

Natural Area Parks – Planning and Design at Suzanne Arlie and Coryell Ridge Parks

Spring 2018 • Mon/Wed/Fri from 1:00 – 4:50 pm • Location: Lawrence Hall, Room 310

Instructor: Jeff Krueger, RLA • JK Environments LLC • jkruege2@uoregon.edu • www.jkenvironments.com

Class folder: //aafileservers.uoregon.edu/courses/_____ (folder name to be determined)

Software: We will primarily use Adobe Illustrator and PhotoShop, Google Earth, PowerPoint, the free Avenza Maps App., and the Oregon Wilflowers App. (optional \$10). Hand drawn maps and illustrations or other design software may be substituted if desired.

Background

The City of Eugene’s Ridgeline Park system has been assembled over the past eight decades, beginning with the purchase of Spencer Butte Park in 1940, and now includes a string of over 2,500 acres of permanently protected parks and open spaces along the southern fringe of the city. It is envisioned that the Ridgeline Park system will ultimately extend the entire twenty miles between Fern Ridge Reservoir and Buford Recreation Area (Mount Pisgah), providing an interconnected network of habitats, trails, and nature-based recreational facilities that will form a scenic backdrop to our community. The Ridgeline Park system contains significant patches of high quality native habitats including regionally rare patches of oak woodland, savanna, prairie, and wetland. These habitats are home to a variety of unique plant and animal species that represent the biological legacy of thousands of years of evolution and adaptation.



Our studio will focus on master planning for two recently acquired natural area parks located on the eastern end of the Ridgeline Park system - Coryell Ridge and Suzanne Arlie Park. These sites total nearly 900 acres combined and were recently acquired by the City of Eugene to preserve remnants of high quality native habitats and to accommodate the eastward extension of the Ridgeline Trail. Additionally, these sites have potential to accommodate a wide range of nature-based recreational uses and educational facilities.

Overview of Studio Assignment

Students will begin the studio by learning basic habitat restoration and design concepts, studying and critiquing local habitat enhancement projects, and reflecting on their own experiences visiting natural areas in their youth and as adults. We will learn about the native habitats of the southern Willamette Valley and local ecology through lectures and field trips in the Ridgeline Park system and study methods to enhance and restore ecological function. Students will

work at a variety of scales to gain an understanding of the constraints and opportunities presented by our local landscape and land use patterns. The studio will consist of two phases:

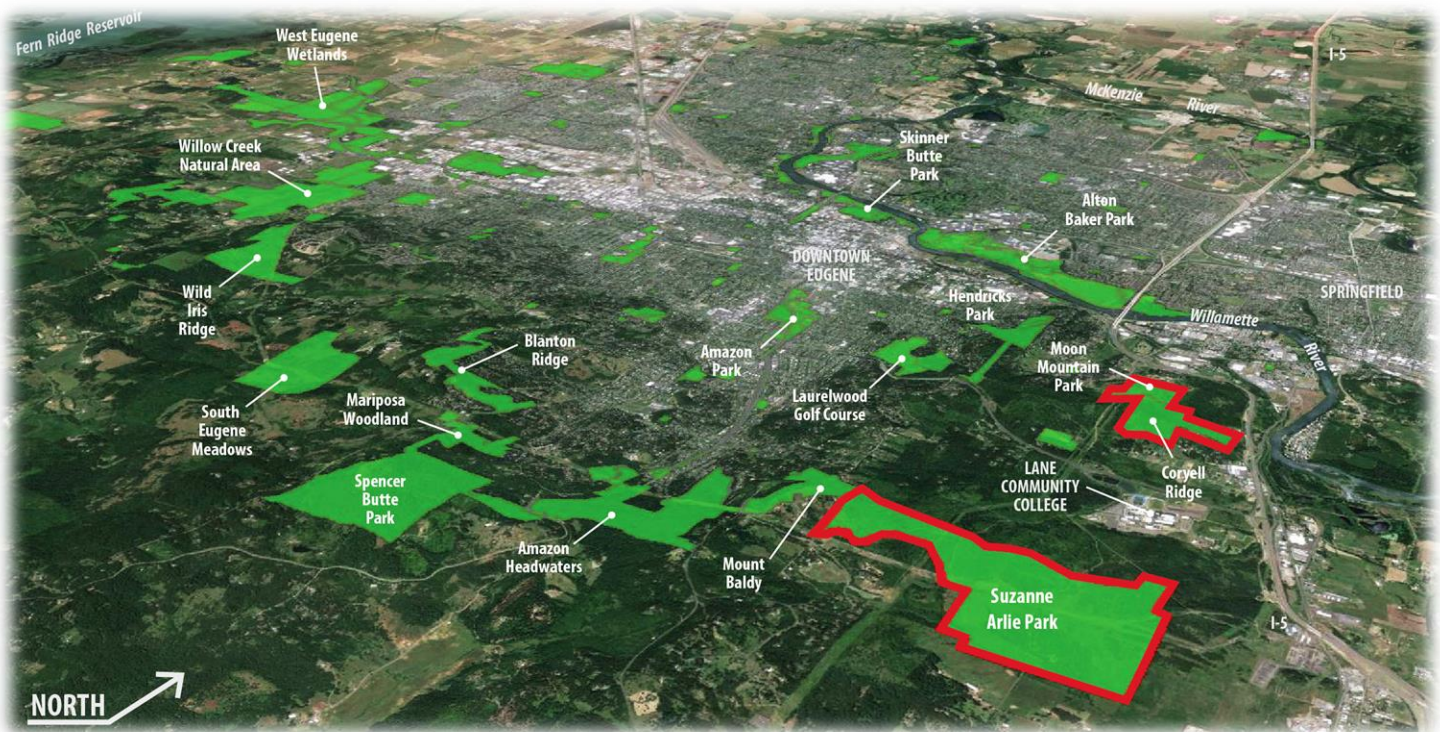
Phase I: Habitat Restoration and Management

Initially, students will work in two teams, each focusing on one of the sites. Teams will evaluate site history, assess existing habitat conditions, identify target habitats and species, map desired future conditions (DFCs), and make recommendations for future land conservation in the area. Students from each team will then select a habitat type and a suite of target plant and wildlife species and work individually to develop suitable restoration and management prescriptions. This work will be presented for feedback at the midterm review.



Phase II: Trails and Nature-Based Facilities

During the second half of the studio, students will work individually to site and design a range of nature-based recreational facilities, trails, signage, themed art installations, and other appropriate facilities. Students will be asked to site and design facilities in a way that minimizes habitat impacts while creating an outstanding user experience. Final proposals will be presented individually at the final review and will include a Master Plan Diagram, design details, and imaging. Staff from the City Parks and Open Space Division will be invited to review our final work and your creative ideas may translate to future on-the-ground projects.



Suzanne Arlie Park and Coryell Ridge were recent additions to the City of Eugene's Ridgeline Park system.

Instructor

Jeff Krueger is a registered landscape architect in the state of Oregon and has over twenty-five years of experience providing planning, design, and project coordination for local governments and non-profit organizations in the Willamette Valley. He opened his own consulting business, *Jeff Krueger Environments LLC*, in 2013. He has previously worked for Lane Council of Governments, the U.S. National Park Service, and two private landscape design firms. Jeff has extensive planning and design experience in the areas of natural resources, habitat restoration, parks and open space master planning, recreational trails, land use, and bicycle and pedestrian facilities. Jeff holds a degree in Environmental Design from the University of Massachusetts (1987) and a BLA and MLA from the University of Oregon (1991/92). Jeff has been an Adjunct Instructor with the Department of Landscape Architecture since 2014 and brings real world experience to the studio.

Learning Outcomes

Participants in this course will develop an appreciation and understanding for native habitats and local ecology; Learn how to assess habitat conditions of a large natural area site; Develop a working knowledge of habitat restoration and management techniques for a variety of local habitat types; Understand species-specific habitat requirements and enhancement techniques; and learn how to integrate human uses such as trails, user infrastructure, and a variety of recreational facilities in a way that minimizes habitat impacts while maximizing the user experience.

By the end of the course, students will be able to:

- Conduct detailed site analysis and mapping of a natural area to guide habitat restoration and management decisions.
- Use guidance from local, State, and Federal trails plans including the Oregon Conservation Strategy (ODFW, 2016) to guide species-specific habitat restoration and management actions.
- Use historical aerial photos and maps to document site history and changes in vegetation.



Western Bluebird



Wet Prairie at Suzanne Arlie Park



Ridgeline Trail

- Develop a Habitat Management Plan that identifies desired future conditions for target vegetation communities and plant and animal species.
- Design and site trails, infrastructure, and recreational facilities in a way that minimizes habitat impacts and maximizes user experience.
- Use Adobe Illustrator and Photoshop to create thematic maps, plans, photo imaging products, and details.

Guidelines for Studio Participation

- **Scheduled Class Time:** Students must be present during the regularly scheduled studio time. If a student is not able to attend they should notify the instructor in advance to request an excused absence. We will have a regular class meeting at 1:00 on most days and a class check-in at about 4:30 on most days.
- **Individual Site Visits:** In addition to the two scheduled class field trips, students are encouraged to visit their sites to gain a better appreciation and understanding of on-the-ground conditions. It is highly recommended that students partner up for site visits. Please coordinate site visits with classmates or friends. If you are unable to arrange a partner for a site visit, please contact the instructor and he may be able to accompany you (he likes to hike). Please stay on public land and respect private property rights. The Avneza map app will be a useful tool for verifying your location in the field.
- **Consolidating Questions and Requests:** Questions or requests for data or information from City or other staff should be coordinated through the instructor.
- **Grading Standards:** This course is graded on a pass/no pass basis. To pass the course, students must attend class on a regular basis (a minimum of 90% attendance), actively participate in group discussions, adequately complete all assignments, and make presentations at the midterm and final review. Preliminary assignments are given at the beginning of the term, but modifications and additions may be made following the midterm review. All final work must be submitted to the instructor in electronic format (PDF) before a grade will be submitted.
- **Exit Interviews:** Exit interviews are required and will be conducted either Friday of review week or early in exam week. Students MUST be available to meet during these times.

University and Department Policy

Academic Misconduct Policy

The [University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

Accessible Education

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course, which may result in barriers to your participation, please notify the instructor as soon as possible so that accommodations can be made. We are happy to modify the course requirements as needed to allow individuals with any limitations such as sight and mobility to participate and your perspective could provide a valuable learning opportunity for the entire class. You may also wish to contact the [Accessible Education Center](#) for more information about the University of Oregon policies.

Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are

dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor, department head, or the [University Bias Response Team](#).

Preliminary Class Schedule: Spring Term 2018

Dates	Activities	Assignments
Week 1		
Monday, April 2	Class introduction, studio overview, expectations, review schedule, and arrange our studio space. Quick Lecture by Jeff: Rivers to Ridges – the BIG PICTURE for an interconnected park and open space system for the region and how our studio sites fit. OCS overview.	
Wednesday, April 4	Lecture by Jeff: Conservation planning and habitat management basics and overview of Suzanne Arlie Park and Coryell Ridge. Guest speaker – Philip Richardson, a landscape architect with the City of Eugene will discuss local ecology, trails planning, and our two sites. Select planning area and form teams	Hand Out Assignment #1: Case Studies – Natural Area Park Master Plan or Management Plan Due Monday, April 9 at beginning of class.
Friday, April 6	Field Trip – Suzanne Arlie Park – Dress for outdoors, wear good walking shoes, bring camera. Transportation will be provided. This will be an introduction to local ecology and Suzanne Arlie Park.	
Week 2		
Monday, April 9	Students Presentations: Assignment #1 (5 minutes each) <u>Teams work in class:</u> Identify midterm products and assign/select area of focus within your team. Create an outline of products for Jeff to review on Wednesday. <u>Training:</u> Optional Adobe Illustrator tutorial if needed from Jeff Possible guest speaker – Bruce Newhouse, local ecologist	Assignment #1 due Hand Out Assignment #2: Team Assignment (site history, site analysis, habitat goals, determine target habitats and species, and develop DFC and Habitat Action Plan maps) - Due at start of class on April 25.
Wednesday, April 11	<u>Teams work in class:</u> Groups finalize products list and meet with Jeff for feedback and approval. Define planning area map window. Jeff will create base maps of available GIS data and export to AI format. We will use a standard format of 11 x 17 where possible.	
Friday, April 13	Field Trip – Coryell Ridge – Dress for outdoors, wear good walking shoes, bring camera. Transportation will be provided. This will be an introduction to local ecology and Coryell Ridge Park.	
Week 3		
Monday, April 16	Lecture by Jeff: Habitat restoration and enhancement techniques. Work day and desk critiques	
Wednesday, April 18	Work day and desk critiques – Possible team site visits	
Fri., April 20	Work Day and desk critiques – Possible team site visits	

Dates	Activities	Assignments
Week 4		
Monday, April 23	Work day and desk critiques	
Wednesday, April 25	Group Presentations - of Assignment #2 Digital Pin-Up (PowerPoint or PDF presentation format) Review Assignment #3	Assignment #2 due Hand Out Assignment #3: Habitat-specific restoration and management prescriptions (Individual assignment)
Friday, April 27	Work Day and individual desk critiques	
Week 5		
Monday, April 30	Work Day and individual desk critiques	Draft of Assignment #3 due
Wednesday, May 2	Midterm Review (1:30-4:30). Team presentations. <i>Facilities Lottery!</i>	---Midterm Presentations---
Friday, May 4	Class meeting - Debrief midterm and overview of Assignment #4 (final review). Discuss desired format for final review. <u>Work in class:</u> Determine what needs revision from midterm work and begin individual work (Assignment #4)	Assignment #4: Siting and design of trails and facilities (individual work). Outline of products due for approval on May 9. Products due on May 30.
Week 6		
Monday, May 7	Possible Guest Lecture: TBA Lecture by Jeff: Trail siting and design; Eugene Trails Plan overview Work Day and meet with Jeff to get list of final review products approved.	
Wednesday, May 9	Work Day and meet with Jeff to get list of final review products approved.	Assignment #4 outline due (Review your proposed list of final products with Jeff)
Friday, May 11	Work Day and desk critiques – Possible site visits	
Week 7		
Monday, May 14	Work Day and desk critiques – Possible site visits	
Wed, May 16	Work Day and desk critiques – Possible site visits	
Friday, May 18	Work Day and desk critiques – Possible site visits	
Week 8		
Monday, May 20	Work day and desk critiques	
Wed, May 23	Work day and desk critiques	
Friday, May 25	Work day: prepare presentations	
Week 9		
Monday, May 29	Memorial Day – No Scheduled Class	
Wed, May 30	Trial run of presentation to Jeff (half of class)	Assignment #4 due: Final review materials
Friday, June 1	Trial run of presentation to Jeff (other half of class)	
Week 10		

Dates	Activities	Assignments
Monday, June 4	FINAL REVIEW THIS WEEK – Day to be announced -Possible final review day	
Tuesday, June 5	-Possible final review day	
Wednesday, June 6	-Possible final review day	
Thursday, June 7	-Possible final review day	
Friday, June 8	Individual meetings with Jeff: debrief and evaluation - Depending on our review schedule, we will try to do these on Friday, but we may need to schedule some for Monday.	