UVA SCHOOL OF ARCHITECTURE

www.arch.virginia.edu

ARCHITECTURE MAJOR CONCENTRATIONS

Students entering the Department of Architecture as first year students follow one curriculum for their first two years. At the end of spring semester of the Second Year, each student will elect either the Pre-Professional concentration or the Architectural Design Thinking concentration within the BS Architecture major. The two concentrations are designed to maximize the opportunities for undergraduate study given the scope of student interests and wide range of career paths.

PRE-PROFESSIONAL CONCENTRATION

The Architectural Pre-Professional Concentration is a curriculum designed to maximize opportunities to explore designs of complex projects as well as representing those intentions in material form. Our program is set to allow students to examine and understand the relationship between architectural aesthetics and construction methodologies. The Bachelor of Science degree provides the balance of a broad liberal arts foundation with a rigorous studio preparation for graduate study in architecture, urban design or landscape architecture.

Distinguishing characteristics of the Pre-Professional Concentration:

– A strong preparation for graduate professional study in architecture with a broader mandate to cultivate leadership in a range of potential career paths

– Explores, analyzes, and critiques how materials and construction systems correspond to aesthetic, technical, financial and ethical issues

– The Foundations Studio IV and V (6 credits) in the fall and spring of 3rd year comprise the designs of building with public or semi-public programs and their resolution in terms of material, structure, envelope, and building systems, and in relation to their urban context or landscape.

– Pre-Professional research studios (6 credits) take place in the fall term of the 3rd year and the 4th year and culminate in an Independent Research Design Studio spring semester of the 4th year.

– Research studios vary in their topics depending on the respective professor leading the studio. While the projects, through their contexts and references, imply a vast array of issues outside architecture, the core problems and final outcomes are architectural. Studios utilize site logistics, design requirements and construction restraints to develop proposals that include but are not limited to: building design, urban and public space design, design in extreme conditions, digital design and fabrication, design and theory, and health design.

– General education requirements in 3rd and 4th year are shared between the Architectural Pre-professional and Design Thinking concentrations

Architectural design continues to be one of the foremost drivers in shaping the world around us. Through the use of various visualization and fabrication techniques we aim to create a new discourse and critique the world around us. Bolstered through the liberal arts foundation provided by the program, Architectural design serves to combine scientific, aesthetic and social ideas into complex projects.

ARCHITECTURAL DESIGN THINKING CONCENTRATION

The Design Thinking Concentration is a curriculum that enables our students to study open, complex problems in critical ways with the goal of generating relevant design solutions that benefit the common good. Our Design Thinking approach leverages design to imagine potential scenarios from novel perspectives and, in turn, frame innovative relationships between working principles and iterative applications.

Distinguishing characteristics of the Architectural Design Thinking Concentration:

– Explores potential synergies between design thinking processes and a chosen field outside architecture (e.g. environmental sciences, biomedical engineering, global public health, global culture and commerce, media studies, politics, language and literature, business, economics, computer science, biology, sociology, or psychology)

– Reinforces interdisciplinary collaboration with students and faculty from within as well as outside the School of Architecture.

– Requires a minor or a second major; preferably outside of the School of Architecture.

– Explores intellectually broad topics including entrepreneurship and economics, leadership and community engagement, and sustainability

– Foundations in Design Practices in the fall of 3rd year explores methods of analysis, techniques of representation, and systems of assembly at a variety of scales through project-based exercises.

– Design Thinking studios (6 credits) begin the spring term of the 3rd year and culminate in an Independent Research Design Studio the spring semester of the 4th year.

– Design Thinking Studios focus on a diverse range of complex systemic design investigations including: material research, product design and prototyping; large scale informal human settlements; vulnerabilities of coastal ecosystems; or the use of digital data and design technologies to analyze and project complex metropolitan systems

– General education requirements in 3rd and 4th year are shared between the Architectural Pre-professional and Design Thinking concentrations

Today, more than ever, our architectural design and research approach can be directly shared in real-time and in-place with other disciplines through our knowledge and use of visualization, fabrication, and simulation technologies and skill sets; our capabilities to manage, spatialize, and materialize complex systems in situ offers possibilities to explore pertinent, actionable ideas.