

A NATIONAL EDUCATIONAL PROFILE SHEET
FOR THE TRAINING OF LANDSCAPE ARCHITECTS

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TABLE OF CONTENTS

CHAPTER	PAGE
CHAPTER I. INTRODUCTION	1
Approach to the Study	
Current Status of Landscape Architectural Education	
Education and the Practitioner	
CHAPTER II. CONSIDERATION OF THE EDUCATIONAL PROFILE MODEL FROM THE STANDPOINT OF CURRENT EDUCATIONAL PHILOSOPHY	8
Background Information	
Areas of Agreement within Current Educational Philosophy	
Major Classifications of Learning Theories	
Applications for Landscape Architecture	
CHAPTER III. HOW THE MODEL RESPONDS TO THE DYNAMIC PRESSURES OF THE PROFESSION	23
Background and Setting the Stage	
Changes that Come by Way of the Practitioner	
Changes that Occur due to the Educational Research of the Curriculums	
The Role of the A.S.L.A. Committee on Education and the Participation of the N.C.I.L.A.	
CHAPTER IV. REGISTRATION AND THE NATIONAL EDUCATIONAL PROFILE SHEET	29
The Intent of Registration	
Coordination that Preserves the Intent of Registration.	

Registration that Recognizes the Specialization
and Dynamic Nature of the Profession

CHAPTER V. IMPLEMENTATION OF THE EDUCATIONAL PROFILE SHEET ON A REGIONAL BASIS	33
The Need for and Justification of the Regional Approach	
Implementation of such an Approach	
Making it Work. (The role of the A.S.L.A. & the N.C.I.L.A.)	
CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS . . .	45
LITERATURE CITED	48
APPENDIX A: INFORMATION AND REGULATIONS FOR USING THE NATIONAL EDUCATIONAL PROFILE SHEET	51
APPENDIX B: A MODEL OF THE NATIONAL EDUCATIONAL PROFILE SHEET	53
APPENDIX C: EXAMPLE OF A PROFILE SHEET FILL OUT .	60
APPENDIX D: SUGGESTED SALARY SCHEDULE FOR USE WITH THE NATIONAL EDUCATIONAL PROFILE SHEET	67
APPENDIX E: SUGGESTED REGIONAL BREAKDOWN FOR THE IMPLEMENTATION OF THE REGIONAL BASIS FOR THE NATIONAL EDUCATIONAL PROFILE SHEET	69

A UNIFORM NATIONAL PROFILE SHEET FOR
LANDSCAPE ARCHITECTS

CHAPTER I

INTRODUCTION

The development of this approach to educating the landscape architect has occurred over time through experience as a student and as an instructor of Landscape Architecture. In order to determine the background necessary and to compile the information needed, the following procedure was used:

1. A review of literature on the subject of education of Landscape Architects was undertaken.
2. A review of literature on the subject of current educational philosophy was pursued.
3. Discussions concerning the subject were carried out with other landscape architectural instructors and students over the past six years but particularly during the past year. (Landscape Architectural Students 72/73).
4. A review of the historical development of landscape architecture in the United States was undertaken.
5. A survey of the offerings of college catalogs was made to determine the scope and nature of current approaches to the education of L.A.'s.

In the process of researching the background for this report, it was discovered early that considerably more was and is known about the subject than had earlier been anticipated. However, one fact continually seemed apparent--many pieces of data have been compiled by various individuals and teams and many of them have been distributed for consideration by the profession. Through it all, however, little has been put forth clearly in the form of proposals for immediate change in the

form of concise documents concerned with all aspects of the total education. (Bonnell, Thomas; Cudnohufsky, Walter; and Girouard, Donald, 1965) Mostly the findings and proposals have been put forth as general recommendations for change particularly relating to the general direction of emphasis. (A.S.L.A. 1971 #2) The implementation of such proposals has been left to the zealous educators and practitioners with little or no apparent consensus among them.

As one studies the growth of the profession of landscape architecture in the United States over the past century, it is apparent that the profession is rapidly approaching the threshold of maturity and acceptance by the general public. The challenge is--will the profession be able to meet the demands such a role will require? It can and it must. However, from the literature reviewed and the individuals interviewed, it is becoming apparent that an organized approach will be necessary. In this area the profession is weak and because of that weakness the future direction of the profession is vulnerable to any approach that might assume control. The current unorganized approach is referred to in the Fein Report on the profession (Fein, 1972) and is manifest in the number and kinds of degrees and programs that are currently offered in American colleges and universities under the general heading of Landscape Architecture. Today there are degree programs that are accredited by the American Society of Landscape Architects that are totally different in thrust and in the end product they produce. The consensus among those interviewed for this report--the students, educators and practitioners--

is that diversification is basically desirable and most nearly reflects the dynamic nature of the profession. At the same time such diversification makes definition of the field next to impossible.

This diversity of emphasis is partially reflected in the course contents, standards of the various colleges and universities, and in the numerous degrees offered. Consider these degrees now in effect. (A.S.L.A. 1971, #2)

- | | | |
|-----------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Associate in Arts (AA) degree | - | A two year community college degree or its equivalent. |
| Bachelor of Science/Bachelor of Arts (BS/BA) degrees | - | Four year programs accredited and non-accredited, patterned after the guidelines as set forth by the A.S.L.A. |
| Bachelor of Landscape Architecture (BLA) degree | | A four, or five year (sometimes six) degree program which complies with the standards as set forth by the A.S.L.A. |
| Master of Science in Landscape Architecture (MSLA) degree | - | An advanced degree of one, two or three year duration in an accredited or non-accredited graduate landscape architecture program. |
| Master of Landscape Architecture (MLA) degree | - | An advanced degree of one, two or three year duration in an accredited program but with/or without the need for a previous degree from an accredited or non-accredited undergraduate landscape architecture program. |

- | | |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Master of Regional Planning
(MRP) degree | - A relatively new program of advanced study focusing predominately on the regional aspects of landscape architectural design. |
| Doctor of Philosophy (PhD)
degree | - The newest and as yet least clearly defined degree. |

The rate of change is accelerating and the number of programs increasing. The reasons for change vary. From the practitioner's standpoint this change is due to the need for education to keep up with the changes that are occurring in the field. At the same time practitioners emphasize the need to continue to develop graduates that possess the traditional skills so necessary in any professional office. Similarly, educators in landscape architecture are quick to point out that advanced degree research and undergraduate programs should be and are in the forefront in pioneering the new frontiers for the profession. Additionally, because so many landscape architects are employed by various government agencies the profession is subject to the pressures for direction from that branch. As programs of the government change due to public pressure frequently the role of the government landscape architect changes with them. The concern here is for retention of the basic integrity of the professional landscape architect faced with such pressures. At present he has little that is defined on which to base his role. (A.S.L.A. 1971, #6).

For a variety of reasons, most curricula, past, present, and future, have not and will not reflect accurately the professional practice at any given point in time. They are either in

advance of or are lagging behind current practice. A change in curriculum under the university structure is difficult to achieve. They are so regimented that even the knowledge of the need for change frequently cannot overcome the committees, approvals, and printing schedules that require infinite patience. It is fair to say that implementation of education in practice and in the curricula is two years behind the decision. The reasons for this gap in time are manifold. Limited budgets, limited faculty manpower, and traditionally based educational patterns of the faculty and the college or university all play a part. Each curriculum is evaluated periodically, generally annually, and recommendations for revisions are proposed to reflect the dynamic nature of the profession and that of education. However, the basic requirements of the college or department housing the curriculum frequently make change occur slowly. (A.S.L.A. 1972, #8)

In the face of the continuing rapid rate of social change, it is no surprise that a profession such as landscape architecture needs to re-examine itself periodically. Such questions as where it has been successful, where it has failed, and how it has or may become relevant are only some of the questions that should be of interest to all. The Fein Report (Fein 1972) is an excellent example of such a self-examination. It is the most recent examination by the landscape architectural profession and indeed may be the best by any profession to date to answer without bias the questions set forth above. This evaluation makes the following observation concerning the role of education in any profession: "The essential sustaining nourish-

ment of any profession is the dual process that continues to replenish the gaps in professional ranks through educational programs, while at the same time experimenting with new concepts and methods. It is, therefore, to the educational process supporting the profession that attention is repeatedly directed in the determination of the nature of change that is needed and the proper approach to that change." (Fein 1972) The very nature of looking to education of a profession for change implies a similar responsibility for monitoring the effectiveness of that change. This evaluation should occur on a regularly occurring basis if the values and goals of the profession are to be achieved. The American Society of Landscape Architects' Committee on Education is the obvious heir apparent for such a task. (A.S.L.A. 1970, #4)

In order to meet the needs expressed previously and to carry them out effectively, the committee, it seems, needs a single measurable standard which can be used to monitor educational curricula of the various universities to achieve the optimum input from each for the profession. The National Educational Profile Sheet proposed herein is such a device. The model presented encompasses the stability needed and the flexibility that is desirable to keep pace and in some instances to set the pace for the profession. What follows is an explanation of that model from several viewpoints. First, the model will be considered from the standpoint of current educational philosophy and its relationship to landscape architectural curricula. Secondly, it will be analyzed in terms of its response to the dynamic pressures for change from within and without the profes-

sion. The third consideration to be discussed is a recommendation that the education of the landscape architect and his registration be accomplished through the Profile Sheet. The Profile sheet will be examined to determine if the intent of registration can be preserved. Finally, the Profile Sheet will be studied and facts presented to indicate how the practitioner and the educational process can and should interact on a regional basis. The latter is a recommendation of the Fein Report (Fein 1972) on the profession.

The concept for this Educational Profile Sheet is a result of ideas set forth at the 1972 North Central Chapter Meeting of the N.C.I.L.A. meeting at the University of Wisconsin.

CHAPTER II

CONSIDERATION OF THE PROFILE SHEET MODEL FROM THE POINT OF CURRENT EDUCATIONAL PHILOSOPHY

In order to consider the validity of the proposed educational profile model from the standpoint of current educational philosophy it is necessary to present here a summary of the current major theories of learning.

Although differences of emphasis and degree are found among the various theories of learning, many common points of agreement about principles of learning are found. Certain phases of the learning process, such as goal-behavior, have different systematic sequences from one theory to another, but in practice they point to approximately the same consequences of learning.

Theories agree that both the situation and the response are a complex and patterned phenomena. In Gestalt psychology (McGeoch, J. A., 1961) the response is not to isolate items but to a pattern of a situation. In Guthrie's theory (DeCecco, John P., 1963), a stimulus pattern that is acting at the time of a response will, if it recurs, tend to produce a similar response. Thus, contemporary schools of psychology agree that the behavior environment, or stimuli, are complex and structured and that the learner's responses are characteristically complex and patterned.

Theories agree that the descriptions and interpretations of learning of all aspects of behavior, must be made in terms of mutual relationships among events rather than in terms of independent properties or actions on the parts of an event. Stated

another way, this principle indicates that, to describe accurately what an individual does it is necessary to know the relationship to the absolute situation in which he acts. The essential idea of the mutual interaction of observable features and the organismal-environmental field is implicit or explicit in all theories of learning.

All theories agree that the subject must be motivated. Motivation is that inner force that causes an individual to release his own unique resources toward organizational goal achievement. The six keys to motivation are: (Nightengale, Earl, 1972)

- | | |
|------------------|---------------------|
| 1. PERCEPTION | 4. RELEVANCY |
| 2. PARTICIPATION | 5. GOAL ACHIEVEMENT |
| 3. FEEDBACK | 6. EVALUATION. |

Motivation conditions initiate and stimulate activity, and they direct the individual's behavior and dispose it to select some responses and to disregard or eliminate others. Motivation has frequently been referred to as goal achievement. The nature of a goal is sometimes related to tension; thus, the goal, or motivating factor, has been defined as that object or situation which relieves the most tension or achieves the best balance of tensions.

Theories agree that responses during the learning process are modified by their consequences. Responses are associated with a situation if they serve to terminate a need or satisfy a motive in the situation. This may happen on the biological or the cognitive level. On the cognitive level the individual learns those academic responses which are relevant to his goals

and purposes as he perceives them.

Theories agree that motivation is the direction and the regulation toward a goal. Learning behavior is selective and directional. It is so organized that it will achieve some end or condition. Learning is meaningful when it is used by the individual to bring about consequences that realize a goal. Most theories agree that the most important step in guiding learning is to help an individual to establish a goal, real or felt.

Theories agree that trial-and-error behavior might be appropriately described as a process of approximation and correction. The motivation of the learner, his perception of the total situation and other factors combine to direct and limit the range of trial-and-error attempts and responses. Learning has been described as a closer and closer approximation to a successful performance of a goal or standard.

Theories agree that learning is essentially complete when an individual has clearly perceived the essential relationships in the situation and has mastered the goal involved in the total situation. The essence of learning is more than likely the recognizing of the appropriateness of one's acts, or behaviors, after they occur.

Theories agree that the transfer of learning from one situation to another is roughly proportional to the degree to which the situations are similar in structure or meaning. The transfer is often greater when the situations most nearly resemble a common pattern.

Theories agree that discrimination is an important aspect

of effective learning. The learner must be able to detect differences as well as similarities. Likeness in a series of like situations frequently lead to a generalization on the part of the learner. Discrimination is the detection of differences in a series of like situations. Generalization and discrimination, or differentiation, are correlative aspects of the learning process. The factors of learning are interdependent. The individual, his motives, goals, the situation and the responses he makes to various stimulation are all interrelated (DeCecco, John P., 1963).

Having considered the areas of agreement of the various theories of learning one wonders--what are the theories? Here are the major classifications of learning theories and their major points.

The two major theories classifications are the Stimulus-Response Theories--as represented by Pavlov, Thorndike, Guthrie, Hull and Skinner--and the Cognitive Theories--as represented by the Gestalt School, Lewin, Tolman and Bloom. The Stimulus-Response Theories stress prior experience as the key to learning. The Cognitive Theories stress the present structure as the important context and frame of reference for learning. Listed below are the major points for each of the theories. (McGeoch, J. A., 1961)

The Stimulus-Response Theories:

"Conditioning is the key to learning." (Pavlov, Guthrie)
Generally conditioning derives from an older principle of asso-

ciation which says that a stimulus pattern acting at the time of a response will, if it recurs, tend to produce that same response. Pavlov is generally recognized as being a leader on conditioned-response learning. From his work, two general types of conditioning have developed. They are classical conditioning and instrumental conditioning. It is essential if conditioning learning is to be effective that cue reduction take place. That is, fewer aspects of the stimulus are needed to call out the original desired response. The reduction is made progressively until the lowest level of stimulus needed to produce the desired response is achieved.

Guthrie has probably the most simplified conditioning theory. His theory is often referred to as "contiguous conditioning" since he puts an emphasis on how close together in terms of space and time the response and the new stimulus go together. The essentials of his theory are: (DeCecco, John P., 1963).

1. The one law of learning is that a combination of stimuli which has accompanied a response will on its recurrence tend to be followed by that response.

2. A stimulus pattern gains its full strength of association on its first pairing with a response.

3. Learning results when there is some response that is occurring and one or more situations are acting on the individual at the same time.

4. A skill is not one act but many. Habits and skills represent learning in many situations and therefore are depen-

dent upon repetition or practice to achieve a level of competence.

5. Extinction of a response occurs as associative inhibition, that is, through the learning of an incompatible response.

6. Forgetting occurs because there is interference with old learnings. If there were no interference, there would be no forgetting.

Connectionism or the Bond Theory of learning has had a strong effect on education in the past (Thorndike). This theory states that an association or bond occurs between a stimulus and a response only if the latter is followed by a satisfying state of affairs. (Law of Effect) Stimulus-Response bonds are stamped in (or not) according to the effect of the action. (Punishment weakens bonds little or not at all.) Other things being equal, acts leading to consequences which satisfy a motivating condition are selected and strengthened, while those leading to consequences which do not satisfy a motivating condition are eliminated (McGeoch, J. A., 1961).

Effects are neither satisfying nor annoying if there is no readiness for that satisfaction or the lack of it. (Law of Readiness).

Thorndike also said that the greater the number of bonds a person has formed, the more intelligent he is. (The Law of Belonging). Repeating a connection tends to make it stronger and more certain (Law of Practice). Most importantly the connectionism theory states that the learner is an active agent in the education process. He comes into the learning situation with his own set of needs and desires, attitudes, problems and value

judgments which determine what rewards and which punishments will be effective for him. (Mager, Robert F., 1968)

These major points of the Stimulus-Response Theories are important to the successful teaching of Landscape Architecture because they address themselves to the learning of Perceptual Motor Skills. The vast majority of curricula are centered around the development of cognitive learning skills. The study of Landscape Architecture contains a large portion of cognitive learning. However, the presentation and representation medias used by landscape architects require a high degree of competency in the perceptual motor skills. That makes it necessary for teachers of Landscape Architecture to understand the methods for achieving learning skills by students. Stated another way, most students entering college have developed some of their cognitive learning skills through elementary and secondary education. Almost none of those entering landscape architecture as a curriculum have had any development of their perceptual motor skills applicable to design and drafting. For this reason the educational time and the number of courses needed to train a landscape architect must be extensive. Surgery is an example of another perceptual motor skill which requires extensive training, and which is also highly individualized (Walker, T. D., 1972). Due to the dynamic nature of the profession and in part due to its unique blend of cognitive and perceptual motor skills, it is necessary for successful instructors to understand the theories of both types of domains.

Cognitive Theories:

The Gestalt (classical theory) emphasizes the role of organization, meaningfulness, and understanding as conditions necessary for better learning. It denies that learning is or needs to be a trial-and-error process but rather should be the result of insightful activity. It further states that the conditions of organization by levels of learning increase retention and transfer. The Gestalt theory is an objection to the prior "atomistic" approaches, particularly to stimulus-response connections as elements of habits. The Gestalt theory says associationism oversimplifies behavior.

A basic principle is that psychological organization will tend toward the formation of a "good" configuration of sequences possessing the optimum wholeness, simplicity, regularity, and stability in its content. The Gestalt theory introduces the concept of insight which is an end result of learning, not a part of the process. As was stated earlier, this theory rejects the idea of trial-and-error and states that they are reverted to only when the problem is too difficult, either intrinsically or because of its presentation to the learner.

In the strictest sense, the Field Theory is not a theory of learning and is not interest in the process of learning. Its chief interest lies in describing what is going to get learned without concerning itself about how that learning will take place. It states that learning is a change in the cognitive structure. As one learns, one increases in knowledge. A problem situation represents an unstructured region of life space.

The learner does not know how to get from the known to the goal. He feels insecure and seeks to clarify the area of structuring. When the space is structured so as to permit a solution, we have learned. Success is considered more psychological than reward. Success could be reaching a goal, getting near the goal, progress toward a goal, or selecting a socially approved goal (Baker, Eva L. and Popham, James W., 1970). The Field theory relates success and failure to concepts of ego-involvement and levels of aspiration. Ego-involvement means the goals must be real to the learner--accomplishment brings elation; defeat brings shame. The level of aspiration is the setting of monetary goals within the range of activities in which there is ego-involvement. Lewin says that learning frequently needs repetition because learning implies a change in the cognitive structure of that individual causing him to see things from a new frame of reference; or repetition may be needed due to a lack of adequate motivation.

The final theory to be presented here is currently the most widely held view. Bloom's Taxonomy of Educational Objectives for the Cognitive Domain is arranged by categories that are organized in order of complexity of learning. This theory states that the lower order is necessary to perform adequately at the higher level. The lack of understanding of a lower level will significantly hinder total learning. Bloom's theory is similar to Maslow's hierarchy of motivation which assumes the same trait of fulfillment of the lower level before moving up. Bloom, like Maslow, indicates that individuals are constantly

moving up and down the order of complexity depending on the subject, the environment, the level of retention, and the amount of reinforcement that has occurred since the knowledge and comprehension levels have been learned. The basics of Bloom's Taxonomy are (Bloom, Benjamin S., 1956):

1. KNOWLEDGE, the most basic level which includes the recall of specific facts, concepts, principles, and theories. At this level recall simply means bringing the appropriate material to mind, usually without alteration. (Example: to be able to list the nine steps for designing a site as set forth by your instructor.)
2. COMPREHENSION, the understanding of facts, concepts, ideas and principles. That is to say, the learner is able to glean the meaning of material communicated to him and make use of the material without necessarily relating it to other material. (Example: to understand the meaning of certain design theories sufficiently well so as to explain each concept in one's own words and give original examples of projects that illustrate each concept.)
3. APPLICATION, making use of principles, generalizations, rules of procedure, and concepts in solving some problem or performing some intellectual task. (Example, to be able to apply statistical concepts in comparing data obtained from soil maps for a design area.)

4. ANALYSIS, the breakdown of a communication into its elements or parts and to be able to see the relationship between the parts. (Example, to scan a design solution in order to determine how the spaces in the site were organized, what concept was used and what materials were used to reinforce that concept.)

5. SYNTHESIS, is putting together information and ideas to form some original communication. (Example, to be able to plan a unit of instruction utilizing the principles described above for a construction course.)

6. EVALUATION, this final step is the judging of the value of a communication, theory, plan, etc., in terms of some criteria. (Example, after reading through these summaries of current educational learning theories evaluate the Educational Profile Model presented herein from that frame of reference.)

The significance of these theories of learning for landscape architectural education is apparent. Much of the information and skill necessary for the practice of landscape architecture involves cognitive learning and therefore direct application of the theories is possible. The remainder of this chapter will consider the areas of agreement of the various theories of learning and how the current educational approach to landscape architecture is meeting or failing to meet these needs. Additionally, for each area of agreement, the proposed National Edu-

cational Profile Sheet will be compared to determine how it will measure up.

The first area of agreement is motivation. All theories agree that a student must be motivated in order for effective learning to occur. Under the present system many students become "burned out" (Landscape Architectural Students, 1972-73) as they approach the final year or years of formal undergraduate education. In most cases such a feeling occurs when a student sees his education much the same as waiting in line rather than as preparation. Motivation can be rekindled by exposure to "real" practice; however, in most schools today a summer's employment is the most a student can anticipate prior to graduation. Most all educators and practitioners would agree that the problem is one of perception on the part of the student. Hypothetical problems can be more extensive and challenging than actual practice might ever prove to be. However, if the student perceives a lack of relevancy then he will retard his participation, resist feedback, fail to achieve goals and be reluctant to accept evaluation of his work. Such an attitude is in direct conflict with the keys to motivation presented earlier. Motivation is completely personal (Nightendale, Earl, 1972). It can be aided by others but it must come from within. The proposed National Educational Profile Sheet allows for individual movement into and out of the formal educational structure at will and at the same time provides for achievement toward a goal to continue in either situation. Therefore, a person in training for the profession perceives relevancy of his participation in either

education or practice and is more receptive to feedback and evaluation of his work. Stated another way, students sometimes think they know much more than they do and they need real situations to impress upon them the need for more study. On the other hand, practitioners sometimes think they are being passed up by new knowledge in research in the formal education process. Presently, the movement back and forth is cumbersome and may prevent some from making a decision to change.

A second area of agreement is that responses during learning are modified by their consequences. The present system of education and practice provides for a separation of consequences. For the student self-fulfillment and/or a grade are the consequences of his work efforts. For many practitioners the consequences are more related to economics and existence than to self-fulfillment or personal satisfaction. At various times everyone needs some of each. This can partially explain why the student may need the rewards of money and achievement in an office even though Mom and Dad are sending him to school and he doesn't really need money. It can also partially explain why a successful practitioner may return to the campus to give lectures or teach a class sometimes for little or no monetary reward. The proposed National Educational Profile Sheet recognizes this need for change in one's position relative to the practice and provides for continued advancement while moving from one situation to the other.

The theories agree that learning is essentially complete when an individual perceives the essential relationships of a

situation and has mastered a goal set for the situation. Most can recall the unfamiliarity felt upon entering a first job or when entering college. A goal was clearly perceived and our efforts were fully directed at achieving that goal. With the passage of time one tends to master the daily routine and that tends to make him more comfortable. If the position lasts long enough and the work is sufficiently routine eventually one masters the skill of doing the work and no longer feels the need for further learning. That too comfortable feeling is a problem under the present system of education for landscape architects. Too many seniors feel they have achieved or mastered all the skill required for graduation and are coasting to the finish line.

The proposed National Educational Profile Sheet wouldn't necessarily prevent such an occurrence; however, it would make it less likely since the perception of relevancy would tend to attract one into practice.

Finally, the theories of learning agree that learning is enhanced by and is roughly proportional to the degree to which situations are similar in practice to those learned through the cognitive process. Further, there is agreement that effective learning takes place as learners are able to detect differences as well as similarities and that trial and error help to develop understanding of differences. Unfortunately, current educational programs in landscape architecture do not allow sufficient exposure to the actual practice of the profession for a student to be aware of the similarity in practice to the material learned

through the cognitive or perceptual motor skill process of formal education (White, Stanley, 1953). This lack of awareness of the similarities can impede one's ability to discern critical differences and thereby make a generalist out of students. The proposed National Educational Profile Sheet would allow a student to move into the practice side for a period of time and experience the similarities and detect the differences as situations present themselves to him. Certainly the need to know more would help to motivate him should he choose to return to the classroom.

CHAPTER III

HOW THE MODEL RESPONDS TO THE DYNAMIC
PRESSURES OF THE PROFESSION

BACKGROUND AND SETTING THE STAGE:

"Curricula, by their existence and definition, imply known and successful prototypes. The more it is known what is meant by the term "landscape architect" the more definitely one can describe and require the proportionate parts that add up to that conclusion. At least partially on this basis one can defend the system of published lists of courses, credits, and proficiencies (Reimann, Robert G., 1971)." The problem lies in the nature of the profession. Even more than most professions, it deals less with the specific and more with the continually changing and dynamic discovery of relationships, their pertinence and inter-connections. In pursuing that approach it is not surprising that there are constant spin-offs into specialities that develop from the formal educational process and from the practitioner. Generally the spin-offs due to the formal educational process occur as a result of graduate studies. Spin-offs that come from the practitioner frequently are the result of the gregarious nature of the typical landscape architect. The diversity of approaches to the profession is demonstrated in the varying program emphasis of the universities and the non-uniformity and orientations of offices in the practice. This diversity may be caused by the unique influences of the region, the work undertaken by the public agencies in an area, the particular thrust of

a principal in a firm or university, and many other factors. The recent study of the profession by Dr. Albert Fein documents this diversity (Fein, Albert, 1972).

Such diversity makes definition of a concise curriculum next to impossible. Programs that are revised and brought up to date may become obsolete before the students enrolled in them can complete the sequence. Some feel that this diversity is the result of the lack of any clear, distinctive landscape architectural theory. They point out that the profession of landscape architecture is a composite of many earlier disciplines such as horticulture, soils, architecture, engineering, ecology, etc.; but it has not yet developed the distinctions which impart a particular identity. Those who seek such an identity are referred to in the Fein Report as "Boundary Maintainers" and also, according to the Fein Report, such individuals are found mostly outside the profession. The Gallup survey referred to in the Fein Report found that those within the profession were primarily "boundary expanders." That finding tends to substantiate the hypothesis that landscape architects are gregarious individuals for the most part who see themselves as helping to define the direction of an infant profession rather than fitting into a well defined and neatly organized field. Engineering is an example of a profession that is neatly organized and well defined. Over time it has developed the civil engineer, the mechanical engineer, the electrical engineer, etc. Landscape architecture does not have these well defined categories; however, some loosely defined categories do exist. Examples of

such categories are the urban landscape architect, the parks and recreation specialists, the governmental landscape architect, and the teaching landscape architect. In each of these, however, there is considerable overlap and duplication of efforts. Boundary expanders are not alarmed by this fact; however, boundary maintainers, namely, those outside the profession, are concerned by the lack of clear definition because they may fear encroachment.

It may seem at first that the proposed National Educational Profile Sheet for Landscape Architects is an attempt to define clearly the formula necessary to develop a landscape architect. However, that is not the case. Chapter V will deal with the need to approach the education process on a regional basis. The point will be made that a reasonable variety of curricula relative to concentrations or emphasis be allowed. The same variety relative to the practice of the profession in a given region is not only to be allowed but encouraged. The point here is that in any event it is essential that there be a solid foundation and core of studies which are clearly and unequivocally the substance that is known as Landscape Architecture. With such a base, specializations can be developed in many different areas. The point is that the total training of the landscape architect must include formal education--the role of the universities and internship which is the unique role of the practitioner in the total development of a landscape architect. The core studies area must be offered by the university in order to achieve a degree of uniformity; however, such uniformity is only suggested

at the undergraduate level (A.S.L.A., 1971, #2). The Profile Sheet allows for both areas of training to occur and acknowledges the importance of each to the total development of a future landscape architect. It also recognizes that the sequence of education and training may not be the same for each individual in the training process. It can be anticipated that for some individuals the approach to the profession may begin as a draftsman for landscape architectural firms. The Profile Sheet recognizes that at some time they may want to become landscape architects. Under the present system that avenue is certainly open to them but there may be little or no recognition of their past experience by the institution they choose. Under the proposed profile sheet system, their past experience would be accepted and checked off, and they would clearly know that they had not wasted time prior to the formal educational process.

Another case is the student in college who wants out. Maybe all do, but in landscape architecture this is most apparent in the last two years of the present system. Obviously, some see the process and are content to gain the formal education first then go into practice. Some, however, do not clearly see the sequence as being absolute. They want to practice but most can not. Universities have attempted to respond to this need by instituting a professional internship requirement for a summer's work into the educational program. Another attempt to respond is by giving students real problems to work on rather than hypothetical. In each case the attempt is only superficial due to the constraints of the educational system and students see through

them. Under the present system the individual who does not finish his education prior to working in an office is penalized. He will find it next to impossible to work for the federal government or state government even as a draftsman. As a result landscape architects are doing work para-professionals could easily handle. Under the present system if an individual leaves formal education it is most unlikely he will return and complete his degree and therefor unlikely he will become a fully recognized landscape architect.

To sustain a long effort toward a goal it is necessary to see progress along the way (Baker, Eva and Popham, James W., 1970, #12). Formal education recognizes that by advancing students in classes. In some ways grades are the same kind of indicator of progress. The signs become less clear, however, upon graduation.

The development of a para-professional program in connection with the use of the proposed profile sheet will help introduce the profession of landscape architecture to the public. The Associate Arts degree program proposed herein is a recognition of this need and the proposed profile sheet is planned to accommodate that program. Under the proposed profile sheet, credit can be given to interested candidates for courses completed in high school, such as drafting, mathematics; and in cooperation with a practitioner in a regional office, a candidate can see his progress as he completes the various levels. The proposed model provides the framework for direction of purpose but leaves the pace, extent of completion, and role of the individual within the

profession to his discretion. Assisting him to determine his exact role in the field and to provide leadership and council during his education will be his regional advisory committee. It will be composed of three individuals consisting of one from each major branch of practice. More will be said concerning this committee and its function in Chapter V.

CHAPTER IV

REGISTRATION AND THE NATIONAL EDUCATIONAL
PROFILE SHEET

Landscape Architecture as a recognized profession has come a long way from its rather humble beginnings in this country. The date the first official use and therefore the birth date of the profession is May 12, 1863. On that day Messrs. Fredrick Law Olmsted and Calvert Vaux, who had been hired as park planners by the Central Park Board of New York, resigned from their work. In their letter of resignation they referred to themselves as Landscape Architects. This was the first official use of the term.

Olmsted, Vaux and others began to use the term occasionally from then on until in 1899, on January 4th, when the first step toward formalizing the profession was taken. On that day they organized the American Society of Landscape Architects. There were eleven original members; "Original Fellows", as they designated themselves. The organization of the national society was a significant step in the development of the profession. In general, the following characteristics are typical of trades that are considered to be professionals (Graham, John, 1973):

1. They form a national organization.
2. They institute some form of self-regulation.
3. They determine a substantial body of knowledge that is necessary for a practitioner to know.

4. They set standards for education and generally accredit schools that meet those standards.
5. They develop an examination to test the level of competency of those who will practice.
6. They apply for and obtain the right to license under state statutes. Along with this, they obtain protection for the title.
7. They develop a code of ethics for those who practice under that title.
8. They normally have some form of internship required.

The profession of Landscape Architecture in general has now accomplished these characteristics in most states. Therefore in the truest sense of the word the practice has acquired professional status. This differs greatly from the vernacular usage of the word "professional" which is frequently used to mean highly skilled.

The proposed uniform national profile sheet addresses itself to several of the characteristics set forth above. It is concerned with the broader utilization of the national organization. Its use aids in self-regulation, determination of the body of educational material, and sets levels or standards for competency. Its use stresses the need for internship and cooperation and it can assist in determining an individual's competency of the subject matter.

The issue here is that of registration. The proposed National Educational Profile Sheet for Landscape Architecture is primarily focused on the educational process. However, its

use can provide a spin off benefit for registration. For this to occur will require some change in the current approach to licensing.

In order to follow and agree with this approach, the following assumptions are made:

1. Standards for excellence in education will be set by the national society. Schools that are accredited by the national society will reserve the grade of "A" for only those achieving the level of excellence set forth during accreditation.
2. The second assumption is that the only reason for testing for registration is to assure society that an individual has achieved a certain level of competency which will insure or safeguard life, health, property, and promote the public welfare.

The approach is not complex. As an incentive to study in greater depth to achieve the level of excellence set up by the national society, anyone in an accredited school receiving an overall grade of "A" in all subjects pertaining to a given subject area would be exempted from examination for registration in that subject area. All others would be required to take and pass an examination prior to registration. This approach preserves the intent of registration but recognizes the significance of accreditation also. What is necessary is a re-examining of the practices of licensing and education with a view toward protecting the principles upon which licensing is based and providing the appropriate climate which will foster superior and

dynamic education (Zube, Ervin H., 1973).

Many individuals who receive their training in accredited Landscape Architectural programs with particular emphasis in a given area of subject matter will always practice only in that specialized area. By today's registration standards they might not qualify to practice under the title of a Landscape Architect because they may not also be proficient in the other major categories covered by the examination. An example might be an individual who is highly qualified in the computer process applied to regional land use planning. That same individual may not also possess a high degree of competency in the area of plant materials identification and planting design. Therefore, it is proposed that licensing be altered to reflect the area or areas of specialization in which an individual is proficient. This approach would more adequately protect the public health, welfare and safety than it does under the present system of registration. Many other professions have already reached the point of registration by specialty of study. Landscape Architecture should also.

The proposed National Educational Profile Sheet would serve as a permanent and current record of any individual landscape architect. Section 3 of the profile sheet contains the information regarding registration. The registration number of a successful candidate would be the National Profile Sheet number assigned when the original application was made. Designation of the area of specialization will be by the addition of letters to the number. (See the example in Appendix C.)

CHAPTER V

IMPLEMENTATION OF THE PROPOSED EDUCATIONAL PROFILE
SHEET ON A REGIONAL BASIS

A regional approach to the organization of landscape architectural education offers certain distinct opportunities over the present system which is relatively unplanned and unorganized. Currently the location of curricula, the thrust in terms of specialization of education of a given university and coordination between schools is left to chance. In a very real sense the profession is gambling that all the facets of the profession will continue to be offered somewhere and that the students in that location will develop an interest in the area of specialization of a given curriculum. As one studies the catalogues of the various schools currently offering degrees in Landscape Architecture for clues to the emphasis of their programs, the broad headings appear much the same. One might conclude that all are the same or very similar. Empirical knowledge of the various programs reveals a somewhat different answer. In most programs the instructor of a course is relatively free to determine what and how a subject will be taught. Professors with a high degree of authority can influence the major direction of an entire program. Ian McHarg at Pennsylvania State University is an example of an individual with authority sufficient to sway and determine the approach of the program with which he is associated. The point here is not to condemn this fact but to propose a regional system that encourages specialization, makes that information

available to those interested in studying that area in greater detail and coordinates the specialization within a region. That approach will avoid excessive overlap and insure coverage of all facets of the profession.

The Fein Report (Fein, 1972) on the profession recommends-- "that regionalism be adopted by the profession as a theoretical and educational focus." In order to accomplish that objective in relationship with the Proposed National Educational Profile Sheet the country has been divided into seven regions. (See the various proposed regions on the map in Appendix E.) The proposed regions have been grouped according to characteristics in common and relative size. Characteristics which were considered in the grouping were: population density, topography, climate, vegetation, physical proximity, similarity of life style, and historical homogeneity. The regions are:

REGION ONE:

Maine	Rhode Island
Vermont	New York
New Hampshire	Pennsylvania
Massachusetts	New Jersey
Connecticut	Maryland
West Virginia	Delaware
Virginia	

REGION TWO:

Minnesota	Illinois
Wisconsin	Kentucky

REGION TWO, continued

Indiana	Ohio
Michigan	

REGION THREE:

Montana	North Dakota
Wyoming	South Dakota
Colorado	Utah

REGION FOUR:

Idaho	Arizona
Nevada	New Mexico

REGION FIVE:

Washington	Oregon
California	Hawaii
Alaska	

REGION SIX:

Nebraska	Iowa
Kansas	Missouri
Oklahoma	Texas

REGION SEVEN:

Arkansas	North Carolina
Louisiana	South Carolina
Tennessee	Georgia
Mississippi	Florida
Alabama	

Significant changes within the educational system of landscape architecture cannot come piecemeal. Adoption of the proposed National Educational Profile Sheet for Landscape Architects would represent a significant change from the present system. Paul Spreiregen concluded that to change the system a regional approach is necessary in order to change the heart of the larger social system in which landscape architecture operates as a very small component (Spreiregen, Paul). James M. Fitch in his opinion written for the Fein Report on the profession stated: "A national network of schools, each of which is concentrated upon problems of its own geographical region would constitute a program of international significance." (Fitch, James M.)

The proposed National Educational Profile Sheet approach will require the national headquarters to take a much more active role in policy determination and administration of the profession.

Today in many states a landscape architect can completely ignore the ethics and guidelines of the national society and practice as he pleases. When a profession matures that option typically disappears. Consider the medical profession. What doctor can practice apart from the ethics, constraints and guidelines of the American Medical Association? The same is true of law. Therefore, it is essential that broader powers of administration be vested at the national level in the American Society of Landscape Architects. Under the proposed National Educational Profile Sheet, the responsibility for direction is

placed with the national office and is administered on a regional approach to the country.

The following is a breakdown of responsibility as it would occur for an individual from the time interest in becoming a landscape architect is expressed until his education is completed. In the hypothetical case presented here the initial contact with the candidate was made at a career days presentation in the high school. A team of professionals organized under the direction of the regional task force committee made the presentation and recorded the names of those interested in the profession. Each was given a personal data form to complete and the address of the national headquarters as the place to send it when completed. The candidate was asked to give his name, address and age. Additionally, he was asked to provide a listing of offices held, academic honors received and three character references, only one of which could be a relative. The candidate was instructed to have a high school transcript sent to the national headquarters for evaluation of courses that might be applied for credit against the profile sheet. Only a few responded; however, our candidate is one that did. Upon receipt of his personal data sheet at the national office a number was assigned to him and a file created. The national office then notified the regional task force committee and passed the number and name to them.

At the regional level an advisory committee of three landscape architects was drawn from among the regional membership. The composition is always, one governmental landscape architect, one educator and one practitioner. It was their

responsibility individually to correspond with the candidate, welcome him, and indicate their names and addresses for communication when necessary by the candidate. The committee was charged with the guidance and direction of the candidate and will, if the candidate is successful through education and training, eventually propose him for membership in the A.S.L.A. The regional task force committee communicated back to the candidate and supplied him with a career package. The package detailed the various areas of specialization within the profession. Additionally the package contained a complete listing of each school and curriculum within the region. It also identified the school's area of specialization.

Also included in the package was the candidate's personal copy of the National Educational Profile Sheet (See Appendix B) and an explanation sheet for using the profile sheet (See Appendix A). Other miscellaneous information from the national headquarters, the regional task force committee, and the state or local chapter was also included in the career package.

The next action was that of the candidate. He indicated back to any member of his advisory committee that he would like to attend one of the colleges listed in the career package. Upon receipt of his letter the advisory committee notified and sent a letter of introduction to the college selected by the candidate. They will also notify the national headquarters of his decision and instruct the Society to include the candidate on its mailing list and to commence sending the Landscape Architecture Quarterly magazine to the candidate. The advisory com-

mittee was charged with the responsibility of maintaining contact with the candidate at least once every six months. It is desired that during the candidate's education and training he will become personally acquainted with his committee.

Following the progress of the candidate, he has now completed two years of college and wants to attend another college, one that specializes more in the area of his interest. Additionally, the candidate would like to work during the summer for a firm in the region to gain some training and begin work on the professional practice section of his profile sheet. He may find employment on his own or he may contact his advisory committee and request assistance. The procedure here would be for the committee to assist in locating a summer work experience and introduce him by letter to the school and curriculum he has expressed a desire to attend. In general, it could be stated here that the committee functions to assist the candidate in achieving and obtaining his goals and objectives, assuming participation on his part is sincere and his performance is good. The advisory committee will function as counsel to the candidate who might falter along the way. To the best of their ability, the committee members will attempt to assist and resolve problems in a personal manner with the candidate. In a profession that stresses sensitivity to one's surroundings both physical and in relation to human interaction, it seems this concerned approach is completely appropriate.

During the summer the candidate completed three requirements on the professional section of the profile sheet and in

combination with work completed in his first two years of college has now reached the first recognized level within the profession. He is considered to be a para-professional and is now qualified to be referred to as a landscape architectural technician, also referred to as an L.A. 2. The candidate may also receive an Associate Arts degree, depending upon the location he chose for the first two years of training. However, he is now qualified at the technician level if he has completed the courses coded in yellow in both sections of the proposed profile sheet. This is a significant step in his education and training and the candidate received from the national headquarters, based upon the recommendation of his advisory committee, official recognition of his achievement. All member firms of the American Society of Landscape Architects will now be required to observe his level of achievement under the salary guidelines prepared by the national headquarters. (See Appendix C).

The candidate begins course work at the third year level at the new college he selected. Upon completion of his third year he again works during the summer. During the summer he decided not to return to school but to continue work in order to complete a project begun during the summer employment. The advisory committee consulted with the candidate and agreed with his decision. During the time of employment the candidate continued to complete items on the professional practice section of his profile sheet. It is important to note here that only members of the Society and member firms are qualified to check off items in the professional practice section. After two years, the can-

didate returned to school and completed his degree requirements under the academic section and was awarded the Bachelor of Science or Bachelor of Arts degree from the university he attended.

The candidate has now reached another important level. He is qualified to be referred to as a Landscape Architect in Training, or commonly known as an L.A. 3. He was officially notified by the national headquarters of his achievement and change in levels. At this time also he automatically became an Associate Member of the American Society of Landscape Architects. All member firms will be required to observe the salary guidelines for the level he has achieved.

The candidate now seeks employment and his advisory committee works with him and provides assistance when needed. They provide letters of recommendation and by virtue of their established contacts within the profession may provide leads and letters of introduction. The candidate's decision to complete the professional practice section of his profile sheet represents a decision not to continue in school to obtain a Master's degree at this time. Upon obtaining employment the candidate continued to fulfill and check off requirements of the professional practice section until he completed all those color coded in green. Upon completion of these requirements, plus the already completed academic section, the national headquarters notified the candidate's school of previous graduation and certified completion of all requirements for the B.L.A. (Bachelor of Landscape Architecture) degree. This represented another level of achievement and the candidate was now registered for all areas in which he

achieved an overall grade of "A" or which he satisfactorily passed by examination. The candidate has now completed a minimum of eight years in education and training and may be referred to as a Landscape Architect or L.A. 4. He is issued registration under the statutes of the state in which he is practicing. The number assigned is that of his original number designated on the profile sheet. Identification of the area of speciality is shown by the addition of a letter to the number. (See Section 3 of the Profile Sheet, Appendix B, for a listing of letter designation). At this point also the advisory committee recommended the candidate for full membership in the A.S.L.A.

Under the proposed Uniform National Educational Profile Sheet an individual is now finished with all levels until he has completed the requirements for the next step, the Master's degree. Therefore, as the candidate above has worked for another three years he has seen completed requirements coded in red which correspond to the Master's degree under the academic profile section. At the end of three and a half years the candidate, in consultation with his committee, decided to go back to school to complete the academic section for a master of Landscape Architecture degree. With the assistance of the committee a program within the region was chosen for its area of specialization. Work under the program progressed until ultimately in two years the candidate completed the academic requirements for a Master of Landscape Architecture degree. In this case, because the professional practice profile section had already been completed for a Master's degree, all the yellow dots, plus the

green and red, the national headquarters certified completion to the university and recommended conferring the Master of Landscape Architecture degree. At this point the candidate has reached the level of L.A. 5 or Master of Landscape Architecture.

In consultation with his advisory committee the candidate seeks employment. After considering several possibilities a decision was made to accept a position on the faculty of one of the accredited curricula. Under the proposed guidelines set forth by the A.S.L.A. for accreditation, all faculty must complete the five additional courses specifically dealing with education concepts at the Master's level to become permanent full time faculty. Therefore, the candidate was hired provisionally as an assistant professor and allowed two years to complete the five courses. Upon completion of the five courses the candidate's advisory committee recommended permanent appointment to the national headquarters. The national headquarters in turn recommended removal of the provisional status to the university and recommended promotion to associate professor. The national office acknowledged by certificate the achievement of the rank of Master of Landscape Architecture with additional work in education. This is referred to as an L.A. 6 position.

In the case of the candidate, it is the opinion that he would be well advised to seek the Doctor of Philosophy degree since he has demonstrated outstanding qualities during education and training thus far and since he desires to remain involved in teaching. The candidate decides to continue to work towards a PhD degree and four years later has completed all the

requirements for that degree. At that time the advisory committee recommended the granting of L.A. 7 level and forwarded its records to the national headquarters to be filed with the candidate's permanent record.

There are several aspects not covered by the candidate above regarding the proposed National Educational Profile Sheet that should be pointed out here. First, all programs freely accept course work from other institutions within the region at full credit. Secondly, the core of basic requirements at all accredited schools are the same. During the third year of study a particular emphasis is developed in each school as directed by the region. Full disclosure of the emphasis of each of the schools is stressed and schools work with candidates and their committees to direct individuals into the area or areas of their interest. Third: Schools and the private practitioners within the region interact freely and openly for the good of the profession. Interaction takes the form of conferences, rotating positions for specified periods or projects and supplying each other with data. Fourth: Should a candidate wish to transfer out of one region into another his advisory committee assists him and notifies the national office of the candidate's degree. The national headquarters in turn notifies the new region's task force committee. A new advisory committee is appointed for the candidate. In all cases one member from the previous region will remain on the new advisory committee of the candidate. Fifth: The structuring of the A.S.L.A. down to the local chapter level will be realigned to reflect the regions in the breakdown.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the information provided in the preceeding chapters it has been demonstrated that the profession of landscape architecture needs to develop greater self-regulation at the national level. This is in keeping with the maturity of the profession and the registration requirements for the protection of public health, safety and welfare.

Use of the proposed Uniform National Educational Profile Sheet will provide a tool to achieve the necessary central administration over the various aspects of the profession.

At the same time it will help to define the core or basic elements of study.

Use of the profile sheet will expand the duties of the A.S.L.A. Committee on Education and will cause greater interaction with the Council of Landscape Architectural Registration Boards.

The use of the proposed educational profile sheet will assist states in obtaining registration statutes. It will establish a control file of individuals in the profession and aid schools in the development of curricula.

The regional approach will help to prevent unnecessary duplication of efforts by accredited schools and provide assurance that all aspects of the profession are taught.

The proposed National Educational Profile Sheet establishes

clearly the tie between, and the need for, formal education and internship training. The role of the practicing profession is well defined in the total education picture.

Finally, the National Educational Profile Sheet sets standards for achievement and defines degrees as to content and level.

A Master's thesis is a stepping stone whose objectives are achieved when other investigators can expand upon its findings. Recommendations are made here so as to stimulate future studies on this subject.

There exists a need to:

1. Inventory the profession and obtain reactions and suggestions to this approach.
2. Determine the nature and content of the basic studies or core program for Landscape Architecture.
3. Summarize licensing laws and registration requirements to determine if this approach will work and what revisions might be necessary.
4. Study the possibility of establishing para-professional programs at the high school and community college levels using the National Educational Profile Sheet as a guide.
5. Determine if this approach can be correlated with other professional design programs to encourage the establishment of more formal relationships.

6. Study the current schools and suggested regions to determine how best to achieve diversification of programs and what the optimum size of regions should be.
7. Study the university structures and determine what recommendations are necessary to achieve agreement and consensus for implementation within the university structure.
8. Develop a program of study that would fit into the proposed profile sheet concept and be taught in the high school.

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THE AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS
1750 OLD MEADOW ROAD
MCLEAN, VIRGINIA 22101

Information and Instructions Regulating the Use of the
UNIFORM NATIONAL EDUCATIONAL PROFILE SHEET
FOR LANDSCAPE ARCHITECTS

1. A candidate may apply for a profile sheet any time after he, or she, reaches the Junior year in High School. Application for a profile sheet must come from an accredited curriculum or practitioner. The A.S.L.A. will assign a number to the profile sheet that will later become the National registration number for the successful candidate.

2. A committee of three landscape architects will be assigned to each candidate to help and direct the candidate to a successful conclusion of his goals. The committee will be made up of one landscape architect from the immediate area of the candidate and two other landscape architects that shall be from other regions of the United States. The names of the committee members will be made available to the candidate and he shall consult regularly with his committee on all matters concerning formal education, work experience, assistance in locating a position, and any other such matters that might concern him and have a relationship to his performance. Upon successful completion of the requirements the committee will sponsor the candidate for full membership in the A.S.L.A.

3. The requirements of the Educational Profile Sheet in no way prevent a candidate from obtaining a degree that he might otherwise be qualified for from a Junior College, College, or University. However, the only recognized degrees by the profession will be the A.L.A. (Associate of Landscape Architecture)

the B.L.A. (Bachelor of Landscape Architecture), the M.L.A. (Master of Landscape Architecture) and the Ph.D. In accordance with that policy a pay scale will be developed to establish minimums for each level. All member offices and firms of the A.S.L.A. will be sent a photostatic copy of a prospective employee's profile sheet which will list his, or her, status to date. The profile sheet will act in much the same way as a college transcript in varifying levels obtained, honors received, and comments from previous employers. It should be kept in mind that some candidates will option not to complete the entire profile. However, it is not the intention of the profile sheet to encourage "drop-outs" but rather to encourage completion of the requirements. Movement in and out of the academic and practitioners office is a major asset of this program.

* NOTE: THESE FORMS REPRESENT SAMPLES ONLY AND ARE NOT
EXISTING OFFICIAL FORMS OF THE AMERICAN SOCIETY
OF LANDSCAPE ARCHITECTS.

THE AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS
1750 OLD MEADOW ROAD
McLEAN, VIRGINIA 22101

UNIFORM NATIONAL EDUCATIONAL PROFILE SHEET FOR
LANDSCAPE ARCHITECTS

Candidates Name: _____

Regional Designation: _____

American Society of Landscape Architects File Number:

SECTION ONE: Record of Degrees Earned and Location and Name of Accredited Institutions and Accredited Professional Offices where work was performed.

	Name of Academic Institution	Degree	Date
1.			
2.			
3.			
4.			
5.			
6.			

	Name of Professional Office	From	To
1.			
2.			
3.			
4.			
5.			
6.			
7.			

SECTION TWO: Listing of Honors Received, Offices held, and
Positions of Employment.

SECTION THREE: Listing of memberships in Professional Societies,
Associations, or Organizations; Publications
Authored by the Candidate; and References as to
Character.

SECTION THREE continued.

Letters of character reference and/or employment recommendations are on file at the national office of A.S.L.A. from the following individuals or firms:

(Note: A minimum of three references is required, two of which must be from Registered Landscape Architects.)

1. _____

2. _____

3. _____

4. _____

5. _____

SECTION THREE: continued

RECORD of PROFESSIONAL REGISTRATION

Registration has been granted in the following areas of specialization and in the following states:

DATE GRANTED	AREA DESIGNATION	SUBJECT AREA OF REGISTRATION	REGISTRATION GRANTED BY:	
			ACADEMIC EXCELLENCE	EXAMINATION
	A	LANDSCAPE ARCHITECTURAL DESIGN		
	B	PLANTING DESIGN		
	C	SITE SYSTEMS CONSTRUCTION		
	D	HISTORY and THEORY		
	E	REGIONAL PLANNING and DESIGN		
	F	URBAN PLANNING and DESIGN		
	G	INSTITUTIONAL SITE PLANNING and DESIGN		
	H	HISTORICAL PRESERVATION and DESIGN		
	Z	REGISTRATION FOR ALL SUBJECT AREAS		

SECTION THREE: continued

Registered in the following states:

NAME OF STATE	AREAS OF REGISTRATION	DATE OF REGISTRATION
---------------	--------------------------	-------------------------

SECTION THREE: continued

COMMENTS OF PERSONAL INTERVIEW:

COMMENTS FROM ACADEMIC FACULTY:

SECTION THREE: continued

COMMENTS FROM PRACTITIONER - FACULTY

PRESS CLIPPINGS, HONORS & AWARDS

SECTION FOUR: Academic Profile Record.

(NOTE: All course work required in this section must be completed at a university, college, or school where the Landscape Architectural curriculum is accredited by the American Society of Landscape Architects. Satisfactory completion of a university's requirements for graduation entitles the candidate to receive the appropriate B.S. or B.A. degree. However, the granting of the B.L.A. degree is expressly limited to those candidates who have completed all the requirements in both sections that are color coded for the B.L.A. degree.)

Course Name	Sem.	Cr.	Hrs.	Date Completed
● ARCHITECTURAL GRAPHICS 1		3		_____
● ARCHITECTURAL GRAPHICS 2		3		_____
● ENGLISH COMPOSITION 1		3		_____
● ENGLISH COMPOSITION 2		3		_____
● ORAL COMMUNICATIONS		3		_____
● TRIGONOMETRY		3		_____
● ECONOMICS 1		3		_____
● ECONOMICS 2		3		_____
● HISTORY OF WESTERN CIVILIZATION		3		_____
● HISTORY OF MODERN MAN		3		_____
● ENVIRONMENTAL DESIGN 1		3		_____
● ENVIRONMENTAL DESIGN 2		3		_____
● BASIC ECOLOGY		3		_____
● ENVIRONMENTAL AWARENESS AND PLANNING		3		_____
ART ELECTIVES:				
● _____		2		_____
● _____		2		_____
● _____		2		_____
● _____		2		_____

● LANDSCAPE ARCHITECTURAL DESIGN	4	3	_____
● LANDSCAPE ARCHITECTURAL DESIGN	5	3	_____
● LANDSCAPE ARCHITECTURAL DESIGN	6	3	_____
● ADVANCED LANDSCAPE ARCHITECTURAL DESIGN		4	_____
● RESEARCH IN LANDSCAPE ARCHITECTURE		6	_____
● DOCTORAL RESEARCH IN LANDSCAPE ARCHITECTURE		6	_____
● CITY PLANNING		3	_____
● REGIONAL PLANNING		3	_____
● LANDUSE AND RESOURCE CONSERVATION		3	_____
● AESTHETICS		3	_____
● BOTANY		3	_____
● SOILS		3	_____
● GEOGRAPHY		3	_____
● PLANT MATERIALS	1	3	_____
● PLANT MATERIALS	2	3	_____
● PLANTING DESIGN	1	3	_____
● PLANTING DESIGN	2	3	_____
● PLANTING DESIGN	3	3	_____
● DESIGN OF PARKS AND RECREATION AREAS		3	_____
● PLANT MAINTENANCE AND SPECIFICATION WRITING		3	_____
● INTRODUCTION TO PROFESSIONAL PRACTICE		3	_____
● LANDSCAPE ARCHITECTURAL SEMINAR	1	1	_____
● LANDSCAPE ARCHITECTURAL SEMINAR	2	1	_____
● LANDSCAPE ARCHITECTURAL SEMINAR	3	1	_____

SOCIAL SCIENCE ELECTIVES:

● _____	3	_____
● _____	3	_____
● _____	3	_____

SCIENCE ELECTIVES:

● _____	3	_____
● _____	3	_____
● _____	3	_____
● _____	3	_____

FREE ELECTIVES:

● _____	3	_____
● _____	3	_____
● _____	3	_____
● _____	3	_____
● _____	3	_____
● _____	3	_____

● INTRODUCTION TO THE DESIGN PROFESSIONS	2	_____
● SITE SYSTEMS 1	3	_____
● SITE SYSTEMS 2	3	_____
● SITE SYSTEMS 3	3	_____
● ADVANCED SITE SYSTEMS	3	_____
● SITE SURVEYING	3	_____
● PHOTO INTERPRETATION	3	_____
● LANDSCAPE ARCHITECTURAL DESIGN 1	3	_____
● LANDSCAPE ARCHITECTURAL DESIGN 2	3	_____
● LANDSCAPE ARCHITECTURAL DESIGN 3	3	_____

● LANDSCAPE ARCHITECTURAL SEMINAR	4	1	_____
● LANDSCAPE ARCHITECTURAL SEMINAR	5	1	_____
● LANDSCAPE ARCHITECTURAL SEMINAR	6	1	_____
● ADVANCED LANDSCAPE ARCHITECTURAL SEMINAR 1		3	_____
● ADVANCED LANDSCAPE ARCHITECTURAL SEMINAR 2		3	_____
● BUSINESS LAW 1		3	_____
● BASIC ACCOUNTING		3	_____
● OFFICE MANAGEMENT CONCEPTS		3	_____
● POLITICAL BEHAVIOR		3	_____
● STATE AND LOCAL GOVERNMENT		3	_____
● FUNDAMENTALS OF COMPUTER PROGRAMMING		3	_____
● APPLICATIONS OF REMOTE SENSING		3	_____
● NATIONAL LAND-USE POLICIES		3	_____
● DELINEATION TECHNIQUES AND PRESENTATION MEDIA FOR LANDSCAPE ARCHITECTS		3	_____
● ARCHITECTURAL APPRECIATION	1	2	_____
● ARCHITECTURAL APPRECIATION	2	2	_____
● CURRENT HOUSING TRENDS		2	_____
● INSTITUTIONAL DESIGN		3	_____
● BASIC CAMERA AND LABORATORY TECHNIQUES		3	_____
● EDUCATIONAL PSYCHOLOGY	1	3	_____
● EDUCATIONAL SOCIOLOGY	2	3	_____
● PRINCIPLES OF MEASUREMENT		3	_____
● COUNSELING THEORY & PRACTICE		3	_____
● A.S.L.A. INSTRUCTORS DEVELOPMENT SEMINAR		3	_____

SECTION FIVE: Professional Practice Profile.

(NOTE: All work stipulated in this section must be completed under the direct supervision of, and signed by an accredited practitioner of the A.S.L.A. All requirements must meet and should not exceed the descriptions as set forth by the A.S.L.A. Committee on Education.)

Subject area identification	Sem.	Cr. Hrs.	Date Completed
BUSINESS PRACTICES AND POLICIES			
● ACCOUNTING SYSTEMS		3	_____
● THE LAW & THE L.A. FIRM		3	_____
● INSURANCE AND TAXATION		3	_____
● OFFICE PRACTICES		3	_____
● ORGANIZATIONAL STRUCTURES		3	_____
● EMPLOYEE RELATIONS		3	_____
● PROFESSIONAL PRACTICE INTERNSHIP WITH THE EMPHASIS ON SMALL TO MEDIUM SCALE PROJECTS		6	_____
● PROFESSIONAL PRACTICE INTERNSHIP WITH THE EMPHASIS ON MEDIUM TO LARGE SCALE PROJECTS		6	_____
● PROFESSIONAL PRACTICE INTERNSHIP IN URBAN DESIGN		3	_____
● PROFESSIONAL PRACTICE INTERNSHIP IN REGIONAL ANALYSIS AND DESIGN		3	_____
● PROJECT LEADERSHIP FOR A SMALL TO MEDIUM SIZE PROJECT		3	_____
● PRESENTATION MEDIA 1		3	_____
● PRESENTATION MEDIA 2		3	_____
● PARTICIPATION WITH LOCAL GOVERNMENT PLANNING BOARD OR CITY COMMISSION		3	_____
● VERBAL PRESENTATION TO A CLIENT		3	_____

● PROFESSIONAL PRACTICE SEMINAR	1	2	_____
● PROFESSIONAL PRACTICE SEMINAR	2	2	_____
● PROFESSIONAL PRACTICE SEMINAR	3	2	_____
● PROFESSIONAL PRACTICE SEMINAR	4	2	_____
● PROFESSIONAL PRACTICE SEMINAR	5	2	_____
● PROFESSIONAL PRACTICE SEMINAR	6	2	_____
PARTICIPATION IN A.S.L.A.			
● CHAPTER INVOLVEMENT		3	_____
● REGIONAL PARTICIPATION		3	_____
● NATIONAL PARTICIPATION		3	_____
● CONTRACT DOCUMENTS AND SPECIFICATIONS		3	_____
● PRACTICE OF L.A. IN THE FEDERAL GOVERNMENT		3	_____
● FAMILIARIZATION WITH NEW ASPECTS OF LANDSCAPE ARCHITECTURE PRACTICE		3	_____
● PARTICIPATION IN A SERVICE CLUB IN THE COMMUNITY		3	_____

SUPPORTING COURSE WORK FOR ADVANCED DEGREES

●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	STATE & FEDERAL FUNDING OF LANDSCAPE ARCHITECTURAL PROJECTS	3	
	ACADEMIC INSTITUTION'S MAJOR THRUST COURSE WORK		
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____
●	_____	3	_____

THE AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS
1750 OLD MEADOW ROAD
McLEAN, VIRGINIA 22101

SUGGESTED SALARY SCHEDULE

Category 1: Draftsman, Student labor without any degree

Only hired on an hourly basis
Beginning rate: \$2.00/hour
Maximum rate: \$3.50/hour

Category 2: Landscape Architectural Technician

Requirements for this level:
Completion of the requirements for
an Associate Landscape Architecture
degree. (It is not necessary for a
degree to be granted, however, the
A.S.L.A. will be the source for this
information.)

Hired on an hourly basis or a salary

Hourly:
Beginning rate: \$3.50/hour
Maximum rate: \$5.00/hour

Salary:
Beginning annual: \$7,000/year
Maximum annual: \$10,000/year

Category 3: Landscape Architect (in training)

Requirements for this level:
Non-registered Landscape Architect -
satisfactory completion of the educational
section of the profile sheet for a B.L.A.
degree and holds a B.S. or B.A. degree.

Hired only on a salary basis

Beginning annual: \$9,500/year
Maximum annual: \$13,500/year

Category: Landscape Architect

Landscape Architect (registered) -
satisfactory completion of both sections
of the profile sheet for a B.L.A. degree
and registration by examination or, com-
pletion of the profile sheet for a B.L.A.
degree with academic excellence as a basis
for registration.

Hired only on a salary basis:

Beginning annual: \$12,500/year

Maximum annual: \$16,000/year

Category 5: Landscape Architect (Master's degree)

Hired only on a salary basis

Beginning annual: \$11,500 (non-registered)
 \$13,500 (registered)

Maximum annual: \$16,000 (non-registered)
 \$18,000 (registered)

Category 6: Landscape Architect (Master's degree with emphasis in Education)

Hired only on a salary basis

Beginning annual: \$12,500 (non-registered)
 \$14,000 (registered)

No maximum

Category 7: Landscape Architect Ph.D.

Hired only on a salary basis

Beginning annual	\$17,500
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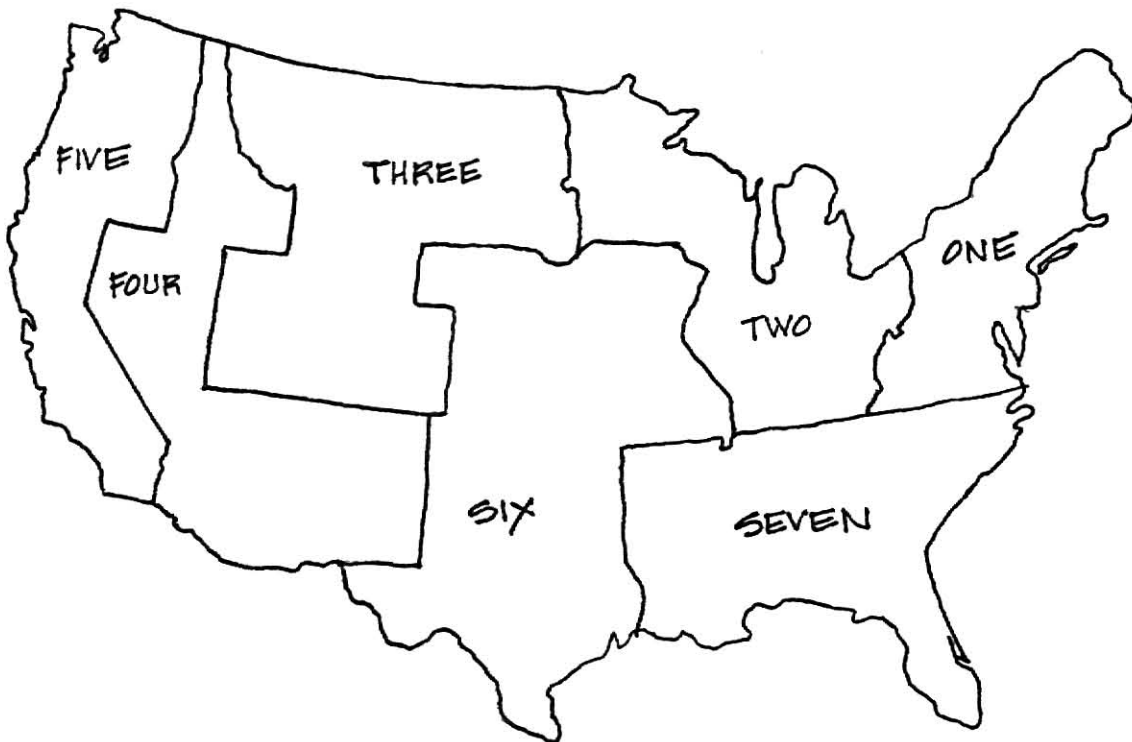
NO MAXIMUM . . .

Salary schedule is based on the year 1970. The A.S.L.A. will annually distribute an amended schedule based on cost of living increases, etc. Curriculumms and firms not paying up to the suggested schedule will not be accredited.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

SUGGESTED REGIONS
for
UNIFORM NATIONAL EDUCATIONAL PROFILE PROGRAM



SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 1

Cornell University
Department of Horticulture
Ithica, New York

Harvard University
Department of Landscape Architecture
Cambridge, Massachusetts

University of Maryland
Department of Horticulture
College Park, Maryland

Massachusetts, University of
Department of Landscape Architecture
Amherst, Massachusetts

State University College of Forestry at
Syracuse University
School of Landscape Architecture
Syracuse, New York

Pennsylvania, University of
Department of Landscape Architecture
and Regional Planning
Philadelphia, Pennsylvania

Pennsylvania State University
Department of Landscape Architecture
University Park, Pennsylvania

Rhode Island School of Design
Department of Landscape Architecture
Providence, Rhode Island

Rutgers University-The State University
of New Jersey
Landscape Architecture Section
New Brunswick, New Jersey

Temple University
Ambler Campus
Department of Horticulture and Landscape Design
Ambler, Pennsylvania

University of Vermont
Department of Plant and Soil Science
Burlington, Vermont

University of Virginia
School of Architecture
Charlottesville, Virginia

Virginia Polytechnic Institute
Department of Horticulture
Blacksburg, Virginia

West Virginia State University
Department of Horticulture
Morgantown, West Virginia

NOTE: Actual list to be set up and approved by the
A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 1

NOTE: List to be set up and approved by the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 2

Ball State University
College of Architecture and Planning
Muncie, Indiana

University of Cincinnati
School of Architecture
Cincinnati, Ohio

Illinois, University of
Department of Landscape Architecture
Urbana, Illinois

University of Kentucky
Department of Horticulture
Lexington, Kentucky

Michigan State University
Division of Landscape Architecture
East Lansing, Michigan

Michigan, University of
Department of Landscape Architecture
Ann Arbor, Michigan

Minnesota, University of
Department of Architecture
Institute of Technology
Minneapolis, Minnesota

Ohio State University
Division of Landscape Architecture
Columbus, Ohio

Purdue University
Department of Horticulture
Lafayette, Indiana

Wisconsin, University of
Department of Landscape Architecture
Madison, Wisconsin

NOTE: Actual list to be set up and approved by the
A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 2

NOTE: List to be set up and approved by the
A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 3

Colorado, University of
Department of Architecture
Boulder, Colorado

Colorado State University
College of Forestry & Natural Resources
Fort Collins, Colorado

Montana State University
Bozeman, Montana

Wyoming, University of
College of Agriculture
Forestry & Horticulture Department
Laramie, Wyoming

The South Dakota State College of Agriculture
and Mechanic Arts
Brookings, South Dakota

University of North Dakota
Grand Forks, North Dakota

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 3

NOTE: Actual list to be set up and approved
by the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 4

Arizona State University
College of Architecture
Tempe, Arizona

Arizona, University of
School of Architecture
Tucson, Arizona

Brigham Young University
Department of Environmental Design
Provo, Utah

Idaho, University of
Department of Art & Architecture
Moscow, Idaho

Utah State University
Department of Landscape Architecture and
Environmental Planning
Logan, Utah

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 4

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 5

California State Polytechnic College
Department of Landscape Architecture
Pomona, California

California State Polytechnic College
Department of Landscape Architecture
San Luis Obispo, California

California, University of
Department of Landscape Architecture
Berkeley, California

Oregon State University
Department of Horticulture
Corvallis, Oregon

Oregon, University of
Department of Landscape Architecture
Eugene, Oregon

Washington State University
Department of Landscape Architecture
Pullman, Washington

Washington, University of
Department of Landscape Architecture
Seattle, Washington

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 5

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 6

Iowa State University
Department of Landscape Architecture
Ames, Iowa

Kansas State University
Department of Landscape Architecture
Manhattan, Kansas

Nebraska, University of
School of Architecture
Lincoln, Nebraska

Oklahoma State University
Department of Horticulture
Stillwater, Oklahoma

Oklahoma, University of
College of Environmental Design
Norman, Oklahoma

Texas, University of
School of Architecture
Austin, Texas

Texas A. & M.
Department of Landscape Architecture
College Station, Texas

Texas Technological College
Department of Landscape Architecture and
Park Management
Lubbock, Texas

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 6

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED CURRICULUMS

REGION 7

Clemson University
Clemson, South Carolina

Florida, University of
Landscape Architecture Department
Gainesville, Florida

Georgia, University of
Department of Landscape Architecture
Athens, Georgia

University of Houston
Architectural Department
Houston, Texas

Louisiana State University
Department of Landscape Architecture
Baton Rouge, Louisiana

Mississippi State University
Department of Horticulture
State College, Mississippi

North Carolina State University
Department of Landscape Architecture
Raleigh, North Carolina

NOTE: Actual list to be set up and approved by
the A.S.L.A.

SUGGESTED LISTING OF ACCREDITED PRACTITIONERS IN REGION 7

NOTE: Actual list to be set up and approved by
the A.S.L.A.

A NATIONAL EDUCATIONAL PROFILE SHEET
FOR THE TRAINING OF LANDSCAPE ARCHITECTS

by

LAWRENCE BERRY ZUERCHER

B.L.A. Kansas State University, 1971

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF LANDSCAPE ARCHITECTURE

Department of Landscape Architecture

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

Landscape Architecture is rapidly approaching the threshold of maturity and acceptance by the general public. Currently the education of a landscape architect is varied and somewhat unorganized. Due to the dynamic nature of the profession, the thrust of education and the end product are widely divergent nationwide.

The private practitioner has been quick to criticize the educational process but due to the current structure, he is restricted as to methods of participation.

In order to meet the needs of a dynamic educational process and to provide a single measurable standard, guidelines are required. The National Educational Profile Sheet proposed in this thesis is such a device. The model presented encompasses the stability needed and the flexibility that is desirable to keep pace and, in some instances, to set the pace for the profession.

In order to observe the validity of the proposed National Educational Profile Sheet, it was considered from four viewpoints. It was determined that the proposed Profile Sheet meets all the areas of agreement of the various theories of educational philosophy. In addition, the proposed Profile Sheet offers greater individual flexibility than does the current approach.

The second viewpoint was to consider how the proposed model responds to the dynamic pressures of the profession. In that respect the proposed Profile Sheet compares favorably. In fact, due to the two-fold nature of the educational process under the proposed Profile Sheet, the private practitioner would

share the responsibility for the total training of the landscape architect.

The third consideration was the relationship of the proposed Profile Sheet to registration. It was found that the proposed Profile Sheet would aid and assist the registration process. Under the proposed Profile Sheet, the national association, The American Society of Landscape Architects, would assume a more dominant role and would participate more fully in all aspects of education and registration. Under the proposed Profile Sheet, academic excellence in a subject area would qualify one for registration in that area.

Finally, the proposed Profile Sheet was considered for implementation on a regional basis. It was found that this approach would be highly beneficial and would fit in well with the existing structure of The American Society of Landscape Architects. The regional approach would encourage more individual counseling with each student in the curricula.

On the basis of the information provided in the thesis, it has been demonstrated that the profession of landscape architecture needs to develop greater self-regulation at the national level. This is in keeping with the maturity of the profession and the registration requirements for the protection of public health, safety, and welfare.