

URI Landscape Architecture

Landscape Architecture Accreditation Board (LAAB) accredited programs are required to provide reliable information to the public. Programs report on accreditation status and program performance. See information below. This information is posted to help potential students make informed application decisions. For more information on URI Landscape Architecture visit: <http://web.uri.edu/lar/>

Accreditation:

The Bachelor of Landscape Architecture Degree is accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architecture. The BLA received a full undergraduate program accreditation in March 2024, and will next be reviewed in 2026.

For Annual Tuition and Fees for Full-Time and for Part Time Students visit:

<https://web.uri.edu/enrollment/tuition-and-fees/>

Student Graduation Rates and additional information:

Students entering landscape architecture as freshmen typically graduate in 4-years. Students who transfer into the BLA program as sophomores, graduate in 3-years.

Academic Year	Students enrolled in LAR 243	Graduating	Retention Rate from first studio	Graduation rate within 4 years of LAR 243	BLA degree awarded
2022-2023	22	19	82%	94%	18
2021-2022	16	12	75%	82%	12
2020-2021	16	16	89%	80%	16
2019-2020	19	12	65%	60%	12
2018-2019	20	16	80%	80%	16

Program Mission:

The University of Rhode Island's Landscape Architecture Department (LAR) offers a professional, accredited Bachelor of Landscape Architecture (BLA) degree, preparing the future generation of innovative spatial planners and designers. The LAR program merges a STEM and Fine Arts education into a studio-based and project-based learning environment. The program prioritizes regenerative systems, coastal resiliency, working landscapes, and participatory community planning; working with local communities on real-world issues; and fulfilling the integrative mission of our land- and sea-grant institution. LAR is devoted to inclusive and experiential learning and providing space for students to learn in different ways, develop their individual design voice, and experiment with different modalities of creativity and technical skill building. As a small department dedicated to providing individual attention to students, interdisciplinary problem solving, and community outreach, the University of Rhode Island Landscape Architecture Department is uniquely positioned to prepare students to address pressing challenges of our time.

Academic Goals of the Program:

- To prepare students for exciting 21st century careers in the profession and academia.
- To encourage interdisciplinary learning about real-world conditions and communities through collaboration with clients, stakeholders and students.
- To educate students on the use of the design process and current methods and tools for problem-solving at the site and regional scales.
- To strengthen the department's emphasis on global learning in landscape architecture through strategic partnering.

Educational Objectives of the Program:

Our program prepares students for careers in a profession that is varied and requires knowledge, skills, and vision. The education is provided through a curriculum which is structured, rigorous and sequenced to allow students to acquire the knowledge and skills needed to succeed in the profession. Core areas critical to the success of landscape architecture's teaching program are as follows:

I. Knowledge

- A. Knowledge of the profession: design, theory, history, culture, professional practice and current developments in the profession.
- B. Knowledge of technical elements: materials and, construction and the use of technology.

II. Problem-Solving skills – Use of the Design Process and critical thinking for responding to environmental challenges.

- A. Process diagrams and critical thinking: inventory, analysis, and program development
- B. Design concepts and schematics
- C. Creative process, engagement and innovation

III. Professional Skills - Technical Knowledge and creative use of technology. (for designs that protect the health, safety and welfare of our communities)

- A. Construction documentation
- B. Sections, elevations, models, 3-d digital models
- C. Circulation and road design
- D. Portfolios
- E. Use of innovative tools GIS, Drones, and other equipment

IV. Communication Skills – Development of written, verbal, graphic and technology

- A. Hand Graphics, drawing and color
- B. Digital Design Media (Photoshop, illustrator, SketchUp, Rhino)
- C. CAD, GIS and Sketch Up
- D. Verbal Presentation Skills
- E. Written Communication (Letters, Resumes, Reports) and Verbal Communication Skills
- F. Independent studies in Rhino, Revit and other programs.

V. Ethical Environmental Principles – The sense of place and one's relationship to place

- A. Knowledge of critical environmental issues and ecology,

- B. The meaning of place (History and culture)
- C. Service and social interactions
- D. Globalization – Exposure to international conditions and projects
- E. Issues of Environmental Justice and Equity in urban and community design

VI. Personal Growth

- A. Perceived changes and maturity
- B. Collaborative skills
- C. Communication skills
- D. Sensitivity and tolerance for others (people, cultures, justice, and equity)