

**Statements on Landscape Architecture Programs Worldwide
Case Studies across the Globe**

Cipriani, Laura; Villalobos, Maria

DOI

[10.3368/lj.42.2.81](https://doi.org/10.3368/lj.42.2.81)

Publication date

2023

Document Version

Final published version

Published in

Landscape Journal

Citation (APA)

Cipriani, L., & Villalobos, M. (2023). Statements on Landscape Architecture Programs Worldwide: Case Studies across the Globe. *Landscape Journal*, 42(2), 81-128. <https://doi.org/10.3368/lj.42.2.81>

Important note

To cite this publication, please use the final published version (if applicable).
Please check the document version above.

Copyright

Other than for strictly personal use, it is not permitted to download, forward or distribute the text or part of it, without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license such as Creative Commons.

Takedown policy

Please contact us and provide details if you believe this document breaches copyrights.
We will remove access to the work immediately and investigate your claim.

Statements on Landscape Architecture Programs Worldwide: Case Studies across the Globe

Laura Cipriani and Maria Villalobos

ABSTRACT This article drafts a global picture of landscape program offerings worldwide through data collection, mapping, and targeted interviews. The study presents data collection on landscape architecture programs throughout the world and interviews with graduate program directors. The selection criteria for the case studies address diversity in crucial categories. The interviews elucidate current curricular trends in master's degree tracks. This research supports the view that global landscape programs are mainly a product of Western knowledge, dealing with urban centers primarily located in one of the world's 14 biomes. At the master's level, programs respond to diverse missions according to context, cultural differences, and traditions. Future trends and challenges for landscape architecture programs include climate change, new technologies, social justice, and equity. In light of these findings, we call for a collective landscape education to respond to unprecedented and overwhelming climatic, economic, and social uncertainties.

KEYWORDS Landscape programs worldwide, case studies on masters in landscape architecture


INTRODUCTION

This article drafts a global image of landscape programs worldwide. Our objective is to document, visualize, and examine some critical curricular and pedagogical features at the graduate level through 10 diverse case studies and identify current and future educational trends and challenges. In this article, the term “landscape programs” refers primarily to landscape architecture and some landscape studies programs (e.g., those including offerings in geography or agriculture).

The circumstances warranting this study are manifold. First, data appear in multiple, widely dispersed sources, preventing a global understanding that transcends cultural differences and traditions. Second, curricula are diverse, reflecting the transdisciplinary nature of the field. Third, master's programs are the main focus because training predominantly occurs at this educational level globally, as we will demonstrate in this article.

The article contains four parts. This first part discusses the study's objectives and reviews the literature on landscape education. The second describes our research methods. The third visualizes and reflects on the existing landscape programs on a global scale in relation to population centers, terrestrial ecological regions, and education levels. The fourth part presents a series of targeted interviews at 10 international universities, shedding light on current educational curricular trends in master's degree tracks.

Although the literature encompasses many diverse themes, no published work surveys postsecondary landscape offerings worldwide. Furthermore, most articles on the subject refer to educators' personal experiences or general inquiries, rarely transcending the continental or national scale. The available English-language literature comes from Western authors and

 This open-access article is distributed under the terms of the CC-BY-NC-ND license (<https://creativecommons.org/licenses/by-nc-nd/4.0>) and is freely available online at <https://lj.uwpress.org>

focuses on North American and European landscape architecture programs, which may reflect the location of most offerings. Moreover, data on masters appear in fragments across multiple sources worldwide, pointing to a need for understanding and analysis on a global scale.

Reviewing the literature, we identified various recurrent topics. For instance, in 2005, Margarita Hill explored cross-cultural learning in landscape architecture, highlighting the importance of preparing the minds of young people to include a diversity of viewpoints, behaviors, and values (Hill, 2005). Hill's contribution resonates with our interest in design as a cultural product and the need for alternative models in worldwide educational systems.

Many recent anthologies and monographs focus on landscape teaching, methods, approaches, and practices (Jørgensen et al., 2020; Cisani et al., 2022). More specifically, on questions of "research through design," which often emerged during the interviews, the work of prominent authors is worth highlighting (Prominski et al., 2019; Van den Brink et al., 2017). The book *Teaching Landscape. The Studio Experience* (Jørgensen et al., 2020) helped us to draft the interview questions. We refer to the article "Core Knowledge Domains of Landscape Architecture" (Langley et al., 2018) as an important source on design knowledge domains and interdisciplinarity. These authors emphasize how "landscape architecture has no knowledge domains that would be considered unique to the profession. . . . This may suggest that the intersection of these domains and the focus on conceptualizing and guiding appropriate changes to the landscape might be the bases for landscape architects' uniqueness" (Langley et al., 2018, p. 18).

Many publications discuss future trends and challenges in landscape education. Carl Steinitz identifies three global trends: environmental and social risk, information technology, and growing demands and threats to democracy and public participation (Steinitz, 2020). Taner Ozdil (2020) describes teacher profiles for the next generation of landscape architects by reviewing job descriptions for academic positions in landscape architecture. Kyle Brown and Todd Jenning (2003) address the critical importance of collective consciousness in landscape architecture, the role of social justice awareness and action, and the need for new educational frameworks and curricular reform. Through our findings, we discovered

lines of correspondence between these inspiring voices. We hope that this exercise enriches the conversation on the future of landscape education on a planet where unprecedented climatic, economic, and social uncertainties dominate.

METHODS

This research employed mixed-method inquiry, combining strategies and techniques from qualitative and quantitative methodologies. Due to the lack of data on a global scale, the research adopted a bottom-up approach, starting by constructing a dataset on existing programs and then focusing on a series of case studies through targeted interviews with directors of master's programs at selected universities.

After reviewing the available literature on landscape architecture programs, the research focused on numeric data collection and mapping processes at a global scale. The dataset includes mostly programs from landscape architecture as well as some from landscape studies, embracing the broad definition that UNISCAPE provides: "Landscape is where disciplines meet" (UNISCAPE, 2023). Therefore, this list is a first step toward a global database of landscape programs at all levels for further implementation. The sources include the websites of the following associations:

- International Federation of Landscape Architecture (IFLA) and its regional board
- American Association of Landscape Architecture (ASLA) and its regional board
- Council of Educators in Landscape Architecture (CELA)
- European Council of Landscape Architecture (ECLAS)
- European Network of Universities for the Implementation of the European Landscape Convention (UNISCAPE)
- European Master in Landscape Architecture (EMiLA)
- Latin American Association of Landscape Architects (LALI)

We also relied on private data collections and individual contributions. "Atlas for the End of the World," by the University of Pennsylvania (2018) and Chieh Huang provided data on Chinese universities. Xiao Han provided further data on Chinese programs. Katherine Engleman provided part of the

Table 1. Selection Criteria for Participating Master’s Programs in Landscape Architecture. For the interview phase of research, master’s programs were selected for diversity in several categories. Table by Laura Cipriani and Maria Villalobos, 2022

Institution	Region	Background	Founding Date	Size (Number of enrolled MLA students in 2021)	Type	Terrestrial Biomes
Centre for Environmental Planning and Technology	Asia	Architecture- and Fine Arts-Rooted	1993	36	Private	Grass savanna
Cornell University	North America	Garden- and Horticulture-Rooted	1904	75	Private	Temperate broadleaf forest
European Master in Landscape Architecture	Europe	Landscape Architecture-Rooted	2009	15	Public	Temperate broadleaf forest
Peking University	Asia	Urban-, Engineering-, and Geography-Rooted	2005	45	Public	Temperate broadleaf forest
Politecnico di Milano	Europe	Architecture- and Fine Arts-Rooted	2017	95	Public	Temperate broadleaf forest
Technical Universiteit Delft	Europe	Architecture- and Fine Arts-Rooted	2010	60	Public	Temperate broadleaf forest
Universidade Federal de Rio de Janeiro	South America	Urban-, Engineering-, and Geography-Rooted	2010	30	Public	Tropical rainforest
University of Pennsylvania	North America	Architecture- and Fine Arts-Rooted	1924	140	Private	Temperate broadleaf forest
University of Pretoria	Africa	Architecture- and Fine Arts-Rooted	1971	8	Public	Tree savanna
University of Technology Sydney	Oceania	Architecture- and Fine Arts-Rooted	2018	23	Public	Temperate broadleaf forest

data on Russia. Erik Schiller edited information on North American schools.

As a further step, the research includes a series of case studies focused on landscape architecture programs. Based on targeted interviews with directors of 10 master’s programs worldwide, it examines current educational trends at the postgraduate level. The discussion is limited to postgraduate offerings since they represent around 45% (Appendix 1) of programs on a global scale. In selecting the case studies, we considered the following criteria (Table 1):

- the plurality of geographical locations around the world. The representation is balanced at the global scale, not within individual countries
- the diversity of disciplinary backgrounds from which the programs emerged at each university
- the range of ages of different programs. The selection corresponds to programs’ historical emergence across the globe and not to one specific region or country. For example, in the case of the United States, the interviews

focused on older and more established programs considering that the emergence of landscape architecture education traces back to them. In contrast, in the case of Africa and Asia, newer programs were selected

- the variety of the sizes of the programs
- the public or private nature of the institutions
- the plurality of geographical locations in relation to the terrestrial biomes (Olson et al., 2001)

The case studies on master's programs in landscape architecture (Figure 5) include:

- Centre for Environmental Planning and Technology (CEPT), Faculty of Architecture, India (Program Director: Sandip Patil)
- Cornell University, College of Agriculture and Life Sciences, Department of Landscape Architecture, United States (Program Director: Timothy Baird)
- European Master in Landscape Architecture (EMiLA), Gottfried Wilhelm Leibniz University of Hanover (LUH), Faculty of Architecture and Landscape, Institute of Open Space Development, Germany (EMiLA Program Director for Hanover: Kendra Busche)
- Peking University, Graduate School of Landscape Architecture (PKU), China (Program Director: Professor Kongjian Yu)
- Politecnico di Milano, Scuola di Architettura Urbanistica Ingegneria delle Costruzioni, Italy (Program Director: Antonio Longo)
- Technical Universiteit Delft (TU Delft), Faculty of Architecture and the Built Environment, Department of Urbanism, Section of Landscape Architecture, Netherlands (Program Director: Inge Bobbink)
- Universidade Federal de Rio de Janeiro, Programa de Pós-Graduação em Urbanismo (PROURB), Brasil (Program Directors: Denise Pinheiro and Patricia Menezes)
- University of Pennsylvania, Stuart Weitzman School of Design, Department of Landscape Architecture (PennDesign), United States (Program Director: Richard Weller)
- University of Pretoria, Faculty of Engineering, Built Environment and Information

Technology, South Africa (Program Director: Christina A. Breed)

- University of Technology Sydney (UTS), Australia (Program Director: Elisabeth Mossop)

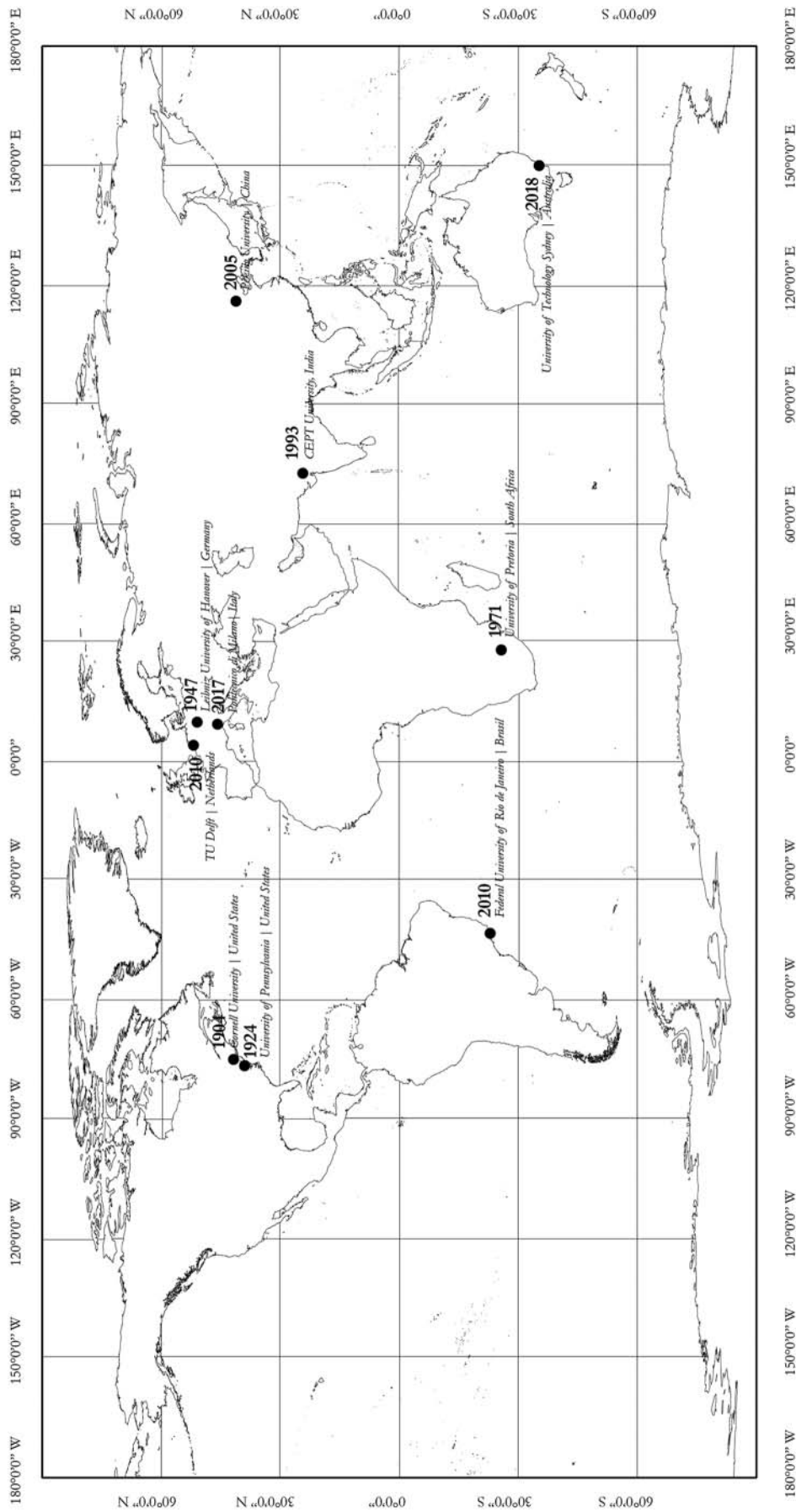
Through interviews, we identified current curricular trends and collected data on each program's student and faculty composition, financial parameters, degrees conferred, credit requirements, course lengths, and historical background.

We wrote and emailed a questionnaire to department heads, chairs, or directors of landscape architecture programs. The questionnaire identified general characteristics and attributes of the masters in terms of program history, curriculum, type, nature of offerings, and student and faculty composition. In addition, the questionnaire served as a draft for the personal interviews we conducted with the program directors. These conversations allowed for a more substantial understanding of the different educational systems.

This research is a first step toward encouraging further investigation of the topic. The limitation of global data collection has to do with the quality of the information obtained from the sources. Regarding the section on masters in landscape architecture, we recognize that cultural differences and traditions in each country and region may influence our findings.

LANDSCAPE PROGRAMS WORLDWIDE: RESULTS AND CRITICAL STATEMENTS

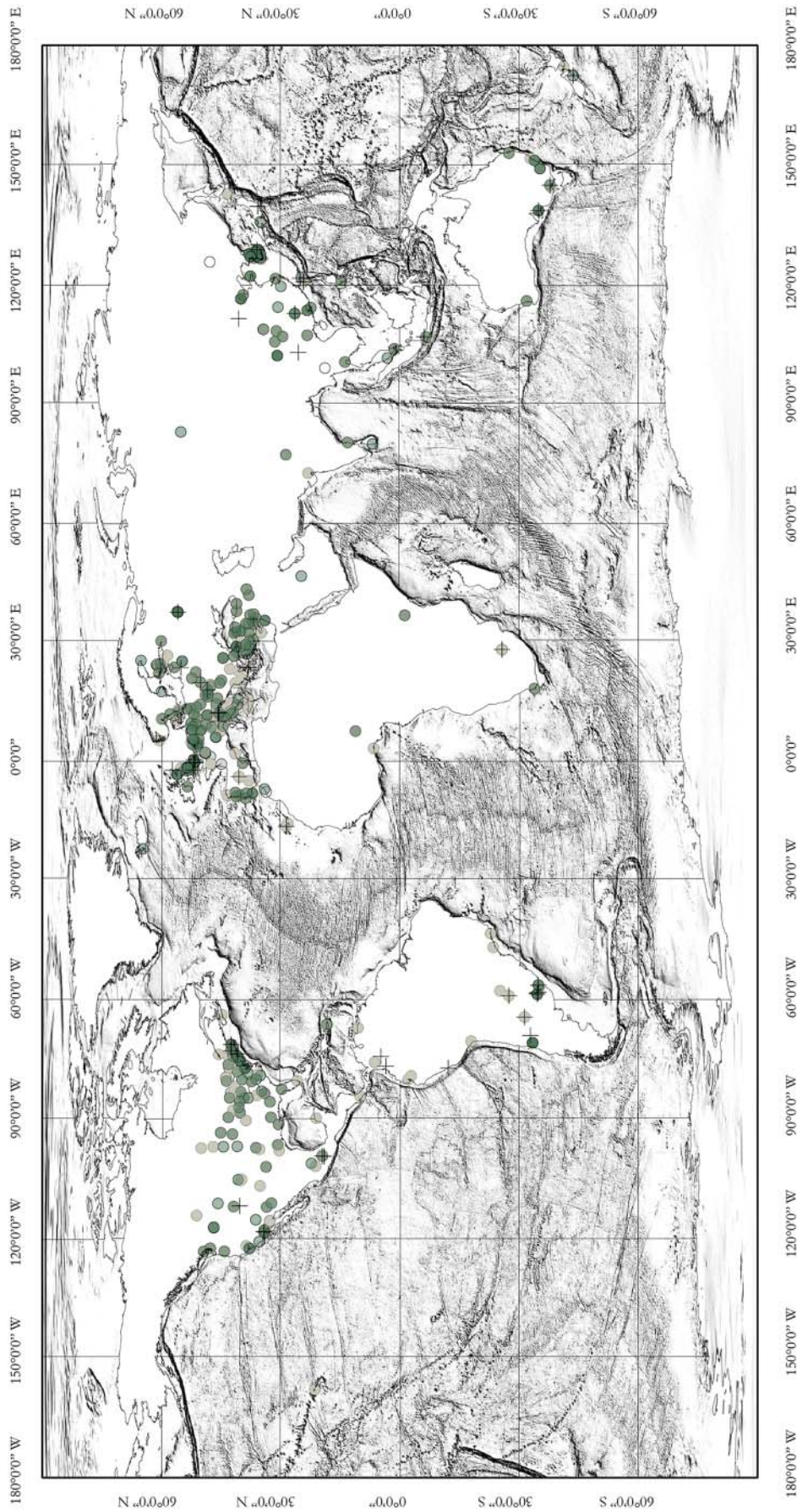
This section considers landscape programs worldwide at all levels. The data collection (Appendix 1) shows evidence of at least 713 programs at the global scale. This number includes 266 bachelor's degree programs, 324 master's degree programs, 4 combined bachelor's and master's degree programs, 55 PhD programs, 47 other programs in landscape-related disciplines, and 17 programs with no available information (Figure 2). This research focused on master's degree programs, considering their sizable global majority. The collected data served to produce a series of maps visualizing current landscape master's programs around the world in relation to the population with a complete tertiary education (Figure 3), population density (Figure 4), and terrestrial biomes (Figure 5). The educational structures



Location and Foundation Year of Selected Masters in Landscape Architecture Worldwide

● *University with a Master in Landscape Architecture*

Figure 1 Location and Program Foundation Year of the Selected Masters in Landscape Architecture. Map by Laura Cipriani, 2021.



Landscape Programs Worldwide

- Bachelor of Landscape Architecture and/ or related discipline
- Master of Landscape Architecture and/ or related discipline
- Bachelor and Master of Landscape Architecture and/ or related discipline
- No information available
- + PhD in Landscape Architecture and/ or related discipline
- Other programmes in Landscape Architecture and/ or related discipline

Figure 2 Landscape Programs Worldwide. Sources: ASLA, 2021; CELA, 2021; ECLAS, 2021; EMiLA, 2021; IFLA Europe, 2021; LALI, 2021; UNISCAPE, 2021; University of Pennsylvania, 2018; Wikipedia, 2021. Map by Laura Cipriani, 2021.

and titles describing the offerings vary greatly. Landscape programs around the world use different titles, including Master in Landscape Planning and Conservation; Master in Engineering (or Agronomy) in Landscape Architecture; Master in Landscape Architecture, Urban Environment and Landscape Design; Master in Tropical Landscape Architecture; Master in Urban Planting and Open Space Management; Master in Landscape Architecture and Environmental Planning; Master in Gardening and Landscape Design; Master in Planning and Management of Agro-territorial, Forest and Landscape; and Master in Landscape Architecture, Land, Landscape Heritage, to name a few. Such diverse degree titles give a sense of the broad scope of research and practice included under the umbrella of “landscape programs.” This diversity contributes to the ambiguity of the educational systems and titles.

To tell the story of the data and information we collected, we use the device of statements, a technique that has helped us to summarize our observations. Far from providing definitive answers, the statements inform and stimulate the discussion.

Geographical Location and Cultural Dominance

Today, graduate landscape programs are primarily a product of Western knowledge. Figure 2 shows that the largest concentrations of landscape master’s programs are in Europe (179) and North America (79). The next largest is in Asia (41). Other concentrations exist in South America (17), Africa (5), and Oceania (10).

This concentration of knowledge production and dissemination allows more extensive and older programs to influence forms of schooling, curricular structures, and systems of measuring education through rankings. The current disproportionate concentration of landscape programs in traditionally wealthier northern parts of the world influences research, literature, and project production.

Figure 3 shows the population with access to tertiary education (Barro & Lee, 2010). Our work relates the data on the number of landscape master’s programs to data regarding the population with access to tertiary education in each country. The concentration of offerings does not relate simply to a country’s population. For example, Brazil, with a population of 220 million people (CIA, 2022), has

two programs, whereas the United States, with roughly 330 million people (U.S. Census, 2021), has 64 programs. The map also indicates that master’s programs belong to countries with a higher percentage of the population having completed tertiary education.

English is the dominant spoken language in master’s programs. Our records show that 121 master’s programs are taught entirely in English (72 in North America, 30 in Europe, 11 in Oceania, 3 in Asia, and 5 in Africa) (WorldData, 2003). Figure 2 prompts reflection on the implications of such dominance in landscape programs. For example, as writers whose mother tongues are of Latin origin, we notice the consequences of removing our native writing structures from the education process. Similarly, design is a cultural product that reflects educational dominance as well. Hill (2005) explains in her article on cross-cultural learning in landscape architecture: “The relationships between knowledge and power, and between social context and the professional school curriculum, is central to the issue of cross-cultural learning. This is particularly true in landscape architecture education where art, ecology, and human interests interlace” (Hill, 2005, p. 120).

In this case, the consequences may not differ from the ones observed in similar cases of colonization through education—namely, the annihilation of people’s beliefs “in their languages, in their environment, in their heritage of struggle, in their unity, in their capacities and ultimately in themselves. It makes them see their past as one wasteland of non-achievement, and it makes them want to distance themselves from that wasteland. It makes them want to identify with that which is furthest removed from themselves” (Thiong’o, 1986, p. 3). The current distribution of landscape programs worldwide urges reflection on expanding access and revising the current pedagogies, contexts, and participants (Figures 3, 4, and 5).

Urban Nature

Landscape programs serve the most populated regions, which are mostly urban. Most masters in landscape operate around European and North American urban centers (Figure 4). A similar relationship between population concentration and master’s programs applies to countries including

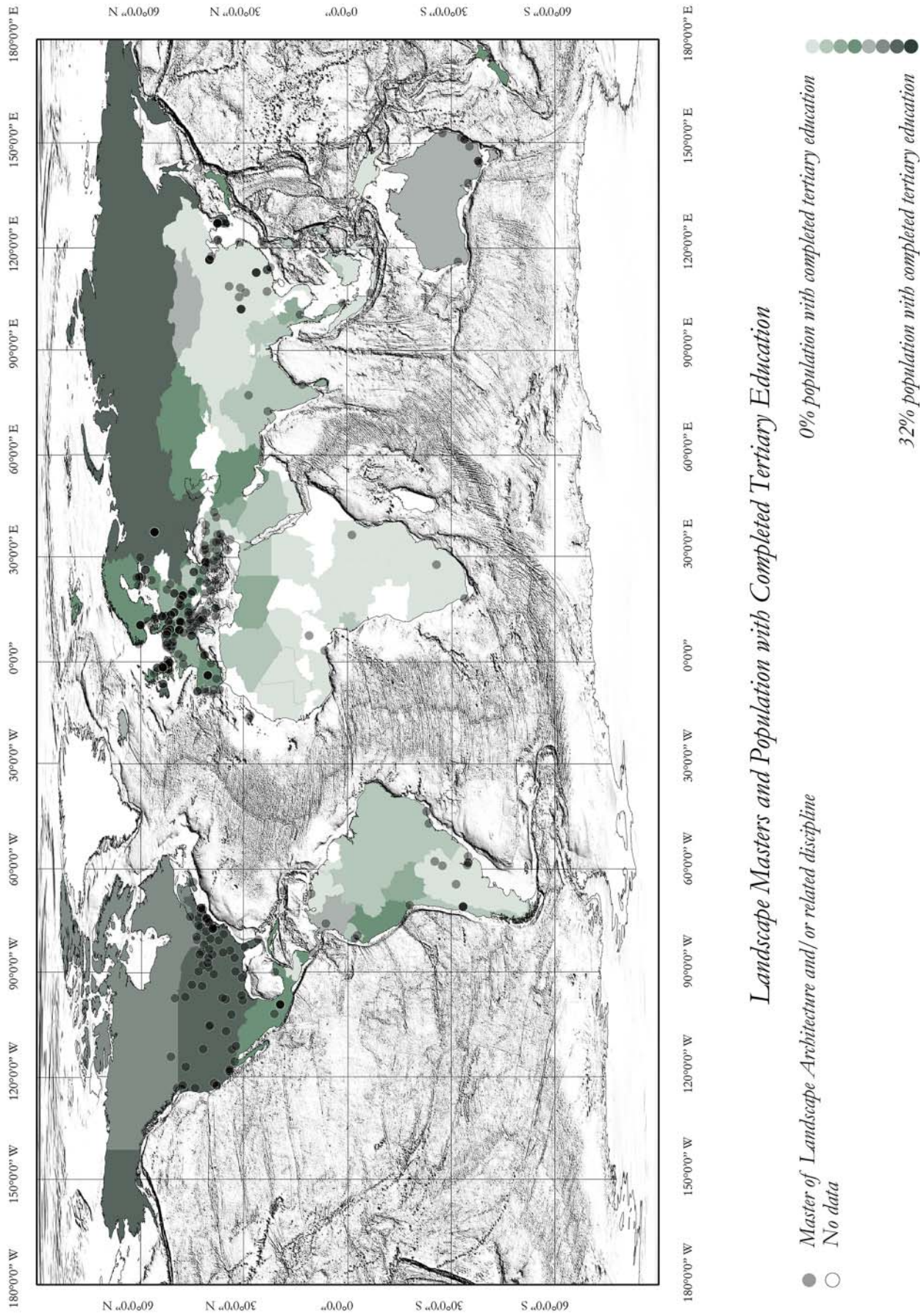
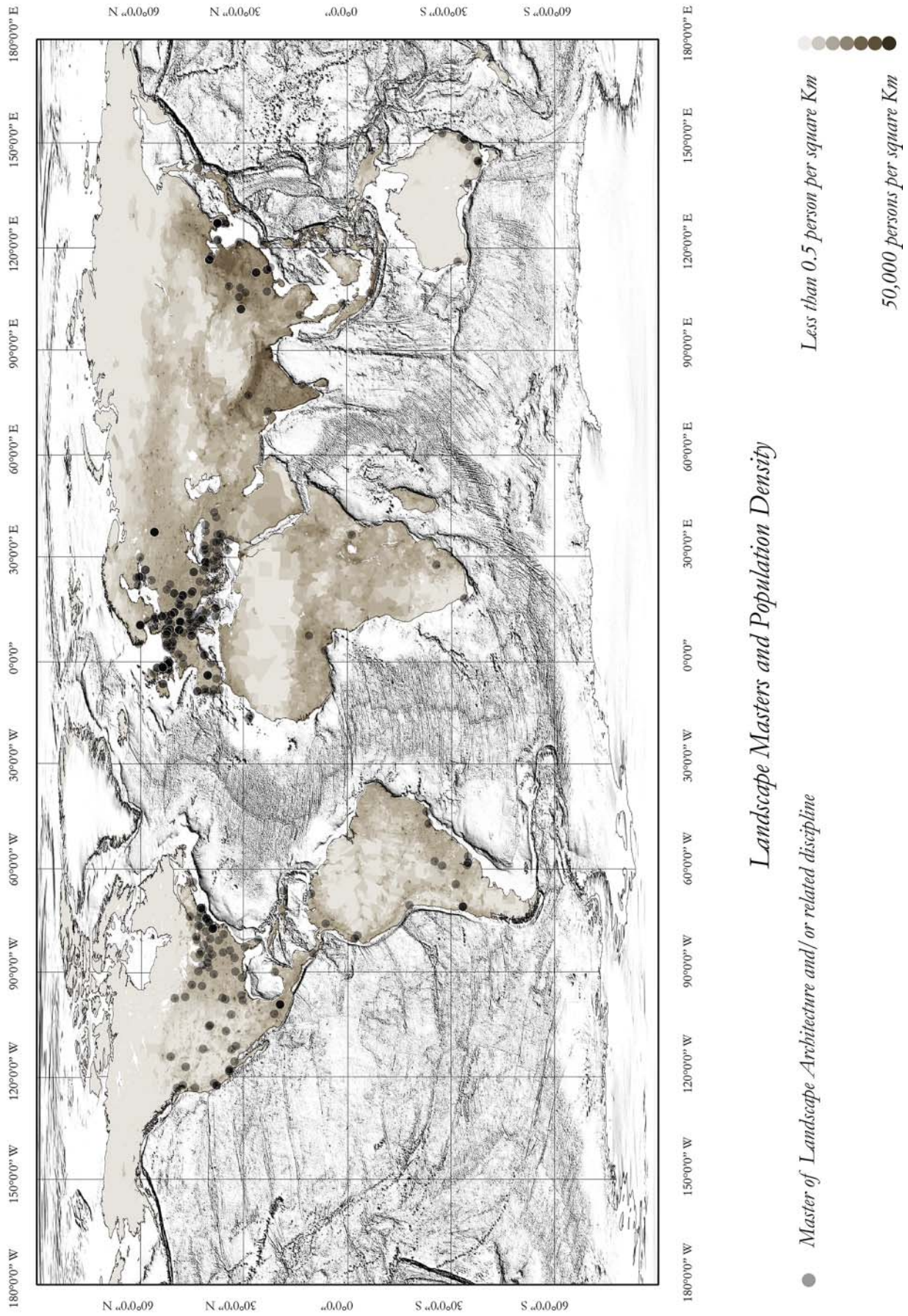


Figure 3 Landscape Masters and Population with Completed Tertiary Education. Sources: ASLA, 2021; Barro & Lee, 2010; CELA, 2021; ECLAS, 2021; EMILA, 2021; IFLA Europe, 2021; LALI, 2021; UNISCAPE, 2021; University of Pennsylvania, 2018; Wikipedia, 2021. Map by Laura Cipriani, 2021.



China and Australia. The map shows fewer programs in the areas where swift urbanization occurs, mainly in the Global South. This relationship suggests that the future growth of landscape programs may appear in urban agglomerations of the Global South. The 2018 United Nations projections of urban agglomeration highlight significant urban growth, especially in tropical cities. As of 2014, the tropics were home to 40% of the world's population (Figure 4); that number will reach 50% by the late 2030s (National Geographic, 2020). "The increasing urbanization has meant that a greater proportion of those living in large urban agglomerations is in the tropics, including 11 of the 30 largest areas in the world. Of the 1.5 billion people who now live in areas with at least one million people, 35% are in the tropics" (Norris, 2014).

Landscape programs could benefit the future of these areas since such urban growth happens along with "unprecedented levels of environmental degradation, primarily through rapid land-use change associated with the clearing of forests for agriculture, resource extraction and speculation" (Curtis et al., 2018, pp. 1108–1111).

Terrestrial Biomes

Landscape programs are paradoxically absent from the regions with the highest indicators of urban growth and with the highest risk of biodiversity loss.

The map (Figure 5) shows that the majority of landscape programs exist in areas of "temperate broadleaf and mixed forest" (Olson et al., 2001); that is, they belong in climate regions that include parts of Europe, North America, East Asia, the Middle East, New Zealand, and the Azores. This analysis reveals that currently, landscape programs almost exclusively address one of the 14 biomes. Therefore, the knowledge produced predominantly refers to a reduced set of peculiar species, dynamics, and environmental conditions.

In regions where formal landscape programs appear absent, landscape knowledge may be developed differently, with integration into other disciplines and related issues included in architecture and/or civil engineering programs. However, such analysis goes beyond the scope of this research.

The map also shows a deficit of landscape programs in regions with the most prominent biodiversity

indicators, the tropical and subtropical regions. This situation becomes particularly alarming when we consider that this profession involves ways of living in cities and public spaces and formulating urban solutions to the climate crisis. "Without species, there would be no air to breathe, no food to eat, no water to drink. There would be no human society at all. And as the places on Earth where the most biodiversity is under the most threat, hotspots are critical to human survival" (Conservation International, n.d.). For example, Brazil, the most biodiverse country on earth, comprising 70% of the world's cataloged animal and plant species (Convention on Biological Diversity, n.d.), offers only one master's program in landscape architecture that PROURB founded in 2005. This data indicates the urgency of expanding access to landscape programs equally across terrestrial biomes.

Due to the high concentration of landscape programs in the Western world, we argue that they occur in diverse formats, are primarily a product of Western knowledge, and refer to peculiar landscape types. The global map shows that most programs operate in urban regions and "temperate broadleaf and mixed forest" terrestrial biomes. Therefore, the global picture currently reveals many limitations. This circumstance suggests the need to expand toward a new equilibrium in landscape programs.

The following section examines a limited but diverse selection of master's programs in landscape worldwide to support a better understanding of how the current situation translates into the specifics of missions, curricula, and research agendas.

CASE STUDIES ON MASTERS IN LANDSCAPE ARCHITECTURE AROUND THE WORLD: RESULTS AND CRITICAL STATEMENTS

This section looks at 10 master's in landscape architecture programs worldwide that reflect different cultural backgrounds and geographical areas. We seek insight into mission, background, curricula, student-body composition, program admission requirements, contextual influences, research and design diversity and balance, on-site teaching, and the future role of the landscape architect. Again, our discussion centers on statements that emerged from the oral and written interviews with program directors.

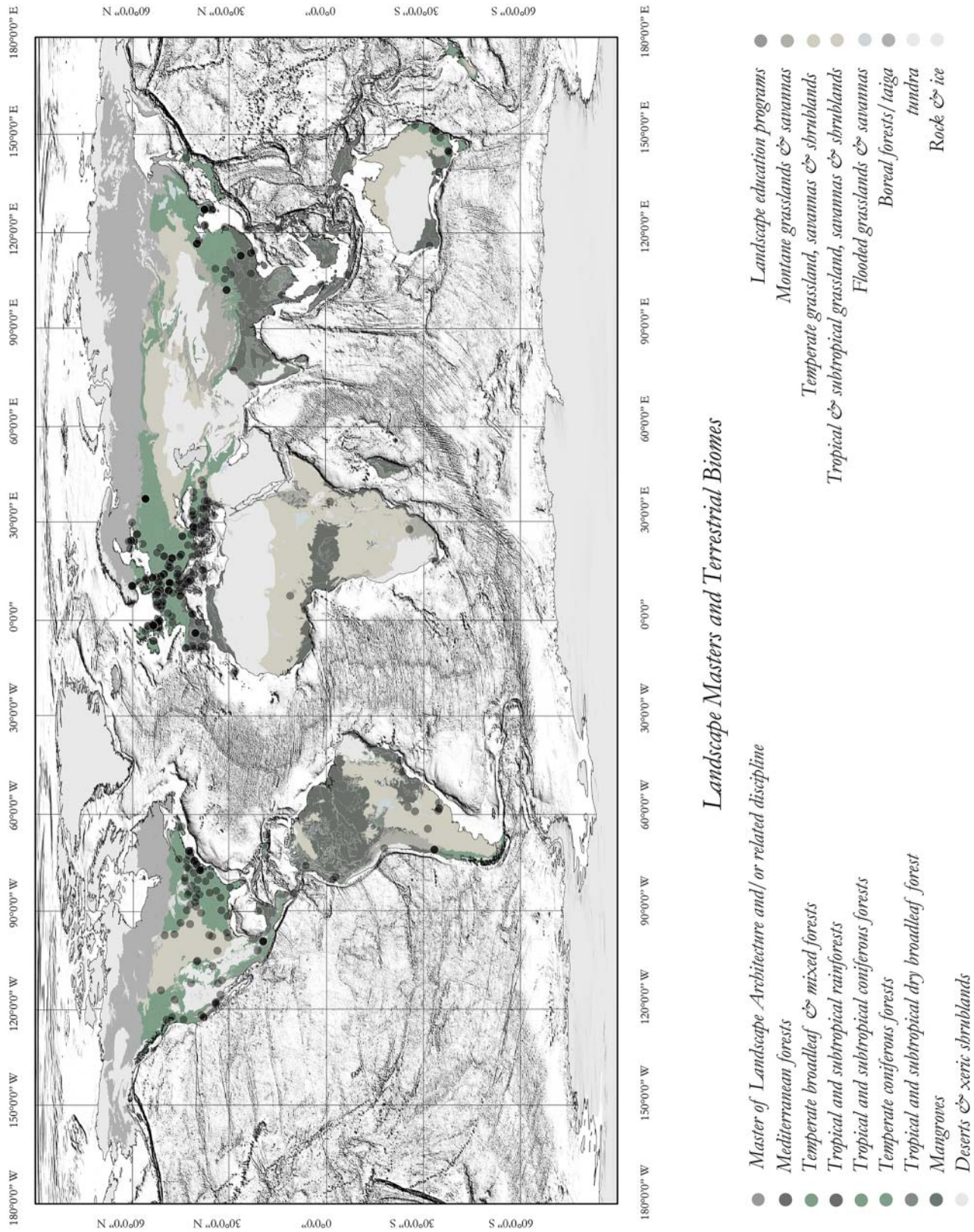


Figure 5 Landscape Masters and Terrestrial Biomes. Sources: ASLA, 2021; CELA, 2021; ECLIAS, 2021; EMILA, 2021; IFLA Europe, 2021; LALI, 2021; Olson et al., 2001; UNISCAPE, 2021; University of Pennsylvania, 2018; Wikipedia, 2021. Map by Laura Cipriani, 2021.

Program Mission, Curriculum, and Backgrounds

Programs respond to diverse missions and specific needs in the contexts in which they serve.

The programs have various origins, likely related to the diverse disciplinary backgrounds of their institutions. Program missions and curricula respond to the specific needs of their contexts. These conditions shape how they investigate ecological questions, current environmental challenges, and social demands. The case of EMiLA uniquely comprises five different universities around Europe in different contexts that enrich the program. Such diversity may influence the definition and scope of the programs and translate into the curricular structure, methods of instruction, and more.

Starting from the disciplinary origin of the various universities, we identified four categories of schools: “garden- and horticulture-rooted”—degree courses that arose from horticulture, agriculture, forestry, or garden design programs, such as Cornell University, founded in 1904; “landscape-architecture-rooted”—programs born as proper courses in “landscape architecture,” such as the EMiLA program, founded in 2017; “architecture- and fine arts-rooted”—programs born from the architecture or fine arts disciplines, such as the University of Pennsylvania’s Stuart Weitzman School of Design, founded in 1924 (Weller & Talarowski, 2014, p. 7), as well as TU Delft, Politecnico di Milano, PROURB, University of Pretoria, UTS, CEPT; “urban-, engineering-, and human-geography-rooted”—degree courses that started from the urban planning, engineering, and human geography and ecology disciplines, such as Peking University’s, founded in 1997 from a human geography root, and PROURB’s, founded in 2010. The disciplinary background of most participating programs is architecture-related (7). However, some schools have hybrid backgrounds in multiple categories.

Curricula: Schools are constantly planning curricular changes to respond to the global and local urges of society and the environment.

Climate and ecological concerns, new exploratory technologies, and social justice are the current and future challenges to address. Recurrent topics are climate change and ecological concerns (PROURB, Politecnico di Milano, University of Pretoria), new

technologies, media for studying and designing landscape (UTS, PennDesign, TU Delft, PKU), social justice and equity (Cornell University, PennDesign, PROURB), and awareness of the symbiotic relationship between people and nature (CEPT, PKU). Some schools have recently adjusted their curricula (Politecnico di Milano, UTS) or made regular adjustments without radically changing the curricular structure (TU Delft). In addition, some curricula have a flexible structure that can adapt over time (PROURB), while others have a fixed structure with slight variations over time (TU Delft).

A thesis requirement is not universally necessary in the curriculum. However, we can distinguish three main groups in this regard. First, some universities require the thesis to achieve the degree, with the thesis embedded in the curriculum credits system. Second, some universities require a thesis, but the thesis is not part of the curriculum and credit system. Third, some universities do not require a thesis for the master’s degree.

At TU Delft, the thesis is an integral part of the curriculum. The second year of the master’s program is entirely devoted to the thesis, a highly structured program segment. The graduation year contains four official steps and the final exam. In two of these steps and the final exam, an external examiner is present to evaluate the procedure’s correctness. Every thesis has a primary mentor and a second mentor from a different section and/or department.

Italy (Politecnico di Milano) requires the thesis, but it is not part of the curricular credit systems. This generally results in an extension of the two-year program. The thesis does not have a standardized time length or a predetermined approach. It can be theoretical or design-based. The official presentation of the thesis occurs at the end, with an interdisciplinary commission that decides if the student has earned the master’s degree title.

PennDesign does not require a thesis, but students can produce one through the Independent Studio format.

Student Body Composition and Program Admission Requirements

The older or bigger programs attract more international students. Admission requirements are related to local educational systems. Three groups emerge from the study regarding the background

required to enter graduate programs in landscape architecture. The first and more “open” group includes four programs (Penn, Cornell University, PKU, and PROURB) with academic paths accepting students from backgrounds unrelated to landscape architecture or design disciplines. The second and “stricter” group includes three universities (EMiLA, UTS, University of Pretoria) accepting only students with a bachelor’s degree in landscape architecture. Finally, the third group, the “design-oriented” group, includes, for example, TU Delft, where students must have a bachelor’s in a design discipline (e.g., architecture, urban design), and CEPT and Politecnico di Milano, where students must have a background in design or a field related to landscape design.

The current average number of students in these graduate programs shows the growth in the Asian diaspora to European and U.S. schools. The program with the highest average number of enrolling students per year (approximately 50) is PennDesign. The two programs with the next-largest enrollment numbers are Politecnico di Milano (approximately 47) and PKU (approximately 45). Established programs, such as PKU and TU Delft, which are more than 10 years old, welcome a similar number of students annually. However, among emerging programs (those founded in the past five years), Politecnico di Milano stands out for enrolled students per year. On the other hand, despite being an established program, EMiLA attracts few students annually due to the unique nature of the program, in which the students change locations, universities, and languages around Europe every semester.

In terms of nationality, student-body composition in the last five years shows a constant presence of international students in all programs. Five universities (PennDesign, TU Delft, Politecnico di Milano, EMiLA, and Cornell University) have the highest percentage of international students. At three universities (PennDesign, TU Delft, and Politecnico di Milano), the rate of Asian students is higher than 60%. EMiLA is a particular case since, due to its multilocal structure, it attracts primarily polyglot European students (60%). The other programs attract local students (CEPT, PROURB, UTS, PKU, and the University of Pretoria).

Required fees influence school choice. Master’s degree programs in landscape architecture in the Uni-

ted States have the highest tuition fees (Figure 6); they also receive the highest percentage of Asian students outside Asia. Except for the U.S. programs, access to landscape architecture programs for local students worldwide seems affordable, with fees ranging from free access (e.g., Brazil) to a maximum of \$5,000 everywhere else. In the case of TU Delft, international students are subject to a higher tuition fee.

Contextual Influences

Each university’s geographic location influences the courses in the distinctive academic programs.

Most schools conduct their design courses in their cities, nations, and regions, thus responding to the environmental, economic, and social conditions of each site. European schools (Politecnico di Milano, TU Delft) pay particular attention to cultural landscapes and historical palimpsests. TU Delft dedicates the first year of the master’s degree to studying the Dutch landscape and its water system; American schools (Cornell University and PennDesign) address the problematic social issues the country is currently debating, including “Native Americans’ right to acquire land” (Baird, personal communication, October 29, 2021). PROURB in Brazil explores the natural components of its landscapes; in Asia, PKU faces the “challenges of biodiversity loss, ecological and food security, cultural heritage, climate adaptation, and environmental justice” (Yu, personal communication, July 14, 2021), due to the rapid growth of urbanized areas and the emergence of climate issues. In South Asia, “the primary focus of the program then becomes the formation of a strong and lasting relationship between people and their immediate landscape, one that will allow them to live symbiotically” (Patil, personal communication, November 21, 2021). In Australia, UTS investigates “the fraught history of Indigenous–non-Indigenous relations and its significance for land use, design, and cultural landscapes” (Mossop, personal communication, June 10, 2021).

Thanks to their international student bodies, PennDesign, TU Delft, and EMiLA combine the study of local and international sites. PennDesign regularly holds design workshops abroad; TU Delft facilitates each student’s thesis in his or her home country. Due to the educational structure of its curricula, EMiLA, a consortium of five European universities, is the only program in the world that

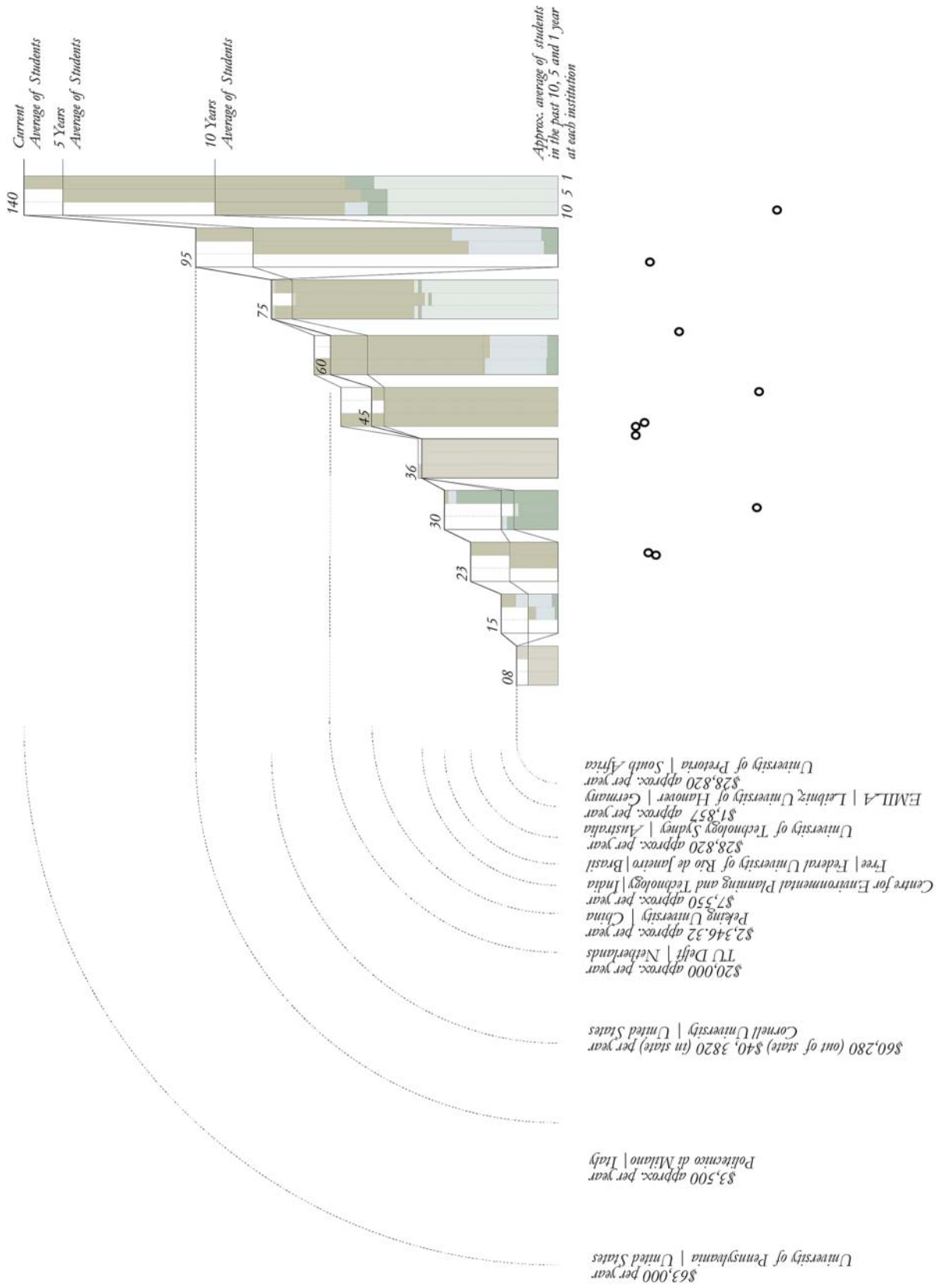


Figure 6 Student Body and Tuition. Sources: Personal Communications, Interviews with Program Directors, May 2021 to December 2021. Diagram by Maria Villalobos, 2021.

conducts each semester in a different school, thus combining differentiated landscapes, study sites, and cultural and educational backgrounds.

Research and Design Diversity and Balance

All programs prioritize “research through design”.

The interviews show all participants agreeing that “research through design” is crucial to their curricula (Prominski et al., 2019; Van den Brink et al., 2017). However, what that kind of research means for each institution, program, class, and faculty remains unclear. Our research indicates that specific local and conceptual conditions shape the understanding of what research on, by, and through design implies in each case. Our objective is not to draft a single definition but rather to understand the diverse approaches to it. Understanding how schools are attempting to integrate these different approaches into their curricula requires further research. Our findings highlight that for some institutions, “research through design” implies analysis of the site and literature review; for others, the process responds to data collection. Still others, for example, include in “research through design” more experiential exercises. In this article, the main differences relate to the methodological approaches each course uses. These approaches can be experimental and site-based, analytical and technical, or theoretical and speculative.

Three schools say they dedicate more than 50% of their research to design studios (PennDesign, TU Delft, and PKU), including such diverse methods as literature review, data collection, analysis, mapping, and fieldwork. Additionally, two universities note an increased research emphasis as the students go from the BArch (bachelor’s of architecture, which involves primary research) to the MLA (master of landscape architecture, which involves advanced research tools and methods). Finally, at the PhD level, research takes priority.

Design studios reflect an increasing research presence. Five universities (EMiLA, PennDesign, PKU, Politecnico di Milano, and TU Delft) claim to spend more than 40% of their time doing diverse types of research, while three universities declare the percentage to be under 40%. This data suggests that research in landscape architecture education is essential, and the creative process produces knowledge.

For example, Antonio Longo explains that “the relationship between analysis and design is a circular, not linear, process. This is a typical process of the production of knowledge” (Longo, personal communication, June 1, 2021). Richard Weller affirms the importance of research in using design to move the world toward decarbonization scenarios while addressing urgent social justice demands (Weller, personal communication, June 9, 2021).

On-Site Teaching

On-site teaching is integral to each university's academic program.

The time spent outdoors varies not so much with location or the climate as with the intent of each university to include outdoor activities. Based on the data collected, the program in one university (University of Pretoria) spends less than 10% of its teaching time outdoors over the course of study. Five schools (CEPT, PennDesign, Politecnico di Milano, TU Delft, and UTS) spend between 10% and 20% of their time outdoors. One (PROURB) spends between 30% and 40%, and three (Cornell University, EMiLA, and PKU) spend more than 40% of the time outdoors.

This data comes from a subjective estimate by each university and reflects the difficulty of measuring time spent outdoors by specific study programs. In addition, outdoor time depends on the course typology (e.g., a design studio, a laboratory, or a theoretical course) and the activities students carry out independently.

Interviews show that weather conditions have little influence on the planning of outdoor learning activities. The three schools (Leibniz University of Hanover, PKU, and Cornell University) that claim to spend more than 40% of their time outdoors face severe weather during the academic year. The explanation for this may be twofold. On the one hand, it may result from an erroneous estimate; on the other hand, it may indicate a solid intention to carry out on-site teaching even in the face of harsh climatic conditions. In the case of the Leibniz University of Hanover, Kendra Busche says, “The curriculum is influenced by seasons. The summer semester includes courses with external activities—for example, the botany course, participatory laboratories, or more experimental events. On the other hand, the winter



Figure 7
Students' site visit from the Leibniz University of Hanover. Image courtesy of Martin Prominski, Leibniz University of Hanover, 2021.



Figure 8
"Eyescapes" at the GRIP studio, University of Pretoria. Image courtesy of Ida Breed, University of Pretoria, 2021.

semester is more theoretical and includes indoor teaching" (Busche, personal communication, May 31, 2021).

The time spent outdoors depends on the course typology. For example, most design laboratories include on-site visits at the beginning of the course for site observation and knowledge (Figures 7, 8, 9, 10, and 11). Some programs have in their curriculum specific courses that happen outdoors. For example, Cornell University boasts a laboratory on soil samples collected outdoors during the class. TU Delft's program includes a design course called On-Site, in

which students collectively build an artistic-technical installation in the Dutch landscape. PKU established a permanent program for cultural landscape studies in Huizhou, including one week spent walking through the landscape, surveying, and designing.

An additional interview as part of our research at the University of Mexico (UNAM) informed us about the "landscape expeditions" held yearly in Mexico. The expeditions are multicultural, interdisciplinary, and transgenerational, involving students and teachers for over 10 days of formalized and structured outdoor time.



Figure 9
Students' site visit from the Water Plus Studio of the Centre for Environmental Planning and Technology. Image courtesy of Shreshtha Waghay, CEPT University, 2021.



Figure 10
Students' site visit from the Technical Universiteit Delft. Image courtesy of Inge Bobbink, TU Delft, 2021.

There are strong precedents of previous landscape courses occurring entirely outdoors. For example, between the late 1990s and the early 2000s, the pioneering Virginio Bettini, professor of landscape ecology at the Iuav University, conducted systematic long-term excursions with students to discover and recover the ancient Via Francigena (Bettini et al., 2015), a medieval pilgrimage route leading from Cambridge, England, to Rome. The experience of walking through the landscapes became didactic. While walking, Bettini read aloud the texts of J. B. Jackson and other authorities, proclaiming the teaching of the landscape masters.

The Role of the Landscape Architect

Interdisciplinary training and holistic knowledge are common trends in landscape architecture programs.

Almost all respondents mentioned complexity in their answers to questions about the identity and future role of the landscape architect. Richard Weller defines the landscape architect as “the synthesizer of the world’s complexities.” Kongjian Yu describes the landscape architect’s role as a “coordination of the relationship between man and nature”—a concept that was often mentioned during the interviews by Sandip Patil, who said that the landscape architect’s primary responsibility is “to connect people with landscapes” (Patil, personal communication, November 21, 2021). For Kendra Busche, the landscape architect is a “mediator and coordinator” whose role in society is to lead, in Elisabeth Mossop’s words, “the coordination of clients, policy-makers, specialist consultants, and local communities in their implementation” (Mossop, personal communication, June 10, 2021). Antonio Longo stresses that design is a crucial way of dealing with complexity: “The language of the landscape architect is designing. He/she talks through design.” Finally, for Inge Bobbink, “The landscape architect . . . works through scales with a holistic knowledge. He is not a generalist, he has a perspective, a view” (Bobbink, personal communication, June 24, 2021).

SEEDS OF FUTURE LANDSCAPE EDUCATION: CONCLUSIONS

This article portrays an image of landscape programs worldwide and examines 10 diverse masters in landscape architecture to identify current and future

educational trends and challenges. Our maps reveal several concerns on a global scale. First, landscape programs mainly reside in the Western world, a circumstance likely resulting in hidden cultural dominance. Second, landscape programs are primarily located in urban regions and are regularly absent from the regions with the highest indicators of urban growth and the highest risk of biodiversity loss. Third, most programs predominantly exist in limited numbers of biomes, probably producing knowledge that applies mainly to a limited set of peculiar species, dynamics, and environmental conditions.

Regarding the key features of worldwide graduate landscape architecture, the 10 case studies revealed that programs respond to diverse missions linked to their respective contexts and each country’s cultural peculiarities and traditions. Most schools hold their design courses within their cities, nations, and regions, thus responding to the environmental, economic, and social conditions of each site. All the programs prioritize “research through design” from the perspective of their meaning and balance. On-site teaching is an integral part of each university’s academic program. The importance each university places on outdoor activities, more than geography or climate, generally determines the amount of time spent outside. The participating programs generally agree on the importance of ecological agendas and the need for research design and design research in all their different shades and complexities. Schools are constantly planning curricular changes to respond to global and local issues; they prioritize the climate-change crisis, new technologies, social justice, and equity, recognizing these as current and future challenges.

Considering the research scope and findings, three opportunities for future analysis emerge. First, the collected data requires continuous updates. Therefore, an opportunity exists for further vetting of primarily landscape program data against relevant global indicators regarding social and environmental issues. Second, the collected dataset situates programs in the present. Further visualization of changes through the years would allow an understanding of the demand for landscape programs and the rate of growth and permanence of offerings. Third, further research by region and country may highlight the peculiarities and potential of each educational system,

as well as the opportunities for interregional collaboration. Each country's conditions are diverse, complex, and related to accreditation requirements, local economics, and social policies.

This research calls for further development of data collection and analysis on landscape programs grounded in the intersectionality of global, regional, and local variables to discover collaboration opportunities among institutions. Our research also suggests new lines of inquiry on knowledge creation outside formal landscape architecture programs, on-site teaching as education practice, and cultural differences and entry requirements in each education system and context.

In presenting this article, we hope to encourage cross-institutional collaboration between established and emergent institutions that may open doors for further cross-pollination of ideas, methods, and agendas. M. M. Hill (2005, p.119) reminds us that “although education alone cannot change many problems facing communities across the globe, it can influence the future by preparing the minds of young people to include a diversity of viewpoints, behaviors, and values.” This survey of the state of landscape programs across the globe will prepare the way for collaborative efforts among north, south, east, and west so that students and educators may come to embrace mixed points of view, leading to the development of more balanced landscape architecture systems and cultures. We seek to further the goal of embracing educational diversity to counter the global homogenization process. Moreover, we hope that landscape education will germinate from landscape experiences through more inductive approaches and that pedagogies will more explicitly center on the collaboration between data approaches and design knowledge. Finally, we wish to “encourage explicit dialogue on the collective consciousness of landscape architecture, focusing on claims of social responsibility within the discourse, codes and curriculums” (Brown & Jennings, 2003, p. 110). In a world threatened by unprecedented climatic, economic, and social uncertainties, we aspire to create a collective landscape education consciousness that goes beyond the singularity of an individual institution; embraces a multiplicity of values, realities, and aspirations; and accepts a share of responsibility for the fate of the world.

REFERENCES

- Bettini V., Filesi, L., & Michelon, A. (2015). *La via Francigena in Europa. Da via della fede a tracciato di unione dei popoli*. Aracne.
- Brown, D. K., & Jennings, T. (2003). Social consciousness in landscape architecture education: Toward a conceptual framework. *Landscape Journal*, 22(2), 99-112.
- Cisani, M., Castiglioni, B., & Sgard, A. (2022). Landscape and education: Politics of/in practices. *Landscape Research*, 47(2).
- Curtis, P. G., Slay, C. M., Harris, N. L., Tyukavina, A., & Hansen, M. C. (2018). Classifying drivers of global forest loss. *Science*, 361(6407), 1108-1111. <https://doi.org/10.1126/science.aau3445>. PMID: 30213911.
- Hill, M. M. (2005). Teaching with culture in mind: Cross-cultural learning in landscape architecture education. *Landscape Journal*, 24(2), 117-124.
- Jørgensen, K., Karadeniz, N., Mertens, E., & Stiles, R. (2020). *Teaching landscape: The studio experience*. Routledge.
- Langley, W. N., Corry R. C., & Brown, R. D. (2018). Core knowledge domains of landscape architecture. *Landscape Journal*, 37(1), 9-21.
- Milburn, L. S. & Brown, R. D. (2016). Research productivity and utilization in landscape architecture. *Landscape and Urban Planning*, 147, 71-77.
- Norris, F. (2014, June 11). For biggest cities of 2030, look toward the tropics. *The New York Times*.
- Olson, D. M. et al. (2001). Terrestrial ecoregions of the world: A new map of life on Earth. *Bioscience*, 51(11), 933-938.
- Ozdil, T. R. (2020). Who will teach the next generation of landscape architects? Ten-year review of academic position descriptions in landscape architecture in North America. *Landscape Journal*. 39(1), 55-69.
- Prominski, M. & Seggern, H. V. (2019). *Design research for urban landscapes: Theories and methods* (1st ed.). Routledge.
- Steinitz, C. (2020). On landscape architecture education and professional practice and their future challenges. *Land*, 9(7), 1-14.
- Thiong'o, N. (1986). *Decolonizing the mind: The politics of language in African literature*. Boydell & Brewer.
- Van den Brink, A., Bruns, D., Tobi, H., & Bell, S. (2017). *Research in landscape architecture: Methods and methodology*. Routledge.
- Weller, R., & Talarowski, M. (2014). *Transects: 100 years of landscape architecture and regional planning at the School of Design of the University of Pennsylvania*. Applied Research + Design.

WEBPAGES

- Barro, R. J. & Wha Lee, J. (2010). *Percentage of Population Age 15+ With Tertiary Schooling. Completed Tertiary*. World Bank. Retrieved from: <http://www.barrolee.com/>

- Center for International Earth Science Information Network (CIESIN), Columbia University. (2005). *World human population density map*. Retrieved from <https://sedac.ciesin.columbia.edu/data/set/gpw-v4-population-density-rev11>
- Central Intelligence Agency (CIA). (2022). *The World FactBook*. Retrieved from <https://www.cia.gov/the-world-factbook/countries/brazil/>
- Conservation International. (n.d.). *Targeted investment in nature's most important places*. Retrieved from <https://www.conservation.org/priorities/biodiversity-hotspots>
- Convention on Biological Diversity. (n.d.) *Biodiversity Facts. Status and trends of biodiversity, including benefits from biodiversity and ecosystem services*. Retrieved from <https://www.cbd.int/countries/profile/?country=br>
- European Master in Landscape Architecture (EMiLA). (n.d.). *Study structure*. Retrieved from <http://www.emila.eu/curriculum/study-structure/>
- European Network of Universities for the implementation of the European Landscape Convention (UNISCAPE). (2023). *Where Disciplines Meet*. Retrieved from <https://www.uniscape.eu/wdm2023-programme/>
- National Geographic. (2020). *Tropics*. Retrieved from <https://www.nationalgeographic.org/encyclopedia/tropics/>
- U.S. Census. (2021). *Population and housing unit estimate*. Retrieved from https://www.census.gov/programs-surveys/popest/data/tables/2021.List_58029271.html#list-tab-List_58029271
- WorldData. (2023). *Geographical distribution of languages worldwide*. Retrieved from <https://www.worlddata.info/languages/index.php>

OPEN DATA SOURCES (RETRIEVED DATE LISTED)

- American Association of Landscape Architecture (ASLA). (2021). *Accredited or candidacy programs*. Retrieved from <https://www.asla.org/FullListofAccreditedPrograms.aspx>
- Council of Educators in Landscape Architecture (CELA). (2021). *CELA member schools*. Retrieved from <https://members.thecela.org/celamemberschools/FindStartsWith?term=%23%21>
- EMiLA. (2021). *Five institutions—One curriculum*. Retrieved from <http://www.emila.eu/>
- The European Council of Landscape Architecture (ECLAS). (2021). *List of members*. Retrieved from <https://www.eclas.org/list-of-members/>
- European Network of Universities for the implementation of the European Landscape Convention (UNISCAPE). (2021). *Members*. Retrieved from <https://www.uniscape.eu/members/>
- IFLA EUROPE. (2021). *European Region of International Federation of Landscape Architects*. Retrieved from https://www.iflaeurope.eu/assets/docs/210110_List_of_All_Landscape_Architecture_Schools_and_Programmes_status_Jan_21.pdf

- Latin American Association of Landscape Architects (LALI). (2021). *Latin America Landscape Initiative*. Retrieved from <https://cbc.iclei.org/members/latin-american-landscape-initiative/>
- University of Pennsylvania. (2018). *Landscape intelligence*. Retrieved from https://atlas-for-the-end-of-the-world.com/world_maps/world_maps_landscape_intelligence.html
- Wikipedia. (2021). *List of schools of landscape architecture*. Retrieved from https://en.wikipedia.org/wiki/List_of_schools_of_landscape_architecture

ACKNOWLEDGMENTS The authors would like to thank all the people and universities they interviewed along this journey on landscape architecture education worldwide (in alphabetical order): Timothy Baird (Cornell University, USA); Inge Bobbink (TU Delft, Netherlands); Christina A. Breed (University of Pretoria, South Africa); Kendra Busche (Gottfried Wilhelm Leibniz University of Hanover, Germany); Antonio Longo (Politecnico di Milano, Italy); Elisabeth Mossop (University of Technology Sydney, Australia); Sandip Patil (CEPT University, India); Denise Pinheiro and Patricia Menezes (Federal University of Rio de Janeiro, Brazil); Richard Weller (Penn University, USA); Kongjian Yu (Peking University, China). The authors would also like to thank all the institutions and professionals who participated in the data collection, as listed in the second part of this article. The sources used in this research include the International Federation of Landscape Architecture (IFLA) and the American Association of Landscape Architecture (ASLA); including their regional boards, the Council of Educators in Landscape Architecture (CELA); the European Council of Landscape Architecture (ECLAS); European Network of Universities for the implementation of the European Landscape Convention (UNISCAPE); Landscape Architectural Accreditation Board (LAAB); and the Latin American Association of Landscape Architects (LALI); "Atlas for the End of the World" by the University of Pennsylvania (AEW) for data on Chinese universities; Xiao Han for revising and providing further data on Chinese programs; National Association: Association of Landscape Architects of Russia (ALAROS); Katherine Engleman for providing part of the data for Russia; and Erik Schiller, among others, for collecting and editing data on architecture schools.

AUTHOR CONTRIBUTIONS Both authors, Cipriani and Villalobos, equally contributed to the research, data collection, and text. In addition, Cipriani elaborated the cartographies (fig. 1-2-3-4-5) and Villalobos elaborated the diagram (fig. 6).

AUTHORS Laura Cipriani is an assistant professor in landscape architecture at TU Delft. She has taught for a decade at IUAV, Politecnico di Milano, National University Singapore, Venice International University, and the University of Padua. She holds a Master in Design Studies (Hons) from Harvard Design School (2004), a PhD in Urbanism from IUAV (2008), and bachelor's and master's degrees in architecture (Hons) from IUAV (2001). The winner of numerous fellowships from 2009-2012, she was awarded the EU Marie Curie research grant (assistant professor level), and since 2014 she has held the title of Italian associate professor. In 2008, she founded Superlandscape, an urban and landscape design firm. She represents TU Delft at UNISCAPE, and she was involved with ECLAS and IFLA Europe to develop the EU Common Training Framework for Landscape Architecture. Laura was recently awarded the prestigious Comenius Fellowship 2023 for teaching innovation.

Maria Villalobos is an Associate Professor at IIT in Chicago and Director of the Master in Landscape Architecture and Urbanism. She holds a master's in Design Studies from Harvard GSD and a PhD in Landscape Architecture from the ENSP-Versailles. In 2017, she made history as the first woman to receive the first prize in the Venezuelan Architecture Biennale. Villalobos is an active member of the Lincoln Yards Advisory Council and the Committee on Design for the Department of City Planning in Chicago, a Board Member of Friends of the Park in Chicago, and a Core Member of Dark Matter University. Her expertise and dedication have been recognized with the Council of Educators in Landscape Architecture's 2022 Excellence in Design Studio Teaching Award.

PEER REVIEW STATEMENT *Landscape Journal* uses a double-blind peer review process for research manuscripts, systematic literature reviews, and other article types.

Appendix I

Country	City	Sources	University	Title
Africa				
Kenya	Nairobi	IFLA	Jomo Kenyatta University of Agriculture & Technology	Bachelor in Landscape Architecture Master in Landscape Planning & Conservation PhD in Landscape, Planning & Conservation
Morocco	Casablanca	IFLA	Art'Com	No information available
Morocco	Rabat	IFLA	Institut Agronomique et Veterinaire Hassan II	Bachelor in Agronomic Engineering (Landscape Architecture focus)
Nigeria	Lagos	IFLA	University of Lagos	Master in Landscape Architecture
Nigeria	Zaria	IFLA	Ahmadu Bello University	Bachelor in Agricultural Education Master in Agricultural Education
South Africa	Cape Town	IFLA	University of Cape Town	Master in Landscape Architecture
South Africa	Cape Town	CELA	Cape Peninsula University of Technology	Bachelor in Technology of Landscape Architecture
South Africa	Pretoria	IFLA	University of Pretoria	Master in Landscape Architecture Other programs in Landscape Architecture &/or related discipline PhD in Landscape Architecture
Asia				
China	Beijing	IFLA CELA	Beijing Forestry University	Master in Landscape Architecture
China	Beijing	CELA	Beijing Tsinghua Urban Planning & Design Institute	No information available
China	Beijing	CELA	Beijing University of Civil Engineering & Architecture	Bachelor in Engineering (Landscape Architecture focus)
China	Beijing	CELA	Peking University	Master in Engineering (or Agronomy) in Landscape Architecture
China	Beijing	CELA	Tsinghua University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture (or Engineering)
China	Beijing	AEW	Agricultural University of Hebei	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Changchun	AEW	Northeast Normal University	No information available
China	Changsha	AEW	Central South University of Forestry & Technology	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
China	Chengdu	AEW	Sichuan University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture (or Engineering)
China	Chengdu	AEW	Sichuan Agricultural University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Chengdu	AEW	Southwest Jiaotong University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Chongqing	IFLA	Chongqing University	Bachelor in Engineering (Urban Planning) Landscape Planning & Design Focus Master in Landscape Architecture (or Engineering)
China	Fuzhou	AEW	Fujian Agriculture & Forestry University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Guangzhou	AEW	South China University of Technology	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Guangzhou	AEW	South China Agricultural University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Hangzhou	AEW	Zhejiang University	Bachelor in Agriculture, Life & Environment (Landscape Gardening focus)
China	Harbin	AEW	Harbin Institute of Technology	Bachelor of Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Harbin	AEW	Northeast Forestry University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture(or Engineering)
China	Hohhot	AEW	Inner Mongolia Agricultural University	Bachelor in Agriculture
China	Jinan	AEW	Shandong Jianzhu University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture
China	Kunming	AEW	Southwest Forestry University	Bachelor in Engineering
China	Nanjing	AEW	Shanghai Jiaotong University	Bachelor in Engineering (or Arts) Master in Engineering (Landscape Architecture focus)

(continued)

Appendix I

Country	City	Sources	University	Title
China	Nanjing	AEW	Nanjing Forestry University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
China	Nanjing	AEW	Nanjing Agricultural University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture(or Engineering)
China	Hong Kong	CELA	University of Hong Kong	Bachelor of Arts in Landscape Studies Postgraduate Diploma in Landscape Architecture & Master in Landscape Architecture PhD in Landscape Architecture or related discipline
China	Shanghai	IFLA CELA	Tongji University	Bachelor in Engineering(Landscape Architecture focus) Master in Engineering (Landscape Architecture focus)
China	Tianjin	AEW	Tianjin University	Bachelor in Engineering (Landscape Architecture focus) Master in Landscape Architecture (or Engineering)
China	Wuhan	CELA	Huazhong University of Science & Technology	Bachelor in Landscape Architecture
China	Xi'an	AEW	Xi'an University of Architecture & Technology	Bachelor in Landscape Architecture (under Architecture) Bachelor in environmental design (under Department of Design) Master in Landscape Architecture, Urban Environment & Landscape Design PhD in Urban Environment & Landscape Design PhD in Landscape Architecture
China	Xianyang	AEW	Northwest Agriculture & Forestry University	No information available
China	Zhengzhou	AEW	Henan Agricultural University	Bachelor in Landscape Architecture Master in Landscape Architecture, Management of Urban & Rural Planning
India	Ahmedabad	IFLA ECLAS	Centre for Environmental Planning & Technology	Master in Landscape Architecture &/or related discipline
India	Chennai	IFLA	School of Planning & Architecture	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline
India	New Delhi	IFLA	School of Planning & Architecture	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline

(continued)

Appendix I

Country	City	Sources	University	Title
Indonesia	Bogor	IFLA	Bogor Agricultural University	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline
Indonesia	Jakarta	IFLA	University of Trisakti	Other programs in Landscape Architecture &/or related discipline
Japan	Hokkaido	IFLA	Hokkaido University	Master in Landscape Architecture &/or related discipline
Japan	Kyoto	IFLA	Kyoto University	Bachelor in Landscape Architecture &/or related discipline
Japan	Osaka	IFLA	Osaka University of Arts	No information available
Japan	Tokyo	IFLA	Meiji University	Other programs in Landscape Architecture &/or related discipline
Japan	Tokyo	IFLA	Tokyo University of Agriculture	Other programs in Landscape Architecture &/or related discipline
Lebanon	Beirut	ECLAS	ALBA Academie Libanaise des Beaux-Arts	Bachelor in Landscape Architecture &/or related discipline
Lebanon	Beirut	ECLAS CELA	American University of Beirut	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline
Malaysia	Selangor	IFLA	Mara Institute of Technology	Bachelor in Landscape Architecture &/or related discipline
Philippines	Quezon City	IFLA	University of the Philippines	Bachelor in Landscape Architecture Master in Tropical Landscape Architecture
Saudi Arabia	Riyadh	IFLA	King Faisal University	Bachelor in Landscape Architecture
Singapore	Singapore	ECLAS CELA	National University of Singapore	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
South Korea	Anseong	IFLA	Hankyong National University	No information available
South Korea	Cheonggye-Myeon	IFLA	Mokpo National University	No information available
South Korea	Chuncheon	IFLA	Kangwon National University	No information available
South Korea	Daegu	IFLA	Kyung Pook National University	No information available
South Korea	Daesong	IFLA	Cheongju University	No information available
South Korea	Gongju	CELA	Kongju National University	No information available

(continued)

Appendix I

Country	City	Sources	University	Title
South Korea	Gwangju	IFLA	Chonnam National University	No information available
South Korea	Gyeongsan	IFLA	Daegu University	No information available
South Korea	Gyeongsan	IFLA	Yeong Nam University	No information available
South Korea	Hongseong-eup	CELA	Chungwoon University	No information available
South Korea	Iksan	IFLA	Iksan National College	No information available
South Korea	Iksan	IFLA	Iksan National College	No information available
South Korea	Jeonju	IFLA	Chonbuk National University	No information available
South Korea	Jeonju	CELA	Korea National College of Agriculture & Fisheries	No information available
South Korea	Jeonju	IFLA	Woosuk University	No information available
South Korea	Jinju	IFLA	Jinju National University	No information available
South Korea	Miryang	IFLA	Miryang National University	No information available
South Korea	Naju	IFLA	Dong-Shin University College of Natural Sciences	No information available
South Korea	Seongnam	IFLA	Dan Kook University	No information available
South Korea	Seongnam	IFLA	Dongguk University	No information available
South Korea	Seongnam	IFLA	Gachon University	No information available
South Korea	Seoul	IFLA	Hanyang University	No information available
South Korea	Seoul	IFLA	Korea University Graduate School	No information available
South Korea	Seoul	CELA	Kyung Hee University	No information available
South Korea	Seoul	CELA	Seoul National University Graduate School of Environmental Studies	No information available
South Korea	Seoul	IFLA	Sung Kyun Kwan University College of Life Science & Resources	No information available
South Korea	Seoul	CELA	University of Seoul	No information available
South Korea	Suncheon	IFLA	Suncheon University College of Agriculture	No information available
Sri Lanka	Moratuwa	IFLA	University of Moratuwa	No information available
Taiwan	Taichung City	IFLA	Feng Chia University	Master in Landscape & Recreation

(continued)

Appendix I

Country	City	Sources	University	Title
Taiwan	Taichung City	IFLA	National Chung Hsing University	Other programs in Landscape Architecture &/or related discipline
Taiwan	Taichung City	IFLA	Tunghai University	Other programs in Landscape Architecture &/or related discipline
Taiwan	Taipei	IFLA CELA	National Taiwan University	Other programs in Landscape Architecture &/or related discipline
Thailand	Bangkok	IFLA	Chulalongkorn University	Bachelor in Landscape Architecture Master in Landscape Architecture
Thailand	Chiang Mai	CELA	Chiang Mai University	No information available
Europe				
Albania	Tirana	ECLAS	POLIS University— International School of Architecture & Urban Development Policies	Master in Landscape Architecture &/or related discipline
Austria	Vienna	ECLAS	University of Natural Resources & Applied Life Sciences	Master in Landscape Architecture &/or related discipline
Austria	Vienna	IFLA	Universität für Bodenkultur Wien	Bachelor in Planning & Landscape Architecture Master in Planning & Landscape Architecture
Austria	Vienna	ECLAS	Vienna University of Technology	No information available
Belgium	Anderlecht	IFLA	Haute Ecole Lucia de Brouckère Institut Haulot	Bachelor in Gardens & Landscape Architecture
Belgium	Brussels	IFLA ECLAS	Erasmus University of Applied Sciences Brussel	Bachelor in Landscape Architecture
Belgium	Gembloux	WIKIPEDIA	Gembloux Agro-Bio Tech University of Liege	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline
Belgium	Gent	IFLA	Hogeschool Gent	Bachelor in Garden & Landscape Architecture
Belgium	Ghent	ECLAS UNISCAPE	Ghent University	Master in Landscape Architecture &/or related discipline
Belgium	Heverlee	ECLAS	KU Leuven	Master in Landscape Architecture &/or related discipline
Belgium	Liège	UNISCAPE	Université de Liège	Master in Landscape Architecture
Belgium	Verviers	IFLA	ULG Liège ULB Brussel Haute Ecole Charlemagne (Isla Hu Gembloux)	Bachelor in Landscape Architecture Master in Landscape Architecture
Bulgaria	Sofia	IFLA	University of Forestry Sofia	Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Croatia	Rijeka	UNISCAPE	University of Rijeka	Master in Landscape Architecture &/or related discipline
Croatia	Zagreb	WIKIPEDIA IFLA	University of Zagreb	Bachelor in Landscape Architecture Master in Landscape Architecture
Cyprus	Pafos	ECLAS	Neapolis University in Cyprus	Master in Landscape Architecture &/or related discipline
Czech Republic	Lednice	IFLA ECLAS	Mendel University of Agriculture & Forestry in Brno	Bachelor in Landscape Architecture Master in Landscape Architecture
Czech Republic	Prague	ECLAS	Czech Technical University in Prague	Master in Landscape Architecture &/or related discipline
Czech Republic	Prague	WIKIPEDIA	Czech University of Life Sciences	Master in Landscape Architecture &/or related discipline
Czech Republic	Prague	IFLA	The Czech University of Life Sciences	Bachelor in Garden & Landscape Architecture Master in Garden & Landscape Architecture
Denmark	Aarhus	IFLA ECLAS	Aarhus School of Architecture	Master in Urban Design & Landscapes
Denmark	Copenhagen	IFLA	The Royal Academy of Fine Arts	Master in Architecture & Landscape
Denmark	Copenhagen	IFLA CELA ECLAS UNISCAPE	University of Copenhagen	Bachelor in Landscape Architecture Master in Landscape Architecture
Estonia	Tallinn	WIKIPEDIA	Estonian Academy of Arts	Master in Landscape Architecture &/or related discipline
Estonia	Tallinn	IFLA	Tallinn Technical University	Master in Landscape Architecture &/or related discipline
Estonia	Tartu	ECLAS	EULS Estonian University of Life Sciences	Master in Landscape Architecture
Finland	Ekenas	IFLA ECLAS	NOVIA University of Applied Sciences	Bachelor in Natural Resources
Finland	Espoo	IFLA CELA ECLAS UNISCAPE	Aalto University School of Arts Design & Architecture	Bachelor in Landscape Architecture Master in Landscape Architecture Master in Urban Studies & Planning (Landscape Architecture) PhD in Landscape Architecture &/or related discipline
Finland	Hameenlinna Lepaa	IFLA ECLAS	HAMK University of Applied Sciences	Bachelor in Natural Resources Master in Natural Resources PhD in Landscape Architecture &/or related discipline

(continued)

Appendix I

Country	City	Sources	University	Title
Finland	Oulu	IFLA	OAMK University of Applied Sciences Oulun seudun ammattikorkeakoulu Oulu	Bachelor in Natural Resources
Finland	Turku	UNISCAPE	University of Turku	Bachelor in Landscape Architecture Master in Landscape Architecture
France	Angers	IFLA	Agrocampus Ouest	Master in Landscape Architecture
France	Blois	IFLA	ENP Departement Ecole de la Nature et du Paysage—INSA Blois Institut National des Sciences Appliquees	Bachelor & Master in Landscape Architecture (combined)
France	Paris	IFLA	ESAJ Paris Ecole Supérieure d'Architecture des Jardins Paris	Bachelor in Landscape Architecture
France	Paris	UNISCAPE	Ecole Nationale Supérieure de Paris La Villette	Master in Landscape Architecture
France	Talence	IFLA ECLAS	Ecole Nationale Supérieure d'Architecture et de Paysage Bordeaux	Bachelor & Master in Landscape Architecture (combined)
France	Versailles	IFLA ECLAS	Ecole Nationale Supérieure de Paysage de Versailles ENSP Versailles	Bachelor & Master in Landscape Architecture (combined) PhD in Landscape Architecture
France	Villeneuve-d'Ascq	IFLA	ENSAPL Lille Ecole Nationale Supérieure d'Architecture et de Paysage Lille	Bachelor & Master in Landscape Architecture (combined)
Germany	Berlin	IFLA ECLAS	Beuth Hochschule für Technik Berlin	Bachelor in Landscape Architecture Master in Urban Planting & Open Space Management
Germany	Darmstadt	ECLAS	Technical University of Darmstadt	Master in Landscape Architecture &/or related discipline
Germany	Dresden	ECLAS	HTW Dresden—University of Applied Sciences	Master in Landscape Architecture &/or related discipline
Germany	Dresden	IFLA	Technische Universität Dresden	Bachelor in Landscape Architecture Master in Landscape Architecture
Germany	Erfurt	IFLA ECLAS	Fachhochschule Erfurt	Bachelor in Landscape Architecture Master in Landscape Architecture
Germany	Freising	IFLA ECLAS	Hochschule Weihenstephan-Triesdorf	Bachelor in Landscape Architecture International Master of Landscape Architecture
Germany	Freising-Weihenstephan (München)	IFLA ECLAS	Technische Universität München	Bachelor in Landscape Architecture Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Germany	Geisenheim	IFLA	Hochschule Geisenheim University—University of Applied Science	Bachelor in Landscape Architecture Bachelor in Horticulture Master in Landscape Architecture Master in Environmental Management & Urban Planning in Metropolitan Areas
Germany	Hanover	IFLA ECLAS	Leibniz Universität Hannover	Bachelor in Landscape Architecture & Environmental Planning Master in Landscape Architecture Master in Environmental Planning
Germany	Kassel	IFLA ECLAS	Universität Kassel	Bachelor in Landscape Architecture & Planning Master in Landscape Architecture & Planning
Germany	Kothen	IFLA ECLAS	Hochschule Anhalt—Anhalt University of Applied Science	Master in Landscape Architecture & Environmental Planning Master in Landscape Architecture
Germany	Lemgo	IFLA ECLAS	Technische Hochschule Ostwestfalen-Lippe—University of Applied Sciences and Arts	Bachelor in Landscape Architecture Master in Landscape Architecture
Germany	Neubrandenburg	IFLA ECLAS	Hochschule Neubrandenburg (FH)	Bachelor in Landscape Architecture & Environmental Planning Master in Landscape Architecture & Environmental Planning
Germany	Nürtingen	IFLA ECLAS	Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (FH)	Bachelor in Landscape Planning & Nature Protection International Master in Landscape Architecture
Germany	Osnabrück	IFLA ECLAS	Hochschule Osnabrück	Bachelor in Landscape Development Bachelor in Open Space Planning Master in Landscape Architecture & Regional Development
Greece	Athens	IFLA CELA	Agricultural University of Athens	Master in Landscape Architecture Lab of Floriculture & Landscape Other programs in Landscape Architecture &/or related discipline
Greece	Epirus	WIKIPEDIA	Technological Educational Institute of Epirus	Master in Sustainable Landscape Projects
Greece	Kavala	WIKIPEDIA	Eastern Macedonia & Thrace Institute of Technology	No information available
Greece	Thessaloniki	IFLA	Aristotle University of Thessaloniki	Master in Landscape Architecture
Hungary	Budapest	IFLA	Corvinus University	Bachelor in Garden Construction & Landscape Management Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Hungary	Godolo	IFLA ECLAS	Szent Istvan University	Master in Landscape Architecture & Garden Design Master in Gardening & Landscape Design Master in Landscape Architecture PhD in Landscape Architecture & Landscape Ecology
Iceland	Borgarnes	IFLA ECLAS	Agricultural University of Iceland	Bachelor in Landscape Architecture & Planning
Ireland	Dublin	IFLA CELA	University College Dublin	Bachelor in Landscape Architecture Master in Landscape Architecture Master in Landscape Studies
Ireland	Galway	UNISCAPE	National University of Ireland	Master in Landscape Architecture &/or related discipline
Italy	Ancona	UNISCAPE	Università Politecnica delle Marche	Master in Landscape Architecture &/or related discipline
Italy	Brescia	UNISCAPE	Università di Brescia	Other programs in Landscape Architecture &/or related discipline
Italy	Bologna	UNISCAPE WIKIPEDIA	Università di Bologna	Bachelor in Ornamental Plants & Landscape Protection Master in Planning & Management of Agro-territorial, Forest & Landscape PhD in Landscape Architecture &/or related discipline
Italy	Camerino	UNISCAPE	Università degli Studi di Camerino	No information available
Italy	Florence	IFLA UNISCAPE WIKIPEDIA	Università degli Studi di Firenze	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Italy	Genoa	IFLA	Università degli Studi di Genova	Bachelor in Landscape Architecture Master in Landscape Architecture
Italy	Milan	ECLAS UNISCAPE	Politecnico di Milano	Master in Landscape Architecture, Land, Landscape Heritage PhD in Landscape Architecture &/or related discipline
Italy	Milan	UNISCAPE	Università degli Studi Milano Bicocca	Master in Landscape Architecture &/or related discipline
Italy	Naples	UNISCAPE WIKIPEDIA	Università degli Studi di Napoli Federico II	Bachelor in Territorial Planning, Urbanism & Environmental Landscape Master in Cultural Landscapes PhD in Landscape Architecture &/or related discipline

(continued)

Appendix I

Country	City	Sources	University	Title
Italy	Padua	UNISCAPE WIKIPEDIA	Università degli Studi di Padova	Bachelor in Landscape & Territorial Protection Master in Landscape, Heritage & Tourism PhD in Landscape Architecture &/or related discipline
Italy	Palermo	WIKIPEDIA	Università degli Studi di Palermo	Master in Landscape Architecture
Italy	Perugia	WIKIPEDIA	Università degli Studi di Perugia	Master in Landscape Architecture &/or related discipline
Italy	Pisa	WIKIPEDIA	Università di Pisa	Master in Urban Green Areas & Landscape Design & Management
Italy	Potenza	UNISCAPE	Università degli Studi della Basilicata	Bachelor in Landscape, Environment & Urban Green Areas
Italy	Reggio Calabria	UNISCAPE WIKIPEDIA	Università degli Studi Mediterranea di Reggio Calabria	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline
Italy	Rome	UNISCAPE WIKIPEDIA	Università degli Studi di Roma "La Sapienza"	
Italy	Rome	IFLA UNISCAPE	Università degli Studi di Roma "La Sapienza"	Bachelor Landscape Architecture & Garden Design Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
Italy	Rome	UNISCAPE	Università Roma Tre	Master in Landscape Architecture
Italy	Termoli	UNISCAPE	Università degli Studi del Molise	Master in Landscape Architecture &/or related discipline
Italy	Trento	UNISCAPE	Università degli Studi di Trento	Master in Landscape Architecture &/or related discipline
Italy	Treviso	UNISCAPE	Fondazione Benetton Studi e Ricerche	Other programs in Landscape Architecture &/or related discipline
Italy	Torino	ECLAS UNISCAPE	Politecnico di Torino	Master in Green Areas & Landscape design
Italy	Turin	UNISCAPE WIKIPEDIA	Università degli Studi di Torino	Master in Landscape Architecture &/or related discipline PhD in Landscape Architecture &/or related discipline
Italy	Venice	UNISCAPE	Università luav di Venezia	Bachelor in Architecture (Landscape courses included) Master in Architecture (Landscape courses included) Postgraduate in Landscape Architecture & Gardening) PhD in Landscape Architecture &/or related discipline

(continued)

Appendix I

Country	City	Sources	University	Title
Italy	Viterbo	UNISCAPE	Università degli Studi della Tuscia	Bachelor in Landscape & Environmental Planning & Design Master in Landscape Architecture &/or related discipline PhD in Landscape Architecture &/or related discipline
Italy	Udine	UNISCAPE	Università di Udine	No information available
Latvia	Jelgava	IFLA	Latvia University of Life Sciences & Technologies	Bachelor of Engineering in Landscape Architecture Master in Landscape Architecture & Planning
Lithuania	Kauno Raj	ECLAS	Kaunas College of Forestry & Environmental Engineering	Other programs in Landscape Architecture &/or related discipline
Lithuania	Vilnius	ECLAS	Vilnius Kolegija—University of Applied Sciences	Bachelor in Landscape Design
Lithuania	Vilnius	ECLAS	Vilnius Gediminas Technical University	Bachelor in Landscape Architecture &/or related discipline
Netherlands	Amsterdam	IFLA	Academie Van Bouwkunst Amsterdam	Master in Landscape Architecture
Netherlands	Delft	ECLAS UNISCAPE	Technische Universiteit Delft	Bachelor in Architecture (Landscape courses included) Master in Landscape Architecture PhD in Urbanism, Landscape Compositions & Systems
Netherlands	Hertogenbosch	ECLAS	HAS Den Bosch University of Applied Science	Bachelor in Landscape Architecture &/or related discipline
Netherlands	Velp	IFLA ECLAS	Van Hall Larenstein University of Applied Sciences	Bachelor in Landscape Architecture
Netherlands	Wageningen	IFLA ECLAS UNISCAPE	University of Wageningen	Bachelor in Landscape Architecture & Planning Master in Landscape Architecture & Planning
Norway	As	IFLA CELA ECLAS UNISCAPE	Norwegian University of Life Science	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
Norway	Bergen	IFLA	Bergen Arkitektthøgskole BAS	Master in Landscape Architecture &/or related discipline
Norway	Oslo	IFLA ECLAS	AHO Oslo School of Architecture & Design	International Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Poland	Krakow	IFLA ECLAS	CUT Cracow University of Technology	Bachelor in Architecture (Landscape Architecture major) Master in Landscape Architecture Combined Engineer & Master in Landscape Architecture
Poland	Lublin	IFLA	JPII University of Lublin	Bachelor in Landscape Architecture Master in Landscape Architecture
Poland	Warszawa	IFLA ECLAS	SGGW Warsaw University of Life Sciences	Bachelor in Landscape Architecture &/or related discipline Master in Horticulture
Portugal	Algarve	IFLA	Universidade do Algarve	Bachelor in Landscape Architecture Master in Landscape Architecture
Portugal	Coimbra	IFLA	Escola Universitária Vasco da Gama	Bachelor in Landscape Architecture Master in Landscape Architecture
Portugal	Evora	IFLA	Universidade de Evora	Bachelor in Landscape Architecture Master in Landscape Architecture
Portugal	Faro	ECLAS	Algarve University	Bachelor in Landscape Architecture &/or related discipline
Portugal	Lisbon	WIKIPEDIA	Instituto Superior de Agronomia	Master in Landscape Architecture &/or related discipline
Portugal	Lisbon	IFLA	Universidade Técnica de Lisboa	Bachelor in Landscape Architecture
Portugal	Porto	IFLA ECLAS	Universidade do Porto	Bachelor in Landscape Architecture Master in Landscape Architecture
Portugal	Vila Real	IFLA ECLAS WIKIPEDIA	UTAD Universidade de Trás-os-Montes e Alto Douro	Bachelor in Landscape Architecture Master in Landscape Architecture
Romania	Bucharest	ECLAS UNISCAPE	Ion Mincu University of Architecture & Urbanism	Bachelor in Landscape Design & Planning Master in Landscape & Territory PhD in Urbanism
Romania	Bucharest	ECLAS UNISCAPE	University of Agronomic Sciences & Veterinary Medicine	Bachelor in Landscape Architecture Master in Landscape Architecture
Russia	Moscow	OTHER	Timiryazev Agricultural Academy	Bachelor in Landscape Architecture Master in Landscape Architecture
Russia	Novosibirsk	OTHER	Novosibirsk State Agrarian University	Bachelor in Landscape Architecture
Russia	Moscow	OTHER	RUDN University	Bachelor in Landscape Architecture Master in Management & design of urban green infrastructure

(continued)

Appendix I

Country	City	Sources	University	Title
Russia	Moscow	OTHER	The State University of Land Use Planning	Bachelor in Landscape Architecture &/or related discipline Master in Landscape Architecture &/or related discipline PhD in Landscape Architecture &/or related discipline
Russia	Mytishchi	OTHER	Mytishi Branch of Bauman Moscow State Technical University	Bachelor in Landscape Architecture Master in Landscape Architecture
Russia	Moscow	OTHER	Moscow State University	Other programs in Landscape Architecture &/or related discipline
Russia	Moscow	OTHER	Moscow Institute of Architecture, MARKHI, State Academy	Bachelor in Landscape Architecture Master in Landscape Architecture
Russia	St. Petersburg	IFLA ECLAS	Saint Petersburg Forest Technical University	Bachelor in Landscape Architecture Master in Landscape Architecture
Russia	Mytishchi	IFLA	Moscow State University	No information available
Scotland	Edinburgh	CELA	University of Edinburgh	Bachelor in Landscape Architecture Master in Landscape Architecture
Serbia	Belgrade	IFLA	University of Belgrade	Bachelor in Landscape Architecture & Horticulture Master in Landscape Architecture Master in Landscape Construction
Serbia	Novi Sad	IFLA	University of Novi Sad	Bachelor in Landscape Architecture & Horticulture Master in Landscape Architecture
Slovak Republic	Bratislava	IFLA ECLAS	Slovak University of Technology in Bratislava	Bachelor in Landscape Architecture & Landscape Planning
Slovak Republic	Nitra	IFLA ECLAS	Slovak University of Agriculture in Nitra	Bachelor in Landscape Architecture Master in Landscape Architecture Other programs in Landscape Architecture &/or related discipline
Slovenia	Ljubljana	IFLA ECLAS	University of Ljubljana	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Bio-sciences (focus in Landscape Architecture)
Slovenia	Nova Gorica	UNISCAPE	University of Nova Gorica	Master in Landscape Architecture &/or related discipline
Spain	Coruña	WIKIPEDIA	Escuela Gallega del Paisaje	Master in Landscape Architecture &/or related discipline
Spain	Barcelona	IFLA	Universitat Politècnica de Catalunya	Master in Landscape Architecture
Spain	Castelldefels	WIKIPEDIA	Barcelona School of Agricultural Engineering	Master in Landscape Architecture &/or related discipline

(continued)

Appendix I

Country	City	Sources	University	Title
Spain	Cordoba	WIKIPEDIA	Universidad Catolica de Cordoba	Master in Landscape Architecture
Spain	Coruña	UNISCAPE	University of A Coruña—Architecture School	Master in Landscape Architecture &/or related discipline
Spain	Las Palmas de Gran Canaria	UNISCAPE	University of Las Palmas de Gran Canaria	Master in Landscape Architecture &/or related discipline
Spain	Madrid	ECLAS	Novas / Escola Galega da Paisaxe—Fundación Juana de Vega	Master in Landscape Architecture &/or related discipline
Spain	Madrid	WIKIPEDIA	Escuela de Jardinería y Paisajismo Castillo de Batres	Other program in Landscape Architecture &/or related discipline
Spain	Madrid	WIKIPEDIA	Universidad Camilo Jose Cela	Master in Landscape Gardening
Spain	Madrid	ECLAS	Universidad Politecnica de Madrid	Master in Landscape Architecture Extended
Spain	Mostoles	ECLAS WIKIPEDIA	Universidad Rey Juan Carlos	Master in Landscape Architecture
Spain	Santa Cruz de Tenerife	UNISCAPE	Fundación Caja Canarias	Other programs in Landscape Architecture &/or related discipline
Spain	Santa Cruz de Tenerife	UNISCAPE	University of La Laguna	Master in Landscape Architecture &/or related discipline
Spain	Valencia	IFLA UNISCAPE	Universidad Politecnica de Valencia	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
Sweden	Alnarp	IFLA ECLAS	Swedish University of Agricultural Sciences—SLU Alnarp	Master in Landscape Architecture
Sweden	Gothenburg	UNISCAPE	University of Gothenburg	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
Sweden	Uppsala	IFLA CELA ECLAS	Swedish University of Agricultural Sciences	Bachelor in Landscape Architecture
Switzerland	Geneva	IFLA	HEPIA High School for Landscape Engineering & Architecture of Geneva	Bachelor in Landscape Architecture
Switzerland	Jussy	IFLA	Ecole d'Ingénieurs HES de Lullier	Bachelor in Landscape Architecture
Switzerland	Rapperswil-Jona	IFLA ECLAS	HSR Hochschule für Technik Rapperswil	Bachelor in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Switzerland	Zürich	CELA WIKIPEDIA	Swiss Federal Institute of Technology ETH Hoenggerber	Master in Landscape Architecture &/or related discipline
Turkey	Adana	IFLA	Cukurova University	Bachelor in Landscape Architecture Master in Landscape Architecture
Turkey	Ankara	IFLA	Ankara University	Bachelor in Landscape Architecture Master in Landscape Architecture
Turkey	Ankara	IFLA	Bilkent University	Bachelor in Landscape Architecture &/or related discipline
Turkey	Antakya	IFLA	Mustafa Kemal University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Antalya	IFLA ECLAS	Akdeniz University	Bachelor in Landscape Architecture Master in Landscape Architecture
Turkey	Aydin	IFLA	Adnan Menderes University	Bachelor in Landscape Architecture
Turkey	Bartın	ECLAS	Bartın University	Bachelor in Landscape Architecture Master in Landscape Architecture
Turkey	Denizli	IFLA	Pamukkale University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Duzce	ECLAS	Duzce University	Master in Landscape Architecture &/or related discipline
Turkey	Edirne	IFLA	Trakya University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Isparta	IFLA	Süleman Demirel University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Istanbul	IFLA ECLAS	Yeditepe University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Istanbul	IFLA CELA	Istanbul Teknik University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Istanbul	ECLAS	Istanbul University- Cerrahpasa	Master in Landscape Architecture &/or related discipline
Turkey	Istanbul	IFLA	Okan University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Izmir	IFLA	Ege University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Turkey	Kahramanmaraş	IFLA	Kahramanmaraş Sütçü İmam University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Karabük	IFLA	Karabük University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Kastamonu	IFLA	Kastamonu University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Kilis	IFLA	Kilis 7 Aralık University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Konya	IFLA	Selçuk University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Mersin	IFLA	Toros University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Nevşehir	IFLA	Nevşehir Hacı Bektaş Veli University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Niğde	IFLA	Niğde University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Nilüfer/Bursa	IFLA	Uludağ University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Ordu	IFLA	Ordu University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Siirt	IFLA	Siirt University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Tekirdağ	IFLA	Namık Kemal University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Trabzon	IFLA	Karadeniz Teknik University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Uşak	IFLA	Uşak University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture
Turkey	Van	IFLA ECLAS	Van Yüzüncü Yıl University	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United Kingdom	Aberdeen	ECLAS	The James Hutton Institute	Other programs in Landscape Architecture &/or related discipline
United Kingdom	Bath	IFLA	University of Bath	Master in Conservation of Historic Gardens & Cultural Landscapes
United Kingdom	Birmingham	IFLA ECLAS	Birmingham City University	Bachelor in Landscape Architecture Master in Landscape Architecture
United Kingdom	Chelmsford	IFLA ECLAS	Writtle Agriculture College	Bachelor in Landscape & Garden Design Bachelor in Landscape Architecture Diploma in Landscape Architecture Master in Landscape Management
United Kingdom	Cheltenham	IFLA	University of Gloucestershire	Bachelor in Landscape Architecture Diploma in Landscape Architecture Master in Landscape Planning & Assessment Master in Landscape Architecture
United Kingdom	Cranfield	IFLA	Cranfield University	Master in Land Management (Reclamation & Restoration) Master in Land Management (Ecological Conservation) Master in Land Management (Natural Resource Management) Master in Land Management (Soil Management)
United Kingdom	Edinburgh	IFLA ECLAS	Edinburgh College of Art	Bachelor in Landscape Architecture Master in Landscape Architecture
United Kingdom	Kingston	IFLA	Kingston University	Diploma in Landscape Architecture
United Kingdom	Leeds	IFLA ECLAS	Leeds Metropolitan University	Bachelor Landscape Architecture & Garden Design Master in Landscape Architecture
United Kingdom	London	IFLA	Hadlow College University of Greenwich	Bachelor in Landscape Management Bachelor in Landscape Architecture
United Kingdom	London	WIKIPEDIA	University of East London	Master in Landscape Architecture &/or related discipline
United Kingdom	London	IFLA ECLAS	University of Greenwich	Bachelor in Garden Design Bachelor in Landscape Architecture Diploma in Landscape Architecture
United Kingdom	London	WIKIPEDIA	The Bartlett School	Master in Landscape Architecture &/or related discipline
United Kingdom	Manchester	IFLA ECLAS	Manchester Metropolitan University	Bachelor in Landscape Architecture Master in Landscape Architecture
United Kingdom	Manchester	IFLA ECLAS	Manchester Metropolitan University	

(continued)

Appendix I

Country	City	Sources	University	Title
United Kingdom	Newcastle upon Tyne	ECLAS	University of Newcastle upon Tyne	Master in Landscape Architecture Master in Landscape Architecture Studies
United Kingdom	Newcastle upon Tyne	ECLAS	University of Newcastle upon Tyne	
United Kingdom	Sheffield	IFLA	Sheffield Hallam University	Bachelor in Environmental Conservation
United Kingdom	Sheffield	IFLA CELA ECLAS	University of Sheffield	Bachelor in Landscape Architecture Bachelor in Architecture & Landscape Bachelor of Science in Landscape Architecture Master in Landscape Architecture Master in Landscape Management Master in Landscape Studies Master in Architecture & Landscape Architecture PhD in Landscape Architecture &/or related discipline
North America				
Canada	Calgary	LAAC CELA	University of Calgary	
Canada	Guelph	LAAC CELA	University of Guelph	Bachelor in Landscape Architecture Master in Landscape Architecture &/or related discipline
Canada	Halifax	CELA	Dalhousie University	Master in Landscape Architecture &/or related discipline
Canada	Montreal	LAAC CELA	University of Montreal	Master in Landscape Architecture &/or related discipline
Canada	Toronto	LAAC CELA	University of Toronto	Master in Landscape Architecture &/or related discipline PhD in Landscape Architecture &/or related discipline
Canada	Toronto	CELA	York University	No information available
Canada	Vancouver	LAAC CELA	University of British Columbia	Bachelor in Landscape Architecture Master in Landscape Architecture
Canada	Winnipeg	LAAC CELA	University of Manitoba	Master in Landscape Architecture &/or related discipline
Mexico	Cuernavaca	IFLA	Universidad la Salle Cuernavaca	Specialization in Landscape Architecture
Mexico	Leon	IFLA	Universidad Iberoamericana Leon	Master in Landscape Architecture
Mexico	Merida	IFLA	Universidad Marista de Merida	Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
Mexico	Mexicali	IFLA	Universidad Autonoma de Baja California	Master in Sustainable Development & Planning PhD in Sustainable Development & Planning
Mexico	Mexico City	IFLA WIKIPEDIA	Universidad Nacional Autonoma de Mexico	Bachelor in Landscape Architecture
Mexico	Mexico City	IFLA	Centro Metropolitano de Arquitectura Sustentable	Master in Landscape Architecture
Mexico	Mexico City	IFLA	Universidad Autonoma Metropolitana	Master in Planning & Conservation of Landscapes & Gardens Specialization in Planning & Conservation of Landscapes & Gardens
Mexico	Montecillo	IFLA	Colegio de Postgraduados	Technological Master in Landscape Architecture Master of Science in Landscape & Rural Tourism
Mexico	San Luis	IFLA	Universidad Autonoma de San Luis Potosi	Bachelor in Urban & Landscape Design
Puerto Rico	Gurabo	LAAB	Universidad Ana G. Mendez (UAGM Gurabo Campus)	Bachelor in Architecture & Landscape
Puerto Rico	San Juan	LAAB CELA	Polytechnic University of Puerto Rico	Master in Landscape Architecture
United States	Albuquerque	LAAB CELA	University of New Mexico	Master in Landscape Architecture
United States	Ambler	LAAB CELA	Temple University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Ames	LAAB CELA	Iowa State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Amherst	LAAB CELA	University of Massachusetts	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Ann Arbor	LAAB CELA	University of Michigan	Master in Architecture & Landscape Architecture
United States	Arlington	LAAB CELA	The University of Texas at Arlington	Bachelor in Landscape Architecture Master in Architecture & Landscape Architecture
United States	Arlington	LAAB CELA	University of Texas at Arlington	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Arlington	LAAB CELA	University of Texas at Arlington	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Athens	LAAB CELA	University of Georgia	Bachelor in Landscape Architecture Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United States	Auburn	LAAB CELA	Auburn University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Austin	LAAB CELA	The University of Texas at Austin	Master in Landscape Architecture
United States	Baltimore	LAAB CELA	Morgan State University	Master in Landscape Architecture
United States	Baton Rouge	LAAB CELA	Louisiana State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Berkeley	LAAB CELA	University of California-Berkeley	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
United States	Blacksburg	LAAB CELA	Virginia Polytechnic Institute & State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Boston	LAAB CELA	Boston Architectural College	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Boston	WIKIPEDIA	Northeastern University	Bachelor in Landscape Architecture
United States	Boulder	CELA	University of Colorado-Boulder	Master in Landscape Architecture
United States	Bozeman	CELA	Montana State University	Bachelor in Landscape Architecture
United States	Bristol	CELA	Roger Williams University	No information available
United States	Brookings	LAAB CELA	South Dakota State University	Bachelor in Landscape Architecture
United States	Burbank	CELA	Woodbury University	Master in Landscape Architecture
United States	Cambridge	LAAB CELA	Harvard University	Master in Landscape Architecture
United States	Cambridge	CELA	Massachusetts Institute of Technology	Master in Landscape Architecture
United States	Cambridge	CELA	The Landscape Institute of Harvard University	Special Program in Landscape Architecture &/or related disciplines
United States	Champaign	LAAB CELA	University of Illinois at Urbana Champaign	Bachelor in Landscape Architecture Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
United States	Charlottesville	LAAB CELA	University of Virginia	Bachelor in Landscape Architecture
United States	Chicago	LAAB CELA	Illinois Institute of Technology	Master in Landscape Architecture & Urbanism
United States	Cincinnati	CELA	University of Cincinnati	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Clemson	LAAB CELA	Clemson University	Bachelor in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United States	Cleveland	LAAB CELA	Kent State University	Master in Landscape Architecture
United States	College Park	LAAB CELA	University of Maryland	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	College Station	LAAB CELA	Texas A&M University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Columbus	LAAB CELA	Ohio State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Davis	LAAB CELA	University of California-Davis	Master in Landscape Architecture
United States	Denver	LAAB CELA	University of Colorado-Denver	Master in Landscape Architecture
United States	Doylestown	LAAB CELA	Delaware Valley University	Bachelor in Landscape Architecture
United States	East Farmingdale	CELA	Farmingdale State College	Landscape Development Program
United States	East Lansing	LAAB CELA	Michigan State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Easthampton	CELA	Conway School of Landscape Design	Master Degree in Ecological Design
United States	Eugene	LAAB CELA	University of Oregon	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Fargo	LAAB CELA	North Dakota State University	Master in Landscape Architecture
United States	Fayetteville	LAAB CELA	University of Arkansas	Bachelor in Landscape Architecture
United States	Fort Collins	LAAB CELA	Colorado State University	Bachelor in Landscape Architecture
United States	Gainesville	LAAB CELA	University of Florida	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Geneva	CELA	Hobart & William Smith Colleges	No information available
United States	Greensboro	LAAB CELA	North Carolina A&T State University	Bachelor in Landscape Architecture
United States	Honolulu	LAAB CELA	University of Hawaii at Manoa	Master in Landscape Architecture
United States	Ithaca	LAAB CELA	Cornell University	Master in Landscape Architecture
United States	Kingston	LAAB CELA	University of Rhode Island	Bachelor in Landscape Architecture
United States	Knoxville	LAAB CELA	University of Tennessee	Master in Landscape Architecture
United States	Las Vegas	LAAB CELA	University of Nevada, Las Vegas	Bachelor in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United States	Lexington	LAAB CELA	University of Kentucky	Bachelor in Landscape Architecture
United States	Lincoln	LAAB CELA	University of Nebraska	Bachelor in Landscape Architecture
United States	Logan	LAAB CELA	Utah State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Los Angeles	CELA	Otis College of Art & Design	Bachelor in Landscape Architecture &/or related disciplines
United States	Los Angeles	CELA	University of California-Los Angeles	Certificate in Landscape Architecture
United States	Los Angeles	LAAB CELA	University of Southern California	Bachelor in Landscape Architecture Master in Landscape Architecture & Urbanism
United States	Los Angeles	LAAB CELA	University of Southern California	
United States	Lubbock	LAAB CELA	Texas Tech University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Madison	LAAB CELA	University of Wisconsin-Madison	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Manhattan	LAAB CELA	Kansas State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Miami	LAAB CELA	Florida International University	Master in Landscape Architecture
United States	Minneapolis	LAAB CELA	University of Minnesota	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Mississippi State	LAAB CELA	Mississippi State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Morgantown	LAAB CELA	West Virginia University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Moscow	LAAB CELA	University of Idaho	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Muncie	LAAB CELA	Ball State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	New Brunswick	LAAB CELA	Rutgers University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	New York	LAAB	The City College of New York	Master in Landscape Architecture
United States	Newark	LAAB CELA	University of Delaware	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Norman	LAAB CELA	University of Oklahoma	Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United States	Philadelphia	LAAB CELA	Philadelphia University + Thomas Jefferson University	Bachelor in Landscape Architecture
United States	Philadelphia	LAAB CELA	University of Pennsylvania	Master in Landscape Architecture
United States	Pittsburgh	CELA	Carnegie Mellon University	No information available
United States	Pittsburgh	CELA	Chatham University	No information available
United States	Pomona	LAAB CELA	California State Polytechnic University Pomona	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Providence	LAAB CELA	Rhode Island School of Design	Master in Landscape Architecture
United States	Provo	WIKIPEDIA	Brigham Young University Idaho	Bachelor Landscape Architecture &/or related disciplines
United States	Pullman	LAAB CELA	Washington State University	Bachelor in Landscape Architecture
United States	Raleigh	LAAB CELA	North Carolina State University	Master in Landscape Architecture
United States	San Francisco	CELA	Academy of Art University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	San Luis Obispo	LAAB CELA	California Polytechnic State University San Luis Obispo	Bachelor in Landscape Architecture
United States	San Marino	CELA	The Huntington Library	Continue Education on Landscape Architecture &/or related disciplines
United States	Seattle	LAAB CELA	University of Washington	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Southfield	CELA	Lawrence Technological University	No information available
United States	St. Louis	LAAB CELA	Washington University St. Louis	Master in Landscape Architecture
United States	Stillwater	LAAB CELA	Oklahoma State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Storrs	LAAB CELA	University of Connecticut	Bachelor in Landscape Architecture
United States	Syracuse	LAAB CELA	State University of New York	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Tempe	LAAB CELA	Arizona State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Tucson	LAAB CELA	University of Arizona	Bachelor in Landscape Architecture Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
United States	University Park	LAAB CELA	Pennsylvania State University	Bachelor in Landscape Architecture Master in Landscape Architecture
United States	Washington, D.C.	CELA	George Washington University	Master in Landscape Architecture
United States	West Lafayette	LAAB CELA	Purdue University	Bachelor in Landscape Architecture Master in Landscape Architecture
Oceania				
Australia	Adelaide	IFLA CELA	University of Adelaide	Bachelor in Landscape Architecture Graduate Diploma in Design Studies (Landscape) Master in Landscape Architecture Bachelor in Architecture/Bachelor in Landscape Architecture Dual Degree
Australia	Brisbane	IFLA CELA	Queensland University of Technology	Bachelor Built Environment in Landscape Architecture Postgraduate Studies in Landscape Architecture
Australia	Callaghan	CELA	University of Newcastle	Master in Landscape Architecture
Australia	Canberra	IFLA WIKIPEDIA	University of Canberra	Bachelor in Landscape Architecture Bachelor in Landscape Architecture/ Bachelor in Environmental Science Master in Landscape Architecture (Research)
Australia	Geelong	CELA	Deakin University	Master in Landscape Architecture
Australia	Kensington	IFLA CELA	University of New South Wales	Bachelor & Master in Landscape Architecture Master in Landscape Architecture
Australia	Melbourne	IFLA CELA	Royal Melbourne Institute of Technology University	Bachelor in Design (Landscape Architecture) Master in Landscape Architecture in Design Research
Australia	Melbourne	IFLA CELA	University of Melbourne	Graduate Certificate in Landscape Architecture Master in Landscape Architecture
Australia	Perth	IFLA WIKIPEDIA	University of Western Australia	Bachelor in Landscape Architecture Master in Landscape Architecture (Research)
Australia	Sydney	WIKIPEDIA	University of Technology Sydney	Bachelor in Landscape Architecture Master in Landscape Architecture
New Zealand	Lincoln	IFLA	Lincoln University	Bachelor in Landscape Architecture Diploma in Natural Resources
New Zealand	Wellington	CELA	University of Wellington	Master in Landscape Architecture

(continued)

Appendix I

Country	City	Sources	University	Title
South America				
Argentina	Buenos Aires	WIKIPEDIA	Universidad de Buenos Aires	Specialization in Landscape Planning Degree in Landscape Planning & Design
Argentina	Buenos Aires	IFLA	Universidad Torcuato di Tella	Bachelor in Landscape Architecture
Argentina	Buenos Aires	IFLA	Universidad del Museo Social Argentino	Bachelor in Landscape Architecture
Argentina	Cordoba	IFLA	Universidad Catolica de Cordoba	Master in Landscape Architecture Specialization in Landscape Planning & Design
Argentina	Corrientes	IFLA	Universidad Nacional del Nordeste	Specialization in Landscape Architecture Master in Environmental Landscape & Heritage Management
Argentina	La Plata	IFLA	Universidad Nacional de la Plata	Specialization in Landscape & Environmental Planning Master in Landscape Environment & City Planning Master in Landscape Habitat
Argentina	Mendoza	IFLA	Universidad de Mendoza	Specialization in Landscape
Argentina	Moron	IFLA	Universidad de Moron	Master in Landscape Planning & Design
Brazil	Rio De Janeiro	WIKIPEDIA	Universidade Federal do Rio de Janeiro	Master in Landscape Architecture
Brazil	Sao Paulo	IFLA	Universidade de Sao Paolo	Master in Landscape & Environment
Chile	Santiago	IFLA	Ponticia Universidad Catolica de Chile	Bachelor Landscape Architecture &/or related disciplines Master in Landscape Architecture PhD in Landscape Architecture &/or related discipline
Chile	Santiago	WIKIPEDIA	Universidad INACAP	Bachelor in Architecture & Landscape
Chile	Santiago	IFLA	Universidad Diego Portales	Master of Territory & Landscape
Chile	Santiago	IFLA	INCA-CEA Instituto Profesional	Landscape Design & Architecture
Chile	Santiago	IFLA	Universidad Tecnológica de Chile	Bachelor in Architecture & Landscape
Chile	Santiago Centro	ECLAS	Universidad Central de Chile	Bachelor in Architecture & Landscape
Colombia	Bogota	WIKIPEDIA	Universidad Central	Special Program in Landscape Architecture &/or related disciplines
Colombia	Cali	IFLA	Universidad del Valle	Specialization in Landscape
Colombia	Medellin	IFLA WIKIPEDIA	Universidad Pontificia Bolivariana	Master in Landscape Design

(continued)

Appendix I

Country	City	Sources	University	Title
Costa Rica	San Jose	IFLA	Universidad de Costa Rica	Master in Landscape & Site Design
Ecuador	Cuenca	IFLA	Universidad de Cuenca	Master in Landscape Architecture &/or related discipline
Ecuador	Guayaquil	IFLA	Universidad Catolica Santiago de Guayaquil	Master in Architecture with a mention in Landscape Design
Paraguay	Asuncion	IFLA	Universidad Columbia de Paraguay	Master in Landscape Architecture &/or related discipline
Peru	Tacna	IFLA	Universidad Privada de Tacna	Master in Landscape Architecture &/or related discipline
Peru	Villa El Salvador	IFLA	Universidad Cientifica del Sur	Specialization in Landscape Architecture
Uruguay	Montevideo	IFLA WIKIPEDIA	Universidad de la Republica	Bachelor in Landscape Design Specialization in Landscape Project
Uruguay	Montevideo	IFLA	Instituto Universitario Bios	Bachelor in Landscape Master in Landscape
Venezuela	Caracas	IFLA	Universidad Central de Venezuela	Master in Landscape Architecture &/or related discipline