.

This paper is intended to inform rather than prescribe actions or define responses. Although accreditation standards provide a framework of fundamental skills and knowledge expected of all landscape architecture professional programs, the manner in which the material is delivered; the nomenclature of the degrees offered; and, the specializations and enrichment opportunities provided differ widely. The Landscape Architecture Body of Knowledge report articulates where and when practitioners expect graduates to attain competency and mastery of particular knowledge; however, there is no known correlation of these expectations to program course offerings. The COE is using the information collected in this study to identify trends and changes. It is hoped that existing and potential academic programs will use the information to initiate discussion and inspire improvement and that practicing professionals will learn more about current models of education as we collectively work to meet the growing demand for landscape architects.

CURRENT PROGRAMS AND NOMENCLATURE
Description of Programs: Accreditation
The Landscape Architecture Accreditation Board accredits 44 undergraduate programs in the United States. The Canadian Society of Landscape Architecture Accreditation Council accredits one in Canada. Thirty-six masters programs in the United States are accredited by LAAB. Five masters programs are accredited in Canada. There are eighteen Ph.D. programs related to landscape architecture in the United States and Canada, and four programs offer a Ph.D. in landscape architecture.

Three programs have been granted candidacy status and are in the process of developing landscape architecture programs:
Boston Architectural College (BLA)
City College of New York (MLA)
Clemson University (MLA)
Design Arts College, Tucson (BSLA)
Florida International (BLA)
Philadelphia University (BSLA)
University of Southern California (MLA)

Two schools are in the initial planning stages of developing new MLA programs:
University of Maryland
University of Tennessee

The following schools have programs eligible for candidacy or initial accreditation:
University of California, Berkeley (BSLA)
Illinois Institute of Technology (MLA)
Puerto Rico Polytechnic University (MLA).
Several programs are being considered for development:
Arizona State University (MLA)
University of Arizona (BLA)
University of Hawaii (MLA)
Montana State University (MLA)
University of Nebraska (BLA)
Penn State University (MLA)
Washington State University (MLA)
Washington University, St. Louis (MLA)

There are two certificate programs not associated with accredited programs that are not eligible for accreditation: UCLA, Extension, and UC Berkeley, Extension.

Description of Programs: Nomenclature
Landscape architecture education is offered through four academic tracks: certificates, undergraduate degrees, master’s degrees and doctoral degrees. Undergraduate degrees are further defined by their status as a Bachelor of Science or a Bachelor of Landscape Architecture. Master’s degrees are offered as first or second professional Master of Landscape Architecture degrees and as a Master of Science degree.

Certificates and Minors
Three of the respondents indicated that they offer a landscape architecture certificate, two at the undergraduate level and one at the masters. One additional program indicated that they offer an environmental design degree.

Undergraduate
Undergraduate degree programs either accept students directly into a landscape architecture degree program or admit them after preliminary general university education or common design education.

Table 1 Programs Offering Undergraduate Landscape Architecture Degrees

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSLA, accredited</td>
<td>9</td>
</tr>
<tr>
<td>BSLA, non-accredited</td>
<td>2</td>
</tr>
<tr>
<td>BLA, accredited</td>
<td>17</td>
</tr>
<tr>
<td>BLA, non-accredited</td>
<td>1</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>29 44</td>
</tr>
</tbody>
</table>

Masters
Twenty-two of the responding 27 masters programs are free-standing programs that require a bachelor’s degree for admission. Three of the responding programs offer a post-baccalaureate degree tied to a baccalaureate degree such as a MLA degree that follows a four year environmental design degree. Two programs offer a non-baccalaureate MLA degree that begins with undergraduate education but does not offer a baccalaureate degree.
Table 2 Programs Offering Masters Landscape Architecture

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA, non-accredited</td>
<td>1</td>
</tr>
<tr>
<td>MLA first professional degree, accredited</td>
<td>18</td>
</tr>
<tr>
<td>MLA first professional degree, non-accredited</td>
<td>2</td>
</tr>
<tr>
<td>MLA post professional degree, accredited *</td>
<td>4</td>
</tr>
<tr>
<td>MLA post professional degree, non-accredited</td>
<td>2</td>
</tr>
<tr>
<td>Total Masters</td>
<td>27 41</td>
</tr>
</tbody>
</table>

*although MLA post professional degrees are not accredited, some programs report them as such if they also offer an accredited MLA first professional degree

Doctoral
Three schools in the United States offer a Ph.D. in landscape architecture and all responded to this survey. Eighteen schools offer Ph.D. programs with an emphasis in landscape architecture one responded to this survey.

Description of Programs: Focus and Mission
Each program was asked to describe their program with keywords and to provide a copy of their mission statement. A summary of the program foci is provided below and a complete list of the keywords provided is located in Appendix C. Copies of the mission statements are contained in Appendix D, Landscape Architecture Program Mission Statements.

Certificates and Environmental Design Degrees
None of the respondents included a description of their program or a copy of their mission statement.

Undergraduate
Thirteen of the twenty-nine (49%) responding undergraduate program listed sustainability or ecological design as a focus of their program. Eight of the programs (28%) include reference to preparation for professional practice in their description. Seventeen respondents included the word design in their description.

Masters
Several foci are common among the master’s programs’ mission statements:
- Sustainability or ecological design was listed by twenty of the twenty-seven (74%) responding master’s programs.
- Urbanism/urban environments was identified by one half of the respondents.
- History is an identified focus of four programs.
- Research is a focus of five responding programs.
- Theory was included in the key words of three programs.

Unique terms included: human centered design, children environments, ecological design, environmental justice, multi-disciplinary, site readings, modern landscapes, adaptations to climate change, aesthetics and design of polluted landscapes, cross-disciplinary, under-represented populations and student leadership.
All but two of the programs listed keywords specific to types of practice and scales of projects to describe their programs. The two not listing foci described their programs in terms of specific skills and preparation for practice.

**Doctoral**

Two of the three responding doctoral programs in landscape architecture indicated that their specializations are:

- History and theory; social and cultural factors in design; environment and technology.
- Research competence in theory, methods, history and traditions of design, urban planning and environmental design.

The one responding program offering a doctoral degree with a landscape architecture focus addresses environmental research and analysis through an interdisciplinary academic program emphasizing spatial interactions between humans and the biophysical environment.

**Program Delivery and Curricula**

**Time and Credits Required**

Respondents were asked to report the number of credits required for degree completion but were not asked to identify whether their program is on a quarter or semester system. As a result, the following results only report the number of credits required and are not weighted to reflect the academic structure.

**Certificates and Environmental Design**

The number of credit hours required for completion of the certificates three reported programs are 6, 20 and 90, reflecting the diversity and program specific intent of each.

**Undergraduate**

Years required for completion in the twenty-nine responding undergraduate programs is divided, 44.8% (13) require four years and 55.2% (16) require five years.

The average number of credit hours required to complete undergraduate degrees is 145 with the 191 being the highest number of required credit hours and 120 the lowest. Three programs believe that the required number of credit hours for their program will decrease in the next five years. Most (20) believe that credit hour requirements will remain the same. No programs indicated that required credit hours will increase in the next five years.

**Masters**

The average number of credit hours required to complete the masters degree is 77; however, the number of required credit hours ranges from 120 to 36. The broad range in responses seems to reflect the various definitions of “required credit hours” employed by universities. A graduate school program of study may be 36 hours but the degree will require proficiency or skill-development coursework. It is probable that the program reporting 120 required credit hours included all leveling courses as well as advanced study hours.

Only one responding program believes that the number of required credit hours will decrease in the next five years and just two anticipate an increase in credit hours. Most (21) believe the required credit hours will remain the same. One program reported a substantial change in credit hours: the required 96 credit hours for the first professional MLA degree was reduced to 78 credit hours commencing immediately in the next academic year of 2008-2009.
Curriculum Initiatives
Programs were asked to report content that has been dropped from their curriculum during the last three years.

Undergraduate
Undergraduate programs reported some reorganization and consolidation of classes as well as shifting of content. Within this two areas of change were specifically identified: Two programs reported dropping plant material from their curriculum and two reported dropping hand drawing classes.

Eighteen undergraduate programs reported new curriculum initiatives undertaken in the last three years. This is three times the activity reported related to dropping content. Their reports revealed two themes in course content changes: the addition of ecological and hydrological design and the addition of digital modeling and representation. Some reported very specific and unique changes: One program has developed a competition studio; another reported a housing studio with green dimensions.

Masters
Individual changes noted by graduate programs focused on new delivery models in studio/field study/seminar arrangements and increased digital representation and computer skills content. Two programs indicated that they have revised/added an internship program.

Independent Projects and Theses
Undergraduate
Undergraduate expectations for independent or capstone projects were reported as:
  Independent project  19
  Group              1
  No capstone       6

Masters
Of the twenty-seven responding programs, seventeen require a thesis, thesis project or other independent effort while such an effort is optional for six. Of the seventeen with an independent effort requirement, fourteen programs include a thesis in their options for required work although only six of the respondents require all students to complete a thesis or thesis project meeting university-wide Graduate School standards. Figure 1 illustrates the range of final products required by master's programs.
Figure 1 Required Final Work for Masters Students

![Pie chart showing distribution of final work types for Masters students.]

**Required Final Work for Masters Students**
Percentage of Students Completing Each Type

- Thesis meeting graduate school standards
- Thesis project and report meeting graduate school standards
- Thesis project
- Final independent design project
- Other
- Master's thesis

**Distinctive Educational Experiences**
Programs were asked to report on distinctive educational experiences such as study abroad and internships.

**Table 3 Distinctive Educational Experiences**

<table>
<thead>
<tr>
<th></th>
<th>Number of Programs Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>29 reporting of 48 surveyed</td>
</tr>
<tr>
<td>Required Study Abroad</td>
<td>4</td>
</tr>
<tr>
<td>Elective Study Abroad</td>
<td>21</td>
</tr>
<tr>
<td>Summer Internship Required</td>
<td>7</td>
</tr>
<tr>
<td>Summer Internship Elective</td>
<td>15</td>
</tr>
<tr>
<td>Semester Internship Required</td>
<td>3</td>
</tr>
<tr>
<td>Semester Internship Elective</td>
<td>11</td>
</tr>
<tr>
<td>Semester/Summer Internship Required</td>
<td>2</td>
</tr>
<tr>
<td>Semester/Summer Internship Elective</td>
<td>13</td>
</tr>
</tbody>
</table>

Other educational opportunities noted by individual masters programs included: interdisciplinary studios, travel studio, dual degrees, a community charrette and strong elective courses across campus.
Certificates and Minors in Other Disciplines
Undergraduate students often have access to a wide range of certificate programs. Undergraduate landscape architecture programs reported that the certificates or minors most frequently completed by their students are:

- Biology
- Community/City and Regional Planning (5)
- Cultural Heritage
- Ecological Architecture
- Geography
- Historic Preservation (2)
- Horticulture (2)
- Museum Studies
- Natural Resources Environmental Studies (2)
- Preservation and Regionalism
- Regenerative studies
- Real Estate Development
- Town Design
- Urban Design
- Wildlife Management

Several landscape architecture programs also offer certificates and minors to students outside of landscape architecture majors. These include:

- Environmental Ethics
- Historic Preservation (2)
- Landscape Architecture (9)
- Landscape Design
- Landscape Studies (3)
- Planting Design to Horticulture Students

Distance Learning and Online Support
Programs were asked to report on their use of distance learning. Distance learning refers to classes offered online. Students may be on campus or in another location and typically do not have any face-to-face meetings. Online support for classes allows faculty to serve course information, exams and discussions online for classes that have on-campus locations.

Undergraduate
Thirty-nine percent of those who responded indicated that they utilize some form of online education technology. Three programs have curricula that require courses offered only through distance education. In general, responses indicate that online education is being used to support the majority of on-site classroom work but programs are in the initial stages of determining how they might use distance learning as a stand alone component in the curricula.

Graduate
Two of the 24 programs responding indicated that their curricula include required courses offered only through stand alone distance education. In response to a question asking how online education has increased the program’s capacity, in program indicated that it enables them to serve students at multiple locations and to benefit from knowledge and expertise of faculty at other institutions and locations as well enabling them to have viable enrollment numbers. However, similar to undergraduate programs, most graduate programs are just beginning to determine how they can utilize distance education.
AREAS OF PRACTICE PURSUED BY GRADUATES
The current and anticipated shortfall of landscape architecture professionals in all areas of practice led the COE to seek information on the areas of practice pursued by graduates over the last five years. Figure 2 illustrates the career choices of graduates over the last five years.

Figure 2 Percentage of Graduates Pursuing Areas of Practice

The magnitude of graduates pursuing specific areas of practice can be estimated by applying the reported career paths of graduates (Figure 2) with the student enrollment by degree reported in the Growing the Profession survey. Respondents to that survey indicated that 83% of the degree-seeking students are undergraduate students, 13% are masters students and 4% are Ph.D. students. To quantify the approximate number of new graduates pursuing private practice, public practice, academia and non-landscape architecture positions, the number of landscape architecture graduates in a given year can be estimated. The total number of degrees awarded in landscape architecture in 2004, as reported by LAAB, was 1,439. Table 4 provides an approximation of the numbers of graduates entering each area of practice in 2004. When applied to a specific population, it is possible to see just how many or how few individuals may enter a given area of practice. This sort of estimation is rough but begins to identify where there may be shortfalls in specific areas of practice. Importantly, it also indicates a significant movement of graduates away from landscape architecture and traditional private practice areas.
CONCLUSIONS
The Models of Education survey provides insights into specific aspects of current landscape architectural education as well as an overview of the subject. Review of the collective responses led the Council on Education to realize that the final means of entrance into the profession, an accredited degree, has not changed over many decades but there are a growing number of avenues to a landscape architecture degree. The introduction of certificates and minors into landscape architecture could be the beginning of a broader definition of landscape architecture education that leads to a broader spectrum of positions defining and supporting the profession. This study provides new understanding and raises additional questions to be answered. How many students who complete a minor or certificate in landscape architecture go on to pursue a full landscape architecture degree? What types of education are needed for practice within a wider realm of landscape architecture? And, how many landscape architecture program graduates pursue and attain licensure?

This Council believes that growing the profession engages more than traditional landscape architecture graduates. Expansion of landscape architecture will require greater depth in professional development at both ends of the educational spectrum. While a great deal of focus has been placed upon development of masters and Ph.D. programs, there is also a need for technical education to train support staff for landscape architects. In addition, increasing opportunities for connections to allied disciplines through certificates and interdisciplinary work will expand the opportunities for practice.

The reported curricular changes raise questions about the future content of landscape architecture education. There appears to be more content added to programs than removed. It is possible that the definition of baseline landscape architecture education will slowly shift and diversify as more and more content is added and/or shifted. These curricular shifts as well as the introduction of landscape architecture certificates and expanded use of distance learning warrant further study and monitoring to understand the trends and their impacts.

It must be noted that this survey was issued in May 2008 and reported data focuses on the last five years. This report was completed at the end of 2008. In the interim we have experienced a significant financial downturn and significant decrease in employment opportunities. With that said, it is still noteworthy that the mission statements of programs and the practice interests of graduates reflect an implied focus on private practice. The specificity of graduate program mission statements suggest that it is likely that masters programs have the ability to develop topic specific curricula. Doing so, these programs may be able to make more rapid changes in response to societal needs and economic shifts. Encouraging such adaptations will help with growth of the profession.

<table>
<thead>
<tr>
<th>Number of Undergraduate Graduates Pursuing:</th>
<th>Number of Masters Graduates Pursuing:</th>
<th>Number of Doctoral Graduates Pursuing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private practice</td>
<td>78.1%</td>
<td>931</td>
</tr>
<tr>
<td></td>
<td>79.5%</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1</td>
</tr>
<tr>
<td>Public practice</td>
<td>8.5%</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1</td>
</tr>
<tr>
<td>Academia, further study</td>
<td>4.8%</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>2.3%</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Academia, teaching</td>
<td>1.4%</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>61.7%</td>
<td>36</td>
</tr>
<tr>
<td>Non-landscape architecture</td>
<td>7.2%</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>3.9%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>20</td>
</tr>
</tbody>
</table>
The Models of Education survey may be viewed as a snapshot of landscape architecture education in 2008. More importantly, it provides a baseline for future understanding of how the growth of our profession can be shaped by educational initiatives and how anticipated practice areas could influence educational initiatives.
APPENDIX

Models of Landscape Architecture Education

A white paper prepared by the ASLA Council on Education

December 2008
Appendix A: ASLA COE 2008 Models of Education 2008 Survey Questions

Q1. Name of your institution:
Q2. School or college in which your program(s) reside:
Q3. Academic unit or department in which your program(s) reside:
Q4. Name of person completing the survey:
Q5. Please select the first program on the list that you offer. You will have an opportunity to submit information on additional programs.

Q6. CERTIFICATES/MINORS
   Select the certificate/minor offered by your program:
   Q7. What is the name of your certificate/minor?
   Q8. If appropriate, please describe the focus of your program using keywords:
   Q9. If appropriate, please provide your program mission or vision statement (copy and paste):
   Q10. When was your mission or vision statement last updated? (MM/YY)
   Q11. How many credit hours are required for certificate/minor completion?
   Q12. In the next five years, do you expect the number of credit hours to:
   Q13. Are you working toward LAAB accreditation for your program?
   Q14. Briefly describe the new curriculum initiatives your program has undertaken in the last three years (please use keywords, 100 characters allowed):
   Q15. Please describe any content that has been dropped from your curriculum in the last three years:
   Q16. Please indicate educational opportunities available to your students:
   Q17. Please estimate the percentage of your program's required credit hours that utilize some form of online education technology:
   Q18. Does your curriculum include required courses offered only through distance education?
   Q19. Please select the choices that describe the types of distance education courses related to your program (select all that apply):
   Q20. If your program is involved with online or distance learning, please describe if/how it has increased your capacity:
   Q21. Please estimate the percentage of your graduates over the last five years that entered the following areas of landscape architecture practice upon graduation (sum must equal 100):
   Q22. Please estimate the percentage of your graduates who will pursue an accredited landscape architecture degree (sum must equal 100):
   Q23. If you offer more than one program, please select another program from the list below:
   Q24. If you have submitted information on all of your offerings, please select:
   Q25. ENVIRONMENTAL DESIGN OR PLANNING DEGREE
      Select the undergraduate degree offered by your program:
      Q26. Number of years required for completion:
      Q27. Please describe the focus of your program using keywords:
      Q28. Please provide your program mission or vision statement (copy and paste):
      Q29. When was your mission or vision statement last updated? (MM/YY)
      Q30. How many credit hours are required for degree completion
      Q31. How many hours of university general education/core credits are delivered by your program?
Q32. In the next five years, do you expect the number of credit hours in your curriculum to:

Q33. Briefly describe the new curriculum initiatives your program has undertaken in the last three years (please use keywords, 100 characters allowed):

Q34. Please describe any content that has been dropped from your curriculum in the last three years:

Q35. Please indicate educational opportunities available to your students:

Q36. Please list the certificates or minors most frequently completed by your students:

Q37. Please list any certificates or minors offered by your program to other students:

Q38. Please estimate the percentage of your program's required credit hours that utilize some form of online education technology:

Q39. Does your curriculum include required courses offered only through distance education?

Q40. Please select the choices that describe the types of distance education courses related to your program (select all that apply):

Q41. If your program is involved with online or distance learning, please describe if/how it has increased your capacity:

Q42. Does your program require (select all that apply):

Q43. Please estimate the percentage of your graduates over the last five years that entered the following areas of practice upon graduation:

Q44. If you offer more than one program, please select another program from the list below:

Q45. If you have submitted information on all of your offerings, please select:

Q46. UNDERGRADUATE LANDSCAPE ARCHITECTURE
   Select the degree offered by your program:
   BSLA, accredited
   BSLA, non-accredited
   BLA, accredited
   BLA, non-accredited

Q47. Number of years required for completion:

Q48. Please describe the focus of your program using keywords:

Q49. Please provide your program mission or vision statement (copy and paste):

Q50. When was your mission or vision statement last updated? (MM/YY)

Q51. How many credit hours are required for degree completion

Q52. How many hours of university general education/core credits are delivered by your program?

Q53. In the next five years, do you expect the number of credit hours in your curriculum to:

Q54. Briefly describe the new curriculum initiatives your program has undertaken in the last three years (please use keywords, 100 characters allowed):

Q55. Please describe any content that has been dropped from your curriculum in the last three years:

Q56. Please indicate educational opportunities available to your students:

Q57. Please list the certificates or minors most frequently completed by your students:

Q58. Please list any certificates or minors offered by your program to other students:
Q59. Please estimate the percentage of your program's required credit hours that utilize some form of online education technology:

Q60. Does your curriculum include required courses offered only through distance education?

Q61. Please select the choices that describe the types of distance education courses related to your program (select all that apply):

Q62. If your program is involved with online or distance learning, please describe if/how it has increased your capacity:

Q64. Please estimate the percentage of your graduates over the last five years that entered the following areas of practice upon graduation (sum must equal 100):

Q66. If you offer more than one program, please select another program from the list below:

Q67. MASTERS LANDSCAPE ARCHITECTURE

Q68. Is your program:
   a) freestanding post-baccalaureate degree? (a MLA degree undertaken after completing a baccalaureate degree)
   b) a post-baccalaureate degree tied to a baccalaureate degree? (such as a MLA degree that follows a four year environmental design degree)
   c) a non-baccalaureate degree? (5+ year MLA degree beginning with undergraduate education)

Q69. Please describe the focus of your program using keywords:

Q70. Please provide your program mission or vision statement (copy and paste):

Q71. When was your mission or vision statement last updated? (MM/YY)

Q72. How many credit hours are required for degree completion

Q73. In the next five years, do you expect the number of credit hours to:

Q74. Briefly describe the new curriculum initiatives your program has undertaken in the last three years (please use keywords, 100 characters allowed):

Q75. Please describe any content that has been dropped from your curriculum in the last three years:

Q76. Please indicate educational opportunities available to your students:

Q77. Please list the certificates or minors most frequently completed by your students:

Q78. Please list any certificates or minors offered by your program to other students:

Q79. Please estimate the percentage of your program's required credit hours that utilize some form of online education technology:

Q80. Does your curriculum include required courses offered only through distance education?

Q81. Please select the choices that describe the types of distance education courses related to your program (select all that apply):

Q82. If your program is involved with online or distance learning, please describe if/how it has increased your capacity:

Q84. If you have optional or required final independent work, please indicate the percentage of your students completing each (sum must equal 100):

Q85. Please estimate the percentage of your graduates over the last five years that entered the following areas of practice upon graduation (sum must equal 100):

Q86. If you offer more than one program, please select another program from the list below:
Q87. If you have submitted information on all of your offerings, please select:

Q88. DOCTORAL DEGREES
   Select the doctoral degree offered by your program:
   - Ph.D in Landscape Architecture
   - Ph.D in Environmental Design or Planning
   - Ph.D Program with Landscape Architecture Focus

Q89. Please describe the focus of your program using keywords:

Q90. Please provide your program mission or vision statement (copy and paste):

Q91. When was your mission or vision statement last updated? (MM/YY)

Q92. How many credit hours are required for degree completion

Q93. In the next five years, do you expect the number of credit hours to:

Q94. Briefly describe the new curriculum initiatives your program has undertaken in the last three years:

Q95. Please describe any content that has been dropped from your curriculum in the last three years:

Q96. Please estimate the percentage of your program's required credit hours that utilize some form of online education technology:

Q97. Does your curriculum include required courses offered only through distance education?

Q98. Please select the choices that describe the types of distance education courses related to your program (select all that apply):

Q99. If your program is involved with online or distance learning, please describe if/how it has increased your capacity:

Q100. Please estimate the percentage of your graduates over the last five years that entered the following areas of practice upon graduation:

Q101. If you offer more than one program, please select another program from the list below:

Q102. If you have submitted information on all of your offerings, please select:

Q103. The Council on Education welcomes your comments and suggestions:
Appendix B: Programs Surveyed (hyperlinked to program websites)
Survey Respondents = Programs in Bold
Undergraduate Programs Graduate Programs
United States, accredited by the Landscape Architecture Accreditation Board

Arizona State University  Auburn University
University of Arkansas University of Arizona
Ball State University Ball State University
California Polytechnic State California Polytechnic State University, University of Arkansas
University, San Luis Obispo Pomona
California Polytechnic State University of California at Berkeley
University, Pomona Chatham University
University of California, Davis University of Colorado at Denver
The City College of New York Cornell University
Clemson University University of Florida
Colorado State University Florida A & M University
University of Connecticut Florida International University
Cornell University University of Georgia
University of Florida Harvard University
University of Georgia University of Illinois
University of Idaho Kansas State University
University of Illinois Louisiana State University
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University of Kentucky University of Michigan
Louisiana State University University of Minnesota
University of Maryland Mississippi State University
University of Massachusetts Morgan State University
Michigan State University University of New Mexico
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**Canada, accredited by the Canadian Society of Landscape Architects Accreditation Council**

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Appendix C: Program Focus
Please describe the focus of your program using keywords:
(reproduced as received)

Undergraduate

High theory--high practice emphasis, which entails integrating scholarly research, rigorous teaching, public service, and collaboration with practitioners.

visual, sensorial, and manual acuities; landscape technology; theory, history, and criticism; human dynamics; landscape ecology; and communication

design studios; professional expertise

Generalist undergraduate program with strong emphasis on technical skills of site engineering and plant materials complemented by a solid base of design theory and design application.

competent and informed graduates good communication skills stewardship ecologically based planning and design

urban environments, sustainability, arid regions, ecological design, collaborative practice

Desert Environments, Sustainability, Urban Landscapes, Rural Communities, Natural Environments, Public Lands and Place Making

Balance across technology, science, art, planning, design, construction, liberal education, and personal growth.

Sustainable design, prepare practitioners and future academics, creating solutions to environmental and landscape challenges such as natural systems preservation and restoration, urban sprawl, conflicting land-use, dwindling open space, deteriorating neighborhoods and a diminishing sense of community. Preserving the best of the past, repairing the broken in the present, and planning for a sustainable future.

The department offers a program which: 1. Emphasizes an understanding of natural and cultural systems in the process of site, community, urban, and regional design and planning; 2. Promotes a responsible, humanistic and sustainable approach to land planning and design; 3. Presents the Landscape Architect as a leader and integrator of information from allied disciplines, the arts, technology, and the natural and social sciences.

Professional education; design and landscape planning at multiple scales

Urban and regional contexts. Sustainability. Department theme: Regenerating Los Angeles

first professional degree in LA at the undergraduate level

Community Design oriented and site-scaled based

Bachelor of Science in Landscape Architecture Studies is the actual title. Focus: liberal arts

Site design

Design, construction, environment, land use planning

Traditional Practice

design, environmental planning, community design
site specific design, community participation, computer technology, environmental sustainability, social responsibility

Site design, site planning, implementation, sustainable urbanism, contemporary theory

sustainable design, coastal environments, design and technical skill building

Focus is on training people for work in the field of Landscape Architecture.

Training students for professional practice.

Sustainability, planning and design, implementation

broad, general with good technical skills

Design, design process, community planning, professional development

Sustainable urban design

Masters

Please describe the focus of your program using keywords (open-ended response):

Open-Ended Response

Strong design thesis-driven MLA program, with concentrations in Ecological Design, Community-Based Design; and Landscape Architecture History and Heritage Research.

studio based, cross-disciplinary, committed to stewardship, committed to public awareness, encourages student leadership and independent thinking, technically proficient

professional skill/knowledge. Sustainability; Historic/Cultural Landscape

The practice and theory of landscape architecture, with an emphasis upon design, ideas and urbanism

Goals of the program are to cultivate student competencies in • Design • Critical Thinking • Problem Solving • Research • Communication • Design Implementation

technical competency, stewardship of the land, professional competency, research methodology

urban environments, sustainability, ecological design, applied research

environmentally based sustainable design(ecologic, economic and social)

Professional education; bioregional studies; research

Sustainable practice. Regional and urban scope. Watershed issues. Regeneration

contemporary urbanism regional ecology digital media

ecological technology, urban systems, landscape and design theory, critical representation, 19th century landscape history, multi-disciplinarity, site readings, modern landscapes, adaptations to climate change, aesthetics and design of polluted landscapes

urban design cultural landscape studies public and environmental art
community planning and design, human centered design, children environments, ecological design, environmental justice, design thinking

urban landscape architecture; urban design; urban environmental sustainability; urban social sustainability

Urban, metropolitan, restoration, landscape urban design
culturally, ecologically, urban and community-based design.

Landscape urbanism, natural systems, urban design, sustainability

Please see earlier submission.

Watershed stewardship, community design, urban design, design computing, landscape history

Cultural and Environmental sustainability, community participation, ecology and responsible development in an urbanizing region

Site design, site planning, environmental technology, sustainable urbanism, contemporary theory

Under-represented populations, community development, cultural landscapes, sustainable landscapes

Ecological Design
Preparation landscape architects for public and private practice through the tools of design and research...

Sustainability, planning, design, and implementation.

sustainable urban landscapes with emphasis on urban form, urban streams, and meaning in the built environment.
Appendix D: Landscape Architecture Program Mission Statements

Respondents to the Models of Education survey were asked to copy and paste their program mission or vision statements into the survey. Those statements are reproduced here as provided without reference to the specific University.

UNDERGRADUATE

The Department of Landscape Architecture is committed to provide students with a meaningful learning experience; to educate for the multi-faceted profession of landscape architecture through a balanced educational program that fosters professional and intellectual growth. Specific goals and objectives related to fulfilling this mission are the following: 1. Provide up-to-date landscape architectural skills and knowledge for a wide variety of professional roles in private, public, and nonprofit practice, as well as prepare students for graduate study. Offer a curriculum comprised of a diverse and balanced set of courses and experiences. Impart a variety of analytical and synthetic skills and knowledge in the areas relevant to landscape architecture: visual, sensorial, and manual acuities; landscape technology; theory, history, and criticism; human dynamics; landscape ecology; and communication. Visual, sensorial, and manual acuities. Teach visual and manual skills for seeing, drawing, and making things. Nurture the development of spatial, tactile, and temporal sensibilities to site and place. Landscape technology. Teach technical skills for understanding materials, structural and environmental systems, construction documentation, relevant codes, and safety requirements. History/Theory/Criticism. Teach the history of landscape traditions inscribed in form and the theory of cultural and scientific perspectives and constructs. Teach approaches for developing critical capacities to interpret past and present landscapes and imagine future landscapes. Human Dynamics. Teach social, political, legal, and economic principles pertaining to environmental design. Landscape Ecology. Teach physical, biological, hydrological principles of landscapes. Teach plant communities and planting design. Emphasize biodiversity, landscape change, and ecological relationships at various scales. Communication. Combine digital and manual graphic communication throughout the curriculum. Emphasize written and verbal communication throughout the curriculum. Other. Introduce varied scales of practice (residential, urban parks/design, regional planning) and types of landscapes (urban, suburban, rural, wilderness). Integrate on-going faculty research and outreach into the classroom. Integrate up-to-date technology in the classroom. 2. Emphasize design as a core activity in landscape architecture—a synthetic, creative, and innovative process informed by ecology, culture, technology and materials. Place heavy weight on design studios (credit hours). Sharpen the capacity to articulate and transform ideas and narratives into material form and space. Establish a studio sequence that builds in complexity and scale and that is aligned with concurrent support courses. Integrate aspects of theory, ecology, culture, and technology into each design studio syllabus and project; emphasize these aspects as the genesis of landscape architectural form. Teach objective and subjective methods of observation, interpretation, and problem solving. Provide a creative and open environment where the spirit of inquiry and risk-taking is encouraged. 3. Provide general education that nurtures lifelong learning, sharpens students' thought processes, encourages initiative and self-awareness, and broadens perspectives. Emphasize critical thinking throughout the curriculum. Allow for a flexible and individualized program in the senior years. Provide choices and a variety of electives in department, college, and university courses. Offer ample independent study opportunities. Offer and coordinate off-campus semester programs-internship, study abroad, and national student exchange. Nurture group cohesiveness and expose students to social dynamics during second year travelling studio. 4. Familiarize students with regional, national, and international experiences, cultures and environments, preparing them to respond to changing local and global conditions. Integrate local and regional field trips into studios and courses. Offer a semester-long, regional traveling studio in the second year. Offer the Boston summer studio option. Offer options for study abroad programs in Rome and the Pacific Rim. Offer options for national and international student exchange programs in the fourth year. Offer courses that provide international perspective and cultural diversity. 5. Emphasize interdisciplinary thinking and the relationships between landscape architecture and other disciplines. Integrate
interdisciplinary Design Studies and other courses into the curriculum. Integrated lectures and workshops by visiting lecturers into courses and studios. Encourage attendance at college and university lectures. Encourage qualified students to join the Honors program and participate in the interdisciplinary Honors seminar offerings. Provide opportunities for interaction with students from other college departments through joint studios and projects and elective offerings. Plan for future college-wide Foundation (first year) curriculum. 6. Impart to students a sense of professional and environmental ethics and social responsibility. Articulate personal and professional values throughout the curriculum. Teach techniques to promote understanding of public health, safety, and welfare. Teach responsibility and critical practice of land conservation and development. Teach critical issues concerning environmental justice and social equality. Teach ethical concerns in professional practice. 7. Provide opportunities for hands-on learning through community outreach. Maintain close connections with landscape architectural extension. Integrate community-initiated, client-based projects in studios. Offer an upper-level community design studio devoted to teaching the theory and methods of participatory design and its application to landscape form. Integrate current local, regional, and national issues and concerns in upper-level design studios. Offer work opportunities with landscape architecture extension. 8. Maintain a diverse, academically active, and highly qualified group of faculty that recognizes teaching as a primary concern. Maintain an overall student faculty ratio of 1:15 or less. Maintain a student faculty ratio of 1:17 or less in studio. Maintain several active ad-hoc departmental committees that regularly discuss and monitor flow and relationships between classes and review class policies. 9. Maintain an active student body and close faculty-student relations. Support the SSLA student organization. Provide financial support for a student-organized annual Career Days. Maintain an open-door policy for student-faculty interaction and communication. Hold informal events for faculty and students each semester.

Program Mission Statement The Department of Landscape Architecture is committed to providing focused professional undergraduate and graduate curricula that prepare students for a broad range of professional practice settings. These curricula are kept current and vital through a close association with faculty research and scholarly work. The Department provides a balanced education in design theory, history and research; a range of design communication techniques; site construction and engineering practices; digital technologies applications; environmental and professional practice ethics; and professional service and leadership skills. The above curricular aspects are offered as discrete courses and are also integrated into design studios, promoting an integrated sensitivity to ecological, social/cultural and humanities/fine arts and technological issues. The Department is committed to providing these educational objectives frequently through community-based projects, field study, and other educational experiences beyond the classroom, both domestically and abroad.

The mission of the Landscape Architecture Program at West Virginia University is to provide students with knowledge, skills, and abilities in design theory, problem-solving, site construction, land use planning, landscape management, and planting design that are pivotal to their effectiveness and success in the workforce, and that are responsive to the unique qualities of the state and the region. The broad liberal arts base of the program prepares students to become effective professionals and citizens by emphasizing a philosophy of responsibility and commitment to ethical standards regarding the natural environment, professional practice and personal relationships.

Vision We strive to ensure that every landscape architecture student graduates prepared to plan and design, informed by the study of culture, aesthetics and the environment, and with superior technical abilities. Mission The mission of the Department of Landscape Architecture is to advance the ethical, creative, and skillful application of the arts and the sciences in planning, designing, implementing and managing diverse landscapes. The Bachelor of Landscape Architecture seeks excellence through an emphasis on professional practice and service. The Master of Landscape Architecture seeks excellence through
The mission of the BSLA program is to advance knowledge and learning for the creative planning, design, and management of the landscape by providing a challenging and effective educational environment that instills a life-long desire for learning and facilitating positive change. As the principal undergraduate program in landscape architecture in Arizona, the BSLA aims to prepare students for professional practice, advanced study and eventual leadership in landscape architecture.

The mission of the Landscape Architecture program is to offer a diverse undergraduate curriculum that exposes students to the wide range of practice and further educational opportunities facing the region through education, research and service to the public within a comprehensive design school encompassing landscape architecture, urban and regional planning, architecture, and interior architecture.

The Landscape Architecture Program at MSU has a three-fold mission. First, it strives to provide an undergraduate education appropriate for students wishing to enter the profession of landscape architecture as qualified professionals, responsible citizens and fulfilled individuals. Second, it seeks to advance the body of knowledge in landscape architecture through the creative scholarly achievements of its faculty and associated graduate students. Third, it contributes to improving the quality of life for the citizens and the communities of Michigan, regional settings, and global conditions. In addition, each dimension of this three-parted mission has numerous synergistic linkages among them.

The mission of the Landscape Architecture Program at UC Davis is to prepare future researchers and practitioners to preserve and enhance environmental quality and sustainability by means of physical design and planning. Research and teaching programs are directed towards creating solutions to environmental and landscape challenges such as natural systems preservation and restoration, urban sprawl, conflicting land-use, dwindling open space, deteriorating neighborhoods and a diminishing sense of community. In addressing these and other issues, a primary strategy is to mold the landscape into sustainable units and systems, preserving the best of the past, repairing the broken in the present, and planning for a sustainable future.

The Department of Landscape Architecture is dedicated to providing the highest quality professional educational experience for its students. We recognize that the profession of Landscape Architecture is changing and calling on professionals to play a more active leadership role in designing and managing numerous aspects of our environment. With a learning centered educational approach, Cal Poly students will develop the professional skills and knowledge needed to make valuable contributions to a changing global society. Through the faculty’s commitment to excellence in teaching and to the core values of the profession, students will develop an appreciation for life long learning and interdisciplinary approach to landscape architectural design. The department offers a program which: 1. Emphasizes an understanding of natural and cultural systems in the process of site, community, urban, and regional design and planning; 2. Promotes a responsible, humanistic and sustainable approach to land planning and design; 3. Presents the Landscape Architect as a leader and integrator of information from allied disciplines, the arts, technology, and the natural and social sciences.

It is the mission of the landscape architecture program at Washington State University to provide students with an undergraduate educational opportunity that prepares them to enter and advance in the diverse profession of landscape architecture, and to be contributing members of a complex society. To succeed in this mission the program has adopted a curriculum that offers students a wide range of learning experiences that fit into four overlapping (in a pedagogical and temporal sense) sets of objectives. These objectives build on the strengths of the opportunities afforded by the two program locations, Pullman and
Spokane. The first three years of the program are located in Pullman, the fourth year is located at the Interdisciplinary Design Institute at WSU Spokane, and students may choose to complete their fifth year at the campus whose faculty, facilities, and project opportunities best match their interests.

RE-GENERATING L.A. Vision Statement of the Department of Landscape Architecture The Department of Landscape Architecture recognizes the serious challenges facing human kind in the 21st century: Rapidly expanding population pressures in the context of finite, non-renewable resources; and an increasingly multicultural society. We believe that these issues are fundamental, placing concepts of regeneration, livability, justice and sustainability at the forefront of the environmental design agenda. In many respects, the Los Angeles region is a bellwether, an early indicator of issues, patterns and processes that will become prevalent in many parts of the world during this century. As such, the Department is uniquely situated to be a leader in "Re-Generating L.A.," and educating future landscape architectural professionals to meet these challenges. To this end, the Department strives to be a center of creative excellence in landscape architecture, internationally recognized for communicating values of ecological and social sustainability to students and the community. The agenda of Re-Generating the Los Angeles region suggests a challenging of traditional issues confronted by landscape architects in teaching, research and service. It requires a keen awareness of issues in the region, on the part of faculty and students; it requires an educational approach which is based on student-driven inquiry and grounded in real case studies, in real communities; it requires a design process which emphasizes community engagement, field interpretation, multiple spatial and temporal scales; and it requires careful analysis and monitoring of results to inform and refine practices. Above all, it requires an adaptable and responsive faculty, student body, and curriculum in order to confront and resolve critical issues and concerns as they arise. Within our undergraduate and graduate curriculum, you will notice a conscious effort to integrate this vision into design studios as well as support courses. Design problems actively engage issues facing the region and local communities, and carefully consider the repercussions of proposed design actions; the flexibility of topical studios and modules week allows for the exploration of contemporary issues; all courses instill essential technical skills, while at the same time fostering critical and principled thinking concerning the role and responsibilities of landscape architects in society. The explicit integration of this vision into the Department curriculum is essential to accomplish our mission of preparing students to resolve the ecological and social challenges of the 21st century.

The program of study prepares students to engage questions of and relationships that involve land, landscape, people, and culture. It prepares students for the current practice of Landscape Architecture and provides a healthy setting for students to question, invent, create, test, and advance the future knowledge and capability of the profession. At the program’s heart is design as it embodies the processes that lead to the planning and creation of landscapes and which in turn results in diverse and assessable outcomes of consequence and value. The program’s “laboratories” are the urban, suburban, rural, and wilderness public and private landscapes associated with the Mountain, Piedmont, and Coastal regions of North Carolina. These areas present diverse cultural and environmental situations and opportunities in which to shape regionally responsive landscape design and planning. Imperatives within the public and private realms of these landscapes fuel the academic and research agenda. While representing an accessible spectrum of good and bad examples and situations to study, the knowledge and experiences derived apply globally to multiple scales and cultures.

The Department of Landscape Architecture is an international leader in teaching, research, and outreach related to culturally and environmentally sensitive and sustainable design. Our mission is grounded both in Ezra Cornell’s dream of “Any person, any study,” and in the University’s Land Grant Mission. We believe in promoting landscape understanding, including the practice of interpreting landscapes at a range of scales as well as the application of
sustainable practice, which includes culturally, ecologically, urban and community-based design. Housed within the College of Agriculture and Life Sciences, the Department of Landscape Architecture puts students in the enviable position of benefiting from the robust interdisciplinary nature of contributing programs such as Urban Horticulture, City and Regional Planning, Real Estate as well as other disciplines in the College of Human Ecology, and the College of Arts and Sciences.

Vision: The Landscape Architecture Department envisions an innovative community of students and faculty who pursue excellence, embrace diversity, and attain leadership that serve the changing needs of the state, profession, and the world. Mission: The Department of Landscape Architecture pursues the University and School mission for nationally recognized excellence in teaching, research, creative work, and service through a student-centered, professional design curriculum. The program supports the aims and aspirations of our students and the professional development goals of our faculty. The site planning/design orientation of the department integrates a comprehensive professional curriculum with a strong liberal arts education and potential interdisciplinary endeavors that serve the needs of community, the state, and society at large.

The Dept of Landscape Architecture is dedicated to providing the highest quality professional educational experience for its students. Through a broad range of general and professional courses, the curriculum strives to enable students to define environmental problems, select and articulate appropriate solutions, and guide the implementation process with clarity of vision; balance human needs with the large ecosystem and stewardship of the land.

The Landscape Architecture Program’s mission is to provide an equal educational opportunity of excellence to a qualified constituent student population, baccalaureate level instruction in the discipline of landscape architecture with a focus on solving physical design problems related to sustaining the natural resources and the environment, while improving the quality of human life.

Mission statement of the Department of Landscape Architecture: The study of Landscape Architecture is rapidly changing and expanding, challenged on many fronts to improve the condition of our world. Through the scholarship and creative activity of the faculty and students, the department strives to expand the body of knowledge of human-environment interactions, share the results of their joint investigations and disseminate results of their scholarship and research for incorporation into environmental design, policy and management. As a professional curriculum our goal is to produce responsible citizens of the world by educating them to effectively address the complexity of environmental, social, and aesthetic issues that face our discipline. We must: • Achieve academic excellence within all teaching environments, particularly within the studio, so that the qualities of intellectual curiosity, open communication, personal responsibility, collegiality, and the ability to work individually and—critically—with others, are held to rigorously high standards. • Provide students with an educational foundation upon which to base a professional career imbued with insightful design.
and planning ability, ethical judgment and an ever-enhancing understanding of landscape architecture: its influences, its relationships, and its roles;  • Introduce a broad base of knowledge within the department's curriculum emphasizing connections among subjects that relate to and inform landscape architecture thereby enabling students to research and resolve design problems on all scales in a creative manner.  As faculty, we must continue to work to elevate the level of intellectual inquiry of ourselves and our students, to maintain a positive nurturing environment that advances the problem-solving abilities of our graduates, and to empower those whom we serve, stimulating them to question old, and explore new, solutions to environmental problems.  We seek to prepare students to serve critical public and professional roles in a climate where change is inevitable and uncertainty pervasive.  Vision for the Future  The department will take a leading role in the development and refinement of new modes of practice, preparing students to bring the best of new knowledge, tools and techniques to the creative solution of environmental design and planning problems. We will encourage excellence and innovation in humanistic, natural science, artistic and social science approaches to this end.  We will continually seek constructive change in our multi-faceted relationships to each other, our students, the University, our profession, and the public at large.

The Master of Landscape Architecture Program is committed to a vision of a sustainable future for the natural and cultural landscapes of Maryland, the Mid-Atlantic region and the world. We are dedicated to providing the highest quality education for our students, engaging in research that creates new knowledge for the profession, and extending service to communities.  Our curriculum emphasizes regional, local and site-specific issues influenced by rapid urbanization and the danger to fragile ecosystems, particularly in the Chesapeake Bay watershed. The program disseminates information in a manner that makes students aware of their environmental and social responsibility within a global perspective. The faculty uses the design studio experience to focus the students on the synthesis of research and observation in the process of site, community, and urban design and planning.  As the landscape architecture profession continues to change by expanding its interests in political, social and physical interventions, we give our students the technological and creative skills they need to become knowledgeable, discerning, and ethical leaders and interpreters of our richly diverse culture.

The practice of landscape architecture requires mastery of formal, organizational and material relationships at varying scales, from vast regional systems to micro sites. At the intersection of design, theory, art and environmental science, the discipline is a synthesis of functional concerns and cultural motivations. But that is not enough. Each of us carries a specific set of experiences and a body of knowledge -- it is our critical lens or framework. We encourage students to think for themselves, to ask questions of the world around them, to seek the best solutions. By fostering an open approach, by reconsidering the givens of how we design, value and manage land, we strive to intervene artfully in the operative phenomena of time and place.  Our BSLA and MLA programs are centered around design, with outstanding training in professional areas and an emerging focus on sustainable practices. We look toward the balancing of diverse goals such as economy/ecology, natural systems/urban growth, current use/future gain, information/imagination to create next generation solutions. Our faculty members actively teach and research the design of the built environment as a catalyst for healthy, resilient landscapes of connectivity and productivity. Our program encourages students to develop interdisciplinary strategies that are environmentally and socially responsible, aesthetically powerful and conceptually rigorous.

vision - To be recognized nationally as a leading landscape architecture program by preparing undergraduate students to meet the diverse challenges of professional practice in a rapidly changing world. The program emphasis is on sustainable development and contextual problem solving that enrich the natural, cultural and economic environments of the coastal zone, its communities and the state.
The overall mission of the Bachelor of Landscape Architecture's degree program in the School of Environmental Design is to educate and prepare students for professional practice in landscape design, planning and management and/or for graduate level academic work in this or a related field.

Develop students to be effective leaders in the field of Landscape Architecture through a strong, challenging professional education program.

Our mission is to foster will and ability to plan, design, build and maintain a regenerative community.

Our Vision  The vision of the Department of Landscape Architecture is framed within the context of its responsibility to the profession, the citizens of Kentucky, and the land-grant mission of the University: -To be recognized as outstanding in its role, as a professionally accredited program, to educate future practitioners and teachers of landscape architecture. -To be recognized for the development of knowledge and methods that expand the capability and improve the effectiveness of landscape architecture. -To engage and collaborate with other disciplines to sustain natural resource quality and make the built environment more livable.  Our Mission  The mission of the Department of Landscape Architecture is: -To provide an educational program that instills in students the ability to think critically and which fosters creative problem solving using a strong theoretical foundation and contemporary technology. -To broaden the knowledge, skills and ability of landscape architecture through research and other scholarly pursuits. -To engage the public through service projects and educational programs that increase public awareness and empower citizens and communities to become better managers and stewards of natural resources and to create more livable community environments.

First, the Program strives to be a regional leader in sustainable land planning and site design. The landscape architect is uniquely positioned to link larger scale planning vision (and basic science) with built site design - a critical juncture in the sensitive & orderly development of our communities and landscape resources. Objective academic leadership in these areas is developed through a body of scholarly and creative work that interprets, develops and disseminates sound planning and design principles. Second, the Program excels in the broad-based preparation of a consistent, high quality flow of professional landscape architects into regional and national practice and graduate study. Students are enriched by the areas of specialization developed by the faculty's scholarly and creative work, while they are well trained in the full breadth of basic theory, design, construction and graphic communication subjects which define and distinguish the profession. These two aims are seen as equally important and mutually dependent upon each other. As such, they support and apply the Land Grant mission of our institution, which is to serve the needs of the citizens of the state through a blending of the traditional academic triad of teaching, research and service.

The Landscape Architecture Program promotes sustainable landscape planning, design and restoration, with particular emphasis on the urban environs. The Program is committed to providing leadership in confronting issues that affect urban neighborhoods, particularly those in need of revitalization. Our BLA program meets the needs of Landscape Architecture students who are pursuing a first professional undergraduate degree. The Program provides a comprehensive professional education that develops the knowledge, skill, and vision necessary for students to understand contemporary global issues and to address the varied needs of society. The Landscape Architecture Program supports local and regional leadership in confronting ecological issues of the natural and built environments within the Philadelphia Metropolitan region.
Masters

The Department of Landscape Architecture is dedicated to understanding and designing cultural and natural landscape. This inquiry focuses on the impact of human activity on the environment and the influence of natural factors on settlements, behavior and well being. Design, planning and management of the land requires systematic identification, development, synthesis and application of information from many areas. Accordingly, the department takes an interdisciplinary approach to pedagogy, research and practice, and supports this by maintaining a diverse faculty and cooperative working relationships across the university. This mission is carried out through: 1) a commitment to education and teaching excellence; 2) the pursuit and dissemination of knowledge through creative scholarship, research, and design; and 3) the advancement and application of knowledge and expertise through service.

What makes the Landscape Architecture Program unique is its interaction with the College’s other art and design disciplines. Students develop a common language that serves as a base for future development and discourse by sharing core courses. This cross-disciplinary framework encourages individual exploration and forms of expression. At the core of the curriculum is the design studio, the forum for the investigation of aesthetic, ecological, cultural and technological issues. The student is challenged to think critically, work creatively, and develop a self-reliant design process. Integral to the curriculum is the study of drawing, history, theory, ecology, cultural geography, plants and technology. In addition, students can cross-register for courses at Brown University, as well as study aboard or in other departments during the six-week Wintersession. In order to make a difference within the existing framework of landscape architectural practice, it is necessary to challenge the profession’s conventions and one’s role within landscape architecture, and to address the complex problems facing the environment today. Therefore, our expectation for students is that they are: - Committed to a concept of stewardship meaning they act responsibly toward the natural environment and are committed to public awareness of the fragility and interrelatedness of landscape, nature and humanity - Open to interdisciplinary discourse meaning they are able to simultaneously benefit from other viewpoints and contribute their own expertise - Mentally prepared to be pioneers meaning they are secure in following their own creative path - Entrepreneurial meaning they are conceptually and strategically agile so as to recognize opportunities and pursue them - Technically proficient meaning they have the skills to work within their own discipline, as well as a wide disciplinary spectrum

Program Mission Statement The Department of Landscape Architecture is committed to providing focused professional undergraduate and graduate curricula that prepare students for a broad range of professional practice settings. These curricula are kept current and vital through a close association with faculty research and scholarly work. The Department provides a balanced education in design theory, history and research; a range of design communication techniques; site construction and engineering practices; digital technologies applications; environmental and professional practice ethics; and professional service and leadership skills. The above curricular aspects are offered as discrete courses and are also integrated into design studios, promoting an integrated sensitivity to ecological, social/cultural and humanities/fine arts and technological issues. The Department is committed to providing these educational objectives frequently through community-based projects, field study, and other educational experiences beyond the classroom, both domestically and abroad.

To educate and prepare professionals in the field of landscape architecture, with proficency in design, communication, visualization, site engineering, stormwater management, construction, planting, ecology, sustainability, urbanism, and history and theory. In addition to professional education, our mission is also to help advance the field of landscape architecture through research, scholarship, publication, and the promotion of an open discourse of ideas. We have an international orientation, with a focus upon globalization, working across cultures and in
many different types of environment, scale and context.

to prepare students to practice landscape architecture and advance within and contribute to
the profession over time. It will provide opportunities for students and faculty to cultivate the
skills of practice and explore and develop areas of expertise.

Vision  We strive to ensure that every landscape architecture student graduates prepared to
plan and design, informed by the study of culture, aesthetics and the environment, and with
superior technical abilities.  Mission  The mission of the Department of Landscape
Architecture is to advance the ethical, creative, and skillful application of the arts and the
sciences in planning, designing, implementing and managing diverse landscapes.  The
Bachelor of Landscape Architecture seeks excellence through an emphasis on professional
practice and service.  The Master of Landscape Architecture seeks excellence through
professional practice and service, and also research and scholarly pursuits.
The MLA is a new program and we have the following regarding the mission and vision:  The
School of Architecture and Landscape Architecture (SALA) mission fits within the framework of
the concept of RISE—Responsible Innovation Serving the Environment. The school brings
together the expertise of architecture, landscape architecture, and environmental science to
pool knowledge among these fields of study in an attempt to synthesize, discover, and define
relationships among culture, technology, and design as they relate to the built environment.
SALA’s collaborative structure fosters innovation through the integration of expertise among
academic units, university-based research, and practitioners. The existing objectives of SALA
will be applied to the proposed MLA degree program and are as follows:  1. ensure a basic
level of educational experience sufficient to enter the practice of landscape architecture after
successfully completing state licensing requirements and examination,  2. encourage the
student to develop proficiencies in specific areas compatible with individual interests and
university instructional capabilities,  3. provide a breadth of understanding that will encourage
and motivate the student to continue learning throughout a professional career, and  4.
develop opportunities that combine instruction and research directed toward adding value to
the built environment.  By offering a graduate degree in landscape architecture, the school
would enrich its ability to pursue its mission, particularly in the areas of sustainability and the
urban landscape.

The Master of Landscape Architecture (MLA) Program prepares students for professional
careers in sustainable design by applying ecologically responsible principles to the planning,
maintenance, and restoration of landscapes.

The mission of the MSLA Program is to provide advanced study in landscape architecture
through critical investigation, research, and scholarship related to geographical, biophysical,
and cultural landscape dynamics within the context of the Northern Rocky Mountain Bioregion.

RE-GENERATING L.A.  Vision Statement of the  Department of Landscape Architecture  The
Department of Landscape Architecture recognizes the serious challenges facing human kind in
the 21st century: Rapidly expanding population pressures in the context of finite, non-
renewable resources; and an increasingly multicultural society. We believe that these issues are
fundamental, placing concepts of regeneration, livability, justice and sustainability at the
forefront of the environmental design agenda.  In many respects, the Los Angeles region is a
bellwether, an early indicator of issues, patterns and processes that will become prevalent in
many parts of the world during this century. As such, the Department is uniquely situated to be
a leader in “Re-Generating L.A.,” and educating future landscape architectural professionals to
meet these challenges. To this end, the Department strives to be a center of creative
excellence in landscape architecture, internationally recognized for communicating values of
ecological and social sustainability to students and the community.  The agenda of Re-
Generating the Los Angeles region suggests a challenging of traditional issues confronted by
landscape architects in teaching, research and service. It requires a keen awareness of issues in the region, on the part of faculty and students; it requires an educational approach which is based on student-driven inquiry and grounded in real case studies, in real communities; it requires a design process which emphasizes community engagement, field interpretation, multiple spatial and temporal scales; and it requires careful analysis and monitoring of results to inform and refine practices. Above all, it requires an adaptable and responsive faculty, student body, and curriculum in order to confront and resolve critical issues and concerns as they arise. Within our undergraduate and graduate curriculum, you will notice a conscious effort to integrate this vision into design studios as well as support courses. Design problems actively engage issues facing the region and local communities, and carefully consider the repercussions of proposed design actions; the flexibility of topical studios and modules week allows for the exploration of contemporary issues; all courses instill essential technical skills, while at the same time fostering critical and principled thinking concerning the role and responsibilities of landscape architects in society. The explicit integration of this vision into the Department curriculum is essential to accomplish our mission of preparing students to resolve the ecological and social challenges of the 21st century.

Master of Landscape Architecture offers two degree options in the Master of Landscape Architecture (MLA): a first professional program and a post-professional option. The professional Master of Landscape Architecture focuses on urban landscape architecture, design, and theory within a challenging studio-based curriculum. Integrated courses in history, technology, and the environment, as well as options for free electives, provide a comprehensive professional landscape architecture education. The MLA requires students to develop a program of independent study and research leading to a design thesis. The MLA encourages theses that explore the connections between landscape architecture and the humanities, environmental studies, social sciences, and engineering, so as to generate progressive models of contemporary landscape practice. The program takes advantage of the Faculty’s internationally recognized Centre for Landscape Research (CLR). The post-professional Master of Landscape Architecture offers an intensive eight-month option for holders of a previous professional degree who wish to pursue an academic program of advanced study. The post-professional MLA seeks applicants from a diverse range of academic and professional contexts, particularly those holding the promise of leadership in the discipline and the profession. Candidates come from a range of career paths, including those just completing undergraduate training in landscape architecture, mid-career practicing professionals, and those looking forward to a professional transition. The post-professional MLA option focuses on three key areas: landscape design in the context of contemporary urbanism; landscape design in the context of regional ecology; and landscape design in the context of digital media. Design studios, seminars, and workshops examining the built environment across a range of subject areas allow students to develop a customized program of independent research leading to a design thesis. Successful applicants have the option to pursue design at an advanced level or to declare a specific research interest, and to structure a course of study around a selection of courses relating to it. Students work closely with faculty advisors with expertise in their area of research, and gain insight from leading practitioners, theorists, and guest critics.

Mission We believe design is a significant cultural practice that tangibly expresses human intentions and values in the built form of our cities and landscapes. Our accredited, professional graduate program synthesizes the study of ecological systems and social contexts to prepare graduates to lead holistic multidisciplinary design initiatives. With historical and theoretical understanding of cultural and environmental values embedded in our built landscapes, we are committed to revitalizing communities through interpretive preservation, sustainable construction and progressive reclamation of landscapes at the scale of neighborhoods, urban infrastructure and metropolitan watersheds. Situating design decisions within larger regional contexts and global issues, our focus is site design with a passion for the
medium of landscape. Contributing to the University’s mission as an interdisciplinary community of scholars, our faculty leads the ongoing reformulation of landscape architecture through creative engagement with the School’s allied disciplines of architecture, urban and environmental planning, and architectural history, along with University departments of art, law, environmental sciences, and engineering. Within the joint Department of Architecture and Landscape Architecture, our program reinforces the core tenets of the discipline while advancing its critical role in the territory between disciplines. We construct a curriculum that is solidly grounded in the traditions of landscape architecture yet is continually re-examined in light of current cultural conditions and new technologies pertaining to contemporary practice. Coursework emphasizes the creative acts of making and building and the ability to read and interpret sites in their broader context as the critical starting point for design. We teach innovative ‘eco-technologies’ integrating constructed and biological systems while addressing issues and ethical choices related to natural resources, production, waste, and social justice. Our program upholds excellence in teaching as a priority. We situate design research and teaching as integrally related, supporting faculty’s development of their scholarship and creative work through their teaching. Whether in design studios, history/theory courses, or eco-technology courses, students participate with faculty in the production of knowledge. Critiquing, speculating and creating new ways to think about and make landscapes, students are encouraged to develop their own critical voice and design research agenda. We believe the design of the landscape embodies a vision of public life and an ethic toward the natural world. We embrace a thoughtful, socially committed student body fostered in a dynamic, collaborative studio environment, supported by student / faculty discourse and expanded through interactions with projects in real time and real places. Our students, coming from a wide range of geographical and cultural backgrounds, as well as academic and practical experiences, are encouraged to build upon their own previous life experiences and values in cultivating the unique contribution they can make in the field through critical practice and significant scholarship.

The Master of Landscape Architecture Degree Program is committed to providing a strong and comprehensive graduate education designed to prepare graduates to enter the profession of landscape architecture as private, public or academic practitioners; and, to promote research, inquiry and scholarship that contributes to knowledge in the discipline. The core educational mission of the program is the investigation of principles and theories of Landscape Architecture, their application as tools for critical thinking and their synthesis in design thinking, both as they apply to issues of the Southwest and in a larger world context of social, cultural, environmental and evolutionary influences on the landscape.

The program of study prepares students to engage questions of and relationships that involve land, landscape, people, and culture. It prepares students for the current practice of Landscape Architecture and provides a healthy setting for students to question, invent, create, test, and advance the future knowledge and capability of the profession. At the program’s heart is design as it embodies the processes that lead to the planning and creation of landscapes and which in turn results in diverse and assessable outcomes of consequence and value. The program’s “laboratories” are the urban, suburban, rural, and wilderness public and private landscapes associated with the Mountain, Piedmont, and Coastal regions of North Carolina. These areas present diverse cultural and environmental situations and opportunities in which to shape regionally responsive landscape design and planning. Imperatives within the public and private realms of these landscapes fuel the academic and research agenda. While representing an accessible spectrum of good and bad examples and situations to study, the knowledge and experiences derived apply globally to multiple scales and cultures.

Mission – Landscape Architecture Program The program’s mission is to educate students to become stewards of the natural and built environment with a special emphasis on the issues within the urban setting that include sustainable ecological systems, social and economic
justice, ethnic diversity. Vision – Landscape Architecture Program The vision of the program is to enhance and sustain the students understanding of human and natural systems within the urban environment where artful design solutions address complex natural and social issues; where there is a sensitive recognition and inclusion of existing social structures; where there is respect and recognition of existing natural systems; and where there is professional collaboration between allied professions.

1.1 Mission and Objectives The discipline of landscape architecture is approached as a process of shaping the visual and material resources of the earth's surface for the aesthetic and social benefit of people, while maintaining an ecological imperative to minimize irreversible intrusions impacting the natural environment by anticipating and resolving conflicts between nature and culture. The program introduces students to the full range of professional career possibilities, through an understanding of theory and the acquisition of skills required of private and public practice, as well as an emphasis on a social perspective of community involvement and empowerment. Landscape architecture at the School of Architecture, Urban Design and Landscape Architecture is especially concerned with the protection, restoration, enhancement, and regeneration of the natural and cultural environments in metropolitan settings. Graduate studies in landscape architecture are intended to foster a commitment to excellence in developing the skills necessary to deal creatively and responsibly with the forces—both human and natural—that shape dense urban centers. The Master of Landscape Architecture program is geared towards providing students with an affordable professional education based on skill development coupled with an academic pursuit of knowledge. The program reflects the following educational objectives: • Ensure that students have the opportunity to develop the full range of design and professional skills. • Integrate the concept and execution of long-term sustainable practices into educational processes. • Offer a flexible program that allows students to expand the definition of landscape architecture relative to their own skills and interests. • Create an environment that encourages students to develop individual research interests and to achieve the intellectual independence necessary to become creative and responsible contributors to the natural and built environment. • Contribute directly to the quality of the environment in the City through education, community service, research, and practice. Through a comprehensive design education, the program seeks to develop each student's intellectual capacity and to equip him or her with the intellectual, form-giving, technical and human skills needed to contribute directly to the quality of the natural and built environments. Community design, construction materials and methods, site planning, landscape ecology and native plants, eco-regional planning, graphic communication, and computer simulation and visualization are explored in both seminars and studios. Graduates of the MLA program should be able to have a comprehensive understanding of the profession of landscape architecture, its role in society, and their potential role in the profession, along with valuable intellectual and problem-solving abilities in for evaluating, developing, and communicating potential solutions to design and planning problems.

The Department of Landscape Architecture is an international leader in teaching, research, and outreach related to culturally and environmentally sensitive and sustainable design. Our mission is grounded both in Ezra Cornell's dream of “Any person, any study,” and in the University's Land Grant Mission. We believe in promoting landscape understanding, including the practice of interpreting landscapes at a range of scales as well as the application of sustainable practice, which includes culturally, ecologically, urban and community-based design. Housed within the College of Agriculture and Life Sciences, the Department of Landscape Architecture puts students in the enviable position of benefiting from the robust interdisciplinary nature of contributing programs such as Urban Horticulture, City and Regional Planning, Real Estate as well as other disciplines in the College of Human Ecology, and the College of Arts and Sciences.
Landscape Architecture is the art and science of design and planning, as well as, the management of the natural and man-made elements upon it. As an academic discipline, it embodies creative, cultural, philosophical, and scientific knowledge bases. The Master of Landscape Architecture program leads to an accredited Master of Landscape Architecture (MLA) degree, and is devised to prepare students with diverse backgrounds for landscape architecture careers in both the public and private sectors. The program is rooted in a college history that is community service and outreach oriented. The curriculum provides opportunities for students to partner with communities across the nation on projects to bring a more sustainable solution to real design problems. Applicants with a Bachelor of Architecture or Bachelor of Landscape Architecture (seeking second professional degree) may enter in the fall semester; others must enter during the summer semester via the Landscape Foundations Studio. Auburn's Master of Landscape Architecture program is design-based and benefits from its unique relationship with the Architecture, Community Planning, and Interior Architecture programs within the School of Architecture.

Please see earlier submission.

Mission statement of the Department of Landscape Architecture  The study of Landscape Architecture is rapidly changing and expanding, challenged on many fronts to improve the condition of our world. Through the scholarship and creative activity of the faculty and students, the department strives to expand the body of knowledge of human-environment interactions, share the results of their joint investigations and disseminate results of their scholarship and research for incorporation into environmental design, policy and management. As a professional curriculum our goal is to produce responsible citizens of the world by educating them to effectively address the complexity of environmental, social, and aesthetic issues that face our discipline. We must:  • Achieve academic excellence within all teaching environments, particularly within the studio, so that the qualities of intellectual curiosity, open communication, personal responsibility, collegiality, and the ability to work individually and—critically—with others, are held to rigorously high standards.  • Provide students with an educational foundation upon which to base a professional career imbued with insightful design and planning ability, ethical judgment and an ever-enhancing understanding of landscape architecture: its influences, its relationships, and its roles;  • Introduce a broad base of knowledge within the department's curriculum emphasizing connections among subjects that relate to and inform landscape architecture thereby enabling students to research and resolve design problems on all scales in a creative manner.  As faculty, we must continue to work to elevate the level of intellectual inquiry of ourselves and our students, to maintain a positive nurturing environment that advances the problem-solving abilities of our graduates, and to empower those whom we serve, stimulating them to question old, and explore new, solutions to environmental problems.  We seek to prepare students to serve critical public and professional roles in a climate where change is inevitable and uncertainty pervasive.  Vision for the Future  The department will take a leading role in the development and refinement of new modes of practice, preparing students to bring the best of new knowledge, tools and techniques to the creative solution of environmental design and planning problems. We will encourage excellence and innovation in humanistic, natural science, artistic and social science approaches to this end. We will continually seek constructive change in our multi-faceted relationships to each other, our students, the University, our profession, and the public at large.

The Master of Landscape Architecture Program is committed to a vision of a sustainable future for the natural and cultural landscapes of Maryland, the Mid-Atlantic region and the world. We are dedicated to providing the highest quality education for our students, engaging in research that creates new knowledge for the profession, and extending service to communities. Our curriculum emphasizes regional, local and site-specific issues influenced by rapid urbanization and the danger to fragile ecosystems, particularly in the Chesapeake Bay watershed. The
program disseminates information in a manner that makes students aware of their environmental and social responsibility within a global perspective. The faculty uses the design studio experience to focus the students on the synthesis of research and observation in the process of site, community, and urban design and planning. As the landscape architecture profession continues to change by expanding its interests in political, social and physical interventions, we give our students the technological and creative skills they need to become knowledgeable, discerning, and ethical leaders and interpreters of our richly diverse culture.

The practice of landscape architecture requires mastery of formal, organizational and material relationships at varying scales, from vast regional systems to micro sites. At the intersection of design, theory, art and environmental science, the discipline is a synthesis of functional concerns and cultural motivations. But that is not enough. Each of us carries a specific set of experiences and a body of knowledge -- it is our critical lens or framework. We encourage students to think for themselves, to ask questions of the world around them, to seek the best solutions. By fostering an open approach, by reconsidering the givens of how we design, value and manage land, we strive to intervene artfully in the operative phenomena of time and place. Our BSLA and MLA programs are centered around design, with outstanding training in professional areas and an emerging focus on sustainable practices. We look toward the balancing of diverse goals such as economy/ecology, natural systems/urban growth, current use/future gain, information/imagination to create next generation solutions. Our faculty members actively teach and research the design of the built environment as a catalyst for healthy, resilient landscapes of connectivity and productivity. Our program encourages students to develop interdisciplinary strategies that are environmentally and socially responsible, aesthetically powerful and conceptually rigorous.

The M.L.A. Program seeks to provide its students with an enlightened and enriched professional education through both practical design experimentation and scholarly investigation in the design, planning, and preservation of rural, suburban, and urban communities. A dual emphasis is required of all students; one focuses upon the core skills associated with the professional practice of landscape architecture, and the other seeks new knowledge through pure and applied research within the discipline. The Program is committed to increasing the number of highly qualified professional landscape architects and landscape architecture educators from under-represented populations, and seeks a rich diversity among its faculty and student body.

mission of the landscape architecture program is to advance the knowledge and practice of ecological design: the sustainable integration of cultural and natural systems.

The mission of the Program in Landscape Architecture is to educate for ultimate leadership in the landscape architecture profession. This mission requires the development and exercise of both intellect and sensibility.

Our mission is to foster will and ability to plan, design, build and maintain a regenerative community.

The mission of the Division of Landscape Architecture is to provide students an interdisciplinary setting in which to learn, think critically and creatively resolve transcendent environmental design issues through engagement of the physiographic region of the Great Plains, including the metropolis of Oklahoma City, smaller communities within the state, and other settings.
Our vision is to prepare individuals who can creatively acquire the knowledge and skills needed to conduct substantive, innovative, and original research with a specialized research focus. Areas for concentrated research within this unique interdisciplinary program of study include architecture, building construction, interior design, landscape architecture, and urban and regional planning. This advanced degree is appropriate for those seeking careers in teaching, in industry, and in government as leaders in interdisciplinary design, planning, and construction teams aiming to make a better future for local and global communities alike.

The Geography Graduate Group offers an interdisciplinary academic program emphasizing spatial interactions between humans and the biophysical environment. Like all graduate groups the GGG is its own entity, 'floating' above the academic departments on campus, incorporating the best faculty on campus from diverse, yet interrelated areas. Faculty interests include: Acculturation of indigenous peoples and immigrants Agricultural geography Biogeography, climate change, and global pollution Domestication and geographical dispersal of plants and animals GIS and remote sensing Human and physical geography of diverse world environments Tourism Landscape architecture Indigenous agrosystems, especially in tropical regions Landscape change and sustainable resource management Medical and nutritional geography Women in development Urban, economic, and political geography Environmental resource geography Current research activities are being conducted around the world and in many regions of the United States, particularly California