Bachelor of Science in Design – Architecture

Bachelor of Science in Design – Interior Design

Bachelor of Landscape Architecture

University of Nebraska-Lincoln
College of Architecture
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http://architecture.unl.edu

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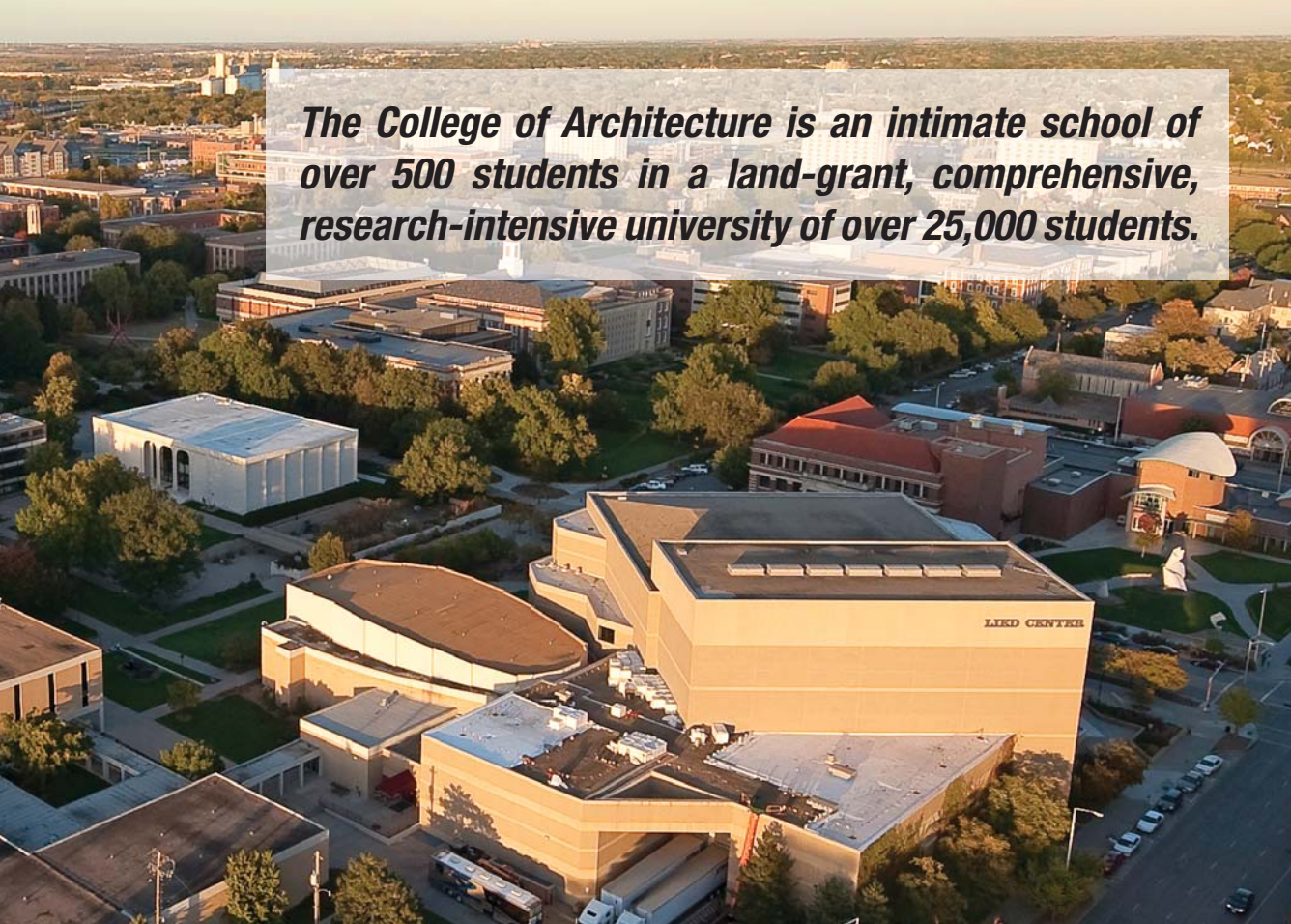
UNIVERSITY OF NEBRASKA – LINCOLN

College of Architecture

Second Edition

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.


UNL Game Day

Lincoln is located in the middle of everywhere...

Omaha, NE	1 hr
Des Moines, IA	3 hrs, 6 mins
Kansas City, MO	3 hrs, 17 mins
Minneapolis, MN	7 hrs, 2 mins
St. Louis, MO	7 hrs, 26 mins
Denver, CO	7 hrs, 30 mins
Chicago, IL	8 hrs, 42 mins (1hr-35m flight)

...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. DLR Group, Omaha, Nebraska
Offices in 20 locations in the US and China

#26. Leo A. Daly, Omaha, Nebraska
Offices in 30 locations worldwide

#121. RDG Planning and Design, Omaha, Nebraska
Offices in 5 locations in the Midwest

Source: Architectural Record

Design your story here ...

UNIVERSITY OF NEBRASKA – LINCOLN

College of Architecture

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

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, and 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 lease, purchase, or have ready 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.

UNDERGRADUATE APPLICATION

UNL College of Architecture - Admissions Requirements

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


d.ONE

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)

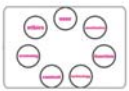
DSGN 101
introduction to Design

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
- Creative and Analytical Thinking
- Integration of many components into a coherent whole



What is "Good" Design?

- Design, as a think, takes on several forms
- *"Design is to design a design to produce a design."* - John Heskett
- Identifing and determining qualities & characteristics
- Function, user, aesthetics, economy, technology, context, ethics

The Design Process

- History
- Solutions to complex problems
- Divergent and Convergent Thinking
-Move, Manage, Formulate, Represent, Evaluate

Why Design Matters: *Innovation and Invention*

- *"Design is an agent of change for our own advantage."* Alice Rawsthorn
- Actions to direct "creativity" towards positive and purposeful action
- Innovative solutions to complex problems for a positive impact of people/society
- *"Design is a distinctive mental activity."* - Bryan Lawson

Why Design Matters: *Social Responsibility*

- Social Conscious
- Power of design beyond a "client" and a "market"
- Design for all. Design for a better future.
- Public interest design. Community-based design. Humanitarian design.

Why Design Matters: *Happiness and Pleasure*

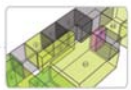
- Aesthetics and function
- Subjective vs. Objective
- Design based research
- Codes/ spatial standards

Unit 1 Exam

unit 2: the design disciplines.

What are they? What do they share?

- History of disciplines professional development
- Landscape Architecture, Architecture, and Interior Design
- Commonalities



What are each disciplines expertise?

- The design process between disciplines
- Large scale, medium scale, small scale
- How do all disciplines work together?

College of Architecture Directors

- Cirriculum
- Licensure
- Opportunities

Landscape Architecture

- Guest lecturer

Architecture

- Guest lecturer

Interior Design

- Guest lecturer

Unit 2 Exam

DSGN 110
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 Platter 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.


NEBRASKA
2015
WRESTLIN
STATE TOURNAMENT

DSGN 120
Design Drawing

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.

DSGN 140
History of Design

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

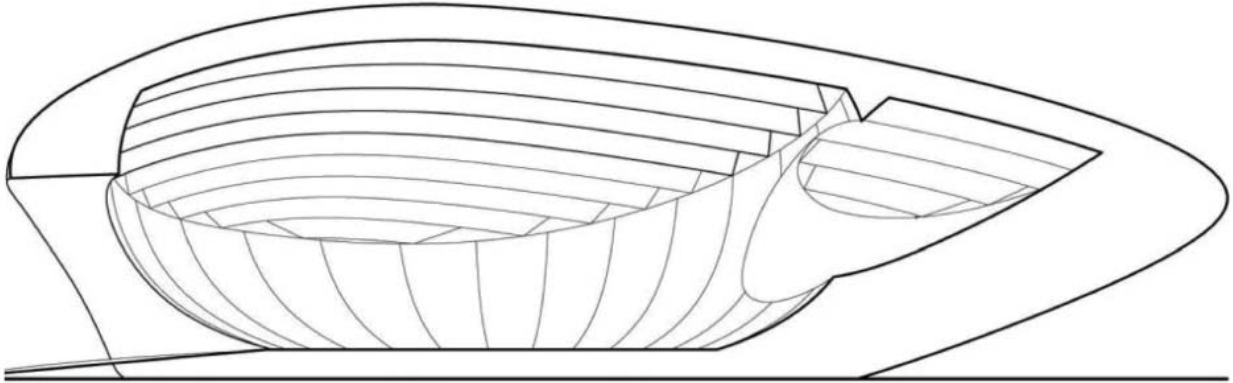
DSGN 111
Design Making

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.

DSGN 123
Computer Applications in Design

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 (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.

Qingyuan Han



B.

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 d.ONE 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 BSD in Architecture leads directly to the 2-year M.Arch, 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

BSD-ARCH

Bachelor of Science in Design-Architecture - 120 credits

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 relationship of form and content. Architects are comprehensivists, 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 "T" 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.*

Second Year, First Semester Total: 16 CR
Architectural Design Studio I: Represent (5 cr)
Modern History (3 cr)
Structural Fundamentals (3 cr)
Elements of Physics (4 cr)
Building Information Modeling (BIM) (1 cr)

Second Year, Second Semester Total: 15 CR
Architectural Design Studio II: Ideate (5 cr)
Building Organization (3 cr)
Materials and Assemblies (3 cr)
Technique Elective (1 cr)
ACE 6, 8, or 9 (3 cr)

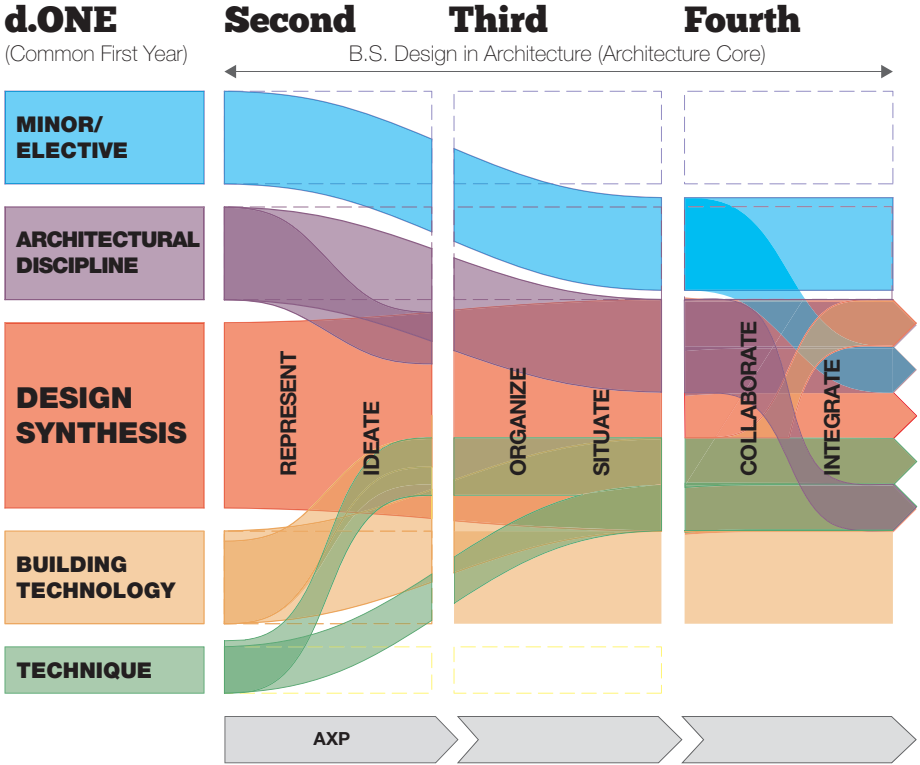
Third Year, First Semester Total: 14 CR
Architectural Design Studio III: Organize (5 cr)
Classical History (3 cr)
Structural Mechanics (3 cr)
ACE 6, 8, or 9 (3 cr)

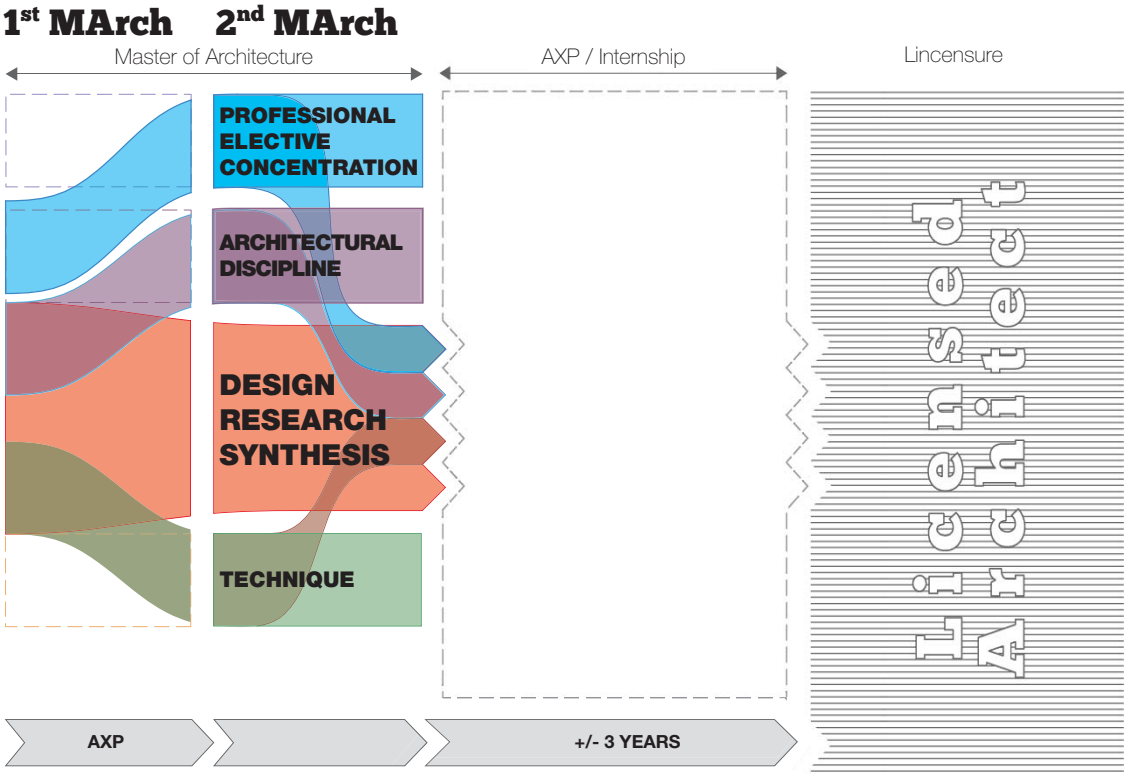
Third Year, Second Semester Total: 14 CR
Architectural Design Studio IV: Situate (5 cr)
Site Context Issues (3 cr)
Structural Optimization (3 cr)
Elective (3 cr)

Fourth Year, First Semester Total: 17 CR
Design Studio V: Collaborate (5 cr)
Urbanism (3 cr)
Design Research (3 cr)
Building Environmental Technical Systems I (3 cr)
Elective (3 cr)

Fourth Year, Second Semester Total: 14 CR
Architectural Design Studio VI: Integrate (5 cr)
Architectural Theory (3 cr)
Building Integration (3 cr)
Elective (3 cr)

Architecture




1st MArch
2nd MArch
Master of Architecture
AXP / Internship
Lincensure
PROFESSIONAL ELECTIVE CONCENTRATION
ARCHITECTURAL DISCIPLINE
DESIGN RESEARCH SYNTHESIS
TECHNIQUE
Architect
AXP
+/- 3 YEARS

BSD-ARCH SECOND YEAR

Program of Architecture

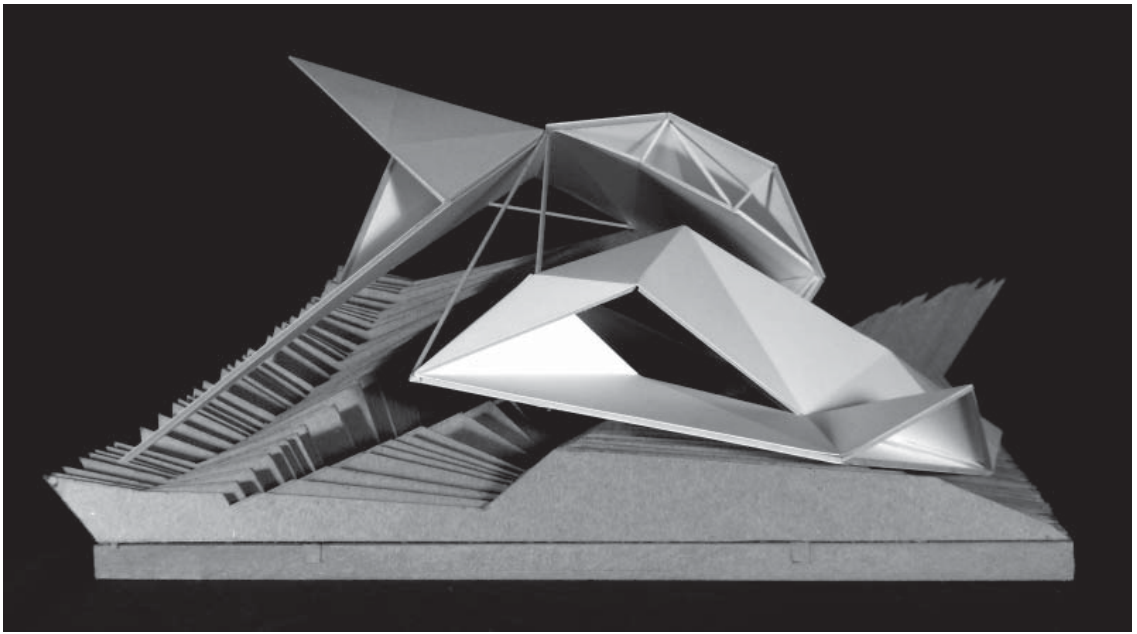
Following d.ONE, the architectural design studio sequence begins in the second year with a rigorous introduction to architectural design methods, processes, and studio culture. Studio projects range from simple and limited-scope architectural design studies to more complex buildings incorporating knowledge 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 the 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 Modeling), and Physics.

BSD-ARCH 210

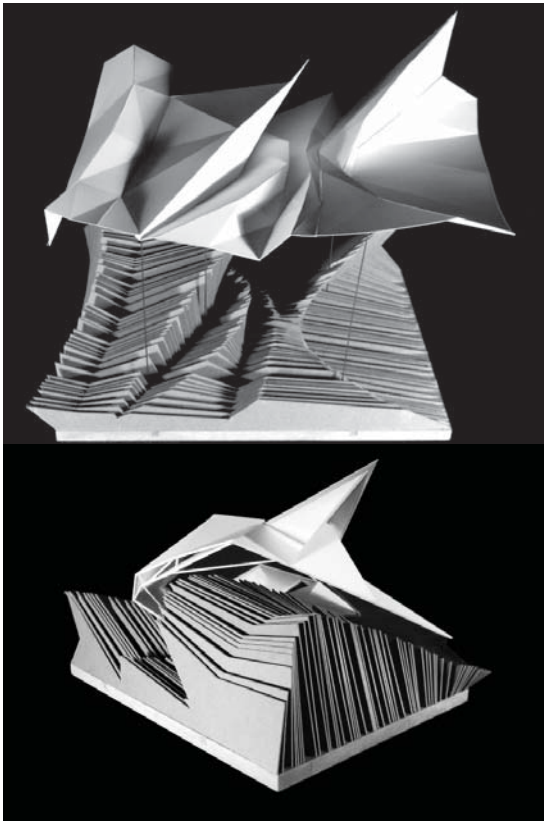
Architectural Design Studio: *Represent*

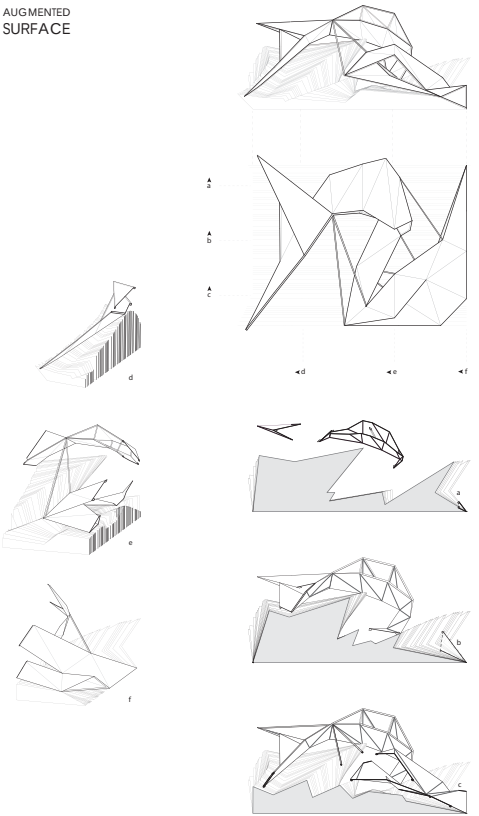
The first studio in the Architecture program sequence introduces architectural design through reflective and projective techniques. Students learn representational techniques and workflows common to architectural practice, and they begin to understand how these techniques contribute to both the communication 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.


$100 FINE



AUGMENTED
SURFACE



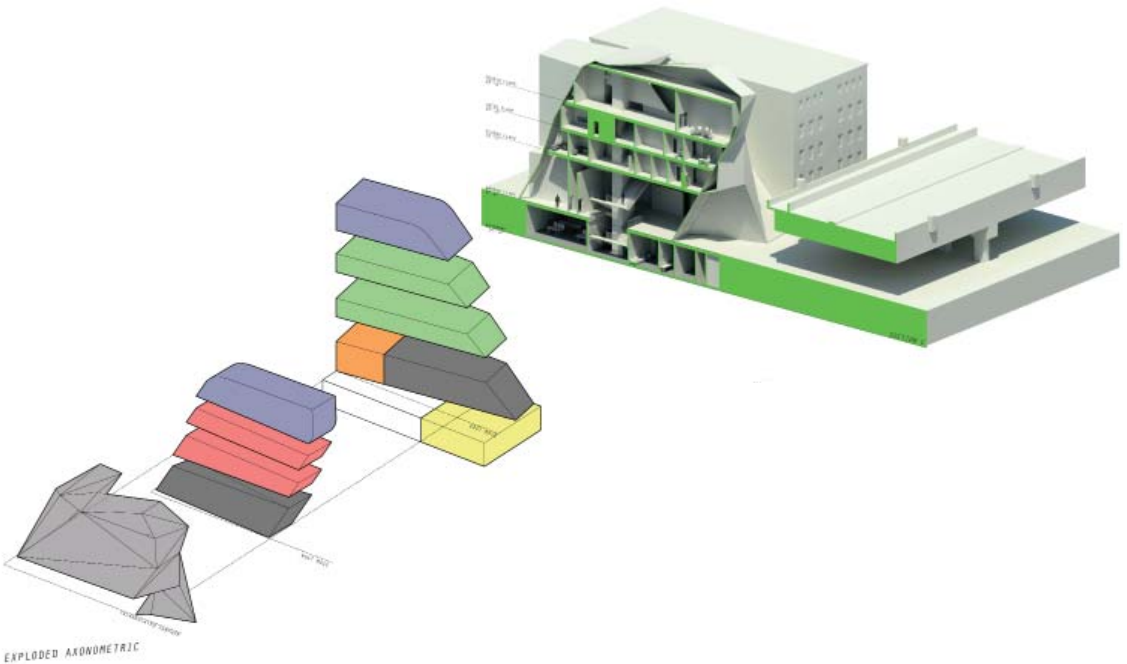


BSD-ARCH 211

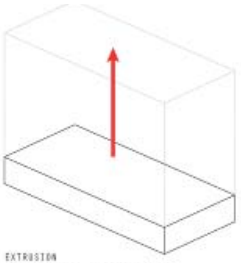
Architectural Design Studio: Ideate

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.

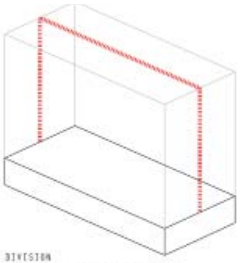
Ariel Peisan



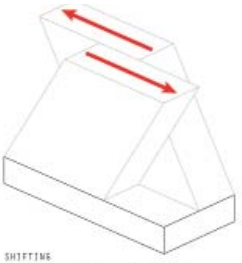
EXPLODED AXONOMETRIC



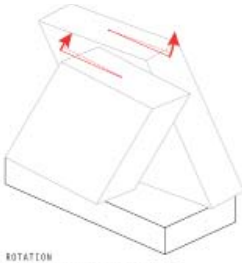
EXTRUSION
THE FORM IS GENERATED FROM THE "BOX" - THE MOST COMMON FORM IN THE SURROUNDING AREA



DIVISION
THE MASS IS THEN DIVIDED INTO TWO PARTS - EACH WITH THE ABILITY TO BREAK UP THE FORM AND MANIPULATE FREELY

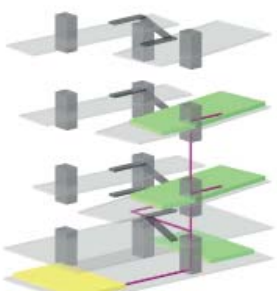


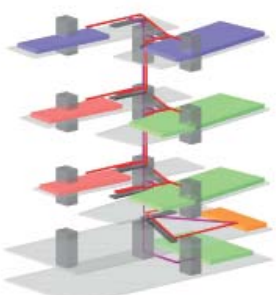
SHIFTING
EACH MASS IS SHIFTED TO PROVIDE A RELATIONSHIP BETWEEN THE MASS AND GROUNDPLANE WHILE ALSO OPENING UP THE CLOSED SPACE BETWEEN THE MASS AND THE ALLEY/BRIDGE

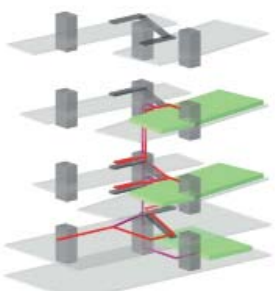


ROTATION
EACH MASS IS ROTATED TO MAXIMIZE LIGHT EXPOSURE AND EXPAND THE SPACE BETWEEN EACH MASS AND THE ALLEY/BRIDGE

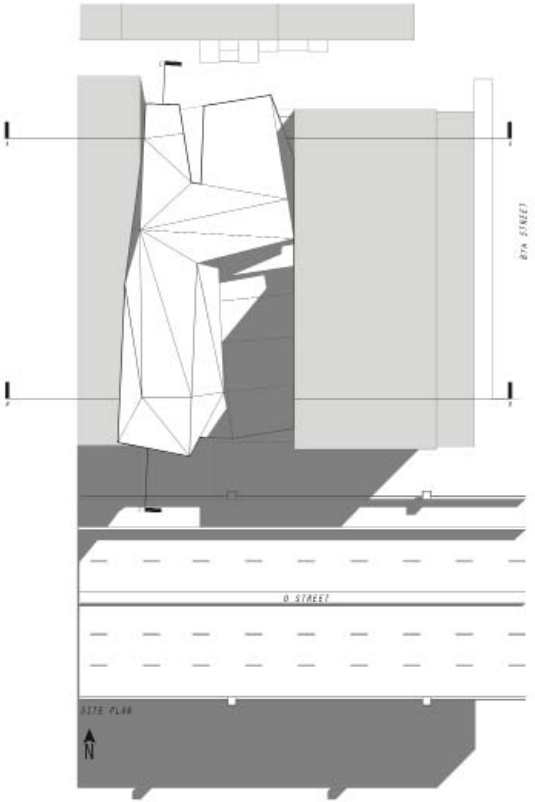
MASSING STRATEGY







CIRRCULATION/
RELATIONSHIP OF ACCUSED/JUDGE/PUBLIC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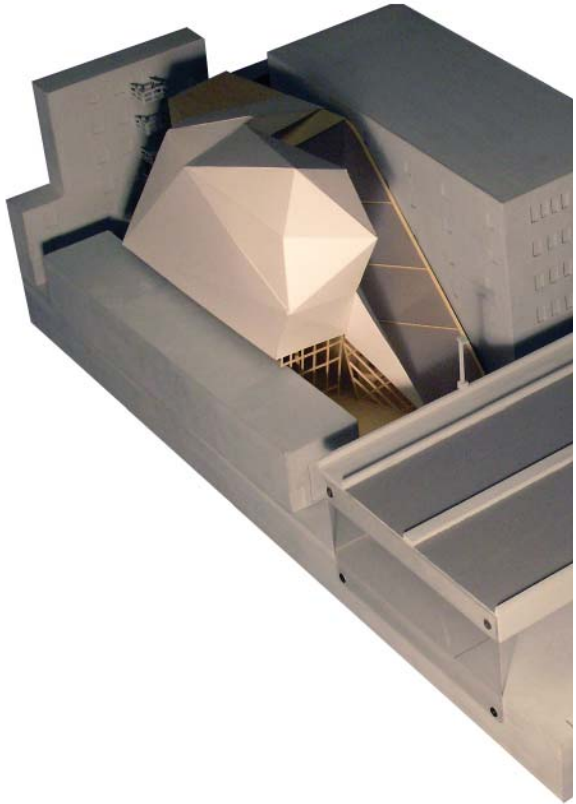


Act 1 - Scene 5 | The Orange

Synopsis

It's lunch time at school and Paddle (has not had anything to eat. She realizes that she doesn't have a way to get lunch. She removes her backpack to see if maybe her mother or grandmother has packed her something to eat. The backpack explodes and the Grumble is introduced.

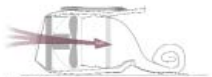
Intentions and Strategies

Nature inflatable to The Grumble **by taking on a grotesque form (growths)**

Facilitate actor interaction **by censoring Paddle' against the inflatable**

Allow for the backpack to be worn **by maintaining flexibility with form (versatile)**

Control deployment **by utilizing folding techniques**



Backpack Diagram

Interaction Diagram

Prototype 1

Prototype 2

Prototype 3

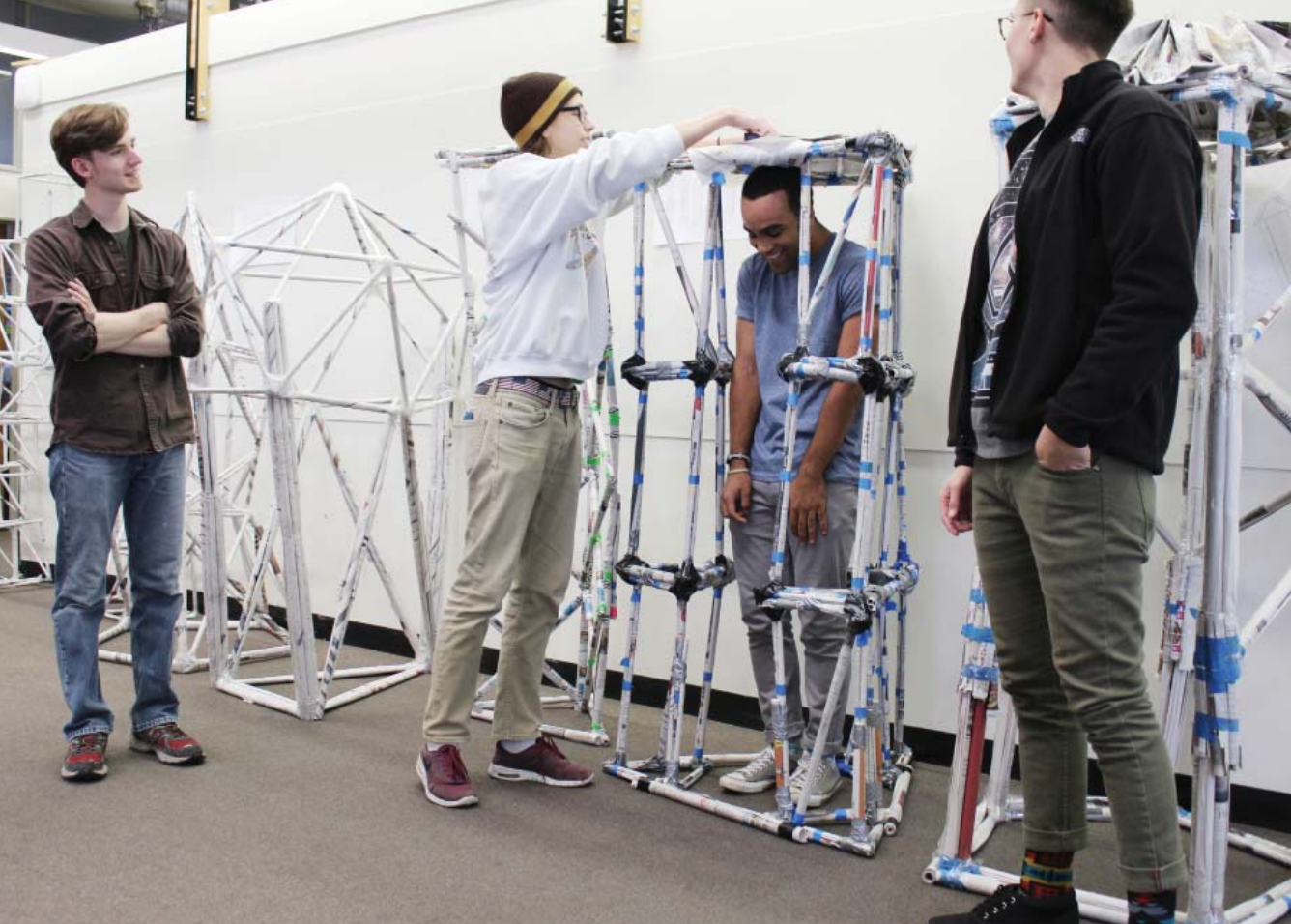
Final Prototype

Inflation Timeline

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.



BSD-ARCH 232

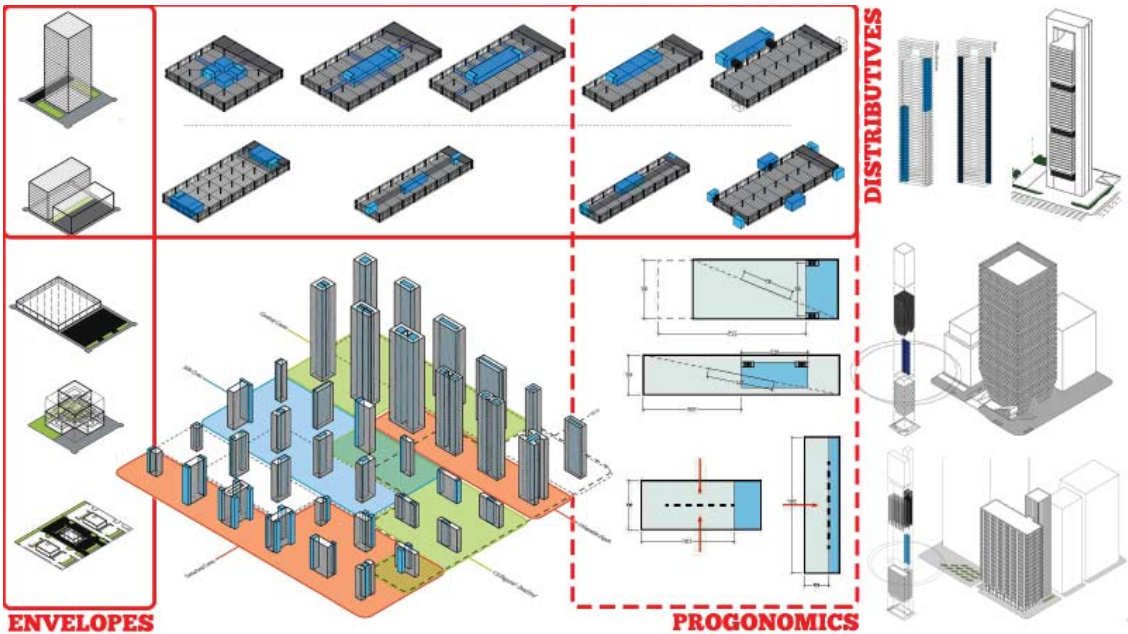
Materials & Assemblies

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.

BSD-ARCH 262

Building Organization

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.


DISTRIBUTIVES
ENVELOPES
PROGONOMICS

BSD-ARCH THIRD YEAR

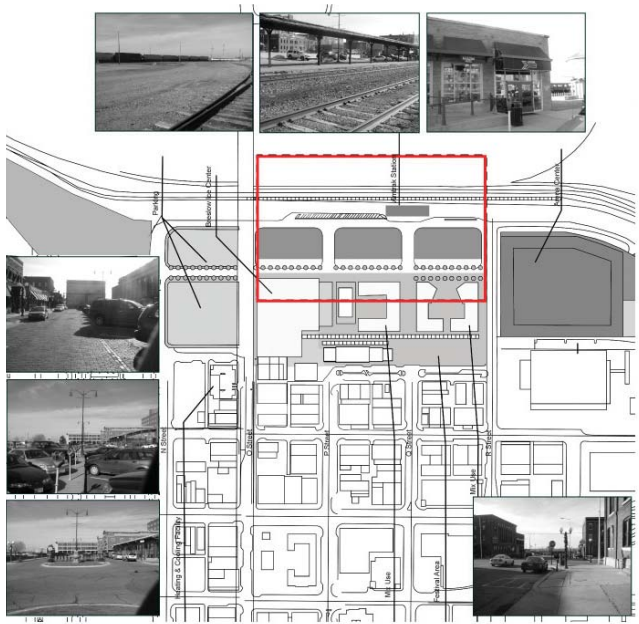
Program of Architecture

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.

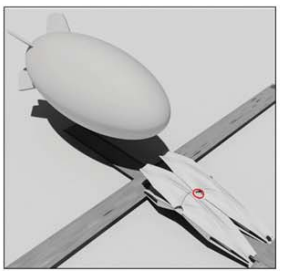
BSD-ARCH 310

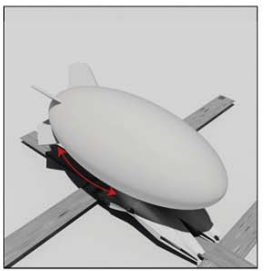
Architectural Design Studio: *Organize*

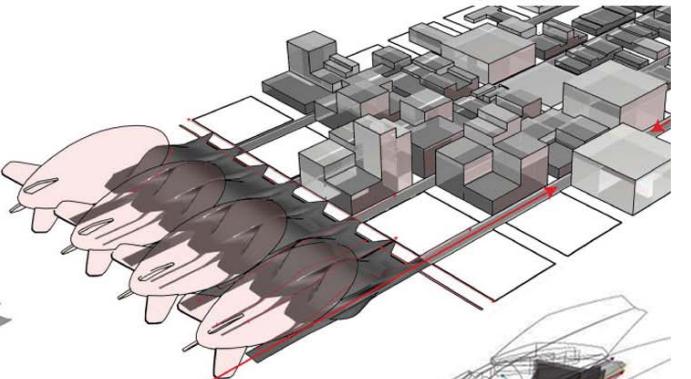
Drawing on content from ARCH 262 *Building Organization*, this studio asks students to develop or critique a complex building program and to explore resulting normative and experimental spatial configurations. Projects are formulated as proposals of plausible structural, material, and spatial expressions 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.

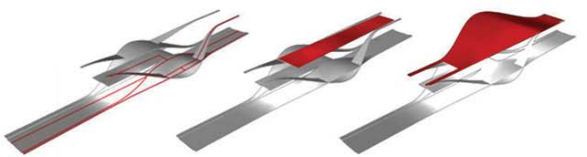


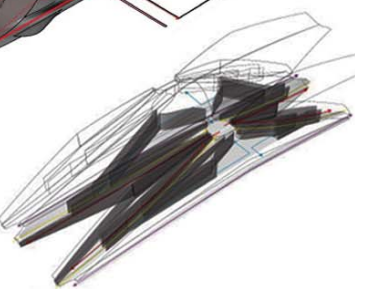
***Chantal Bonner** (pg. 44-47)*

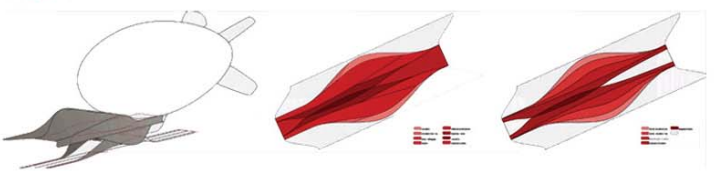












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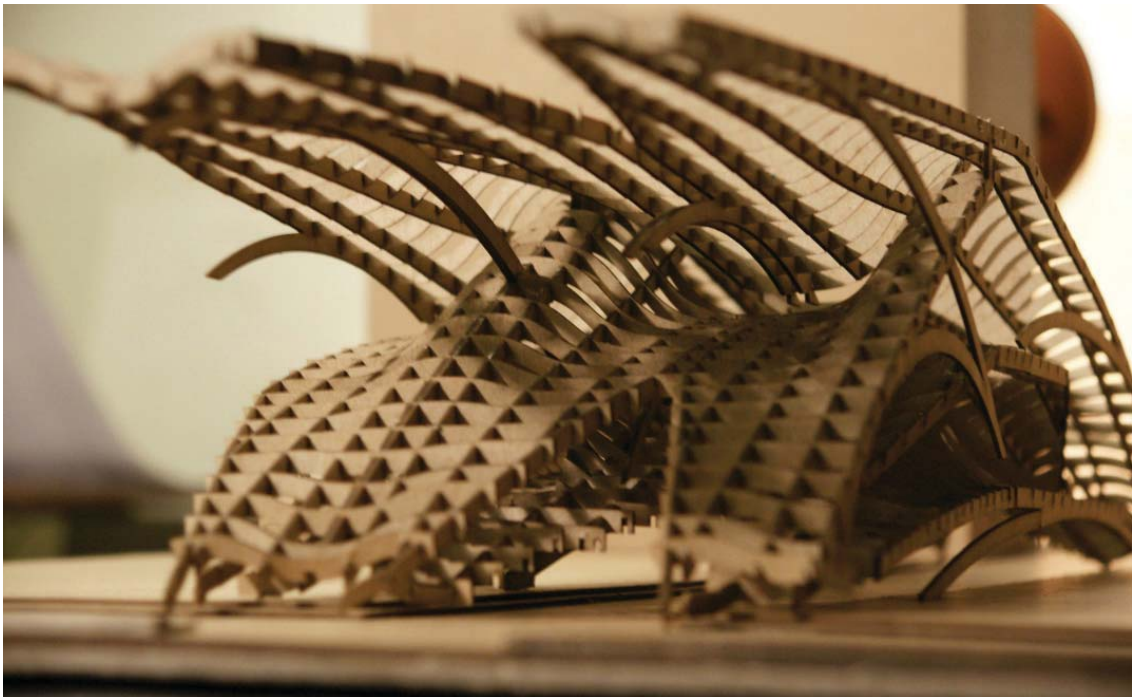
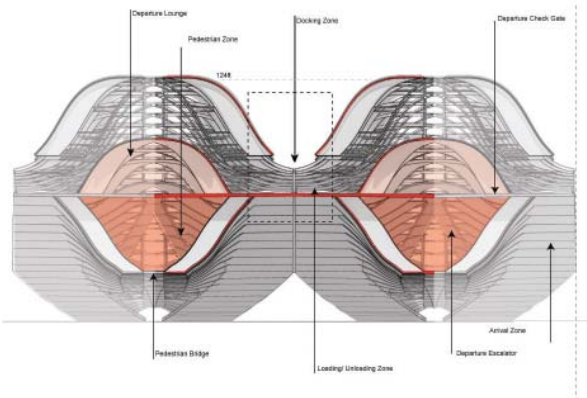
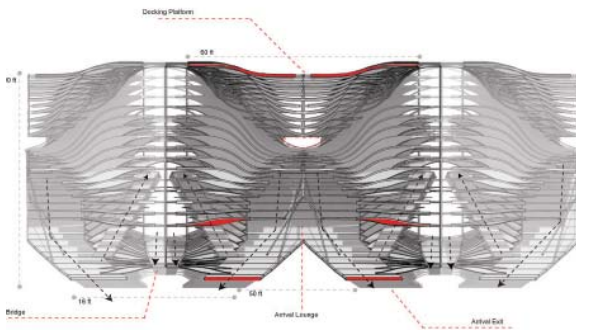



Departure Lounge
Pedestrian Zone
124ft
Docking Zone
Departure Check Gate
Arrival Zone
Pedestrian Bridge
Loading/ Unloading Zone
Departure Escalator

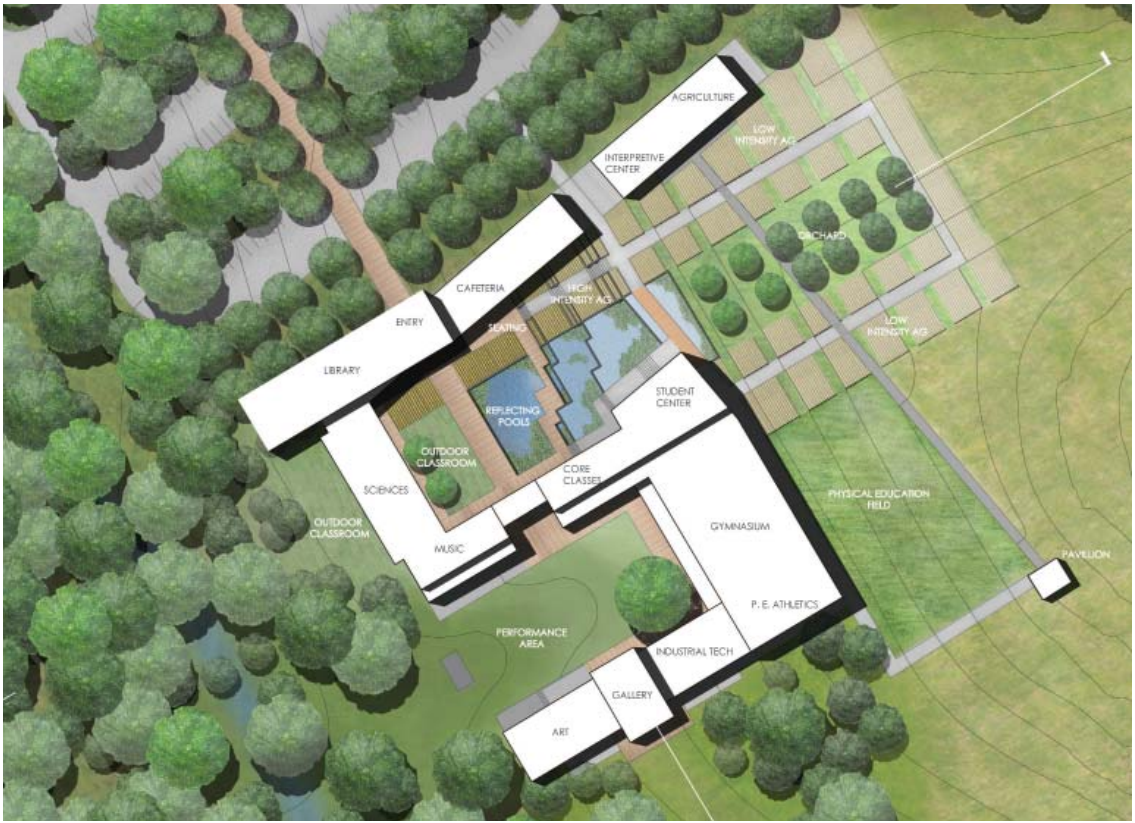

Docking Platform
60 ft
60 ft
16 ft
50 ft
Bridge
Arrival Lounge
Arrival Exit

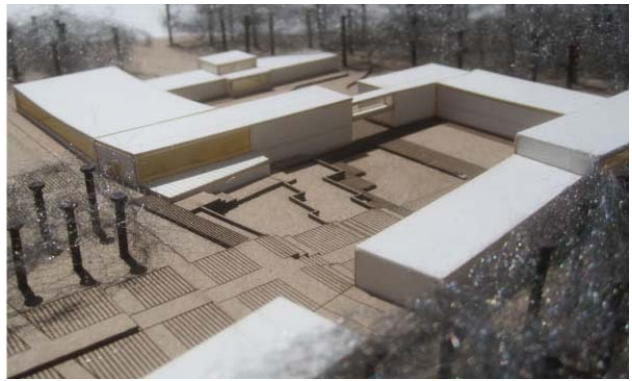
BSD-ARCH 311

Architectural Design Studio: *Situate*

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.

Joey Laughlin, Sean O'Brien
(pg. 52-55)

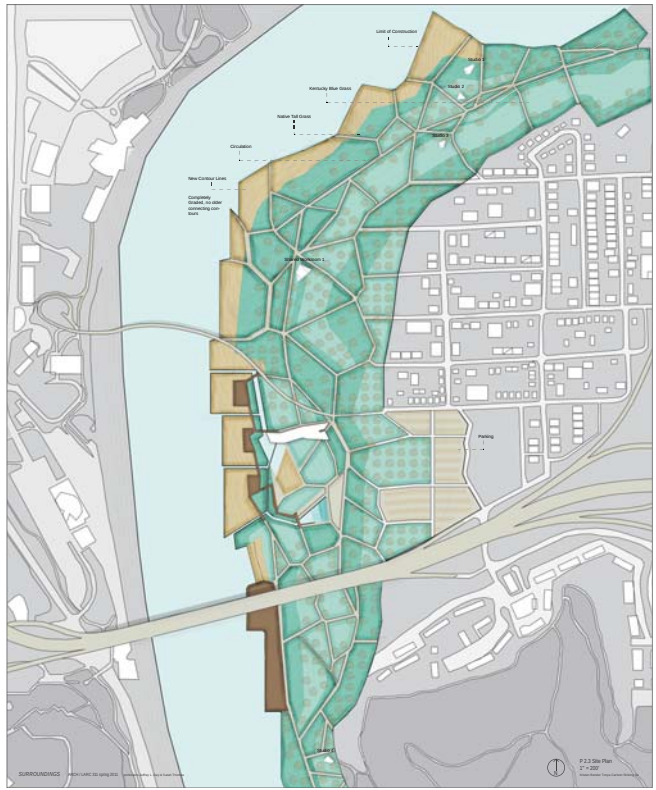

AGRICULTURE
LOW INTENSITY AG
INTERPRETIVE CENTER
ORCHARD
CAFETERIA
HIGH INTENSITY AG
ENTRY
SEATING
LOW INTENSITY AG
LIBRARY
REFLECTING POOLS
STUDENT CENTER
OUTDOOR CLASSROOM
CORE CLASSES
SCIENCES
PHYSICAL EDUCATION FIELD
OUTDOOR CLASSROOM
GYMNASIUM
MUSIC
PAVILION
P. E. ATHLETICS
PERFORMANCE AREA
INDUSTRIAL TECH
GALLERY
ART



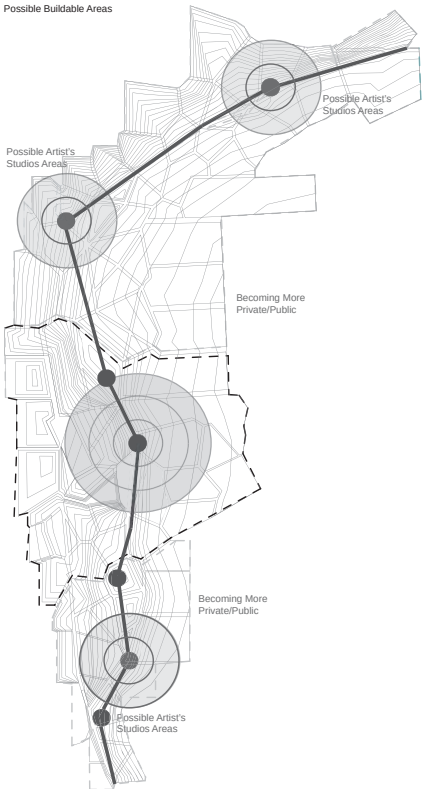
BSD-ARCH 360

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.



Kristen Bender


Possible Buildable Areas
Possible Artist's Studios Areas
Possible Artist's Studios Areas
Becoming More Private/Public
Becoming More Private/Public
Possible Artist's Studios Areas


Best Elevations/Views
Dispersed the more Private Areas
Highest Points Best Viewing Areas Towards Urban Context
Highest Points Best Viewing Areas Towards Residential Context
Denser towards Public Areas
Lower Points view interactive Wildlife & Piers
Denser towards Public Areas
Dispersed the more Private Areas

BSD-ARCH FOURTH YEAR

Program of 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 studios, students take courses in disciplinary knowledge (Urbanism and Theory), technology (Environmental Systems and Building Integration), and electives. In the spring semester *Integrate* 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.

DSGN 410

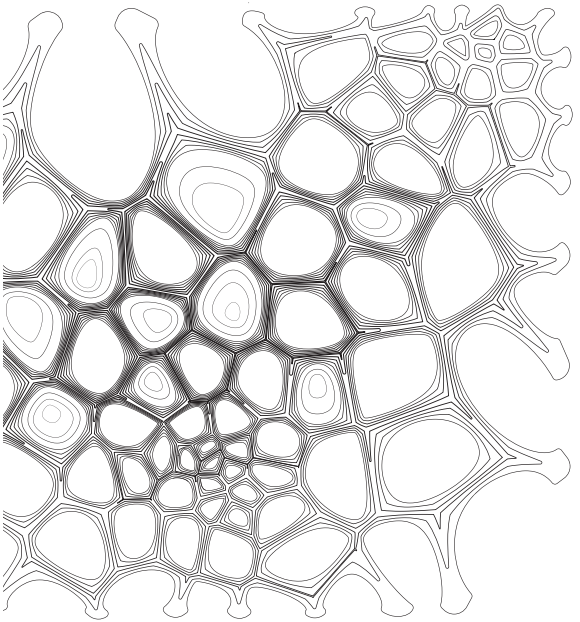
Interdisciplinary Design Studio: *Collaborate*

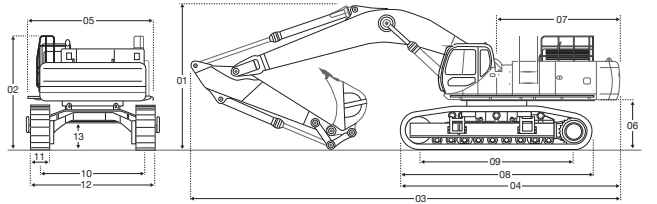
After four semesters of focused immersion in the discipline of architecture, *Collaborate* brings together students from different disciplines (from within and outside of the College of Architecture) to engage in design research and team-based approaches to complex problems. Various studios utilize multidisciplinary, 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:

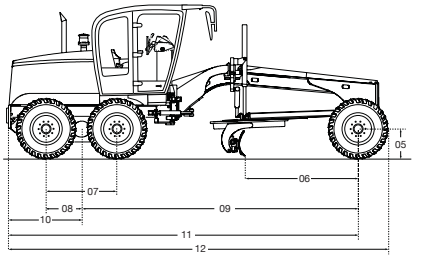
• Negotiated Collaboration: Complex problem within a multi-disciplinary team negotiate/integrate disciplinary issues throughout the process of designing. A negotiated design problem is synthesizing a completed project with different, discipline-specific parts or nested project types.

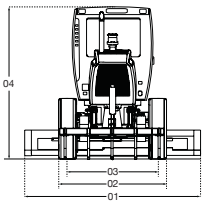
• Integrated Collaboration: Complex problem within an inter-disciplinary team integrating shared disciplinary issues throughout the process of designing. An integrated design problem is where different, discipline-specificities are not easily separated, such as a master plan analysis, a community master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

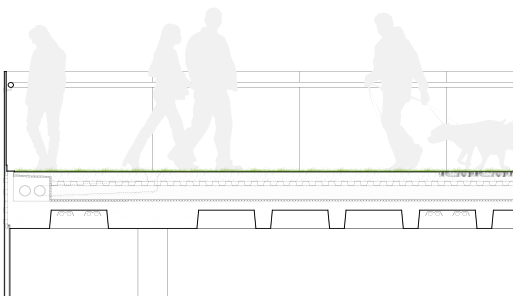


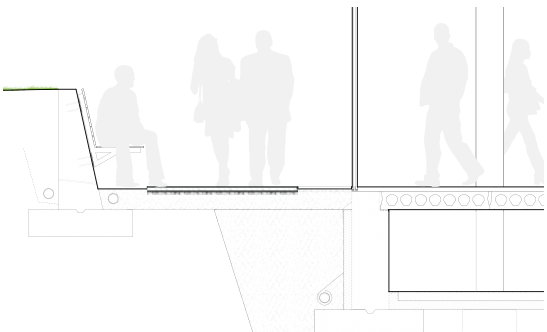


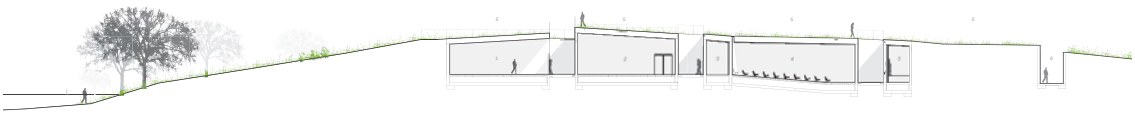




Michael Harpster *(pg. 56-59)*








01 PHOTOGRAPH

BSD-ARCH 489

Design Research

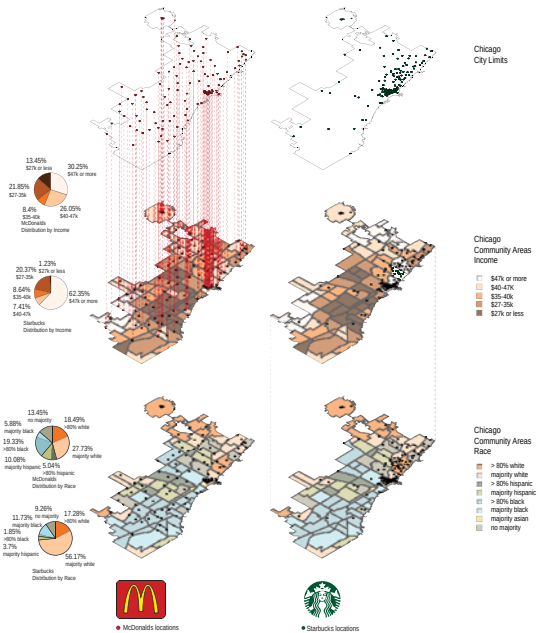
Research is an increasingly important aspect of contemporary architectural practice. Design research, or the exploration of ideas and development of knowledge through design, is an underlying feature of all upper-level architecture studios at UNL. This course provides a foundation for student success 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.

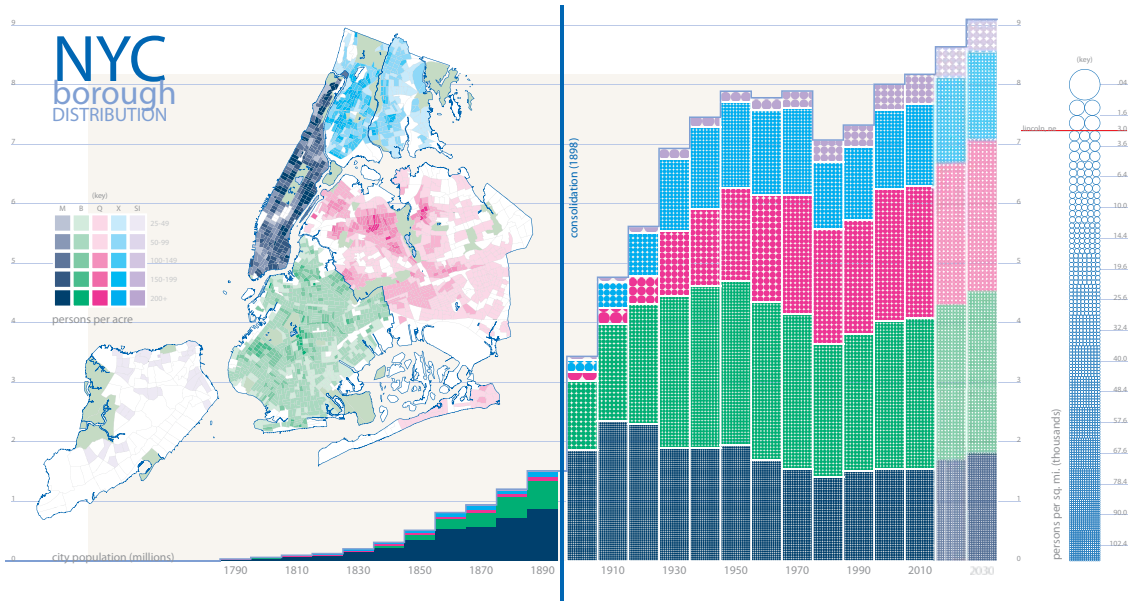

LUX ET
VERITAS

BSD-ARCH 461

Urbanism

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.



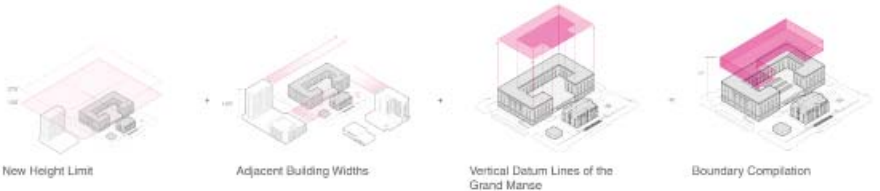

NYC
borough
DISTRIBUTION
(key)
M B Q X SI
25-49
50-99
100-149
150-199
200+
persons per acre
city population (millions)
1790
1810
1830
1850
1870
1890
consolidation (1898)
1910
1930
1950
1970
1990
2010
2030
(key)
persons per sq. mi. (thousands)

BSD-ARCH 411

Architectural Design Studio: *Integrate*

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*.

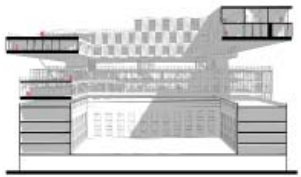
Liz Szatko and Kevin Bukowski



Framework

With strategic design decisions, the air rights proposal may unobtrusively nest above the existing building for a harmonic relationship with its surroundings.

This section highlights the spatial relationships between the existing, the proposed and the program separation. Abundant natural light and luxurious views are featured throughout the project.



Shown here is a section of the two large cantilevering elements and their relationship to one another and the large patio spaces below.

This section cuts directly through the spiral staircase that is a major point of circulation in the lower massing of the proposed structure.

This section is taken to show the relationship between all floors of the structure, both proposed and existing.

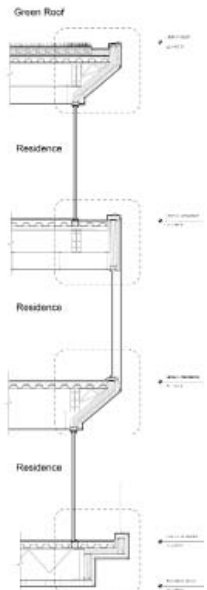
Building Sections

The perspective within the Building Sections provides depth into the drawing that reads the accessible indoor space.

Level 5 amenity gym interior

Residential Interior of corner unit

View from level 2 patio looking east

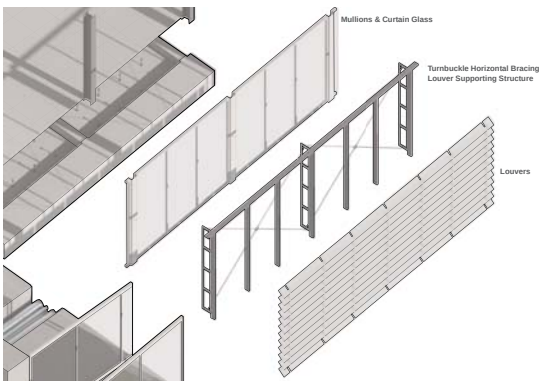


Wall Section B-B

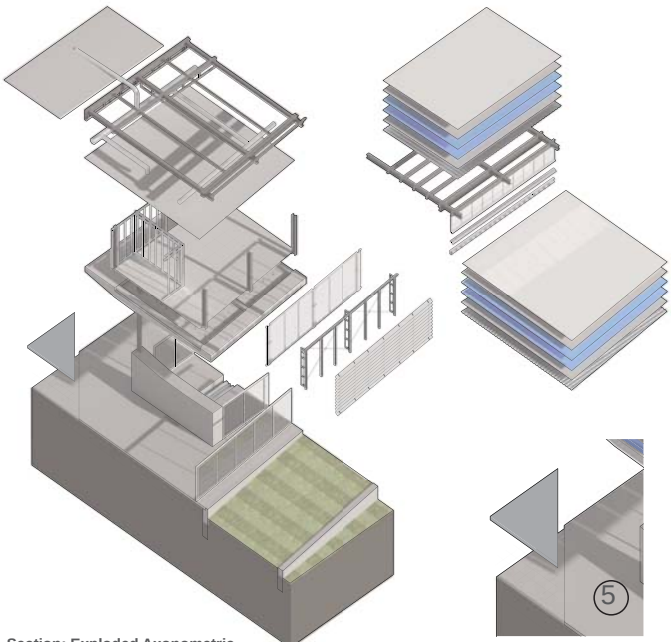
BSD-ARCH 430

Building Integration

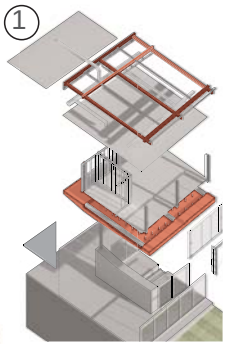
Focusing the integrated building design strategies, this course is taught concurrent with the ARCH 411 studio *Integrate*. Students learn to integrate design ideas, site conditions, building structure, environmental systems, codes, and construction systems into a single project designed in the paired 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.



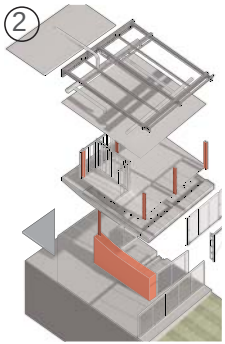
Joe Johnson



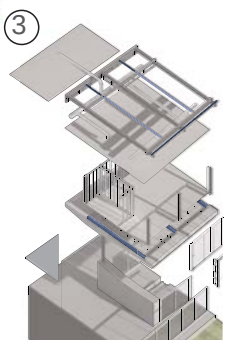
Section: Exploded Axonometric



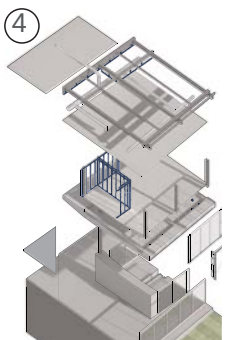
Primary Horizontal Structure



Primary Vertical Structure



Secondary Horizontal Structure



Secondary Vertical Structure

M.ARCH 2M

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.)

First Year, First Semester

ARCH 510 Design Research Studio (5 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Technique Elective (1 cr)
ELECTIVE Open Elective (3 cr)
ELECTIVE College Elective (3 cr)
TOTAL: 15 CR

First Year, Second Semester

ARCH 511 Design Research Studio (5 cr)
ELECTIVE History/Theory Elective (3 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Open Elective (3 cr)
Technique Elective (1 cr)
TOTAL: 15 CR

Second Year, First Semester

(Thesis Option)
ARCH 680 Professional Practice (3 cr)
ARCH 613 Design Thesis (6 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Professional Elective (2 cr)
TOTAL: 14 CR

(Studio Option)
ARCH 680 Professional Practice (3 cr)
ARCH 610 Design Research Studio (5 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Professional Elective (3 cr)
TOTAL: 14 CR

Second Year, Second Semester

(Thesis Option)
ARCH 614 Design Thesis (6 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Professional Elective (2 cr)
ELECTIVE Outside Elective (3 cr)
TOTAL: 14 CR

(Studio Option)
ARCH 611 Design Research Studio (5 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Professional Elective (3 cr)
ELECTIVE Outside Elective (3 cr)
TOTAL: 14 CR

B.

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, d.ONE, 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 internship 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

BSD-IDES

Bachelor of Science in Design-Interior Design - 120 credits

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 intersection 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.

Second Year, First Semester Total: 15 CR
Interior Design Studio I (5 cr)
Modern History (3 cr)
Systems 1: Interior Design Materials (3 cr)
Systems 2: Structural Fundamentals (3 cr)
Representation Methods (1 cr)

Second Year, Second Semester Total: 14 CR
Interior Design Studio II (5 cr)
Professional History Elective (3 cr)
Systems 3: Lighting and Acoustics (3 cr)
Systems 4: Program, Codes and Standards (3 cr)

Third Year, First Semester Total: 15 CR
Interior Design Studio III (5 cr)
History of Interiors & Designed Objects (3 cr)
Systems 5: Material Application (3 cr)
Construction Documents (3 cr)
Open Elective (1 cr)

Third Year, Second Semester Total: 15 CR
Interior Design Studio IV (5 cr)
Professional Practice Interiors (3 cr)
Systems 6: Environmental Behavior Elective (3 cr)
Natural Science Elective w/Lab (4 cr)

Fourth Year, First Semester Total: 17 CR
Design Studio V: Collaborate (5 cr)
Design Research (3 cr)
Professional Elective (0-3 cr)
Internship (3-6 cr)
Open Elective (3 cr)

Fourth Year, Second Semester Total: 14 CR
Interior Design Studio VI: Comprehensive Studio (5 cr)
Professional Elective (3 cr)
ACE 6/8/9 (3 cr)
ACE 6/8/9 (3 cr)

BSD-IDES SECOND YEAR

Program of Interior Design

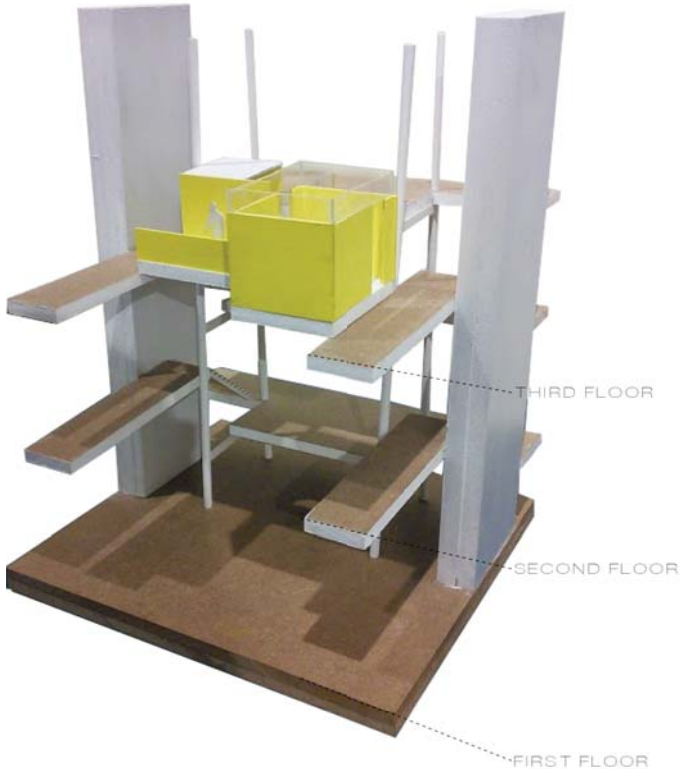
After completing d.ONE, students begin their in-depth study of the methods, skills, and knowledge needed to confidently and effectively design interior spaces. The studio sequence focuses on establishing a foundational understanding of compositional strategies and the manipulation of design elements 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).

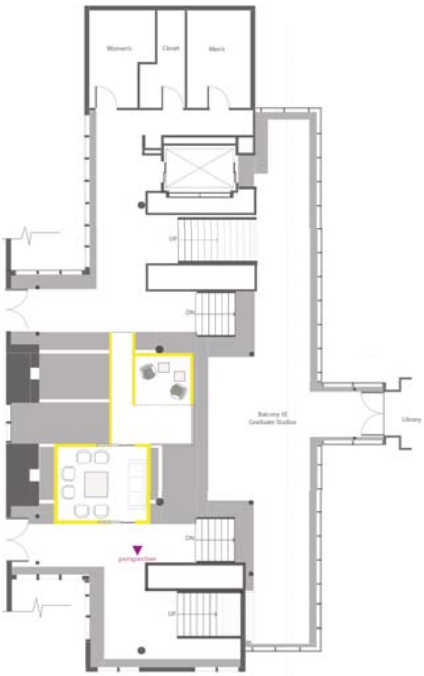
BSD-IDES 210

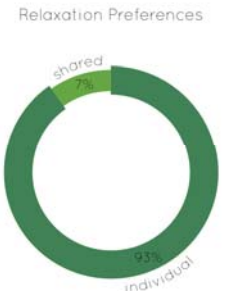
Interior Design Studio I

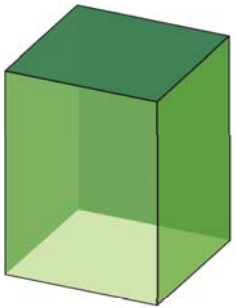
In Interior Design Studio I, students learn to navigate the complexities of design and space-making by first isolating and abstracting various components that define space, analyzing and applying design principles and spatial organizers, and finally identifying external factors that influence the design 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.



Virginia Gormley


Women's
Closet
Men's
UP
DN
Balcony fit
Graduate Studios
Library
DN
perspective
UP
Open to Below
THIRD FLOOR





User

A survey of 1st and 2nd year students demonstrates that they widely prefer to relax in a separate environment from their peers.

\+

Green Space

Extensive research has been conducted on the positive effects of spending time in a green environment. These benefits include reduced stress levels and better cognitive performance.

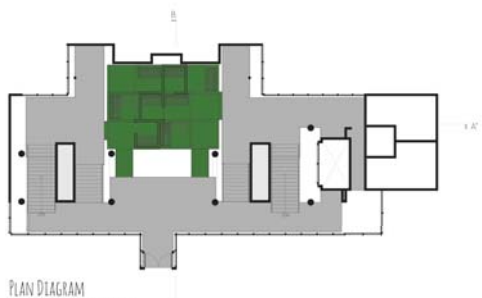
=

Solution

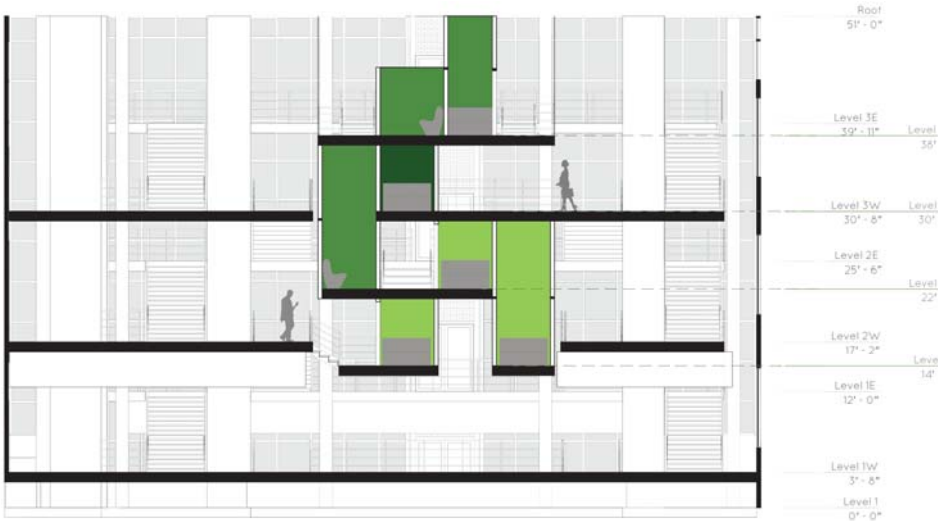
To combine the preferences and research to create individual green spaces which will provide students with a way to escape their daily work and relax in a restoring environment.

Enclosure Forms

Type 1: Green frosted glass
Type 2: Medium transparency forest
Type 3: Solid wall of lively greenery
Type 4: Medium transparency sky



Plan Diagram

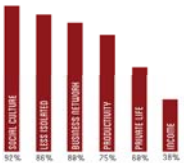

Roof
51' - 0"
Level 3E
39' - 11"
Level
38'
Level 3W
30' - 8"
Level
30'
Level 2E
25' - 6"
Level
22'
Level 2W
17' - 2"
Leve
14'
Level 1E
12' - 0"
Level 1W
3' - 8"
Level 1
0' - 0"

BSD-IDES 211

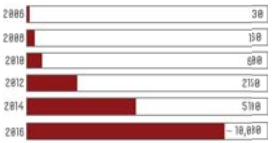
Interior Design Studio II

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.

Chloe Neuvirth



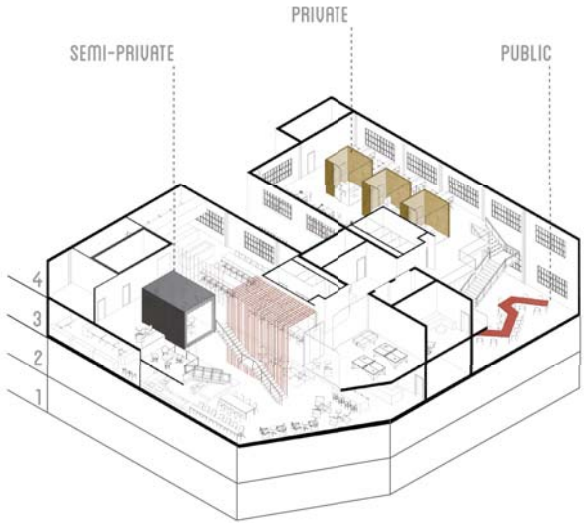
POSITIVE RESULTS OF COWORKING



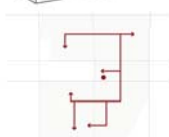
COWORKING SPACES IN THE WORLD

COWORKING IN U.S. + WORLD

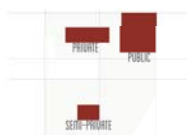
SPACES WHERE PEOPLE WORK



ORGANIZATION + STRATEGY:



CIRCULATION:



LANDMARKS:


SECTION A
PRIVATE OFFICES
UP
LIBRARY
UP
E
GROUP SPACE
UP
RECEPTION
MAKER'S SPACE
COFFEE SHOP
SECTION
UP
B
UP
LOUNGE
UP
GROUP SPACE
A
PRINT SHOP


DN
DN
OPEN TO BELOW
TYPICAL WORKSPACE
D
DN
MEDITATION
GAME ROOM
CAFÉ
C
DN
DN
OPEN TO BELOW
STORAGE
DN


FOCUS ZONE
ACTIVE ZONE


FREEDOM
IS
A
STATE OF
MIND

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).

BSD-IDES 350

Interior Design Studio III

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 down 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.

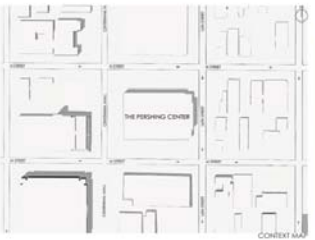
Erin Miller


HYDROPONICS
DEVELOPED

THE GRANGE
AN URBAN FOOD EXPOSITION

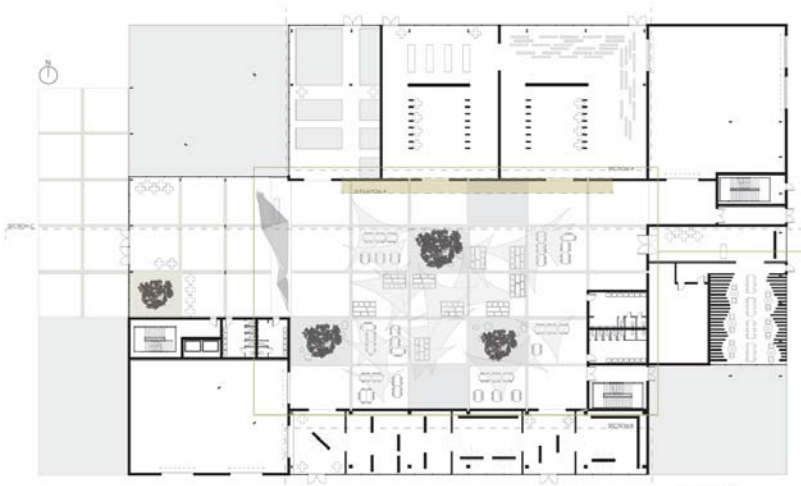
PLANS & PROGRAMS

Consumers of Lincoln, Nebraska lack exposure to origin and production of food, resulting in an acceptance of ambiguous and foreign products regularly consumed in daily life. These conditions create a gap between the production and consumption of food, resulting in a cultural dilemma: depreciation of the cultural value of food. To bridge the gap and establish a food culture, the Pershing Center will be remodeled into an urban food exhibition center. The Grange will shift Lincolnites perspective of food by programming the space to simulate an art museum. It will be curated with local farmers' crops and different methods and technologies of growing. Users will be submerged into an interactive programmatic experience that breeds a synergistic relationship between production and consumption of food. The exhibitions-or crops-will display food as an art, reestablishing a culture and appreciation for food. The Grange will be a public forum for food.

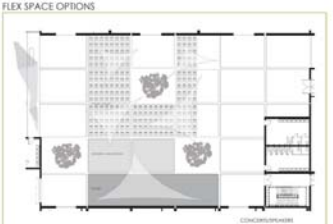


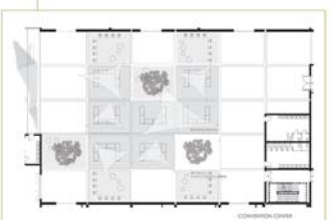
CONTEXT MAP

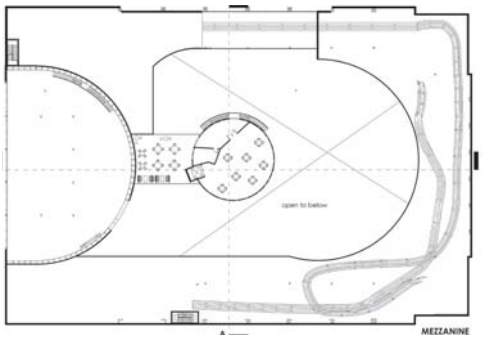

PROGRAM DIAGRAM

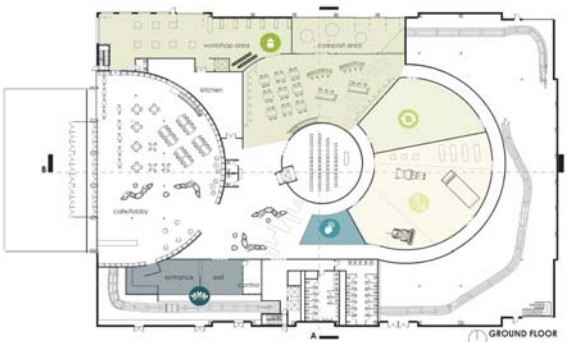

GROUND FLOOR

FLEX SPACE OPTIONS


CONCERT/SPEAKERS


CONVENTION CENTER





PROGRAM

Throughout the center there are 5 main programs users experience which each provide a unique learning opportunity to achieve the overall goal of providing awareness to decrease waste.

INTENTION to decrease the amount of food related waste in Lincoln, Ne by increasing food appreciation and awareness through an interactive environment where users constantly learn, experience the food cycle and discover how to use food to its maximum ability.

USER citizens of Lincoln, Ne ranging from children, college students and older adults. The space is designed for a wide range of functions; a class field trip, a lunch break or a family outing for example.

EMOTIONS the user will be taken through a variety of experiences using different types of learning to increase their knowledge and appreciation for food and ergo waste less in the future.

experience - understand - make a change

food education experience.

1. Entrance/Exit
2. Food Process In History of Nebraska
3. Food Process with focus on food waste
4. Observation of space
5. Inspiration for Change

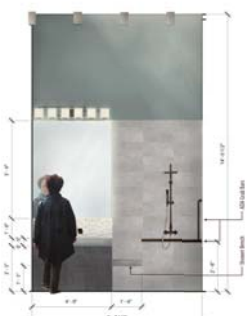
BSD-IDES 351

Interior Design Studio IV

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 puts 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.

Elizabeth Rhone

Plan



[INTER]SPACE

KELSEY CHRISTENSEN
IDES 351 AGING IN PLACE PHASE 2

INTENTION: TO CREATE A PUBLIC SPACE FOR 65+ AND 10 TO 15 YEAR OLD STUDENTS TO INTERACT WHILE ENGAGING WITH TECHNOLOGY. THIS WILL ALLOW THESE TWO GENERATIONS TO "BRIDGE THE GAP" BY CREATING FRIENDSHIPS. THIS WILL ALLEVIATE THE ISSUE OF AGEISM AND PROMOTE INTERGENERATIONAL INTERACTIONS.

Ageism: prejudice or discrimination on the basis of a person's age leading to stereotypes and lack of interaction among generations

INTERGENERATIONAL

What is it?

Environment for all ages

to interact

share talents

Support each other

20%

memory

falls, more resilient

Why needed?

Teens need:

ROLE MODELS
SOMEONE TO ADMIRE
INTERACTIONS THAT KEEP THEM "GROUNDED"
SENSE OF SECURITY

Elderly need:

SENSE OF WORTH
ABILITY TO FEEL CONNECTED
ABILITY TO SHARE MEMORIES AND TEACH OTHERS

AGING & TECHNOLOGY

EXISITING:

59% OF SENIORS GO ONLINE

BUT ONLY...

47% HAVE INTERNET AT HOME

NEED:

77% OF SENIORS NEED HELP WITH TECHNOLOGY

56% WITH SOCIAL MEDIA


PERSPECTIVE 7


PERSPECTIVE 8

BSD-IDES FOURTH YEAR

Program of Interior Design

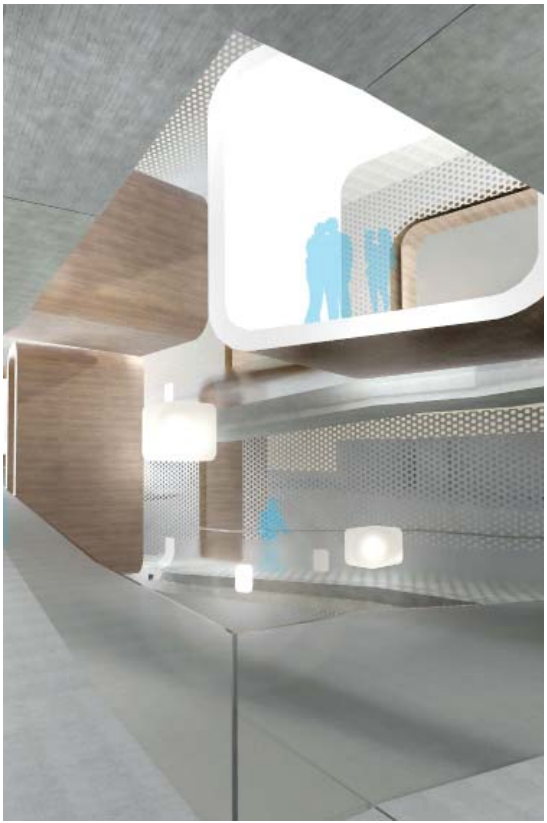
In the fourth and final year of study, students have the opportunity to again work collaboratively with students in architecture, landscape architecture, and planning on the design of a comprehensive project(s). These projects may focus on a particular subject or may serve a community. The completion of selected professional electives and/ or a minor also occurs during the fourth year.

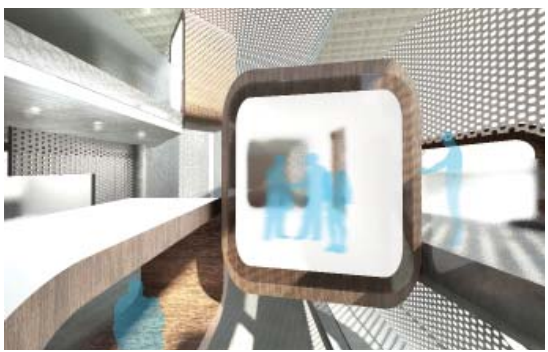
DSGN 410

Interior Design Studio V - *Collaborate*

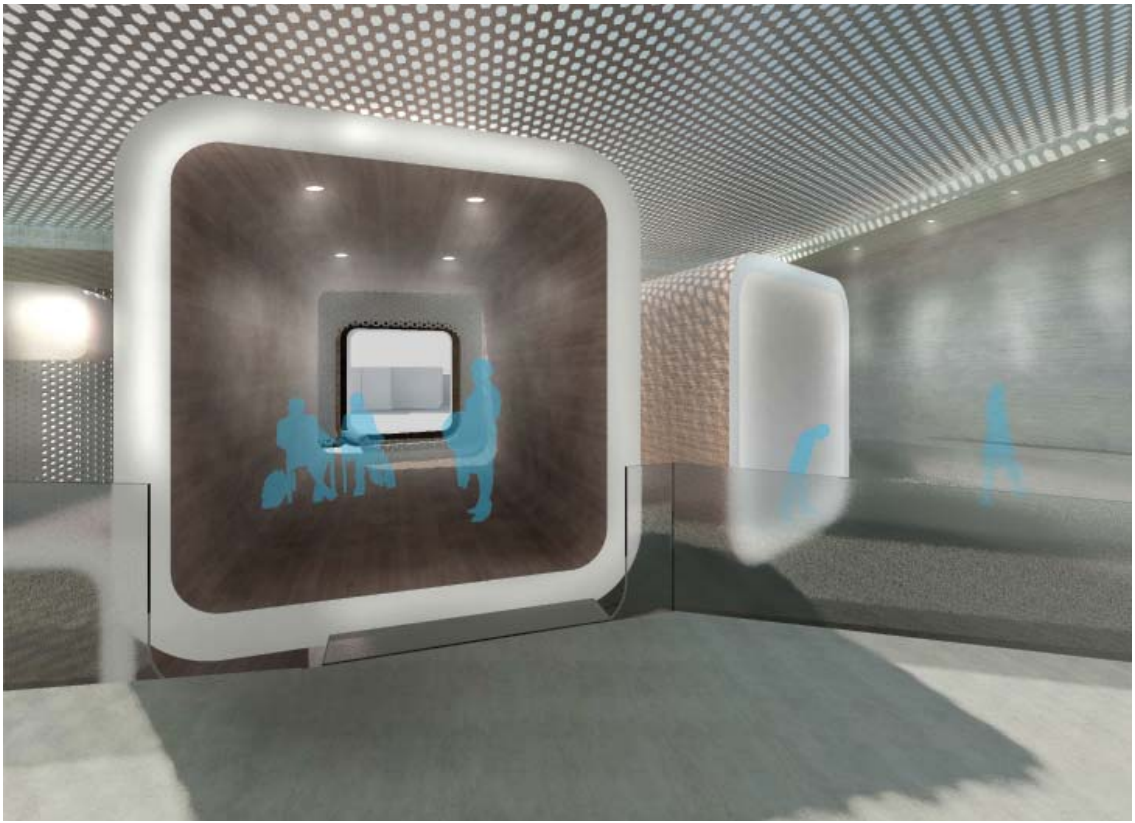
The Collaborate Studio is a design studio that emphasizes; [1] collaboration amongst the programs in the College, [2] integration of design research, and [3] partnerships with communities, professional industry, and/or non-profit organizations. The studios address complex issues related to the built environment and build upon interdisciplinary mindsets first established in the common first year curriculum.

Melissa Hywood [ID], Rex Sandquist [ARCH], Cale 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.



BSD-IDES 451

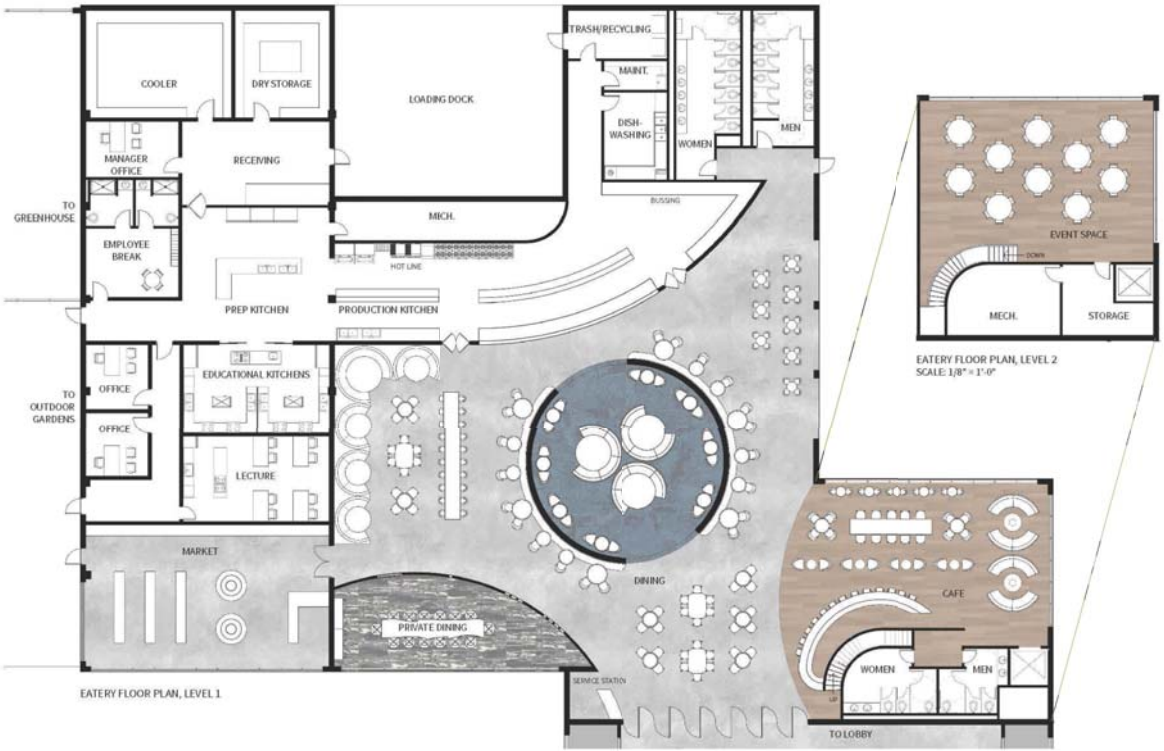
Interior Design Studio VI - *Capstone*

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.

Taylor Heimer


RATING ORGANIC EATS AND LOCAL ARTS.


GREENHOUSE GARDENS
OUTDOOR GARDENS
LEASE
OVERALL FLOOR PLAN, LEVEL 2
OVERALL FLOOR PLAN, LEVEL 1


COOLER
DRY STORAGE
LOADING DOCK
TRASH/RECYCLING
MAINT.
DISH-WASHING
WOMEN
MEN
BUSSING
MANAGER OFFICE
RECEIVING
TO GREENHOUSE
EMPLOYEE BREAK
MECH.
HOT LINE
PREP KITCHEN
PRODUCTION KITCHEN
OFFICE
OFFICE
EDUCATIONAL KITCHENS
LECTURE
TO OUTDOOR GARDENS
MARKET
DINING
PRIVATE DINING
SERVICE STATION
EATERY FLOOR PLAN, LEVEL 1
EVENT SPACE
DOWN
MECH.
STORAGE
EATERY FLOOR PLAN, LEVEL 2
SCALE: 1/8" = 1'-0"
CAFE
WOMEN
MEN
UP
TO LOBBY


PRIVATE DINING


CAFE


COALESSE
COALESSE
HERMAN MILLER
COALESSE
COALESSE
HIGH TOWER
HERMAN MILLER
COALESSE
COALESSE


MAIN DINING

B.

BLA–LANDSCAPE ARCHITECTURE

Bachelor of Landscape Architecture

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 thousand 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

BLA

Bachelor of Landscape Architecture - 120 credits

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)
Plant Sciences (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 (5 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)

BLA SECOND YEAR

Program of Landscape Architecture

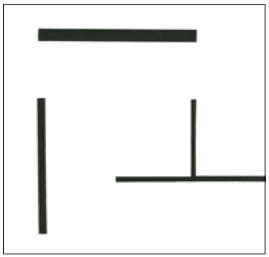
Following the common first year design core, the landscape architecture studio sequence begins in the second year with an introduction to landscape architectural methods, process, and site design. Studio projects establish foundational two- and three-dimensional design principles and strategies, an understanding 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/land 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).

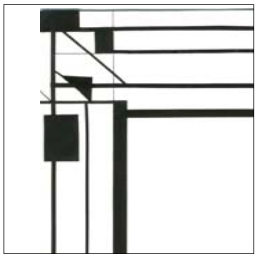
BLA 210

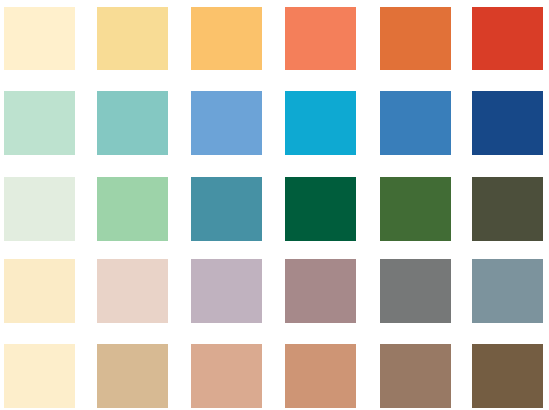
Studio I, Landscape Architecture Design Foundations

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 deign studio explores foundational design principles central to landscape architecture. Three interrelated aspects of design are pursued: [1] the elements of composition and their formal and spatial manipulation, [2] meanings conveyed by formal choices and transformations, and [3] response to cultural and environmental forces in the landscape.

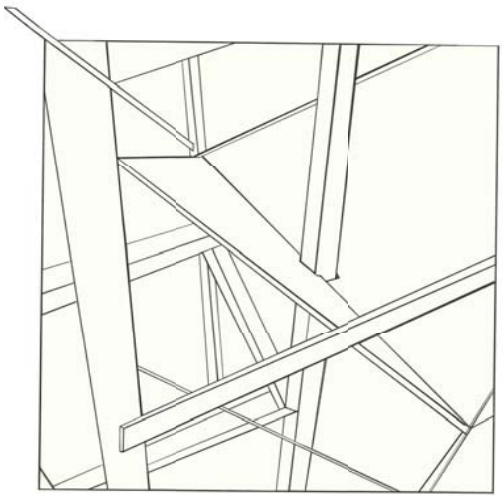
Eric Rice and Lyle Janicek



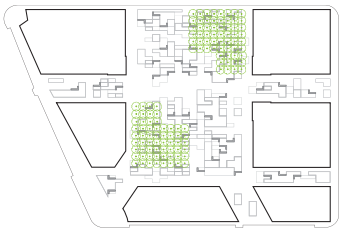




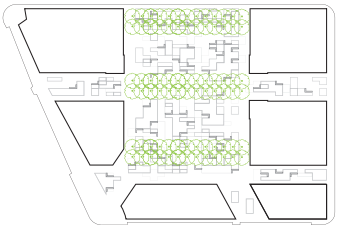
Chandler Nohr



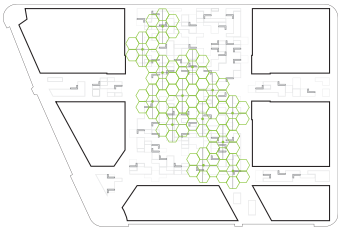
Canopy and Circulation Study Diagrams



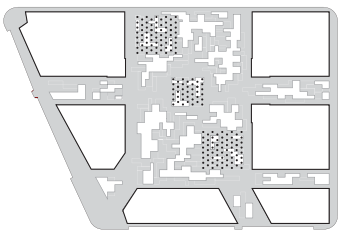
CANOPY 1: Anchoring the site with canopy on the corner edges.
The Orchard: Dan Kiley



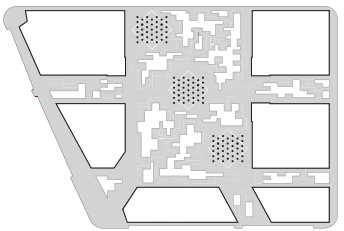
CANOPY 2: Separating the site in two spaces with allee's.
The Allee' : Dan Kiley



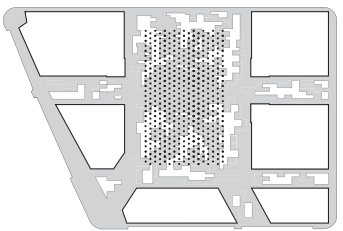
CANOPY 3: Using wooden canopies enhance volumetric space.
Orquideorama: Plan B Aquitectos



CIRCULATION 1: Canopy disrupts circulation and creates shaded micro-climates



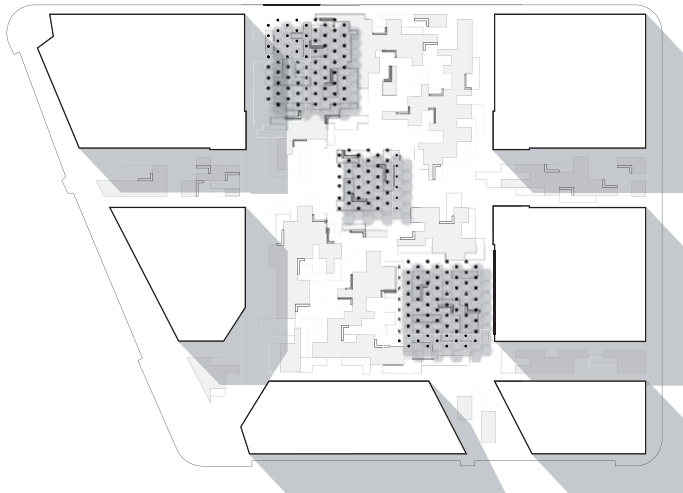
CIRCULATION 2: Canopy creates a physical barrier forcing circulation to maneuver around it.



CIRCULATION 3: Trunks of the canopy creates a sense of columns that circulation must weave through.

PROPOSED DESIGN:

FIGURE GROUND: of existing conditions of Plaza del Desierto



PROPOSED PLAN

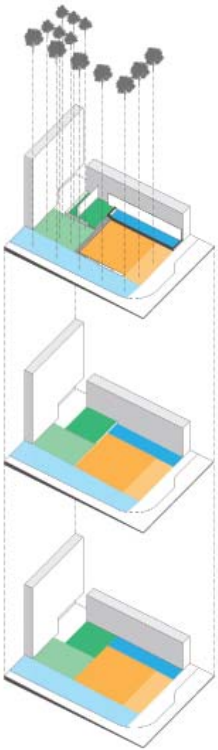
SECTION A

BLA 211

Studio II, Site Design

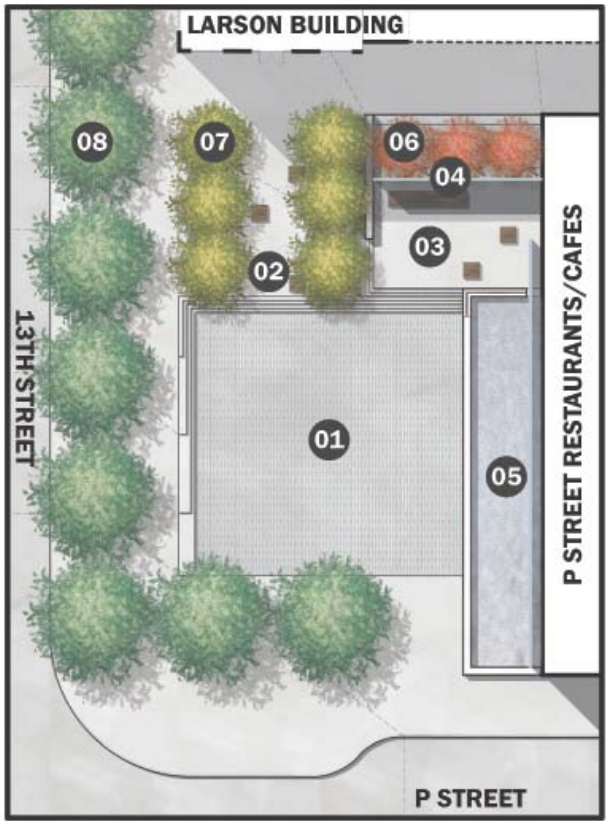
This second year studio is structured in a series of three interdependent assignments varying in scope and complexity. One exercise is located on the campus of Doane College, in Crete, Nebraska. The second project is a new public space located in Lincoln's downtown. Students analyze and design specific 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.

Colette Gruber



- FLEXIBLE PLAZA SPACE
- ENTRY THRESHHOLD
- WATER FEATURE
- PROMENADE
- INTIMATE SEATING
- PUBLIC SEATING

01 PLAZA SPACE
02 OUTDOOR RESTAURANT SEATING
03 INTIMATE SEATING
04 FROSTED GLASS WALL
05 FROSTED GLASS WATER FEATURE
06 JAPANESE MAPLE
07 THORNLESS HONEYLOCUST
08 KENTUCKY COFFEE TREE




LARSON BUILDING
OUTDOOR RESTAURANT SEATING
INTIMATE SEATING
PROMENADE
PLAZA SPACE

BLA 230

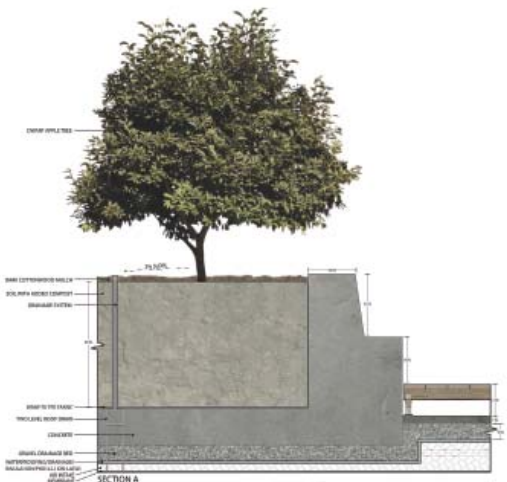
Site Systems I, Materiality

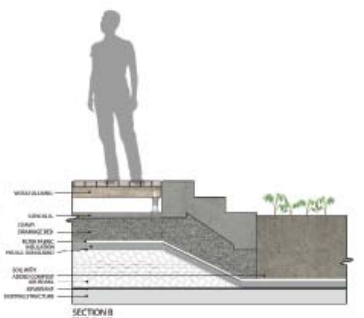
This course is an introduction to the range of materials used in the built environment by landscape architects: metals, concrete, masonry, glass, plastics, and wood. The class structure embraces both a process oriented and systems approach to construction materials. Rather than focus on material class 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.

Matthew Macchietto

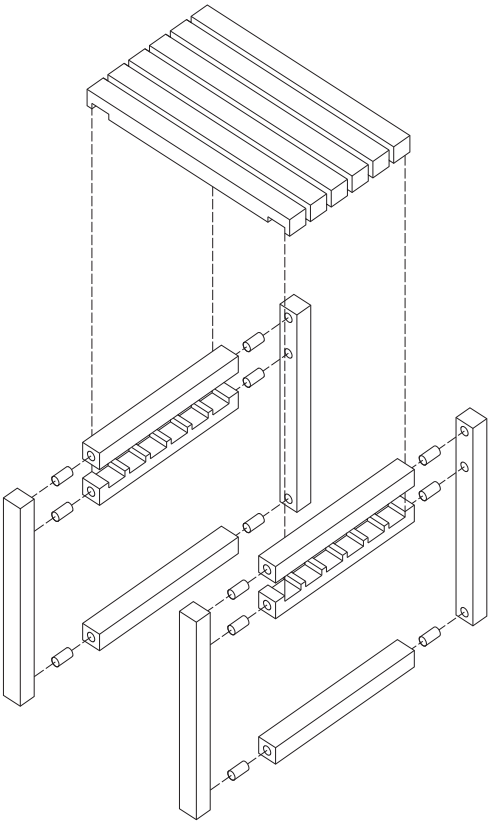

SECTION C


SECTION D


SECTION A


SECTION B


BOARDWALK
PRIVATE SEATING
ORCHARD
AGRICULTURE
STORAGE
KITCHEN
TV
LAWN
DINING/ENTRY
EXTERIOR DECK
PLATFORM
JUICE BAR




DEWALT

BLA 231

Site Systems II, SIte Engineering

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.


adidas

BLA THIRD YEAR

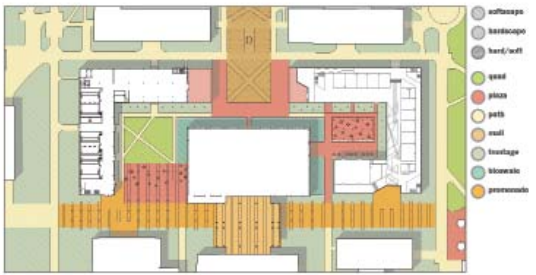
Program of Landscape Architecture

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.

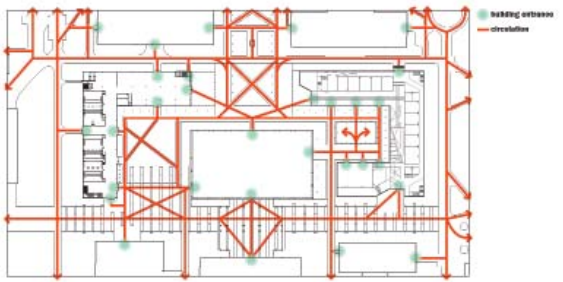
BLA 310

Studio III, Advanced Site Design

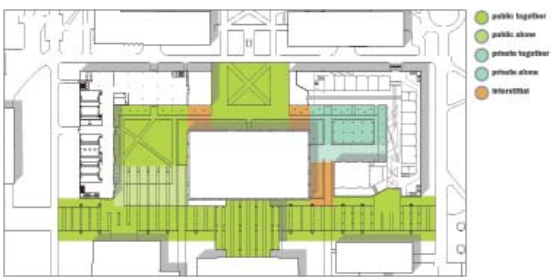
The aim of this studio is for students to gain an understanding of the relationships between landscape to architecture at multiple site scales; consider the effects of construction and ground manipulation on the perception and experience of space; and explore the possibilities of layering and transparency, 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.



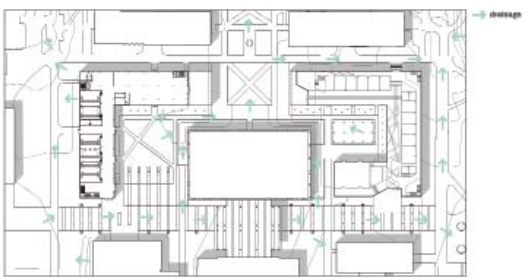
TYPOLOGY SCALE: 1"=100'



CIRCULATION SCALE: 1"=100'



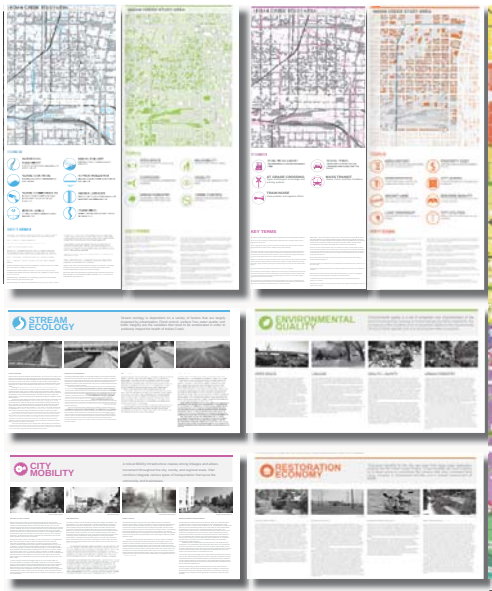
PROGRAM SCALE: 1"=100'



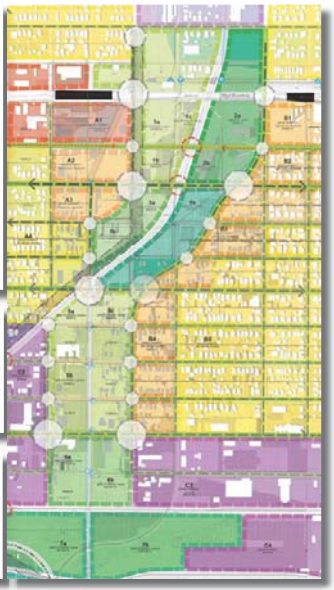
DRAINAGE SCALE: 1"=100'


BURNETT
ANDREWS
BLDG. WEST
CATHER GARDEN
BLDG. EAST
12TH STREET CORRIDOR
14TH STREET CORRIDOR
GREEN ROOF
THE LAWN
THE STUDY
EVENT PLAZA
LOVE LIBRARY NORTH
THE AVENUE PLAZA
THE BREW
THE AVENUE
THE LINK
THE AVENUE
CBA
LOVE LIBRARY SOUTH
CANFIELD

Length of Existing Site Conditions



Principals and Goals



Framework Plan

Proposed Illustrative Site Plan

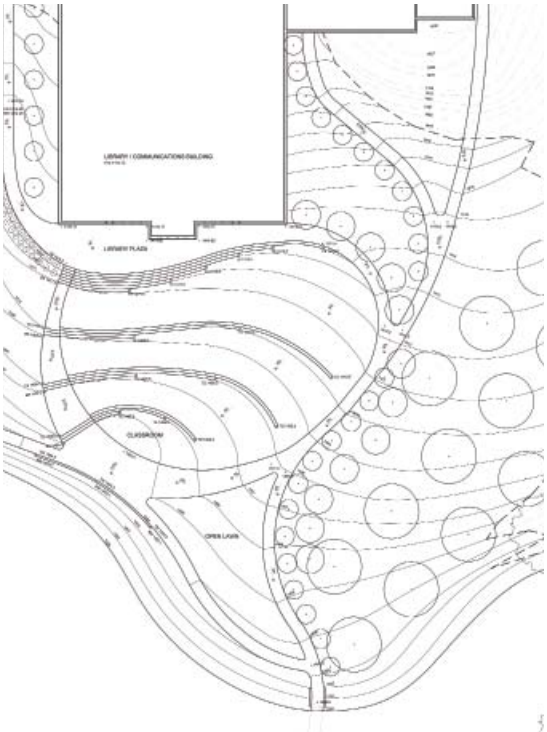
BLA 330

Site Systems III, Implementation

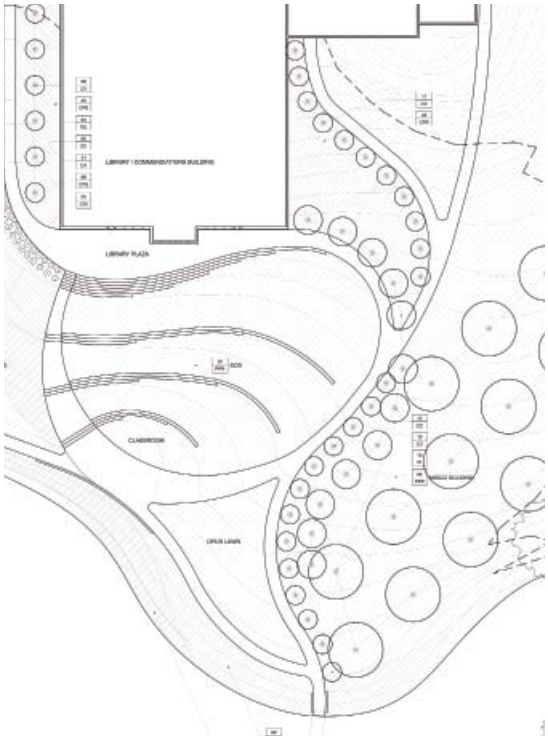
Within the practice of landscape architecture there is often the desire to achieve simple, buildable, and long-lasting solutions that also resonate with excitement and originality. Regardless of the grandness of an idea, to truly accomplish a design, one must have a practical plan to reach those ends. 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.


Doane Library
Plaza Outdoor Classroom
Exercise Loop
Teared Outdoor Classroom
Doane Lake
North/South Section
Perspective viewing West

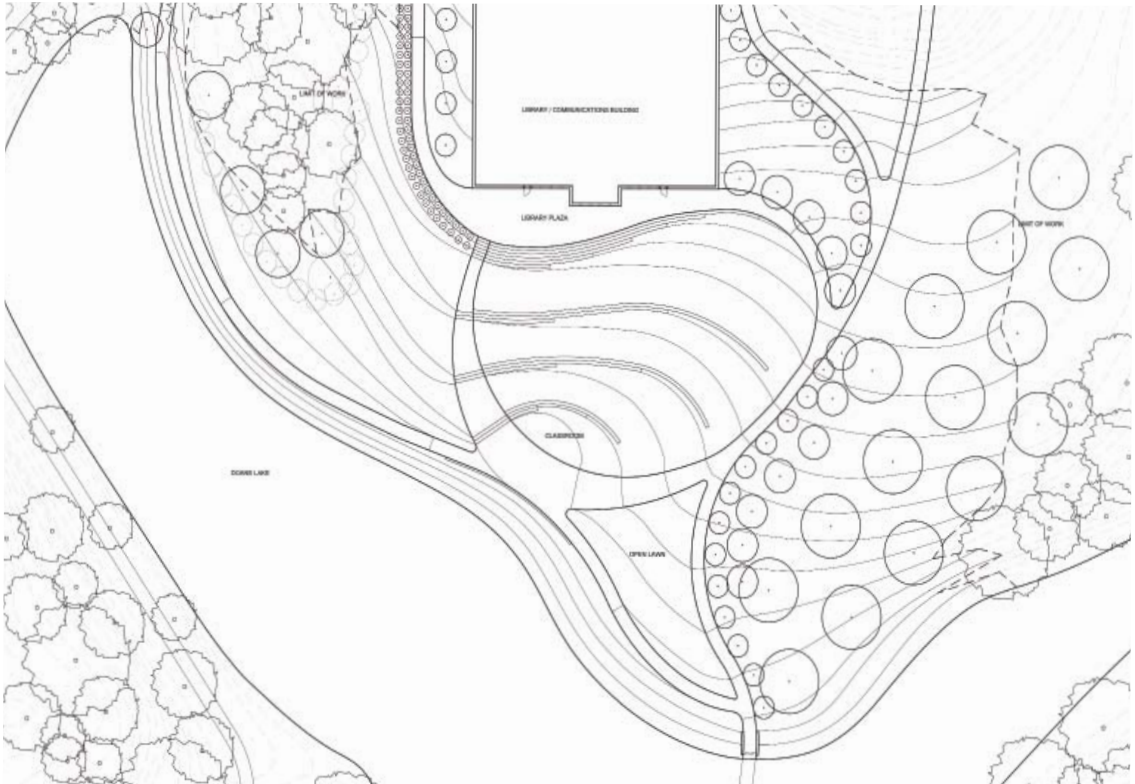
Grading Plan



Planting Plan



Composite Plan

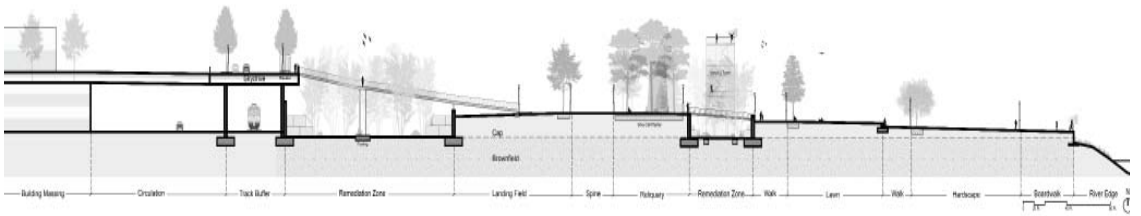


BLA 311

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.

Austin Vachal

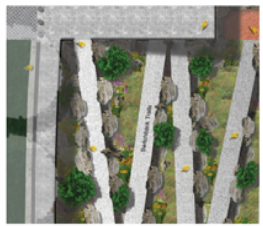


Nanette Heimes, Stuart Uram, Robert Minert

Skydrive View

Phytovolatization View

Skydrive Plan



Switchback Trails

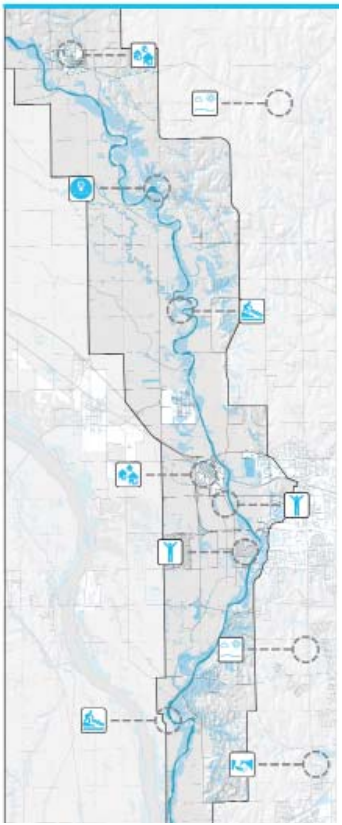
Remediation Strategies

1 *Phytostabilization:*

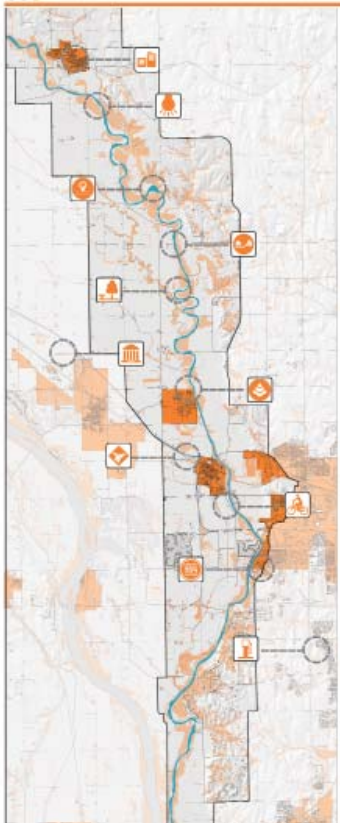
2 *Phytovolatization:*

3 *Phytostabilization:*

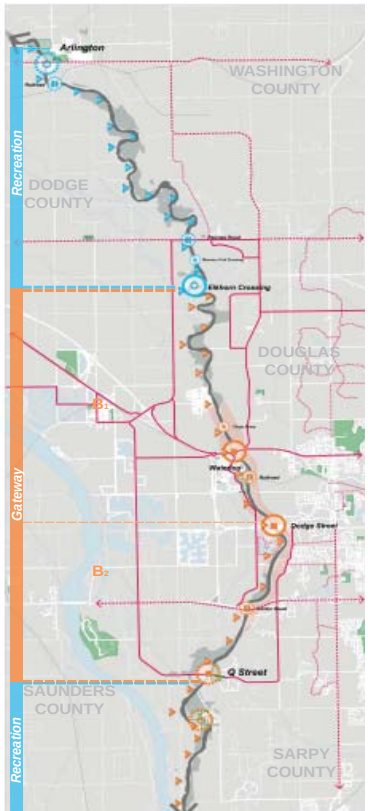
Culture



LAND USE



ECOLOGY: Introduction


Recreation
Gateway
Recreation
Arlington
WASHINGTON COUNTY
DODGE COUNTY
Elkhorn Crossing
DOUGLAS COUNTY
B1
Dodge Street
B2
Q Street
SAUNDERS COUNTY
SARPY COUNTY


Highway 36

Stuart Uram, Alison Fejfar, Chaoyang Gong


#28
ELKHORN
CROSSING

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 learn 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 traveled to the Amazon to work with the Anangu community to design their new village.

Amazon - 2012

BLA FOURTH YEAR

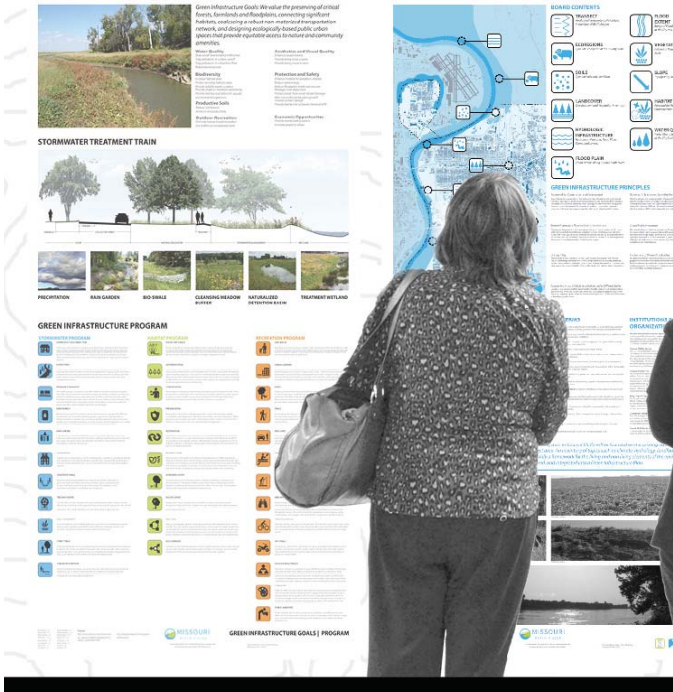
Program of Landscape Architecture

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.

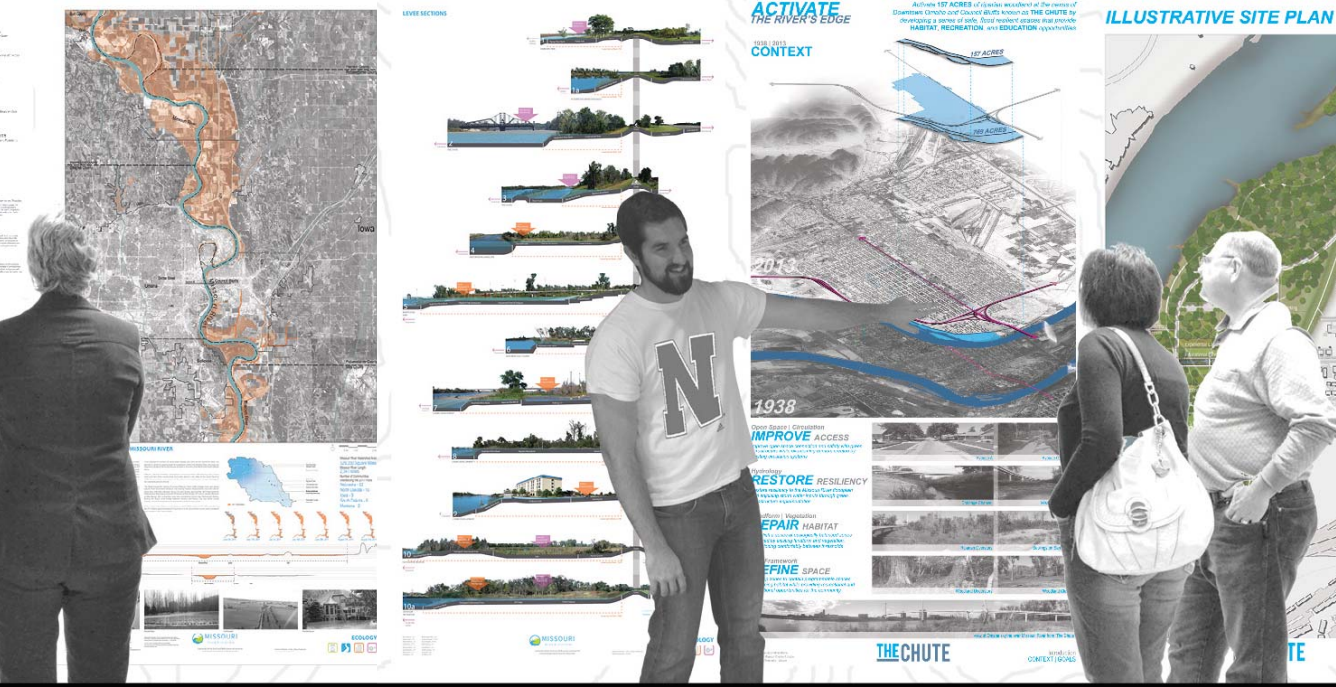
DSGN 410

Interdisciplinary Design Studio: *Collaborate*

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



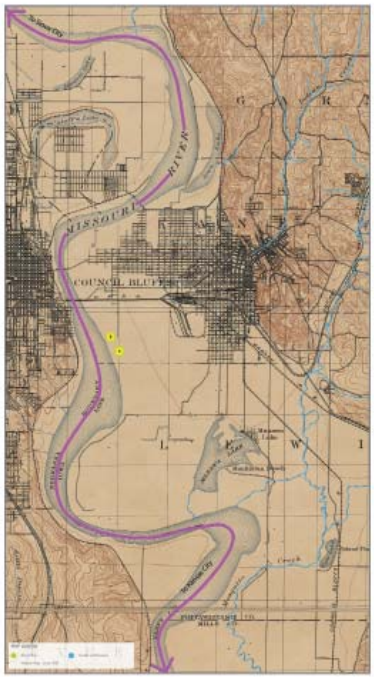
Principle Based Data Collection and Analysis

Culture | Ecology | Land Use | Mobility

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.

Council Bluffs Historic Settlement

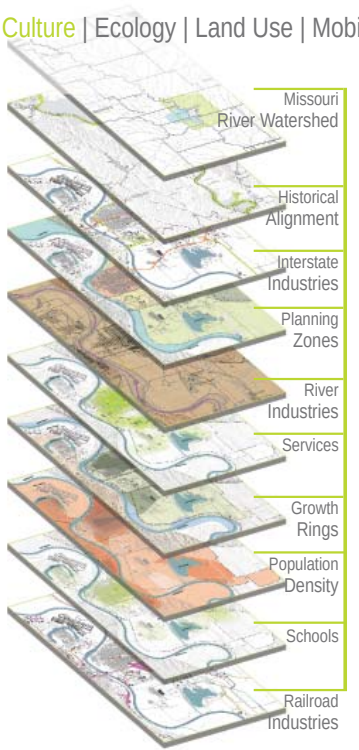
Community Engagement: Stakeholder Meeting



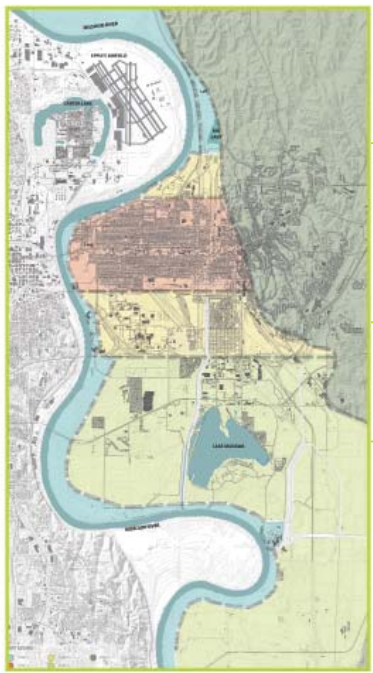
Historical Map of Council Bluffs 1899

Growth Rings of Development

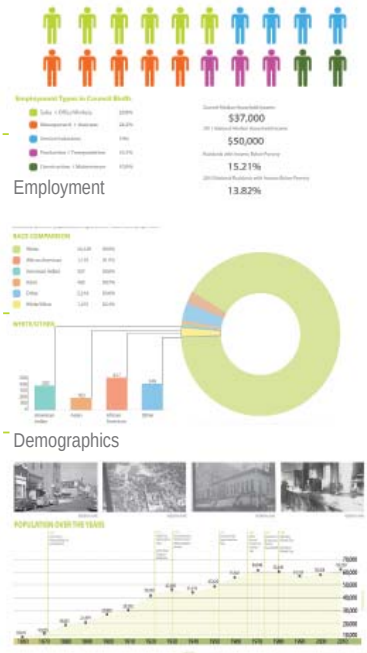
Culture | Ecology | Land Use | Mobility



Data Collection



Zones Characterized by Similarities of Development



Employment

Demographics

Population Growth

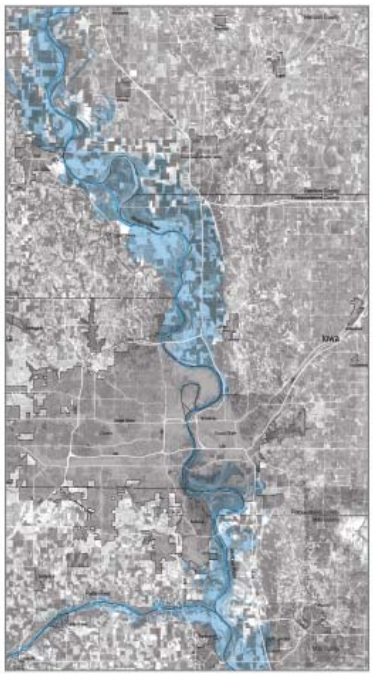
Principle Based Data Collection and Analysis

Culture | Ecology | Land Use | Mobility

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, landforms, land use, vegetation, and habitats will identify a framework for the living and non-living elements of the environment which should be protected, restored, and integrated into a Green Infrastructure Plan.

2011 Missouri River Flood

Community Engagement: Stakeholder Meeting



Inundation of the 2011 Flood

Elevation Analysis | Slope

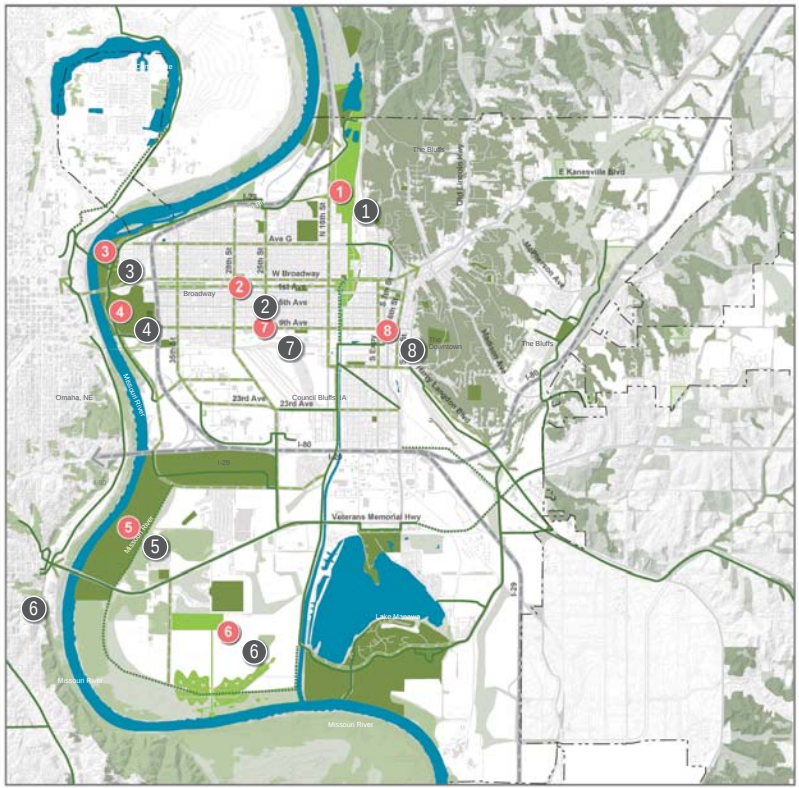
Framework Plan

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.

1. The Hinge*
2. The Spine
3. The Chute*
4. The Links
5. The Anchor
6. Reclaim the Floodplain*
7. 9th Ave
8. The Corridor*

*Projects showcased to illustrate a range in project scale: Master Plan, District Design, and Site Design.

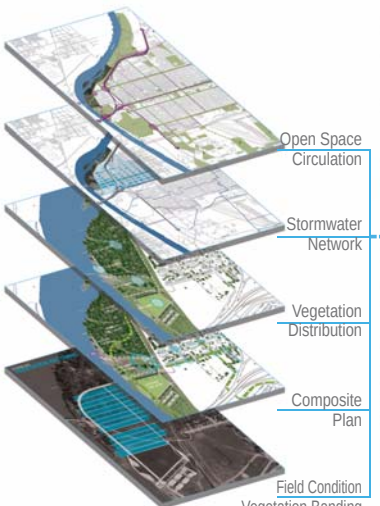


Green Infrastructure Framework Plan

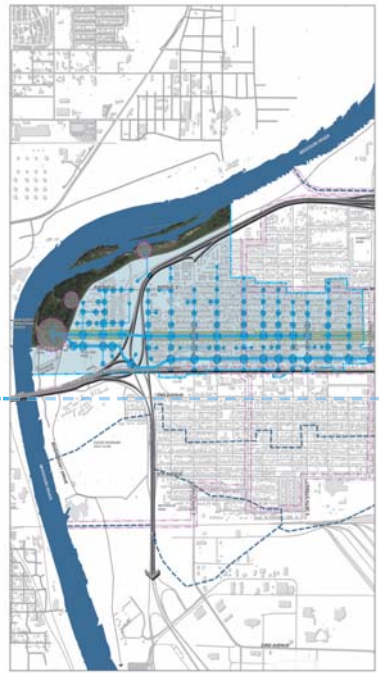
The Chute

"Activate the River's Edge"

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.



Inventory | Analysis



Community Stormwater Drainage | Avenue "C" Sub-watershed

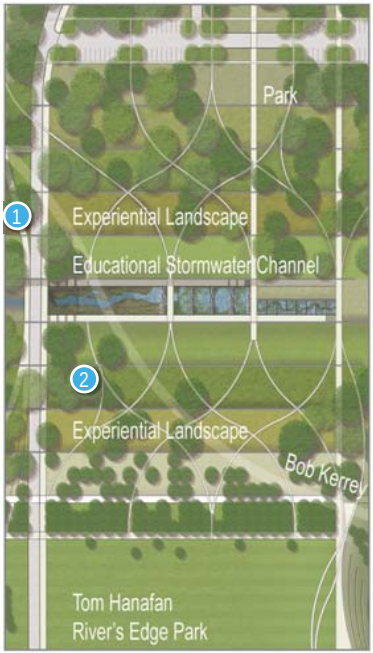
Framework Plan

Nate Krohn and Mark Kochheiser

Pedestrian Entrance to Council Bluffs

Vegetation Banding Experience

Site Plan

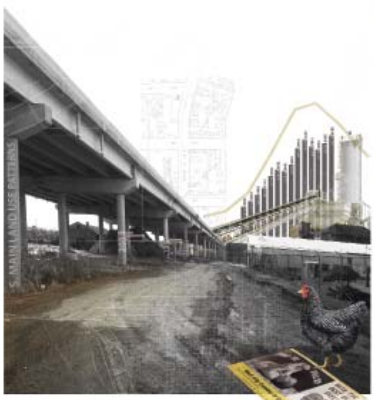


Detail Plan

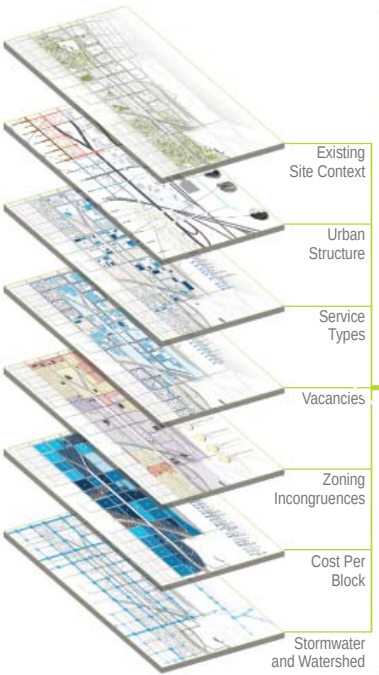
The Corridor

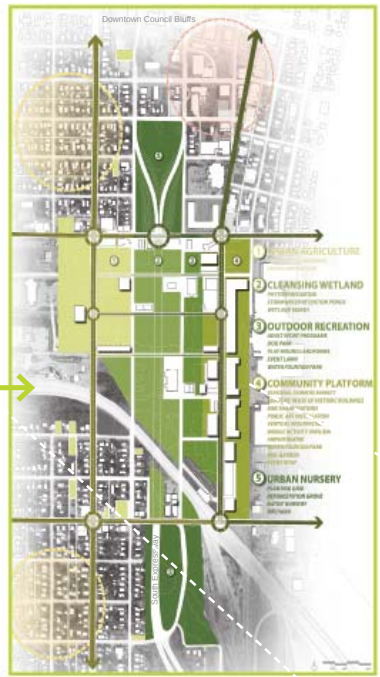
"Social and Ecological Health Reinvestment"

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 link 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.



Historical Land Use Patterns





Inventory | Analysis

Matthew Macchietto and Kendra Heimes

Remediating Wetland

Event Lawn

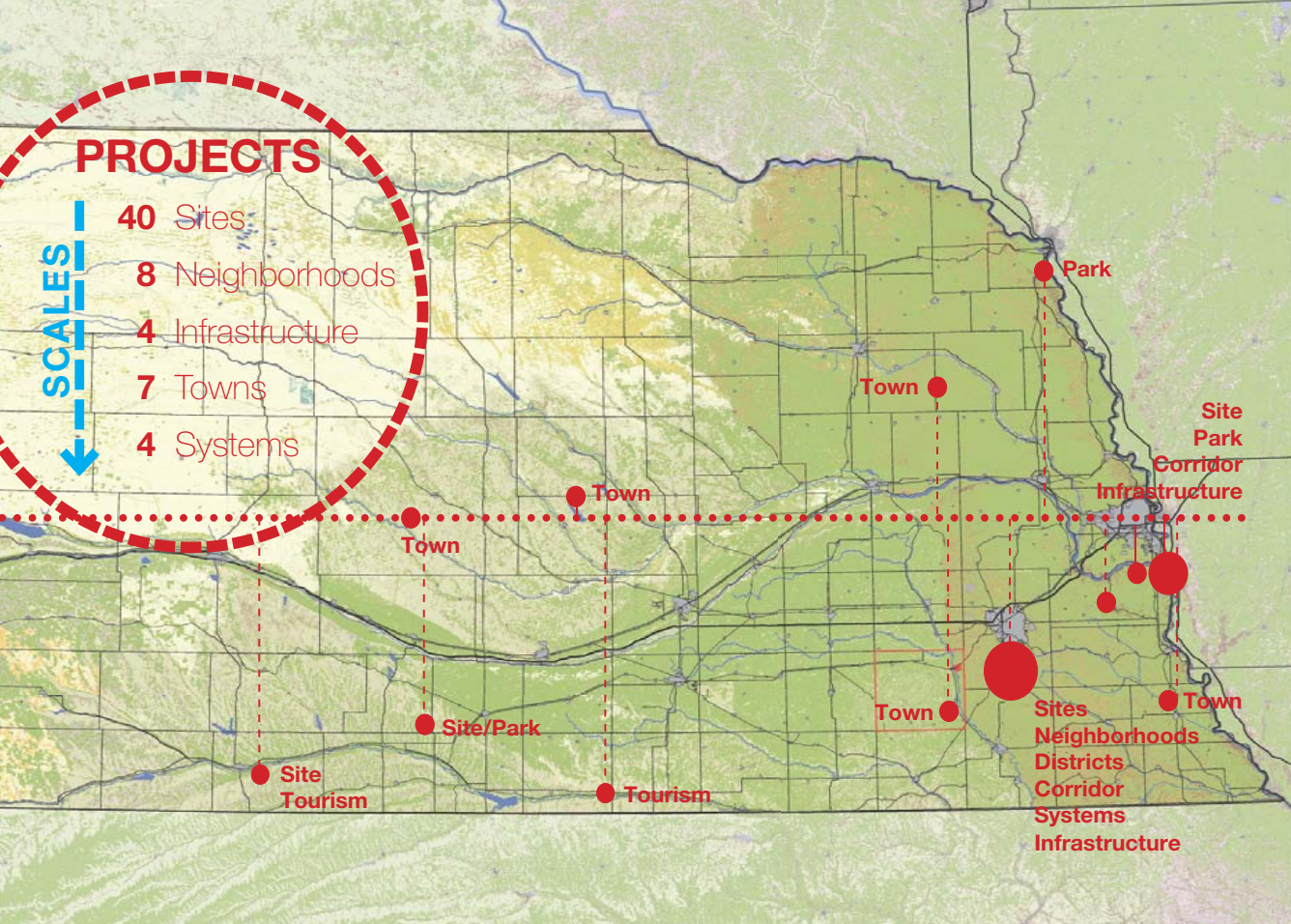
Site Plan

Detail Site Plan

BLA 411

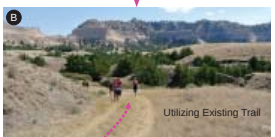
Community Planning and Design

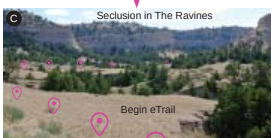
Community Planning and Design Studio is a vertical studio. Through service-learning, the students engage rural communities or public agencies in reciprocal partnerships to advance responsible design. Projects and partnerships are diverse and touch some of the most pressing social, civic, and ethical 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.

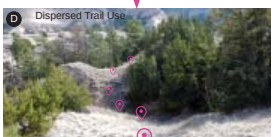

PROJECTS
40 Sites
8 Neighborhoods
4 Infrastructure
7 Towns
4 Systems
SCALES
Park
Town
Site
Park
Corridor
Infrastructure
Town
Town
Site/Park
Site
Tourism
Tourism
Town
Town
Sites
Neighborhoods
Districts
Corridor
Systems
Infrastructure

Trail Experience

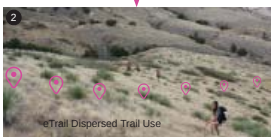
The Ravines + (eTrail)

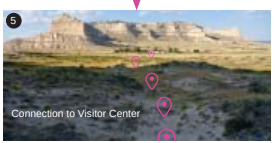






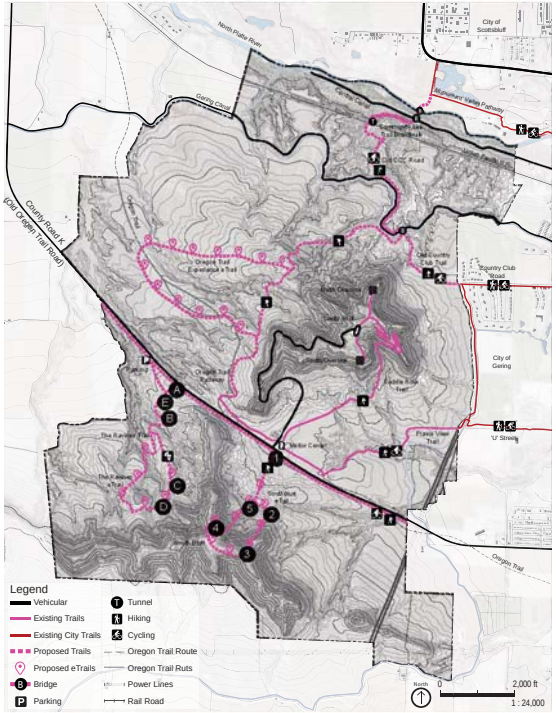
South Bluff (eTrail)



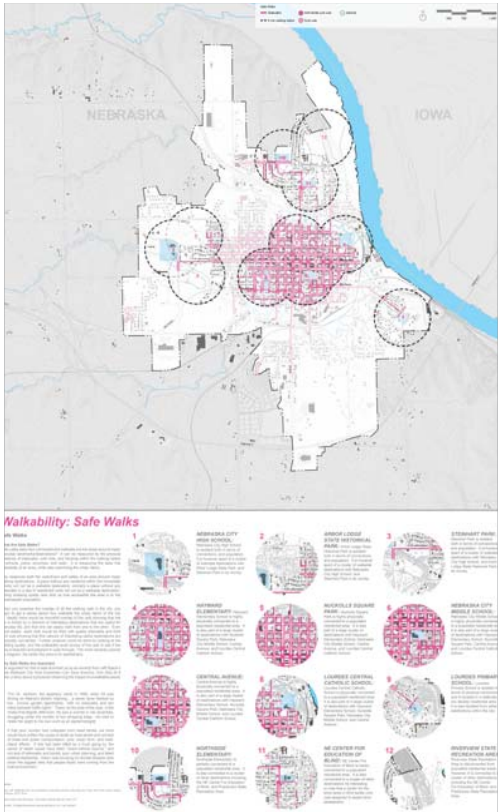


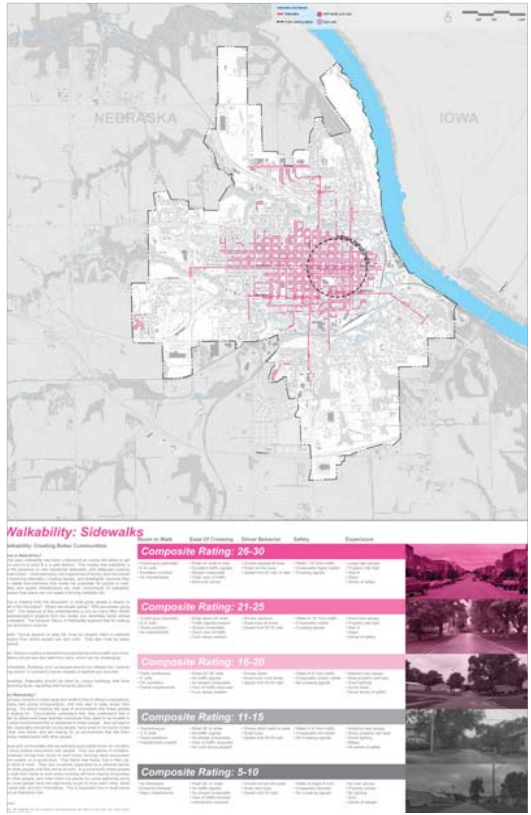
Project Overview

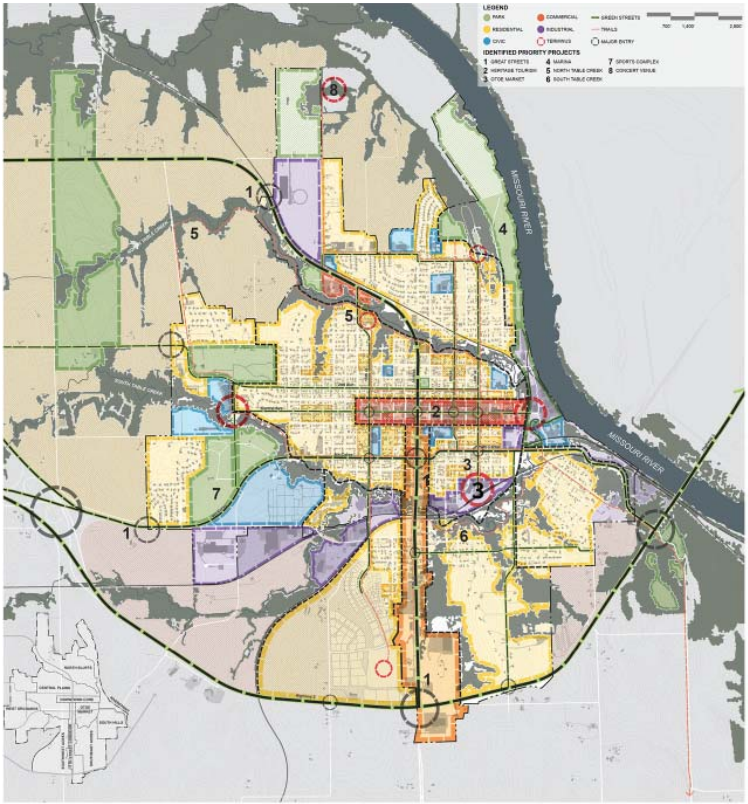
Master Plan Alternative C




Deb
Community Center
Biking trails
More parks green space Event site
Better signage
Improved sidewalks
clean look
More Businesses D.T.
Specialty shops D.T.
Pride + ownership
ownership in Crete


NEBRASKA
IOWA
Walkability: Safe Walks


NEBRASKA
IOWA
Walkability: Sidewalks
Composite Rating: 26-30
Composite Rating: 21-25
Composite Rating: 16-20
Composite Rating: 11-15
Composite Rating: 5-10



Class Framework Plan (graphic produced by another class member)

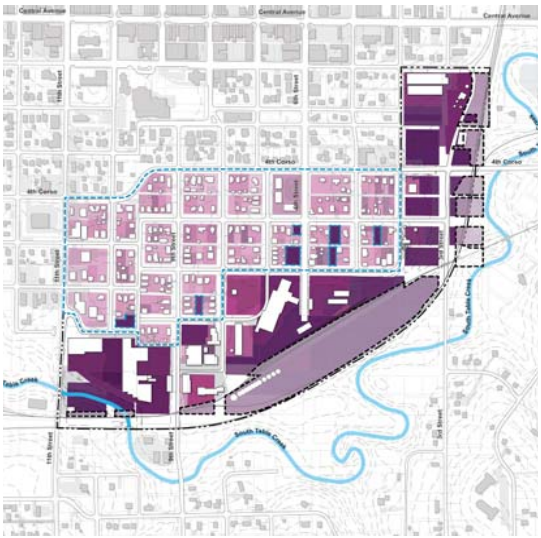
Priority Projects

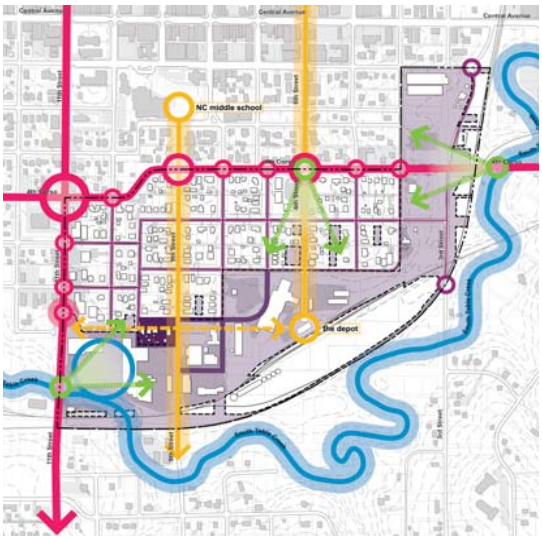
NEBRASKA CITY COMMUNITY PLAN

Nebraska City
Fall 2014

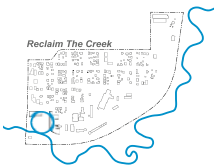
Nebraska City is a 7,000 person community an hour south of Omaha. The Community is unique historically, and geographically. Situated between two creeks and the Missouri river, the rolling topography and extensive tree cover make it one of the most unique places in Nebraska.

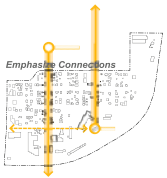
Working along side members of the community, and a group of planning professionals from a local firm, this vertical and interdisciplinary design studio was concerned with the critical issues of human settlement and community development. The first half of the studio began at inventory & analysis and examined the community through the lenses of *Green Infrastructure, Urbanism, and Community Input*, resulting in a framework plan and a list of priority projects. The second half explored the physical design of a community through these priority projects. The resulting designs address the interrelationships between community historic land and development patterns, land use, transportation infrastructure, and openspace. Community engagement was key throughout the entire process helping to enlighten and guide the studio. It most importantly ensured that the final product was something that responds to the uniqueness of Nebraska City.

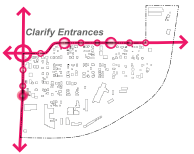


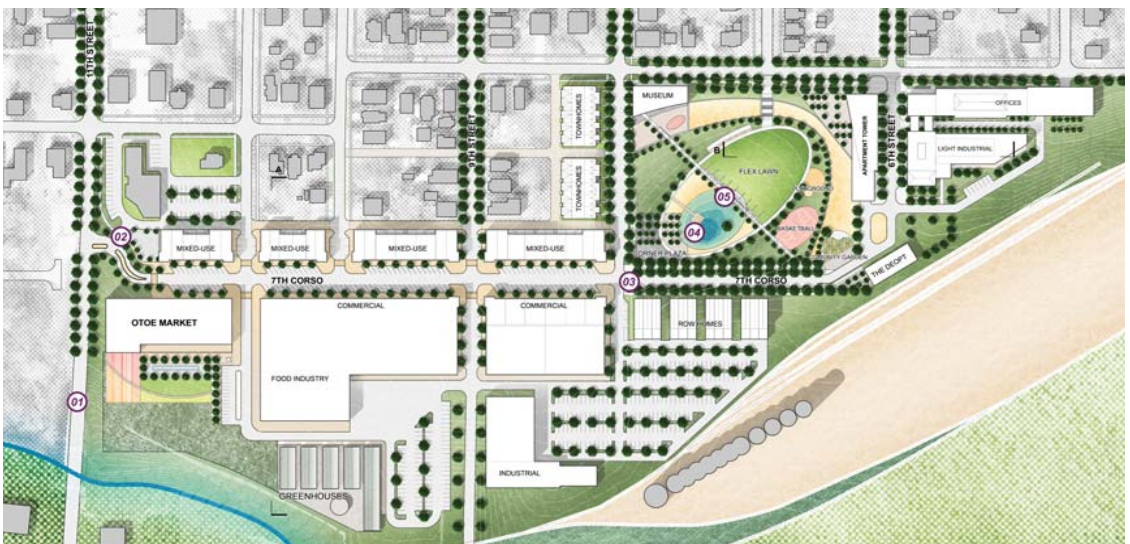


Of the seven resulting priority projects I worked on the Otoe Market District. The district is a dilapidated industrial district that was once home to many historic industries that helped cultivate the culture of the community. It has a unique geographic location sloping from the urban downtown to the natural South Table Creek. Just north of the creek is the industrial belt with large vacant buildings. This area is composed largely of brownfields as well. Continuing North, is the residential core of the district, here the typical grid of the community was disrupted by the meeting of two cities. In between the residential core and Central Avenue is the civic block of community, home to a school, library, and many registered historic structures. The western boundary is the primary North/South connection through the community linking the core to the Highway to the south of town. Along this road are light industrial and commercial properties. The primary constraints of the area are the lack of a clear East/West connection through the district, and the patchwork of brownfields. I worked on this project with fellow Landscape Architecture student Adam Brouillette, and Graduate Architecture student Andrea Stegeman. However, all work shown for this portion of the project was part of my contribution to the group effort.





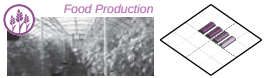


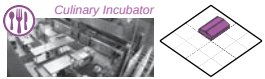


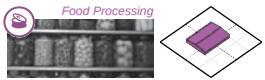
The Otoe Market aims to celebrate the agricultural heritage of the Midwest, and the industrial heritage of the site by creating a new local food economy that supports a thriving live/work/play community in a sustainable way.

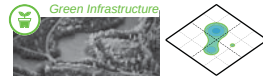
The district is broken down into four components:
A: The Incubator
B: Live/Work Block
C: The Junction
D: Openspace Network

The Incubator is the heart and economic driver behind the Otoe Market that seeks to inspire new economies encourage sustainable practices, foster community involvement, and cultivate knowledge by incorporating a culinary incubator and indoor local market as a rallying point. The Live/Work Block seeks to foster the entrepreneurial and creative spirit of the community by providing opportunities for local ideas to grow. This zone offers Live/Work residences, art studios, and business start up spaces, seeking to attract young families to the community. The Junction embraces the rich industrial heritage of the community and offers a place of gathering. Anchored by the historic depot, a new park offers recreation flexible openspace, and a new affordable housing typology for the community. The Openspace network unites the district to itself, as well as the rest of the community. It includes the new park, community trail and green street system proposed by other members of the studio helping to encourage a healthy lifestyle for the community. Finally the whole network is complete with the reuse of stormwater captured in the junction park as a source for the irrigation of food grown in the greenhouses of the district.









NEBRASKA

Proposed District Vignettes

Centennial District
Agriculture Land
Trail System
Conservation
Outdoor Venue

Ⓐ

Parkside District
Trail System
Sports Recreation

Ⓑ

Mid-city District
Trail System
Stream Stabilization

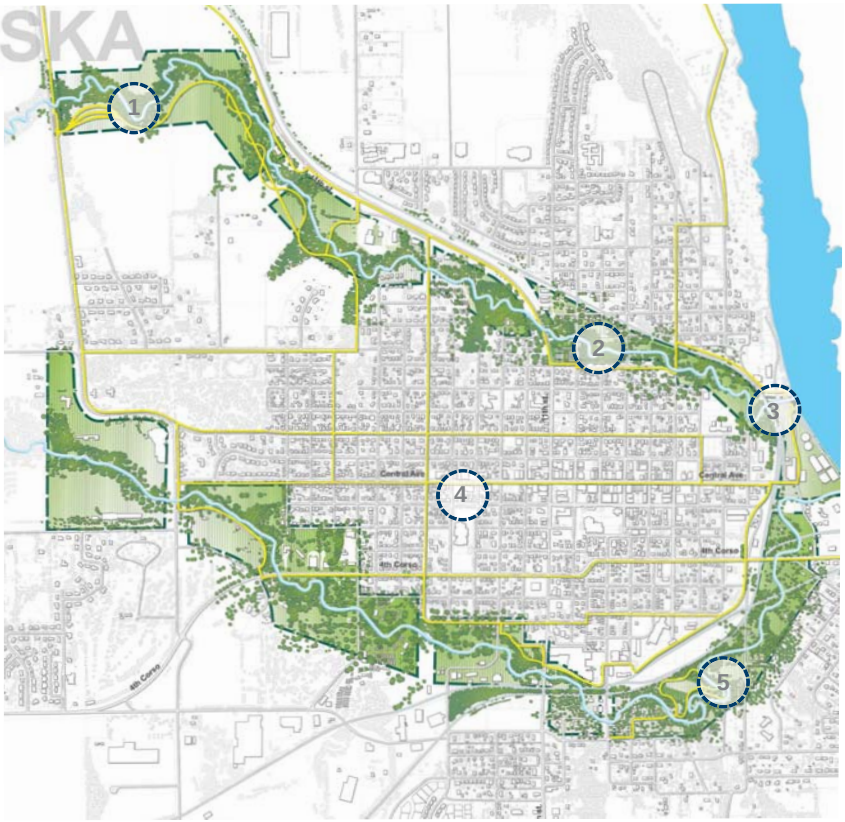
Ⓒ

Railside District
Trail System
Stream Stabilization
Green Infrastructure

Ⓓ

Riverview District
Trail Anchor
Stream Stabilization
River Lookouts
Openspace

Ⓔ




MADFIBER

CoA Faculty

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

Architecture
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Jason Griffiths
Rumiko Handa
Steve Hardy
Tim Hemsath
Mark Hoistad
David Karle
Brian Kelly
Sharon Kuska
Peter Olshavsky

Landscape Architecture
Kim Wilson
Jeffrey L. Day
Catherine De Almeida
Mark Hoistad
Richard Sutton
Sarah Karle
Zhenghong Tang

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

Interior Design
Lindsey Bahe
Nathan Bicak
Mark Hinchman

Retired & Faculty Emeriti
Bill Borner
Duncan Case
Wayne Drummond
Robert Duncan
Ted Ertl
Betsy Gabb
Nate Krug
Thomas Laging
N. Brito Mutunayagam
James J. Potter
Keith Sawyers
W. Cecil Steward

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

Adjunct Faculty
Emily Andersen
Mark Bacon
Jacklyn Bacon
Jerril Brittin
Ashley Byars
Emily Casper
Eric Casper
Sheila Elijah-Barnwell
Nolan Golgert
Corey Green
Michael Hamilton
Michael Harpster
Megan Hattan
David Hinsley
Noah Ives
Christine Kenline
Molly Macklin
Nate Miller
Santiago Perez
Joyce Raybuck
Zach Soflin
Stacy Spale
Chip Stanley
Dave Stasiuk
Matt Stoffel
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.

Anthony Morey
Cristina Murphy
Stewart Hicks
Jason Griffiths
Robert Trempe
Sandra Pinel
Daniel Fagerberg
Gina Ford
Alan Berger
Ulf Meyer
Brian Andrews
Chris Abel
Doug Jackson
Paul Preissner
Johan Granberg
Martin Hogue
Julian Bonder
Randy Brown
Diane Lewis
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Dan Pitera
Ron Shiffman
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Lawrence Susskind
Bruce Stiftel
James Richardson
John Forester
Shirley Blumberg
William Turnbull
Alan H. Colquhoun
Anthony Ames
Philip Thiel

Michael Sorkin
David Gosling
Ivor Richards
Bruce Graham
Robert Barbach
Robert Evans
Terry Rankine
Charles Redmon
Tom Wang
Rick Lamb
Larry Young
Ken DeMay
Tsukasa Yamashita
David Lewis
Tobias Faber
Ralph Rapson
Wolff Prix
Christine Hawley
Peter Cook
Joseph Esherick

CoA High School Workshop

Career Explorations in Architecture, Landscape Architecture, and Interior Design

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

CoA Internship

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. See http://www.ncarb.org for more details. 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 Student Organizations

AIAS, APX, ASLA, ASID, IIDA

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

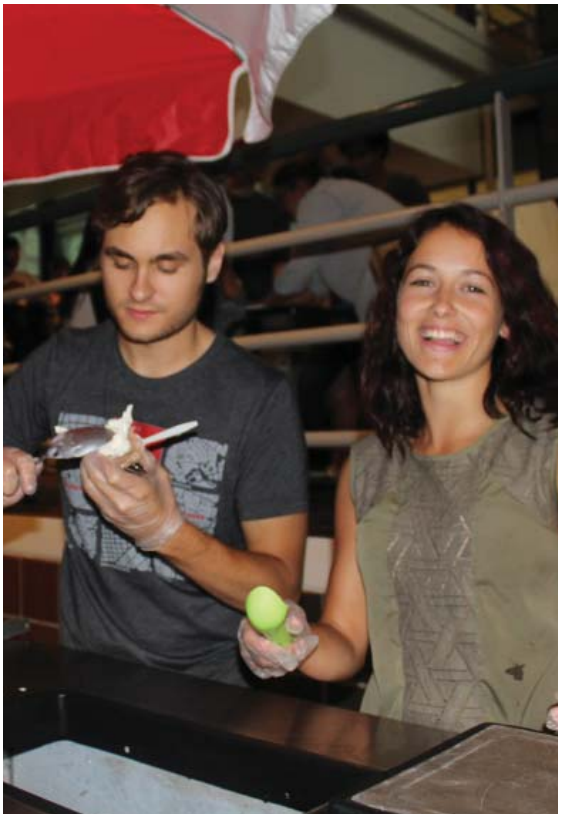
AIAS is the official student body organization in the Architecture program. As the liaison between the students and practicing professionals, the organization provides close contact with the American Institute of Architects and its members as well as student organizations from other universities.

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 Pytheos 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.


BE
HUSKER
RED

CoA Education Abroad

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

Clemont-Ferrand, France

Barcelona, Spain

Tianjin, China

Tianjin, China

Paris, France

London, England - Rome, Italy Visit

London, England

Ecuador - Galapagos Islands, South America

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Lincoln topped 188 other metropolitan areas in the 2012 Gallup-Healthways Well-Being Index, which tallies scores in six measures of well-being.

UNIVERSITY OF NEBRASKA – LINCOLN

College of Architecture

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on these programs or schedule a campus visit
please contact us.

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College of Architecture

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