B. Bachelor of Science in Design – Architecture
Bachelor of Science in Design – Interior Design
Bachelor of Landscape Architecture
The College of Architecture is an intimate school of over 500 students in a land-grant, comprehensive, research-intensive university of over 25,000 students.
<table>
<thead>
<tr>
<th>City</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omaha, NE</td>
<td>1 hr</td>
</tr>
<tr>
<td>Des Moines, IA</td>
<td>3 hrs, 6 mins</td>
</tr>
<tr>
<td>Kansas City, MO</td>
<td>3 hrs, 17 mins</td>
</tr>
<tr>
<td>Minneapolis, MN</td>
<td>7 hrs, 2 mins</td>
</tr>
<tr>
<td>St. Louis, MO</td>
<td>7 hrs, 26 mins</td>
</tr>
<tr>
<td>Denver, CO</td>
<td>7 hrs, 30 mins</td>
</tr>
<tr>
<td>Chicago, IL</td>
<td>8 hrs, 42 mins</td>
</tr>
</tbody>
</table>

Lincoln is located in the middle of everywhere...
...with connections to everywhere.

Four of the 2016 "Top 300 Architecture Firms" are located in Omaha:
9. HDR Architecture, Omaha, Nebraska
   Offices in 225+ locations in Asia, Australia, Europe, Middle East
23. DHM Design, Omaha, Nebraska
   Offices in 20 locations in the US and China
99. Northrop Grumman, Omaha, Nebraska
   Offices in 30 locations worldwide
121. RDG Planning and Design, Omaha, Nebraska
   Offices in 5 locations in the Midwest

Source: Architectural Record
The College of Architecture brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative action. United by a commitment to the transformative power of planning and design, students and faculty come together in a creative environment integrating studio-based teaching, rigorous design research and creative output, and community-focused engagement. By merging disciplinary theory and professional practice, we innovate, add value, and give form to all aspects of the designed environment.
Introduction
College Message
General Information
Undergraduate Minors + Dual Degrees

The common first year: dONE

Bachelor Programs
Architecture BSD-Arch
Prerequisite
Courses
Gallery of student work

Interior Design BSD-ID
Prerequisite
Courses
Gallery of student work

Landscape Architecture BLA
Prerequisite
Courses
Gallery of student work

Faculty
Hyde Chair of Excellence
Education Abroad
Internship
Student Organizations
INTRODUCTION College Message

The University of Nebraska-Lincoln College of Architecture is an exciting place to start your story! Located in the middle of the Great Plains, the College is a vibrant hub for innovation. The College has established a supportive learning environment for emerging designers (architects, interior designers, landscape architects, and planners). We help our students develop creative confidence – the freedom and courage to take creative risks – while preparing them with knowledge and skills.

Skilled professionals who possess creative confidence help craft built environments that are ecologically sustainable and resilient, prosperous and fair, healthy, and beautiful.

Building creative confidence over four years begins with a common first year called d.ONE, in which all incoming students study design thinking, history and theory, drawing and computing techniques, and design-making. Equipped with fundamental design knowledge and skills, students then select a discipline and spend their next two years learning and practicing discipline-specific expertise in design studios, lectures, seminars, field trips, undergraduate research, community-based projects, and service organizations. During their fourth year, students work in interdisciplinary teams to address unprecedented global challenges creatively.

Throughout a student’s academic career, minors, study abroad, and internships are offered to enrich and broaden their experience and to develop areas of interest in more depth.

We invite you to join the University of Nebraska’s College of Architecture where you can help forge a new vision for an exciting, sustainable future. Our priorities center on preparing leaders in design and planning professions, who are also leaders in innovation and collaboration.

Katherine S. Ankerson, AIA, IDEC, IIDA, NCARB
Dean, College of Architecture
GENERAL INFORMATION

Accreditations

Architecture
National Architecture Accrediting Board

Interior Design
Council for Interior Design Accreditation
National Association of Schools of Art and Design

Landscape Architecture
Landscape Architecture Accreditation Board

Computer Requirements

All students in the College of Architecture’s Architecture, Interior Design, and Landscape Architecture programs are required to have access to a laptop computer that meets or exceeds the specifications listed on our website (architecture.unl.edu). Specifications are updated by May 15th each year. Students can choose between the Windows or Mac platform.
GENERAL INFORMATION

Facilities

Library

The Architecture Library contains materials dealing with architecture, landscape architecture, interior design, and other directly related fields. Over 100,000 slides in the Visual Slides Collection can be searched by names, companies, or subject and may be checked out to faculty.

Exploration + Fabrication

Many areas of the College of Architecture are devoted to exploration through prototypes, models, and experimenting with various digital and physical materials. Specialty areas include a large, well-equipped space where students can explore and make with wood, plastic, and metal; a Digital Design and Media Lab equipped with laser cutters and 3D printers; as well as computer labs for investigation, computation, and presentation. Identified by the faculty as essential for class activities and research, our labs have been equipped with powerful computer stations loaded with specialty software for architecture, design, and planning purposes. Our College also partners with the new Nebraska Innovation Studio, a collaborative maker space for the campus and community.

Print Lab / Media Center

The College houses its own media center offering students large format color plotting and small format printing. In addition, large format black and white printing and scanning is available to students and the faculty. The media center has both still and video digital cameras available to be checked out by students.

The College Workshop

Over 3,000 square feet house power and hand tools and accessories necessary for wood and metal working and some plastics operations. The facility also houses a three axis CNC router. This comprehensive, hands-on learning facility is used by students at all levels of the program and is staffed by a shop master, work-study students, and teaching assistants.
Prospective students must complete the following high school courses to qualify for admission into Pre-Architecture, Pre-Interior Design, and Pre-Landscape Architecture. If you do not meet these requirements, you may be admitted to UNL as an undeclared major in the Explore Center. Please see http://admissions.unl.edu for UNL’s general admissions requirements.

Students who are admitted to the Explore Center may transfer into the College of Architecture after one semester of study. You must earn a 3.0 GPA to transfer into the College.
English (4 units)
- Intensive reading and writing

Mathematics (4 units)
- Algebra I
- Algebra II
- Geometry
- 1 unit of Trig/Pre-calculus OR 1 unit of Calculus/Advanced Math

Social Sciences (3 units)
- at least 1 unit of American and/or World History
- at least 1 unit of History, American Government or Geography

Foreign Language (2 units)
*One unit is equal to one year of high school coursework.

Natural Sciences (3 units)
- at least 2 units from Biology, Chemistry, Physics, and Earth Sciences (one of the units must include a lab)

Admissions Deadlines
Fall Freshmen: May 1st (Feb. 1st for college scholarship consideration)
Spring Admission: December 1st

Class Rank or ACT/SAT
You must:
- graduate in the upper 25% of your high school class OR
- have an ACT composite score of 22 OR
- have an SAT combined score of 1030
CoA d.ONE - COMMON FIRST YEAR
Architecture, Interior Design, Landscape Architecture

Freshman students entering the College enroll in d.ONE, the common first year, which engages and prepares students for future study in architecture, landscape architecture, and interior design.

The d.ONE curriculum offered by the College of Architecture introduces students to design through courses in three areas: Technique (drawing and computer applications), Design Discipline (an introduction to the related design disciplines and design history), and Design Practice (Design Thinking and Design Making). In addition, students take University courses in Math, English, Communications, and a general education elective. Design Thinking is a hands-on course in which students learn to work in teams to address problems and promote innovation. In Design Making, students learn foundational skills in composition, craft, presentation, and idea generation necessary for all design fields.

At the end of the common first year, students have gained an understanding of the broad range of design disciplines and are eligible to apply for any of the design programs in the College: Architecture, Landscape Architecture, and Interior Design.

**First Year, First Semester Total: 14 CR**
Intro to Design (2 cr)
Design Thinking (3 cr)
Design Drawing (3 cr)
Math (3 cr)
English Composition (3 cr)

**First Year, Second Semester Total: 16 CR**
History of Design (3 cr)
Design Making (4 cr)
Computer Applications in Design (3 cr)
Communications (3 cr)
Elective (3 cr)
This course is a contemporary discussion of the discipline of design and the design professions housed in the College of Architecture. Weekly lectures are delivered to expand students’ knowledge and raise awareness of the discipline and culture of design, as well as the defining characteristics of design professions. Overall, the course examines the following questions:
What is design? What is the design process? Why does design matter? What is an interior designer? What is an architect? What is a landscape architect? What does each profession have in common? What makes them distinct from one another? Through the investigation of these questions, students learn key vocabulary for productive communication between the design disciplines and core content knowledge about design itself. The introduction course provides students the opportunity to develop an informed understanding and identify what program(s) within the College best fit their own interest.
unit 1: the discipline of design.

What is Design?
- Design as a discipline
- Design and Problem Solving
- Integration of many components into a coherent whole

What is “Good” Design?
- Design as a whole: the concept of design
- “Design is a discipline: design thinking...” — I. G. Kecskeméty
- Design is an essential understanding of the environment

The Design Process
- Process to solve problems
- Design, from concept to completion
- Many factors influence the design

Why Design Matters: Innovation and Invention
- Design is essential to innovation and invention
- The designer’s role is to challenge and push the boundaries
- Design is a powerful tool for social change

Why Design Matters: Social Responsibility
- Design for social responsibility
- Design for social justice
- Design for sustainability

Why Design Matters: Happiness and Pleasure
- Design for happiness and pleasure
- Design for comfort and functionality
- Design for aesthetics and user experience

Unit 1 Exam

unit 2: the design disciplines.

What are the design disciplines?
- The design disciplines: what they are
- How they interact and evolve

What are each discipline’s expertise?
- Architecture: the art of creating buildings
- Landscape Architecture: the art of creating outdoor spaces
- Interior Design: the art of creating comfortable and attractive living spaces

College of Architecture Directors
- Chair
- Directors
- Administrators

Landscape Architecture
- Chair
- Faculty

Architecture
- Chair
- Faculty

Interior Design
- Chair
- Faculty

Unit 2 Exam
Design Thinking

This d.oNE course focuses on developing creative intelligence. Intended for students with little or no design experience, the course introduces central issues and approaches to design as an interdisciplinary process. This process developed for students ranging in age from kindergarten to postprofessionals at Stanford’s Hasso Plattner Institute of Design, which has been called design thinking, draws on methods from engineering and design, and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. At UNL, enrolled undergraduate students work collaboratively using a design thinking process to address relevant and real-world challenges beyond the campus. The goal of the course is to teach design as a practice defining method of creative innovation and to give students the tools they need to unlock their own creative genius. The process is intended to become a normal way of problem-solving, not the exception.
Design Drawing is a hands-on, technique-based, studio course that is part of the common first year for all design students in the College. Formatted in a series of lectures and labs, the lectures introduce an array of drawing concepts, while the labs empower students to develop skills using a variety of drawing media. This course is organized in three phases: beginning with observation, moving to visualization, and concluding with a collaborative final project. Phase one introduces perceptual drawing, materials, and technique. Phase two covers speculative drawing, emphasizing the generation and expression of ideas. Phase three incorporates both drawing methods to explore a common design problem in collaborative teams. Students draw from the direct observation of physical objects, people, and spaces. Emphasis is placed on learning the skills of iterative sketching, linear perspective, and representing volume, proportion, perspective, depth of space, texture, pattern, light, and shade.
In DSGN 140, design is examined at scales large and small. The course frames the design impulse as a cultural phenomenon that addresses human-centered issues through the intentional shaping of the natural and built environment. This course offers a thematic exploration of the history and theory of design as a way to understand how designers have addressed significant issues. Through lectures, readings, assignments, and videos, the class will look at a range of design issues. These will include the social, cultural, natural, and philosophical aspects of how their works were conceived and created. In doing this, various historical perspectives and a representative sampling of the diverse ways of interpreting and analyzing historical evidence will be discussed. When appropriate, connections will be drawn between the history and issues that have resonance today.
“HISTORY DOES NOT BELONG TO US; BUT WE BELONG TO IT.”

HANS-GEORG GADAMER, TRUTH AND METHOD
The Design Making course builds upon the skills acquired in Design Thinking turning the focus to making within the design process as a means of developing an idea. An appreciation for craft is instilled as a core value and seen as a means of assessing clarity and viability of the idea. Projects integrate explicit use of the elements and principles of design as a formal vocabulary. Students are introduced to multiple techniques of communicating ideas through physical and digital modeling, orthographic projection, freehand drawing, and other forms of graphic representation.
Computer applications in design is a practice-based introduction to the digital production of design models, representations, and project documentation. Through the integrated use of a range of software applications, students will learn to model different spatial conditions and physical artifacts, and to effectively describe them through a variety of methods. Ultimately, students will consider models and representations as an ecology of elements at the project scale. Although there is a strong focus on technology (software and technique) and the correct application of conventions, it is equally important for students to effectively analyze design projects, clearly express design intent through models, and be able to craft representational narratives for the meaningful communication of design.
BSD-ARCHITECTURE
Bachelor of Science in Design-Architecture
The mission of the Architecture program is to provide the educational foundation for articulate, intellectually aware, self-realizing architecture professionals capable of performing effectively in evolving design disciplines. Students enter into the professional program after DONE and proceed through a rigorous and engaging core curriculum that merges architectural design education with disciplinary and professional knowledge. The heart of the 120-credit undergraduate degree is the architectural design studio sequence. To supplement this, the program includes required courses in the architectural discipline (history & theory), building technology, and design technique. In addition to the core, students take several electives and have the opportunity to apply these towards a minor in another field. In the fourth year studios, architecture students work together with students in other fields on projects that engage real-world issues such as climate change, rapid urbanization, and cultural change. The 120-credit BSA in Architecture leads directly to the 2-year MArch, an NAAB-accredited professional degree (required to become an architect) emphasizing design and research geared towards real and emerging challenges facing the built environment.

Jeffrey L. Day, AIA
Program Director, Architecture
Professor, Architecture and Landscape Architecture
What is architecture?
Architecture is an expression of values and a collective embodiment of culture. Working in collaboration with others, architects shape the future of the urban (and rural) environment while maintaining and enhancing connections with the past. Architects design buildings, infrastructure, and urban districts, and as such need to take into account a wide variety of considerations including human needs and desires, the properties of matter, flows of energy, the forces of nature, and the relationships of form and content. Architects are comprehensive, generalists, and designers familiar with a great deal of related disciplines yet capable of forming inclusive and complete projects. Situated at the intersection of the arts and sciences, the field is made of “I” people – those who combine depth in the discipline (including its theories, methods, and technical expertise) with a breadth of general knowledge and an interdisciplinary mindset. The Architecture program at UNL prepares students to enter their field as leaders who will shape the future of the discipline as well as the built environment.

Architecture Degree Programs at UNL
Architecture is a six-year course of study divided into the d.ONE (the common first year program), a three year core, and a two-year masters program (M.Arch).

CoA (College of Architecture) Undergraduate Minors Offered
Landscape Architecture Minor
Product Design Minor
Community and Regional Planning Minor
Architectural Studies Minor

*See undergraduate Bulletin for Minor degree requirements, however minors are not required in CoA.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Total CR</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td>First Semester</td>
<td>16 CR</td>
<td>Architectural Design Studio I: Represent (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Modern History (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Structural Fundamentals (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elements of Physics (4 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building Information Modeling (BIM) (1 cr)</td>
</tr>
<tr>
<td></td>
<td>Second Semester</td>
<td>15 CR</td>
<td>Architectural Design Studio II: Ideate (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building Organization (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Materials and Assemblies (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technique Elective (1 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACE 6, 8, or 9 (3 cr)</td>
</tr>
<tr>
<td>Third Year</td>
<td>First Semester</td>
<td>14 CR</td>
<td>Architectural Design Studio III: Organize (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classical History (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Structural Mechanics (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACE 6, 8, or 9 (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Second Semester</td>
<td>14 CR</td>
<td>Architectural Design Studio IV: Situate (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Site Context Issues (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Structural Optimization (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective (3 cr)</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>First Semester</td>
<td>17 CR</td>
<td>Design Studio V: Collaborate (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Urbanism (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Design Research (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building Environmental Technical Systems I (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Second Semester</td>
<td>14 CR</td>
<td>Architectural Design Studio VI: Integrate (5 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Architectural Theory (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Building Integration (3 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective (3 cr)</td>
</tr>
</tbody>
</table>
Fourth
Third
Second
First

FUNCTION
BUILDING TECHNIQUE
DEFINITION/SYNTHESIS
ARCHITECTURAL
MINOR/ELECTIVE

ARCHITECTURAL DISCIPLINE
REPRESENT
IDEATE
ORGANIZE
SITUATE
COLLABORATE
INTEGRATE

ARCHITECTURAL DESIGN
SYNTHESIS
TECHNIQUE

B.S. Design in Architecture (Architecture Core)
AXP
36
1st MArch
Master of Architecture

2nd MArch
ARCHITECTURAL DISCIPLINE

PROFESSIONAL ELECTIVE CONCENTRATION

DESIGN RESEARCH SYNTHESIS

TECHNIQUE

AXP / Internship

+/- 3 YEARS

Licensed Architect

College of Architecture

Licensure

AXP +/- 3 YEARS
Following a ONE, the architectural design studio sequence begins in the second year with a rigorous introduction to architectural design methods, processes, and studio culture. Studio projects range from simple and limited-scope architectural design studies to more complex buildings incorporating knowledge of structure, materials, and program function and human events. Students learn to analyze given needs, study relevant precedents, and respond with building proposals. To support this studio design work, students take courses in disciplinary knowledge (Modern Architectural History and Building Organization), building technology (Structural Fundamentals and Material Assemblies), technique (Introduction to Building Information Modeling electives such as Parametric Modelling), and Physics.

BSD-ARCH SECOND YEAR
Program of Architecture
BSD-ARCH 210
Architectural Design Studio: Represent

The first studio in the Architecture program sequence introduces architectural design through reflective and projective techniques. Students learn representational techniques and workflows common to architectural practice, and they begin to understand how these techniques contribute to both the communication of architectural ideas and the process of designing buildings. Assignments focus on fundamental ways in which people, matter, environment, and architectural history and discipline inform the design process. The projects in the studio range from short in-studio exercises to small building design projects and a full-size installation for the PARK(ing) Day event in Lincoln.
The spring semester studio of second year focuses on ways that designers generate and develop architectural ideas. Students consider multiple parameters including structure, material, form, function, and representation and how these collectively inform architectural ideas. Students learn to effectively and persuasively communicate design positions with regards to appropriateness, novelty, and clarity.
BSD-ARCH 231
Structural Fundamentals

Following a belief that architects must first develop an intuitive understanding of structure before learning the deductive formulas and quantitative principals behind structural performance, this lecture course introduces students to basic “rules of thumb” associated with common structural systems. Students gain an understanding of standard structural systems and the forces that shape them while they develop an ability to contrast and compare different structural systems and learn how these behave as form determinants in architectural design. The course covers historic as well as contemporary case studies and provides tactile, hands-on learning experiences to help students develop a tacit knowledge of basic structural principals that will aid them in all future design projects.
Buildings are made from materials both traditional and cutting-edge; this class teaches students to think through materials and their assemblies and how they influence contemporary approaches to building design. The course covers a range of materials and standard assemblies as well as emerging practices. Students learn the basic principles of building envelope (wall and roof) construction as influenced by thermal performance, climate and moisture, sustainable practices, cost, and constructability. Ultimately, the course aims to help students make intelligent and informed decisions about material selection and building construction systems.
Where basic design in architecture often features aesthetic and geometric procedures for making design decisions, this course introduces the methods of spatial organization that underlie most architectural projects. Organizational and ordering principals work hand in hand in the resolution of architectural problems. The course introduces ways that architects organize building functions (program) and address building codes, and presents the consequential configurations and building types that result from these efforts. “Rules of thumb” emerge from common solutions to everyday problems, but new types, new configurations, and novel forms arise when conditions change.
Starting in the fall of third year, projects increase in scale and complexity. Students learn to create architectural configurations through organizational procedures. The form of buildings and complexes is seen as resulting from organizational strategies and manipulations of building type. The spring semester studio challenges students to incorporate the influences of site and landscape into building design and introduces relevant site design techniques. In addition to studios each semester, students take courses in disciplinary knowledge (Classical Architectural History and Site), technology (Architectural Structures: Structural Mechanics and Structural Optimization), and, as always, elective courses or courses in a chosen minor field.
BSD-ARCH 310
Architectural Design Studio: Organize

Drawing on content from ARCH 262 Building Organization, this studio asks students to develop or critique a complex building program and to explore resulting normative and experimental spatial configurations. Projects are formulated as proposals of plausible structural, material, and spatial expressions of the organization of program (social events and functions of a building). Students consider multiple formative parameters that inform building design for the point of view of use and the occupation of buildings by people. Ultimately, this studio helps students understand the relationships between form and function, and the creative possibilities bound up in the organization of spaces in a building.
Bachelor of Science in Design - Architecture
The studio aim is to gain an understanding of the relationships between landscape and architecture at multiple site scales. Considerations for the project include the effects of construction and ground manipulation on the perception and experience of space as well as the possibilities of layering and transparency, enclosure and adjacencies, “in-between” spaces, and connectors as they relate to building and site. Ultimately, the studio investigates the intersection of landscape design, architecture, and planning in the making of spaces within a natural educational setting. The studio serves as a means to explore the possibilities for landscape to shape architecture as a reciprocal activity.
Site

Site introduces students to the formative relationships between architecture and landscape, site engineering, analysis, and design. Through lectures, labs, and workshops, students learn to take inventories of existing site and context conditions and to analyze these for fitness to program and project goals. In labs students gain practical experience with strategies for site layout, site circulation, topographic manipulation, and relationships of interior and exterior space. Investigations include problems related to accessibility, site hydrology, plants and soils, urban and rural sites, transportation, and other factors influencing how buildings are situated.
Possible Artist's Studios Areas

Possible Buildable Areas

Denser towards Public Areas

Dispersed the more Private Areas

Best Elevations/Views

Highest Points Best Viewing Areas

Towards Urban Context

Towards Residential Context

Lower Points view interactive Wildlife & Piers

Bachelor of Science in Design - Architecture
Fourth-year architecture students work together with students in other fields on projects that engage real-world issues such as climate change, rapid urbanization and shifting populations, and cultural change. Projects emphasize architecture in complex contexts. Supplementing the studio, students take courses in disciplinary knowledge (Urbanism and Theory), technology (Environmental Systems and Building Integration), and electives. In the spring semester, Spring Studio students develop designs that incorporate all facets of architectural design including knowledge gained from the disciplinary, technology, and technique sequences. Building Integration is paired with the Comprehensive Studio to engage students in the integrative thinking of systems and in developing detailed building documentation.
After four semesters of focused immersion in the discipline of architecture, Collaborate brings together students from different disciplines (from within and outside of the College of Architecture) to engage in design research and team-based approaches to complex problems. Various studios utilize multidisciplinary, interdisciplinary, or trans-disciplinary teams to explore issues across a range of project types. Differing models of collaboration will immerse teams of students to address significant concerns facing respective disciplines:

- **Negotiated Collaboration:** Complex problem within a multi-disciplinary team negotiate/integrate disciplinary issues throughout the process of designing. A negotiated design problem is synthesizing a completed project with different, discipline-specific parts or nested project types.

- **Integrated Collaboration:** Complex problem within an inter-disciplinary team integrating shared disciplinary issues throughout the process of designing. An integrated design problem is where different, discipline-specificities are not easily separated, such as a master plan analysis, a community master plan, or an urban design.

- **Unified Collaboration:** Complex problem within a team unifying trans-disciplinary issues throughout the process of designing. A unified problem is where discipline specificities aren’t sought but utilizes a collective approach where design addresses complex global/local issues.
Research is an increasingly important aspect of contemporary architectural practice. Design research, or the exploration of ideas and development of knowledge through design, is an underlying feature of all upper-level architecture studios at UNL. This course provides a foundation for student success in research as it pertains to design. The class explores ways that research informs architectural projects from the application of basic research for design to the use of design itself as a research method. Students learn to formulate a problem statement and to identify significant opportunities for research. Using case studies, students evaluate existing projects to identify how research expands the field and enriches design practice. The course places particular emphasis on design research as a projective activity, resulting in new ideas and scenarios.
The course surveys a range of logics to understand a diverse set of methods through both standardized and exploratory urbanism strategies. The course positions urbanism as a dynamic and complex process, continually altering the center, middle, and edge. Transportation, ecologies, buildings, and landscapes are all in dialogue - mobilized into a condition or space of the built environment. From logistical operations to forms of survival, urbanism will continue to redefine the role of a development in the twenty-first century.
The final studio in the undergraduate Architecture sequence, Integrate challenges students to develop comprehensive building designs that respond to site, program, social, cultural, and technical demands. Students develop projects to a high degree of resolution considering financial, sustainable, and constructional factors in all technical aspects of making buildings. From structural systems, to environmental control systems, material selections, and building envelope design. Such factors are considered not impediments to creative expression but productive constraints that yield successful architectural proposals. Students also learn and apply technical documentation standards in their work and this effort is supported by the parallel course, ARCH 430, Building Integration.
Building Sections

This perspective within the building sections provides depth into the drawing that reveals the desirable indoor space.
BSD-ARCH 430
Building Integration

Focusing the integrated building design strategies, this course is taught concurrent with the ARCH 411 studio Integrate. Students learn to integrate design ideas, site conditions, building structure, environmental systems, codes, and construction systems into a single project designed in the paired studio. The course emphasizes the value of evolving various systems in parallel as design development progresses. Techniques of construction documentation, data management, and building information modeling (BIM) are approached as strategic means for comprehensive design and formal innovation.
Master of Architecture (2-Year)

The Master in Architecture (2-Year) is the accredited degree by the National Architectural Accreditation Board (NAAB).

The 2-year M.Arch professional program is designed for applicants who do not already hold a professional degree in architecture. Applicants who hold a professional degree in architecture are welcome to explore the M.S. ARCH, M.S. IDES, and M.CRP Masters programs. Admitted 2-year M.Arch students begin in the fall term.

Two completion tracks are offered for students to select from: a two year vertical Design Research Studio sequence or a combination of Design Research Studios with a two semester Design Thesis in the final year.

Prerequisite: Applicants to the 2-year M.Arch degree should have a bachelor of science degree in architecture or its equivalent. BSD-ARCH graduates from the University of Nebraska with a B average or better may continue into the M.Arch program. Continuing students must submit an intention form and a statement of intent (no more than 250 words.)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year, First Semester</td>
<td>ARCH 510</td>
<td>Design Research Studio</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Technique Elective</td>
<td>1 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Open Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>College Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>15 CR</td>
</tr>
<tr>
<td>First Year, Second Semester</td>
<td>ARCH 511</td>
<td>Design Research Studio</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>History/Theory Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Open Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>Technique Elective</td>
<td></td>
<td>1 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>15 CR</td>
</tr>
<tr>
<td>Second Year, First Semester</td>
<td>ARCH 680</td>
<td>Professional Practice</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ARCH 613</td>
<td>Design Thesis</td>
<td>6 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>14 CR</td>
</tr>
<tr>
<td>(Studio Option)</td>
<td>ARCH 680</td>
<td>Professional Practice</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ARCH 610</td>
<td>Design Research Studio</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>14 CR</td>
</tr>
<tr>
<td>Second Year, Second Semester</td>
<td>ARCH 614</td>
<td>Design Thesis</td>
<td>6 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Outside Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>14 CR</td>
</tr>
<tr>
<td>(Studio Option)</td>
<td>ARCH 611</td>
<td>Design Research Studio</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>Outside Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>14 CR</td>
</tr>
</tbody>
</table>
BSD-INTERIOR DESIGN
Bachelor of Science in Design - Interior Design
The mission of the Interior Design program is to develop interior design professionals who have the capacity to become leaders in their field. These leaders use disciplinary knowledge to shape meaningful interior built environments that have measurable impact on the experience of space, human behavior, and the human spirit. This mission is achieved through the thoughtful structuring of the 4-year curriculum.

After completing the common first year, dONE, students enter the fully CIDA (Council for Interior Design Accreditation) accredited Interior Design program, and begin taking a sequence of courses that focus on knowledge and skills specific to the profession of interior design. In the second and third years, required core courses emphasize history and theory, representational methods, materiality and furniture, environmental behavior, and the integration of building systems [structural fundamentals, lighting & acoustics, program, and standards & codes]. The curriculum as a whole is rooted in a studio sequence that merges creative and technical skills with critical problem solving methods in order to generate spatial solutions that fit the needs of the users.

The final semesters allow students to establish their future professional identity with open professional electives, required internships experiences, and studios that facilitate unique and dynamic interdisciplinary learning experiences; as well as facilitate partnerships with the professional design community and outside organizations.

Overall, the Interior Design program gives students the opportunity to address a range of design problems: from urban to rural contexts, from large scale healthcare design to the small scale single family home, and pursue topics ranging from hospitality and entertainment design, to workplace environments and classrooms of the future.

Lindsey Bahe, IDEC
Interim Program Director, Interior Design
Professor, Interior Design
What is interior design?
Interior design is more than decorating. The allied design disciplines have evolved due to greater complexities, new technologies, and elevated expectations related to the performance of our built environments. Because of this, there is an increasing need for specializations and the development of various types of expertise related to the design of the built environment. Interior design is one of these specialized young professions on the move, whose knowledge and skills provide a more concentrated focus on interior space and its relationship to the social dimension and behavior of people. Here in the College of Architecture, we define interior design as the design of the interior built environment that impacts how people use and experience space. The practice requires both creative and technical skills and an understanding of the many systems that influence the functional and atmospheric conditions within a building environment.

Interior designers ask and address the following questions: Who will use this space? What are the desired atmospheric conditions and behaviors? What space types are needed? How big should the spaces be? How should the spaces be arranged within the building shell? How should the different types of spaces relate to one another? What circulation systems will facilitate both efficient and experiential movement from space to space? What furniture is needed to support the desired tasks within a space? What is the best way to arrange furniture in space? How can materiality and surface play a role in the behavior, experience, and atmosphere of a space?

When we consider how much time people spend inside buildings and structures on a daily basis, the importance of high-quality interior space is very evident. This high-frequency and intimate interaction of human interaction with space, is one of the most appealing aspects of interior design as a profession. In addition, the profession allows for a variety of career options. Some designers consistently work on all types of interior projects, while others opt to specialize in a particular field of interior design. These specialties include healthcare, hospitality, retail, institutional, education, and residential with the common goal to improve the quality of the interior experience for the occupants.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year, First Semester</strong></td>
<td>15 CR</td>
</tr>
<tr>
<td>Interior Design Studio I</td>
<td>5 cr</td>
</tr>
<tr>
<td>Modern History</td>
<td>3 cr</td>
</tr>
<tr>
<td>Systems 1: Interior Design Materials</td>
<td>3 cr</td>
</tr>
<tr>
<td>Representation Methods</td>
<td>1 cr</td>
</tr>
<tr>
<td><strong>Second Year, Second Semester</strong></td>
<td>14 CR</td>
</tr>
<tr>
<td>Interior Design Studio II</td>
<td>5 cr</td>
</tr>
<tr>
<td>Professional History Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td>Systems 3: Lighting and Acoustics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Systems 4: Program, Codes and Standards</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>Third Year, First Semester</strong></td>
<td>15 CR</td>
</tr>
<tr>
<td>Interior Design Studio III</td>
<td>5 cr</td>
</tr>
<tr>
<td>History of Interiors &amp; Designed Objects</td>
<td>3 cr</td>
</tr>
<tr>
<td>Systems 5: Material Application</td>
<td>3 cr</td>
</tr>
<tr>
<td>Construction Documents</td>
<td>3 cr</td>
</tr>
<tr>
<td>Open Elective</td>
<td>1 cr</td>
</tr>
<tr>
<td><strong>Third Year, Second Semester</strong></td>
<td>15 CR</td>
</tr>
<tr>
<td>Interior Design Studio IV</td>
<td>5 cr</td>
</tr>
<tr>
<td>Professional Practice Interiors</td>
<td>3 cr</td>
</tr>
<tr>
<td>Systems 6: Environmental Behavior Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td>Natural Science Elective ExLab</td>
<td>4 cr</td>
</tr>
<tr>
<td><strong>Fourth Year, First Semester</strong></td>
<td>17 CR</td>
</tr>
<tr>
<td>Design Studio V: Collaborate</td>
<td>5 cr</td>
</tr>
<tr>
<td>Design Research</td>
<td>3 cr</td>
</tr>
<tr>
<td>Professional Elective</td>
<td>3-3 cr</td>
</tr>
<tr>
<td>Internship</td>
<td>3-6 cr</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>Fourth Year, Second Semester</strong></td>
<td>14 CR</td>
</tr>
<tr>
<td>Interior Design Studio V: Comprehensive Studio</td>
<td>5 cr</td>
</tr>
<tr>
<td>Professional Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACE 6/8/9</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACE 6/8/9</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Bachelor of Science in Design - Interior Design
After completing d.ONE, students begin their in-depth study of the methods, skills, and knowledge needed to confidently and effectively design interior spaces. The studio sequence focuses on establishing a foundational understanding of compositional strategies and the manipulation of design elements utilized for interior space making. In addition, students learn to identify and analyze the multi-faceted components of design problems, establish positions to address these problems, manipulate elements that define space with intention, and exercise visual representation methods and verbal communication to clearly articulate one's process and solutions. The projects range from the design of a singular element, like a wall, to a 1,000 square foot spatial intervention, to programming and designing a 30,000 square foot workplace.

Additional core courses are taken in the second year and contribute to the development of disciplinary knowledge (Architecture and Art History & Theory) and systems knowledge (Interior Design Materials) (Structural Fundamentals) (Lighting & Acoustics) (Program, Standards & Codes).
In Interior Design Studio I, students learn to navigate the complexities of design and space-making by first isolating and abstracting various components that define space, analyzing and applying design principles and spatial organizers, and finally identifying external factors that influence the design of the interior built environment. The course introduces students to compositional strategies, space making elements, and methods of manipulating these elements to define space. In addition, skills are developed in orthographic drawings, physical and digital model making, and oral presentation as well as by understanding the role of the user and event in the design process.
Aim: To develop a residential and leisure space that can adapt to the changing needs of the user, emphasizing sustainability and integration with nature.

**Solution:**

The design incorporates green spaces and vertical gardens to enhance the connection with nature. The space is designed to be adaptable, allowing for future changes in user needs and preferences.

**Enclosure Layers:**

- **User:** The user's social and personal needs are considered, emphasizing comfort and well-being.
- **Green Space:** integration of green elements to enhance the natural environment.
- **Solution:** The design solution focuses on sustainability and adaptability.
- **Enclosure:** The layers of enclosure are designed to provide a sense of security while maintaining environmental connections.
Interior Design Studio II emphasizes the use and role of design precedents, the inventory and analysis of existing building shells, and the development of programmatic and social aspects of human activity in space. The design project showcased here challenges students to consider the programmatic and spatial needs of a co-working workplace environment. Co-working office space is an emerging office typology that has had significant impact on the economy and development of urban and suburban cores. These spaces serve as anchors to new business development models, start-ups, and a mobile and flexible work culture. The student project shown here was designed in the second year, and later refined for a student award submission.
BSD-IDES THIRD YEAR
Program of Interior Design

During the third year of study, the scope of the studio projects becomes more complex and increases in scale. New expectations are established for students to integrate their expanding knowledge and skills into more comprehensive solutions that demonstrate critical thinking and creative problem solving. In addition, students are challenged to position the design of the interior built environment to address real-world problems and seek out innovative solutions and new opportunities. In the fall semester, the projects and design problems are positioned in relation to urban environments. The spring semester shifts focus to suburban/rural environments and issues that these communities may be facing.

Additional core courses are taken in the third year and contribute to their developing disciplinary knowledge (History of Interiors & Designed Objects and Material Application and Theory), technique (Construction Documents) (Evidence Based Design), and professional development (Professional Practice).
IDES 350 positions a topic related to people and the urban condition. Students learn to integrate research and provide breadth to their understanding of the many systems that influence life in the city. With this research, students are challenged to make connections and reveal opportunities of how the design of the interior built environment can have a positive influence and affect the way people behave and experience space. The particular project showcased in the following pages challenged students to think about the relationship between food and the city, and how the interior built environment can impact this relationship. Students embarked on a variety of paths, revealing the condition of food deserts in urban environments, urban agriculture, nutrition and food education, urban food waste, social factors of the American workplace and lunch rituals, and finally the role of restaurants in the city. Once topics and opportunities were revealed, students then explored how the design of interior space of an existing building shell in downtown Lincoln, Nebraska could address and enhance the issues at hand.
IDES 351 has the same framework of IDES 350, but looks more closely at current topics related to people and the suburban, or rural condition. Expectations of research continue to influence the design process, and methods of visual representation of those solutions are explored using various methods and technologies. This studio also places emphasis on detailing and the construction of key elements or customized elements within the design solution and result in a 1 to 1 scale design build exercise. The project on the following pages addressed the issue of establishing a sense of community and place for the “age wave”. The students were given many opportunities to collaborate with experts on aging due to a partnership with UNL’s Department of Gerontology, and were encouraged to explore the design of space and community at multiple scales.
In the fourth and final year of study, students have the opportunity to again work collaboratively with students in architecture, landscape architecture, and planning on the design of a comprehensive project(s). These projects may focus on a particular subject or may serve a community. The completion of selected professional electives and/or a minor also occurs during the fourth year.
The Collaborate Studio is a design studio that emphasizes: [1] collaboration amongst the programs in the College; [2] integration of design research, and [3] partnerships with communities, professional industry, and/or non-profit organizations. The studios address complex issues related to the built environment and build upon interdisciplinary mindsets first established in the common first-year curriculum.
Melissa Hywood [ID], Rex Sandquist [ARCH], Cole Lancaster [ARCH], and Ricardo Camio [ARCH]

Health Care Studio, Bryan LGH Nurses College Expansion
Lauren Barry [ID] and Matthew Jorn [ID]
Health Care Studio, Bryan LGH East Cancer and Infusion Clinic and Facilities.
The final semester for all graduating seniors entails a major 15-week project which is designed to allow for their individual exploration of a project type of specific interest to each student. Master planning and programming of an entire building occurs, followed by a more focused design development, detailing, and construction document set. This project is designed to encourage the student’s independence in all aspects of design and project management, to comprehensively integrate all knowledge and skills gained during their education to the complete design process, and to serve as a link between their academic and professional design career.
Bachelor of Science in Design – Interior Design / 127
Landscape architecture combines art and environmental sciences. Landscape architects design exterior spaces and places. Those less familiar with landscape architecture tend to think of the profession in relatively basic terms, involving plantings around a building or in a park, for example. The reality is quite different: the profession is much broader, richer, and far-reaching. Landscape architects design at many scales, ranging from a tiny roof deck terrace to thousands of acres of National Forest lands; from the private realm of corporate office courtyard to the public realm of a neighborhood park or community plan; from the specialized creation of a healing garden at a hospital to a customized rehabilitation of a native wetland. The numerous project types, practice types, along with the professional possibilities available to someone with a background in landscape architecture is almost unlimited.

The Landscape Architecture program is fully accredited by the Landscape Architecture Accreditation Board (LAAB) and is the only four-year accredited program in a four-state region. This program also offers the only collaborative interdisciplinary approach with the allied disciplines of architecture, interior design, and planning. The four-year undergraduate program consists of a common first year of courses shared by students in architecture, interior design, and landscape architecture. This is followed by two years in which students develop discipline-based knowledge and skills focused on site and building, community planning and design, and urban environments. The final year allows for collaborative work with students in architecture, interior design, and planning in research-based studios. Students participate in exploring a broad range of design problems in the studios in which they develop design solutions that are presented to practicing professionals and, for some projects, actual clients or partners. Students participate in a myriad of opportunities to support learning in the profession including professional electives, seminars, minors, lecture series, and study abroad. Professional knowledge is also gained in the required internship program in which students work in professional design firms for academic credit. The Bachelor of Landscape Architecture degree requires 120 credit hours of coursework.

Kim Wilson, ASLA
Program Director, Landscape Architecture
Professor, Landscape Architecture
What is landscape architecture?
Landscape architecture is a profession broad in scale and scope. Landscape architects receive training in site design, historic preservation, and planning, as well as in technical and scientific areas such as grading, drainage, horticulture, and environmental sciences. With this diverse background, landscape architects possess a unique blend of abilities to help families, communities, and businesses address important local, regional, and national priorities. Landscape architects provide sustainable solutions, support active lifestyles, design transportation solutions, assist in historic preservation, and manage water resources.

The Landscape Architecture professional degree program is unique in its collaborative format. Administered by the College of Architecture, the four-year Bachelor of Landscape Architecture curriculum is led by four landscape architects collaboratively with the Architecture, Horticulture and Agronomy, and Community and Regional Planning programs. This provides students in the program with a broad education through exposure to faculty and many disciplines that impact their field while at the same time establishing a strong design studio core as an integrative environment.
Second Year, First Semester Total: 16 CR
LARC Studio I, Design Foundation (4 cr)
Landscape Appreciation (3 cr)
Site Systems I, Materiality (3 cr)
Plants I (3 cr)

Second Year, Second Semester Total: 17 CR
LARC Studio II, Site Design (4 cr)
History / Theory (3 cr)
Site Systems II, Site Engineering (3 cr)
Geographic Information System (GIS) (3 cr)
Soils Resources (4 cr)

Third Year, First Semester Total: 14 CR
LARC Studio III, Adv. Site Design (5 cr)
Urbanism (3 cr)
Site Systems III, Implementation (3 cr)
General Ecology (3 cr)

Third Year, Second Semester Total: 12 CR
LARC Studio IV, Contemporary Landscape Architecture
Design Problems (3 cr)
Intro to Planning (3 cr)
Internship Prep. (1 cr)
Plants II (3 cr)

Fourth Year, First Semester Total: 14 + 3 CR
Design Studio V: Collaborate (5 cr)
Design Research (3 cr)
Professional Practice (3 cr)
Landscape Ecology (3 cr)
Summer Internship + Study Abroad (3-6 cr)

Fourth Year, Second Semester Total: 14 CR
LARC Studio VI, Community Planning and Design (5 cr)
Professional Elective (3 cr)
Open Elective (3 cr)
Elective (3 cr)
Following the common first year design core, the landscape architecture studio sequence begins in the second year with an introduction to landscape architectural methods, process, and site design. Studio projects establish foundational two- and three-dimensional design principles and strategies, an understanding of the role environmental sciences, human behavior, and historical context play in determining the best ways to integrate human activity while respecting and responding to environmental and social processes. Students learn to collect, analyze, and communicate basic site systems characteristics including topography, soils, hydrology, plants and ecology, as well as cultural characteristics including building and uses, circulation components, and all aspects of the built environment. Design theory is focused at the site scale and spatial design expressed using landform, plants, and structures. Hand-built models, computer-generated diagrams, plans, and sections are used to communicate design ideas and process. To support the studio design work, students take courses in disciplinary knowledge (Landscape Appreciation & History and Theory), technology (Materiality, Site Engineering, and Geographic Information Systems), and environmental sciences (Plants Science, Plants & Soil Resources).
The practice of landscape architecture is a complex and integrative undertaking, encompassing a myriad of natural, cultural, and scientific systems. Analysis, critical questioning, and design are all methods by which landscape architects arrive at creative, responsible solutions. This introductory design studio explores foundational design principles central to landscape architecture. Three interrelated aspects of design are pursued: [1] the elements of composition and three formal and spatial manipulation, [2] meanings conveyed by formal choices and transformations, and [3] response to cultural and environmental forces in the landscape.
Canopy and Circulation Study Diagrams

**Canopy 1:** Anchoring the site with canopy on the corner edges.

**Canopy 2:** Separating the site in two.

**Canopy 3:** Using wooden canopies enhance volumetric space.

**Circulation 1:** Canopy disrupts circulation and creates shaded micro-climates.

**Circulation 2:** Canopy creates a physical barrier forcing circulation to maneuver around it.

**Circulation 3:** Trunks of the canopy create a sense of columns that circulation must weave through.
POSED DESIGN: PROPOSED PLAN

The proposed canopy of Honey locust trees creates a permeable barrier in which circulation can either bypass or interact with. The canopy has allotted seating beneath it which will allow for shaded areas of seating. The diagram below shows the voids that the trees create within the site as well as the depth that is created when the trees are planted in the middle of the site.

FIGURE GROUND: existing conditions of Plaza del Desierto

POSED PLAN:
This second year studio is structured in a series of three interdependent assignments varying in scope and complexity. One exercise is located on the campus of Doane College, in Crete, Nebraska. The second project is a new public space located in Lincoln’s downtown. Students analyze and design specific projects, considering both their physical and conceptual connections to the larger site context. The aim is for students to gain an understanding of the relationship of landscape to architecture at the site and urban scales; consider the effects of construction and ground manipulation on the perception and experience of space; and explore the possibilities of layering and transparency, enclosure and adjacencies, “in-between” spaces, and connectors. Ultimately, the studio investigates the intersection of landscape design, architecture, and planning in the making of spaces within a public landscape.
This course is an introduction to the range of materials used in the built environment by landscape architects: metals, concrete, masonry, glass, plastics, and wood. The class structure embraces both a process-oriented and systems approach to construction materials. Rather than focus on material class or type of assembly, it engages the active processes of making, the functional qualities of assemblies as activated on site, and the dynamic evolution of materials and material assemblies over the course of their life cycles. The course consists of lectures, group discussions, building exercises, field trips, independent research, drawing and computer drafting, experimentation, and evaluation.
Site engineering has the power to coalesce the various components of a site into an integrative system. This course helps designers translate their ideas into buildable solutions. Technical proficiency in understanding both construction technique and representation is a cornerstone of design literacy and a fundamental tool of design.

The three primary components of site engineering to be addressed during this semester are grading, stormwater management, and pathway/roadway alignments.
BLA THIRD YEAR
Program of Landscape Architecture

Starting in the fall of the third year, projects increase in scale and complexity. Projects address complex, ‘real
world’ challenges such as stormwater management, green infrastructure, contaminated sites, climate
change, rapid urbanization, or cultural changes. In the
fall semester, students advance a second year design
project by developing a set of construction drawings
that include layout, grading, details, and specifications.
The spring semester studio in the third year challenges
students by undertaking a semester-long service-
learning project at a community scale. In addition to the
studio courses, students take courses in disciplinary
knowledge (Introduction to Planning & Urbanism) and
environmental sciences (Ecology and Plants II). The
summer following the third year, students complete
an approved internship as part of the professional
requirements. Students also have the opportunity to
participate in an international service-learning studio in
Ecuador or with the FACT summer project.
The aim of this studio is for students to gain an understanding of the relationships between landscape and architecture at multiple site scales; consider the effects of construction and ground manipulation on the perception and experience of space; and explore the possibilities of layering and transparency, enclosure and adjacencies, “in between” spaces, and connectors as they relate to building and site. Project types include campus plans, public open spaces, infrastructure, and urban designs.
Proposed Illustrative Site Plan
Within the practice of landscape architecture there is often the desire to achieve simple, buildable, and long-lasting solutions that also resonate with excitement and originality. Regardless of the grandness of an idea, to truly accomplish a design, one must have a practical plan to reach those ends. The development of construction drawings enable designers to communicate with other interests in the design process. Most importantly, they become a visual and annotated guidebook for the various contractors associated with any given project. This course invites students to think in greater detail about design and to consider the obstacles and opportunities that come with those decisions.
BLA 311
Studio IV, Contemporary Landscape Architecture
Design Problems

In this studio students explore contemporary landscape architectural projects in relationship to ecological and cultural landscape systems. Design projects emerge from research exploring ecological design and the design and management of landscape and cultural systems at both the site and regional scales. Examples of contemporary design problems include contaminated stormwater management, green infrastructure, climate change, cultural and historical narratives, and revitalization projects to name a few.
Remediation Strategies

Phytostabilization

Phytovolatilization

Phytoextraction
Bachelor of Landscape Architecture / 175
BLA 470
Sustainable Community-Based Planning and Design in Ecuador

This course offers an opportunity for students to travel abroad and to participate in an international educational experience in a village in Ecuador. Students team sustainable, community-based development, cultural implications of working within communities, and extensive project planning, management, and evaluation. Partnering with a rural village, students will work in teams with faculty to plan, design, conduct, and evaluate short- and long-term projects in the community. This group travelled to the Amazon to work with the Anangu community to design their new village.
Fourth-year landscape architecture students work together with students in other fields on projects that engage real-world issues such as climate change, rapid urbanization, shifting populations, and cultural changes. Supporting the studios, students take courses in disciplinary knowledge (Design Research and Professional Practice), professional electives (Green Roof Design, FACT, or Stormwater Management), and free electives.
This studio applies a collaborative design research approach to complex problems. The interdisciplinary studio combines architecture, interior design, and landscape architecture students to work in collaborative teams and to develop an interdisciplinary mind-set. Emphases include negotiated approaches to address coherency across discipline-specific environments, integration of approaches to address a comprehensive environment, and use of design thinking as a unified approach to address contemporary issues.
Flood Resiliency: A Green Infrastructure Vision Process
Principle Based Data Collection and Analysis

When evaluating the culture of a city, it is essential to examine the history and values of that society to recognize patterns of how people relate to their physical and social environment.
Principle Based Data Collection and Analysis

The inputs for a Green Infrastructure system in Council Bluffs will be founded on the existing natural and ecological conditions in the project area. An inventory of topics such as climate, hydrology, landform, land use, vegetation, and habitats will identify a framework for the living and nonliving elements of the environment which should be protected, restored, and integrated into a Green Infrastructure Plan.
A Green Infrastructure Vision

In order to complete the Green Infrastructure Vision for Council Bluffs, eight priority projects were selected by community members for students to focus on for the remainder of the semester. These projects ranged in scale, location, and approach; however, all included green infrastructure objectives which include stormwater management, habitat, and recreational strategies.

- The Hinge*
- The Spine
- The Chute*
- The Links
- The Anchor
- Reclaim the Floodplain*
- 9th Ave
- The Corridor*
The project activates 157 acres of riparian woodland at the nexus of Downtown Omaha and Council Bluffs known as The Chute by developing a series of safe, flood resilient spaces that provide habitat, recreation, and education opportunities.
The Corridor

"Social and Ecological Health Reinvestment"

The corridor provides potential revitalization of city health and identity through mending, linking, and reinvesting in the site. Mending the ecological health of the site will restore existing ecologies, repair toxic soil, and address stormwater management. Linking the site physically and historically will strengthen the city grid and reestablish past programs along South Main Street through complete Green Streets.

Inventory | Analysis

Downtown Council Bluffs
South Expressway

Matthew Macchietto and Kendra Heimes
Community Planning and Design Studio is a vertical studio. Through service-learning, the students engage rural communities or public agencies in reciprocal partnerships to advance responsible design. Projects and partnerships are diverse and touch some of the most pressing social, civic, and ethical problems and opportunities across Nebraska. Past studios have addressed sustainability practices and energy conservation, agricultural and food literacy, changing demographics, community revitalization plans, flooding and stormwater management, green infrastructure, recreational resources and tourism, and rural quality of life.
Green Infrastructure, Urbanism, and Community Input,

 Nebraska City Fall 2014

NEBRASKA CITY COMMUNITY PLAN
Food Production
Culinary Incubator
Food Processing
Retail+
Live+Work
Openspaces
Green Infrastructure
Higher Density Homes
Green Streets
Proposed District Vignettes

- Centennial District: Agriculture Land Conservation Outdoor Venue
- Parkside District: Rail System Sports Recreation
- Mid-city District: Rail System Stream Stabilization
- Railside District: Rail System Stream Stabilization Green Infrastructure
- Riverview District: Rail Anchor Stream Stabilization River Lookouts Openspace

Nanette Heimes and Andrew Baker
CoA Faculty

To read more about our outstanding faculty and their research interests please visit (architecture.unl.edu).

Architecture
Jeffrey L. Day
Jason Griffis
Rumiko Handa
Steve Hardy
Tim Hemsath
Mark Hoistad
David Korte
Brian Kelly
Sharon Kuska
Peter Olshavsky

Landscape Architecture
Kim Wilson
Jeffrey L. Day
Catherine De Almeida
Mark Hoistad
Daniel Piatkowski
Gordon Scholz
Zhenghong Tang

Community & Regional Planning
Rodrigo Cantarero
Yunwo Nam
Daniel Piatkowski
Gordon Scholz
Zhenghong Tang

Interior Design
Lindsey Bahe
Nathan Bicak
Mark Hinchman

Retired & Faculty Emeriti
Bill Bomer
Duncan Case
Wayne Drummond
Robert Duncan
Ted Ertl
Betsy Gaib
Nate Krag

Thomas Laging
N. Brito Mutunayagam
James. J. Potter
Keith Sawyers
W. Cecil Steward

LA + CRP Courtesy Appointments
Charles Francis
Dennis McCallister
Steven Rosle
Kim Todd

Adjunct Faculty
Emily Andersen
Mark Bacon
Jacklyn Bacon
Jenith Britten
Ashley Evans
Emily Casper
Eric Casper
Sheila Elijah-Barnwell

Nolan Golgert
Corey Green
Michael Hamilton
Michael Harpster
Megan Hatton
David Hinsley
Nohal Ives
Christina Kerlin
Molly Macklin
Nate Miller
Santiago Perez
Joyce Plagubuck
Zack Soltin
Stacy Spale
Chip Stanley
Dave Stanuk
Matt Stoffelt
Amanda Swartwout
Chris Turner
Guillermo Yanguez
CoA Hyde Chair of Excellence

Established in 1986, the Hyde Chair of Excellence allows the College of Architecture to attract visiting faculty of national and international distinction. The Hyde Chair of Excellence position is available to designers, architects, and educators from a variety of backgrounds with outstanding and unique credentials. The visiting Hyde Chair attracts emerging voices in design from both practice and teaching. Through this endowment, renowned scholars and practitioners are invited to spend a semester or more in residence at the College, working with and teaching architecture, interior design, and planning students in studios and in an informal mentor role.

The Hyde Chair of Excellence was made possible by the generosity of Mrs. Flora Hyde in honor of the memory of her late husband, A. Leicester Hyde. Mr. Hyde was a 1925 graduate of Architecture and Engineering.
Each summer, the College hosts a workshop developed specifically for high school students. This workshop provides a unique experience to investigate issues surrounding design and learn more about the design professions of architecture, landscape architecture, and interior design. The workshop provides learning opportunities in the form of design studio explorations, seminars and discussions, field trips, and video presentations. The central focus of the workshop is a design studio in which design issues are explored and creative energies are nurtured. As part of the workshop, students will visit professional offices, learn about various career opportunities, and develop fundamental skills necessary for the study of design.

Students who have completed two or more years of their high school education and have an interest in architecture, landscape architecture, or interior design are encouraged to apply. You do not need courses in art or drafting in order to participate. Applicants will be selected on the basis of a review of materials submitted with the application procedure. We have reserved space for 36 students in the workshop and applications are due in April of each year.

http://architecture.unl.edu/prospective-student/high-school-workshops
The College of Architecture strongly encourages students in all fields to seek internships with professional offices during their time at UNL. Internships allow students to earn academic credit during the summer while gaining valuable, paid experience in their chosen discipline or a related field. Each spring the College organizes a career fair to help introduce students to potential employers representing professional offices in all of our constituent disciplines. At the fair, students interested in temporary internships and full-time jobs meet with potential employers and make valuable connections with local, national, and international firms. Summer internships often lead to offers of full-time employment after graduation.

For architecture students, internships provide opportunities to begin earning credit towards professional licensure as part of the National Council of Architectural Registration Boards’ (NCARB) Intern Development Program. To facilitate this, the College has an AXP representative on the faculty who advises students about AXP, internships, and professional licensure. Students may start earning AXP credit from professional experience as soon as they enroll in the professional Architecture program but most start the internship experience after the third or fourth year and continue during summers while working toward the graduate M.ARCH degree.

For interior design students, the required internship takes place in the summer between the third and fourth years. Most interns work for design firms; those who work in related retail sectors acquire valuable knowledge about a material, product, or service.

For landscape architecture students, the required internship takes place in the summer between the third and fourth years and may extend into the fall semester. Most interns work for small to large design firms as well as local, state, and federal governmental agencies.

CoA Internship
The student body at the College of Architecture is actively involved in an extensive array of organizations. These organizations on both the local and national levels keep our students current in the growing dialogue and issues confronting our profession today.

**AIAS - American Institute of Architecture Students**
AIAS is the official student body organization in the Architecture program. As the liaison between the students and practicing professionals, the organization provides close contact with the American Institute of Architects and its members as well as student organizations from other universities.

**ASID - American Society of Interior Designers**
Students in the Interior Design program are eligible for membership in the student chapter of the American Society of Interior Designers and upon graduation may become allied members of the professional organization.

**ASLA - Student American Society of Landscape Architects**
As the liaison between the students and practicing professionals, the organization provides close contact with the local chapter - Great Plains, American Society of Landscape Architects as well as the national chapter - American Society of Landscape Architects. The ASLA makes recommendations to the program, hosts visiting speakers, and organizes various activities. All students in the program are encouraged to actively participate in the organization.
AIAS - Ice Cream Social

ASID - Rockin' the Runway
CoA Student Organizations

AIAS, APX, ASLA, ASID, IDA

APX - Alpha Rho Chi
Alpha Rho Chi (APX) is the national coeducational professional fraternity for students of architecture and the allied arts. It is represented at the University of Nebraska by the Pythias Chapter. Alpha Rho Chi aims to unite students in fellowship in order to promote their artistic, scientific, and practical proficiency. It serves as a catalyst toward achieving academic excellence and professional development within a framework of fraternal opportunities. It also participates in collegiate and community service projects which strive to improve the general welfare and environment of our society. Alpha Rho Chi offers a challenging, stimulating, and rewarding academic and fraternal experience which helps prepare its individual members for responsible participation as leaders in their chosen professional and community life.

IIDA - International Interior Design Association
IIDA Student Membership provides students enrolled in an interior design program the resources they need for educational and professional development that are not available on campus. These benefits are exclusive to IIDA student members and give aspiring designers unique opportunities to build professional connections that extend well after graduation.

TSD - Tau Sigma Delta
Tau Sigma Delta is a national architectural and allied arts honorary society. The purpose of Tau Sigma Delta is to emphasize scholarship, leadership, and character; to stimulate mental achievement and effort; and to acknowledge those students who attain high scholastic standing in architecture and the allied arts of design, by the reward of membership.
The College of Architecture offers various opportunities for undergraduate and graduate students to study abroad. From a three-week summer intensive experience to traveling studios and semester exchanges abroad. Long standing programs include:

- Ecuador, South America
- London, England
- Paris, France
- Hannover, Germany
- Clermont-Ferrand, France
- Barcelona, Spain
- Tianjin, China
London, England - Rome, Italy Visit

College of Architecture 2017
Lincoln is the happiest place in the U.S.

Lincoln topped 188 other metropolitan areas in the 2012 Gallup-Healthways Well-Being Index, which tallies scores in six measures of well-being.
If you would like to receive more information on these programs or schedule a campus visit please contact us.

Undergraduate Admissions Coordinator
232 Architecture Hall West
University of Nebraska-Lincoln
Lincoln NE 68588-0107 USA
402-472-4065
architecture2@unl.edu

Printed December 2016