A scenic landscape featuring a sunset sky with vibrant orange and yellow clouds, a calm lake in the foreground, and a dense forest of evergreen trees. The scene is captured from a slightly elevated perspective, looking across the water towards the horizon.

CAMP CONQUERORS

**PUSHING THE BOUNDARIES OF ACCESSIBLE DESIGN TO CREATE AN
INCLUSIVE SPACE IN AN ALL-EMBRACING ENVIRONMENT.**

WINFRED STINAR IV

PROJECT TITLE AND SIGNATURE PAGE



(FIGURE 1)

**CAMP CONQUERORS:
PUSHING THE BOUNDARIES OF ACCESSIBLE
DESIGN TO CREATE AN INCLUSIVE SPACE IN AN
ALL-EMBRACING ENVIRONMENT**

**A Design Thesis Submitted to the
Department of Architecture
North Dakota State University**

**By
Winfred A. Stinar IV**

**In Partial Fulfillment of the Requirements for the
Degree of
Master of Architecture**

North Dakota State University Libraries Addendum

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May 2022

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(FIGURE 2)

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FIGURES & IMAGES

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ABSTRACT



(FIGURE 3)

ABSTRACT

In our society, there are certain groups of individuals who feel that they have little access to services or that society has consistently ignored them. In this instance, it is individuals with disabilities. They are often considered to live in isolation, segregation, poverty, charity, and also pity. The purpose of this study is to develop an environment that is accessible to all youth with disabilities through the design of a camp. As part of the process of determining the design needs for a proposed camp for disabled youth, the following question is posed: **How can architecture and outdoor camping contribute to fostering inner acceptance in disabled youth?**

The research will start by addressing the definition and classification of disabilities, the types of disabilities, how the structure of a camp setting can affect their development, and ways to ensure that the structure of a camp setting can facilitate this process. In the research strategy, qualitative methods will be used, as well as an inter-subjective framework.

NARRATIVE

Since I am the oldest of six children, I had a great deal of responsibilities that I have never asked for. Growing up, I felt it was my duty to keep an eye on those around me and to look after them. Among my responsibilities were watching over my siblings and volunteering for the children's ministry at church. I became familiar with children from very different backgrounds as a child when my mother started a daycare in our home. These children came from families that suffered from poverty, or from families whose parents struggled with addiction, and from families that had children with or without disabilities. With the daycare being in our home, I was asked to serve as a second caregiver to the children. As a result, I have learned how to interact with people and realize that we all have different perspectives and experiences.

When it was time for me to move away from home and go to college and discover who I am as a person, it gave me time to focus on myself and what I wanted. I as a result became less aware of those around me and I began to push them aside. However, it wasn't until I had the opportunity to take part in a mission trip to Fort Yates ND, on the Standing Rock reservation that I was able to give back to the community. We accomplished this by hosting kids at the local Selfridge church where we were able to get to know the kids personally and let them know how much we truly cared about them. The moment they began to open up and share their stories with us, it broke my heart. At the same time however, it opened our eyes to understand the privileges we have and those who do not. As a result of the missions trip and the impact that it had on me, I asked my pastor if he knew of a children's camp that I could volunteer at over the summer. That is when I found out about Camp Conquerors, which is part of the Carson Wentz A01 Foundations.

Camp Conquerors is a camp that provides opportunities for children from the ages of 6-18, who have disabilities, diseases that are life threatening, or other life altering circumstances. The way that this is done is by offering them experiences in the outdoors in an environment that is conducive to their growth spiritually, emotionally, and mentally through small-group discussions and community-building activities, and by not restricting what they can do. The last three years have been an honor for me as I have been volunteering as a camp counselor. Since I've been a part of the A01 Foundation for a couple years, I have been able to get to know some of the most amazing kids and hear their even more incredible stories. Over the past year, I was able to witness several campers come to the realization they are more than their disabilities and to realize how valued they truly are. Among the campers were those who have cerebral palsy, use a wheelchair, diagnosed with or have had cancer, and also those who deal with mental illnesses. Being able to witness the courage and strength of these kids has changed the way I view life and the people around me.

Through my experience with Camp Conquers I have come to realize that people with disabilities are often marginalized, ignored and viewed as not valuable in society, and I have put limitations on what they can and cannot do. We might not know what it is like to undergo life the way a person with a disability does but we can help by being there for them, trying to understand their experience and showing them that they are valued and cherished; this is what Camp Conquers does for them. In my role as an architecture student, I believe I will be able to successfully bring together architectural design along with the outdoors to help youth who have disabilities and those attending the camp find acceptance within themselves.

PROJECT TYPOLOGY

According to the brief description provided above, the proposed design will be a camp with multiple dwelling buildings on the property that will be accessible to children with disabilities in the range of ages from 6-18 to expose them to the outdoors without limiting their experiences. The project will also need to make sure that the landscape will be designed for accessibility and the needs of wheelchair users and people with locomotor disabilities. Here are several projects that have been taken into consideration for typology research.

PROJECT TYPOLOGY



(FIGURE 4)

Castaway Club YoungLife

TYOLOGY PRECEDENT



(FIGURE 5)

Camp Friendship

TYOLOGY PRECEDENT



(FIGURE 6)

Character Challenge Course

MAJOR PROJECT ELEMENTS

Kitchen/Dining Hall - A space that has the capacity for 150 with the potential to expand in the future. Will include an industrial sized kitchen with ample storage/freezer space/fridge space, Buffet style serving, storage space, and temporary nurse station.

Chapel - Large gathering area that accommodates 150 or more for events.

Camper Lodging - Accessible housing units that house a maximum of 16 (7:1 camper ratio, 14 campers/2 counselors).

Staff Lodging - Housing for Camp Director, Property Manager, Guest Speaker, A01 Staff. Includes space for Several summer-long staff (cooks, maintenance, directors, medical staff, and other non-counselor staff)

Medical Station - To provide a space where medical director(s) can treat campers and store necessary equipment/supplies.

Lake/Swimming Pond - 5-15 acres of water that is suitable for a swimming area, recreation: Canoe/Kayak,Paddle board, fishing bridge/area, and rope swing.

Athletic Field - Primary need is for a large space to play large group games (i.e. Flag football, soccer, balloon games, relays, dodge ball, etc.) Must have storage shed for sport equipment.

MAJOR PROJECT ELEMENTS

Indoor Rec. Space - A designated area for activities in case of inclement weather.

Additional Restrooms - Provide restroom access closer to the more remote activity spaces and facilities.

Maintenance/Storage - Space to store: Boats, Life jackets, water activities, extra beds and other camp supplies, maintenance equipment and machines.

Trees/Landscaping - Will create the necessary privacy, wind break, and shade that is needed on the site. If needed areas on site will be manipulated to fit the needs of the camp.

Fire Ring - Will be located at the center of camp with seating around.

Climbing Tower - One of the camps core values is to prioritize challenging activities that will push campers out of their comfort zones, which can result in self discovery and acceptance. To be a defining feature of the camp.

Archery/Rifle Range - Archery to have 5-10 lanes and targets. Rifle Range will most likely be used for Mountain Mover trips and events. Will be minimum 200 yards with 3-5 shooting

USER/CLIENT DESCRIPTION

As for the intended client for this thesis, it is the Carson Wentz A01 foundation. As the foundation's headquarters, the building will serve as the home base for its outdoor ministry program, a program that consists of two components: camp conquerors and mountain movers. The mission of each of the programs is to foster a genuine love for the outdoors, and to bring people closer to God through discipleship at camp and once-in-a-lifetime hunting opportunities for children with life-threatening illness, disabilities, and other life-altering conditions. Cole and Lexi Scherbenske will be responsible for running the proposed camp. They serve as the outdoor ministry director and the outdoor ministry strategic coordinator for Carson Wentz A01. The Camp will be designed primarily for the youth who have or are experiencing the following.

Children who have or have had life-altering medical situations or diagnosis.

Children who have or have had siblings/parents with life-altering medical situations or diagnosis.

Children suffering with anxiety, depression, and suicidal thoughts.

Children in foster care and single parent homes or who have experienced abuse. (sexual, physical, or verbal)

Children with a variety of different cognitive disabilities.

USER/CLIENT DESCRIPTION

Potential Revenue Options:

Because the A01 Foundation is a non-profit organization it relies on donations and fund-raising events. With this property, they will have numerous potential opportunities to use the property to create revenue for A01 - and at the very least - to cover much of the annual operational costs, to continue to offer free camps to those that meet their primary criteria.

A01 General Youth Camp: Youth Camp with Outreach focus (summer)
(full-time camp staff and A01 provided counselors)

A01 Sports Camp: (Full-time camp staff and A01 provided counselors)
(Full-time camp staff and partial A01 provided counselors)

Full Camp Rental: Property rental for external groups/churches (summer)
(Full-time camp staff and outside provided counselors)

Retreat Rental: Property rental for external groups/churches (off-season)
(Min. staff - kitchen/prop. management) - limited activities)

High School Training Camp: Property rental for high school athletics programs (Min. staff - kitchen/prop. management) - limited activities)

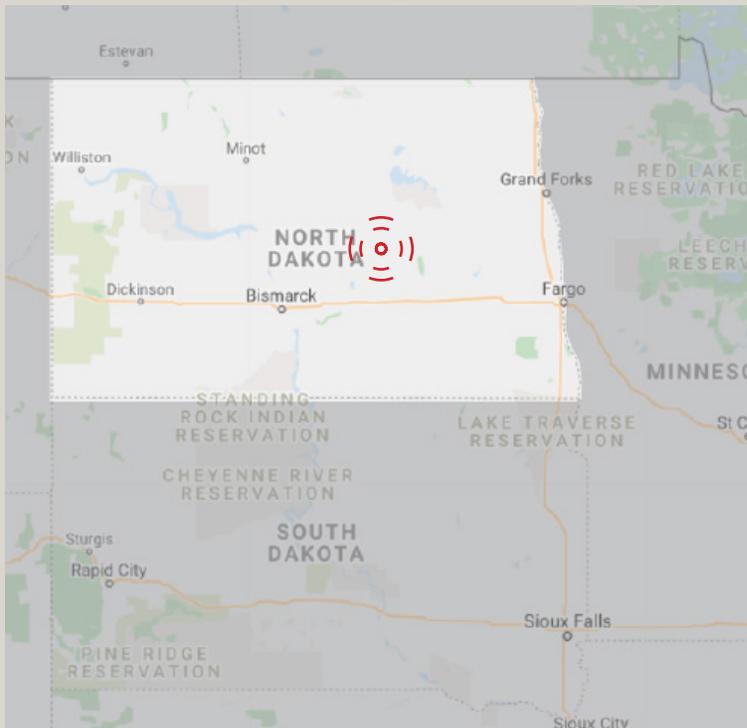
Private Rental (Family): Partial-property rental for external smaller groups
(Min. staff - kitchen/prop. management) - limited activities)

SITE

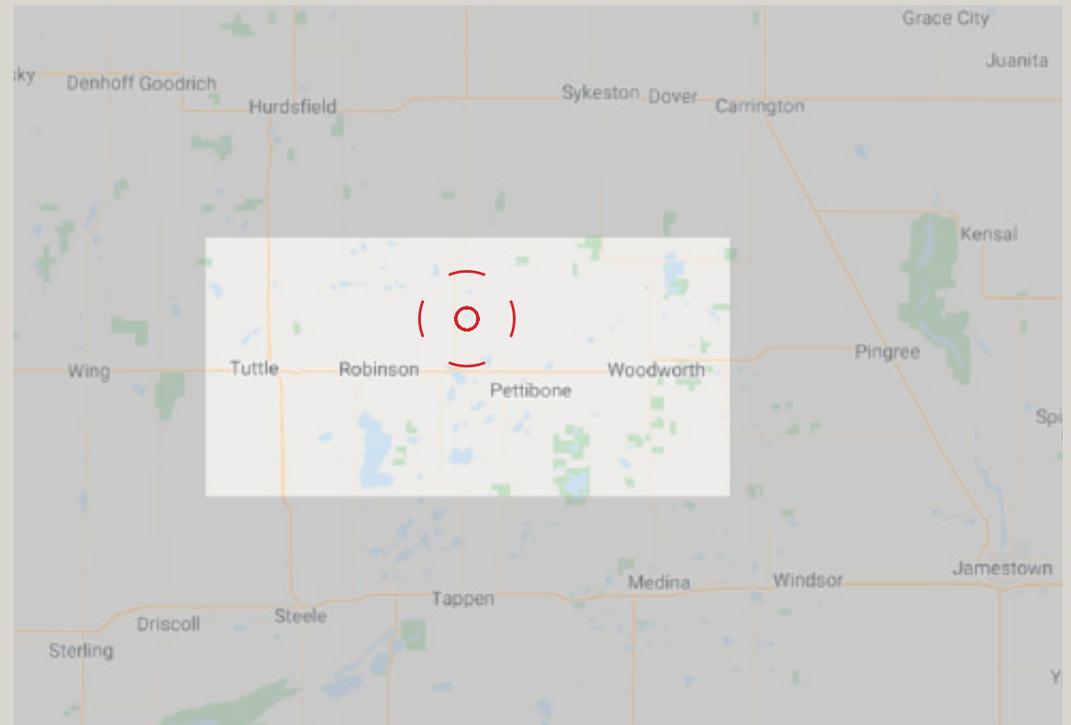


(FIGURE 7)

LOCATION: North Dakota - Lake Williams, North Dakota - United States of America
SITE TYPOLOGY: Rural - Agricultural - Water Front
CLIMATE: Humid Continental
ACRES: 160
STATUS: Located in the middle of North Dakota between Bismarck and Jamestown. The land is currently standing vacant of buildings and crops. On the site are two bodies of water and is void of trees.



(FIGURE 8)



(FIGURE 9)

PROJECT EMPHASIS



(FIGURE 10)

DEVELOP RELATIONSHIPS

Provide a place where people from all backgrounds can come together and learn from each other and go together.

DEVELOP INNER ACCEPTANCE

To create an environment where one can accept their situations in life and one day help others find the same.

INDEPENDENCE

Create spaces and opportunities for individual decision making, problem solving, and participate in activities to help conquer fear and overcome adversity. Which include: climbing towers, swimming, canoing and more.

SELF-DISCOVERY

Provide the opportunity for choice, and the engagement of the senses.

ENCOURAGEMENT

Create an environment that encourages and uplifts those who attend.

ACCESSIBILITY

Develop accessible buildings and landscapes for all persons with disabilities to not feel as though they are being limited in participating in activities.

PROJECT GOALS



(FIGURE 11)

PROJECT GOALS

1 **ACADEMIC** - Academically i would like to educate myself more in the area of ADA regulations and implementing my finding into the design of my thesis to make it accessible for all and in doing so educating others. I plan to improve my design process and be intentional with aspects of my thesis project. I will utilize help from the professors as well as those in the architectural profession.

2 **PROFESSIONAL** - Goals that i have set for my self professionally are to become better at managing my time and setting deadlines and meeting those deadlines. I want to learn and become more knowledgeable on rendering techniques and post production editing software. I also want to submit and present a thesis project that i am proud of.

3 **PERSONAL** - Some personal goals that i have set for myself to move forward in my thesis research and the design of my thesis are as follows. Make sure to stay hydrated and prep meals for throughout the weeks ahead. To go to bed at a decent hour that makes sure that i have at least 6 - 7 hours of sleep a night. The last is to workout at minimum 3 times a week at the wellness center on campus. This can include swimming laps or weightlifting with a friend or on my own.

PLAN FOR PROCEEDING



(FIGURE 12)

DESIGN METHODOLOGY

This Thesis will implement a mixed methodology of qualitative, and inter-subjective research. As I progress in my research it will conduct one-on-one interview with the staff of the A01 Foundation, the parents and the children who have participated in attending the camp from past years. I will also be reviewing the three case studies that have been previously mentioned to see what makes them so successful.

When progressing in my research I want to study and look at many world view and points that are different then mine. For example the way that people interact with a space because the way that I interact with a space in much different then that for a person with a disability. I will also spend quite a lot of time looking into Maslow's hierarchy of needs to look at what is all need for self realization, actualization and acceptance.

DESIGN PROCESS AND DOCUMENTATION PLAN

For the design process it will consist of four phases which will all be compiled digitally. These phases include: research, schematic design, Design Development, and final production. The research will be done in the fall semester and the remaining three phases will take place in the spring semester.

DESIGN PROCESS AND DOCUMENTATION PLAN:

For the design process it will consist of four phases which will all be compiled digitally. These phases include: research, schematic design, Design Development, and final production. The research will be done in the fall semester and the remaining three phases will take place in the spring semester.

METHOD FOR DESIGN PHASES:

- Hand Sketching
- Computer Aided Software
- Physical Modeling

SOFTWARE:

- Revit
- Rhino
- Enscape
- Lumion

POST PRODUCTION TOOLS:

- Adobe Photoshop
- Adobe Lightroom
- Adobe Illustrator

PRESERVATION OF DESIGN:

- Creation of Design Documents
- Weekly check-in's with Advisor
- Weekly if not Bi-weekly Advisor feedback
- Log and reference all sketches(ideas),notes, feedback, and discussions
- Keep a list of research documents, images, and sources
- Make sure to update Thesis file in InDesign weekly

PUBLICATION:

All thesis documents will be recored & credited in a final Thesis Book:

- Made available through NDSU Institutional Repository
- Will be printed in book format as an 8.5 x 11 Hard Cover

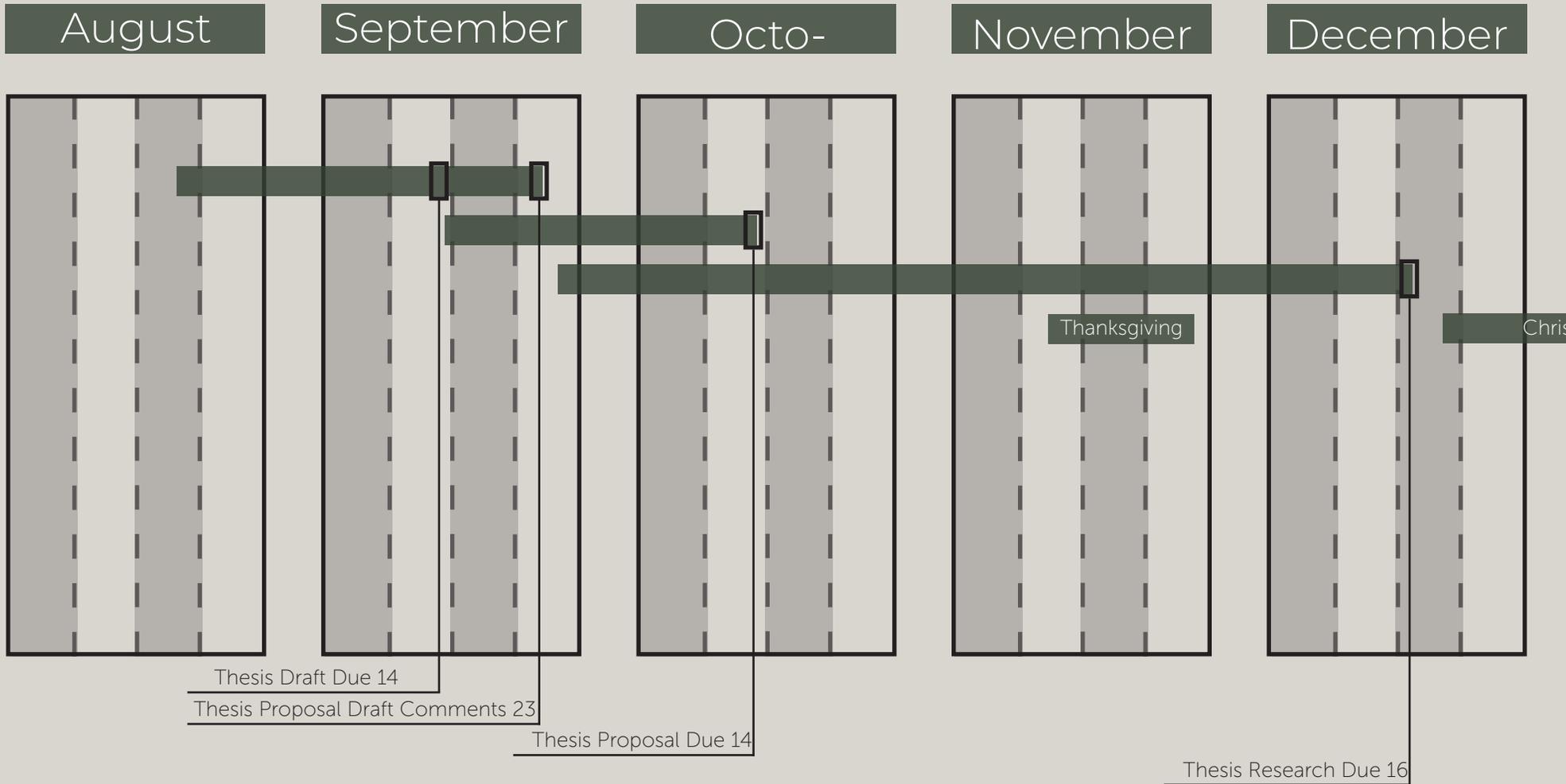
PRESENTATION OF FINAL THESIS:

Final Thesis Project will be presented by an oral and visual presentation of the final research and design solution. The presentation will be in face-to-face, Zoom or a combination of both to a panel of department-selected jury and approved audience.

INTERVAL OF TIME FOR COLLECTION OF DATA:

After each phase of the project data will be collected and documented as needed.

DESIGN THESIS SCHEDULE





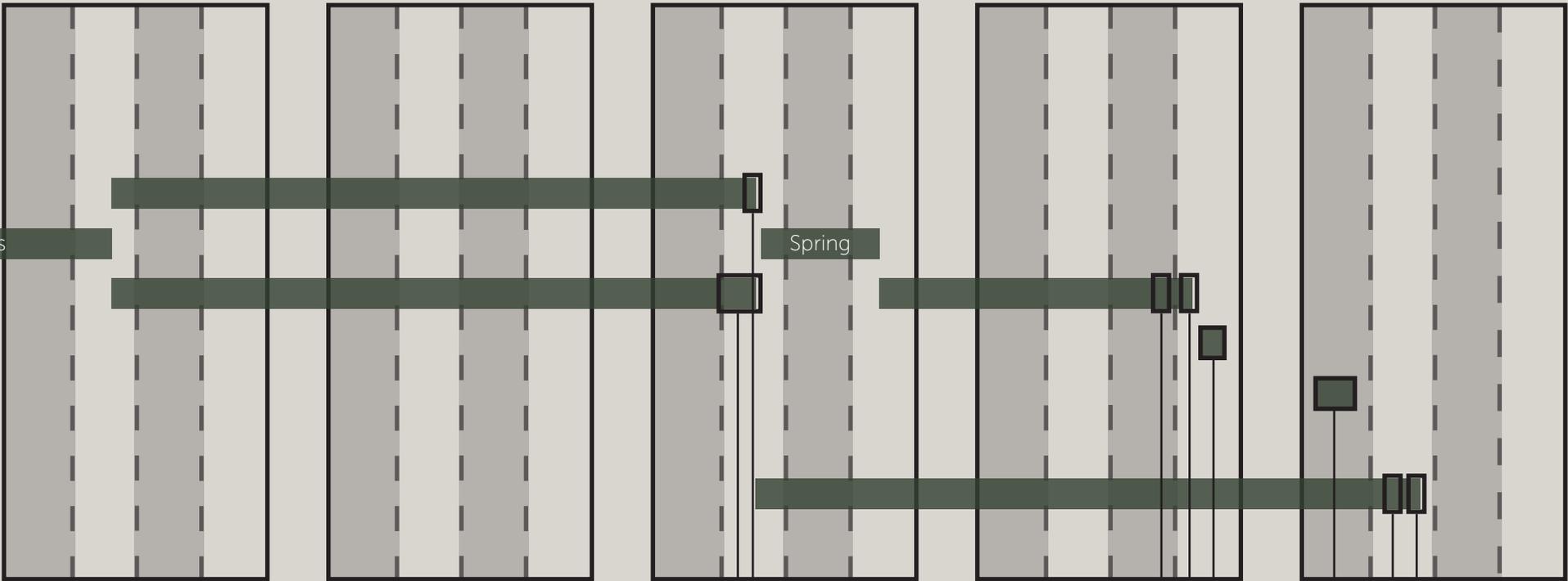
January

February

March

April

May



Christmas

Spring

Mid-Term Thesis Reviews 7-11
 Thesis Research Final Edited Due 11

Digital Copy of Thesis Exhibit Due 22 Apr @
 All Physical Exhibits Due 25 Apr @
 Annual Thesis Exhibit 5th Floor Ren Hall 26 Apr-28

Final thesis reviews 2-5
 Digital Copy of Complete Thesis Book Due To Thesis Instruc-
 Thesis Book Due 13

THESIS RESEARCH

RESEARCH PREMISE

I will be exploring two methods of research within the thesis research process, mainly qualitative and inter-subjective. The design of the camp will be influenced by research on how people with disabilities interact with spaces and buildings. Reviewing and becoming familiar with the ADA standards and codes will also be important when building and structuring the camp. An important part of the research process will be to examine case studies to determine what elements contribute to successful camp programs.

There will be readings from first-person accounts of the relationship between people with disabilities and their relationships with others, in order to gain a better understanding of the situation. The stories will contribute to the development of a new method of communication between people with disabilities and the world around them.

LITERATURE REVIEWS

Therefore as I said before, our children from the earliest years must take part in all the more lawful forms of play, for if they are not surrounded with such an atmosphere, they can never grow up to be well-conducted and virtuous citizens
- Socrates (420 B.C.)

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES:

A PERSON CENTER APPROACH

In this literature review on “Introduction to Recreation Services for People with Disabilities: A Person-Centered Approach”, the focus is on recreational and therapeutic recreation services for people with disabilities. There are similarities between recreation and therapeutic recreation and there are differences as well. Recreation services, for instance, are more for enjoyment, whereas therapeutic recreation services are more goal-driven, and are aimed at treating clients. The focus of the review will be the recreation services. In order for recreation services to be effective, they must be centered around the people they serve. It’s not new to think that people with disabilities should have access to recreation services, but it hasn’t been adequately emphasized in the past. This reading focuses on the idea that people with disabilities are people just like anyone else, with the same needs and wants. People with disabilities should also be at the center of recreation programs that are designed with them in mind.

The book begins by explaining the meaning of the terms handicap, disability, and impairment. Though these terms are often interchangeable, their meaning varies considerably. In 1980, the World Health Organization published the International Classification of Impairments, Disabilities, and Handicaps, or ICDH, for the purpose of defining disability. They are as follows:

***Impairment:** any loss or abnormality of psychological, physiological, or anatomical structure or function, which might result from a disease, accident, genetic or other environmental agents;*

***Disability:** any restriction or lack of ability to perform an activity in the manner or the range considered normal for a human being; and*

***Handicap:** a disadvantage for a given individual that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.”*

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES:

A PERSON CENTER APPROACH

Whatever classification a person falls under, it is important to focus on a person's abilities rather than a "medical condition" or "disability". When referring to people with disabilities, it is important not to describe them as a category, trait, or characteristic, but as a person. This is used to make sure that the language used is appropriate.

As stated in the reading, using a people-first language is suggested. People first refers to just that, people first. When one talks about people with disabilities, a person should start by saying people, followed by phrases like "who are" or "who have" or "who have...". When we talk about the person instead of the disability, the person takes precedence over the disability. There is a need for terminology that promotes the dignity of people with disabilities, as well as a better understanding that disabilities are a part of the daily routine. Refer to Table 1.1 for appropriate vs. inappropriate terminology. Based on the reading, the following suggestions should make both the reader and the person with the disability more comfortable:

- *"Talk directly to the person with the disability, maintaining eye contact, even if he/she is using an interpreter or personal assistant.*
- *Encourage the person with the disability to express his/her own opinions, even when parents or friends feel they can speak for the individual.*
- *Ask if assistance is needed rather than assuming it is. If the person says, "No, thanks," don't pressure him/her to accept help anyway.*
- *Use a normal tone of voice. If the person cannot hear or understand you, he/she will let you know.*
- *When talking with a person with a cognitive disability, speak in simple, clear sentences. Remember that simple language does not mean childish language. When appropriate, ask the person to put in his or her own words what has been said to confirm understanding.*
- *If appropriate, sign or gesture to make yourself understood. If you do not understand what the person with the disability is saying, you should say so. Ask the person to repeat if necessary.*
- *When interacting with a person with a speech or language disability, be patient. Give the person ample time to respond to your question. Do not try to finish a statement for him/her.*

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES:

A PERSON CENTER APPROACH

- *Be careful not to assume that a person with one disability also has other disabilities. A person with a physical disability does not necessarily have a cognitive disability; nor is a person who is blind particularly likely to have a cognitive disability; nor is a person who is blind particularly likely to have a hearing loss.*
- *When talking with an adult who uses a wheelchair, sit across from the person at eye level. If no chair is available, stand. Kneeling may convey a demeaning attitude toward the individual.*
- *Use the same terms with persons who have disabilities as you would with anyone else. For example, don't avoid using "look" or "see" with a person who has a vision loss. Likewise, do not hesitate to say, "Let's walk over ..99 to a person using a wheelchair.*
- *In casual conversation with someone with a disability, talk about the same things as you do with others; the weather, the garden you want to plant, the latest baseball game. While people with disabilities may be willing to answer questions about their disability, making such questions the focus of an interaction can inhibit friendly conversation.*
- *In social settings, treat people with disabilities just as you would anyone else. Avoiding contact or being overly attentive calls attention to the disability at the person's expense.*
- *Be aware that an assistance animal, for example, a guide dog helping an individual who is blind, is on duty. Petting or otherwise distracting the animal is discouraged unless first approved by the owner. Also, keep in mind that there are other types of working dogs and other working animals used to assist an individual in being more self-sufficient. Kim Brown from Therapy Animals Assisting People of St. George, Kansas, uses cats in addition to dogs to assist people with emotional disabilities (personal communication, 10/21/08). Also, the National Primate Research Center of the University of Wisconsin-Madison provides research and information about using monkeys to assist people with disabilities on the Primate Info Net (<http://pin.primat.wisc.edu>).*
- *Encourage children and adults to learn about people with disabilities. Open, informed communication helps overcome fear and misleading attitudes. People with disabilities are their own best spokespersons. Disability is not "abnormal," it is normal. It may affect any of us at some point in our lives."*

In the United States, it is difficult to say how many people have disabilities. The United States Census Bureau's Survey of Income and Program Participation (SIPP 2005) estimates that 54.43 million Americans may have a disability. According to the book, 49% of people with disabilities consider themselves disabled or handicapped, and the other half say they don't have one. It is important to distinguish between self-diagnosing and being diagnosed by a physician.

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES: A PERSON CENTER APPROACH

TABLE 1.2

54.43 million (18.7%) Americans live with some type of disability in the U.S.	SIPP, 2005
34.95 million (12%) of people of all ages have a severe disability	SIPP, 2005
18.13 million (51.8%) of people aged 65 and older have some type of disability	SIPP, 2005
12.94 million (36.9%) of people aged 65 and older have a severe disability	SIPP, 2005
41.2 million (15%) of people have some level of disability (data from a much smaller set of questions than SIPP)	ACS, 2007
20.8 million (9%) of people over 15 have a physical limitation	SIPP, 2005
2.0 million (10%) of people living in Canada between the ages of 15 and 64, have some type of disability	PALS, 2001
36 million (12 %) of U.S. residents have a limitation in activity	NHIS, 2007
13.3 million (7%) of 16- to 64-year-olds, reported a medical condition that made it difficult to find or hold a job	ACS, 2007
Unemployment rate of persons with a disability was 14.3%	CPS Monthly, June 2009
Unemployment rate of persons with no disability was 9.5%	PS Monthly, June 2009
Employment-population ratio for persons with a disability was 19.4%, compared with 65% for persons with no disability	CPS Monthly, June 2009

(FIGURE 13)

Historically, the Americans with Disabilities Act has been and continues to be the most significant civil rights law in the United States. In spite of its importance, it is not enough to stop discrimination against people with disabilities. These are the main reasons the act was passed:

1. Society tends to isolate or segregate people with disabilities;
2. People with disabilities experience intentional as well as unintentional (and well-meaning) discrimination;
3. Discrimination is pervasive, occurring in all levels of society;
4. Discrimination occurs in critical areas of life, including employment,] housing, access to government services, transportation, communication, and recreation;
5. There is often no satisfactory legal recourse for people with disabilities who have experienced discrimination;
6. People with disabilities generally occupy inferior social positions; and
7. People with disabilities, as a group of individuals, have been powerless to address these social inequities (McGovern, 1992)."

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES:

A PERSON CENTER APPROACH

One of the biggest barriers between people who have or do not have a disability is that they don't have any personal connection or interaction with one another. This leads to stronger stereotypes on both sides as time passes. Having and maintaining a personal connection or interaction is the most effective approach to changing perspectives and attitudes. In the absence of such connections, stereotypes may be reinforced. Positive interactions between people lead to a greater level of understanding. These interactions should not be forced; they should occur naturally.

In the process of planning and designing accessible facilities, attention is usually paid to basic needs like parking, ramps, and restrooms. Even though a person with a disability might be able to enter a facility or enjoy the outdoors, they are frequently excluded from many basic activities that people without disabilities take for granted. With a visual impairment or limited language skills, orientation can be quite challenging. According to Title II of the ADA, public entities cannot deny people with disabilities equal access to activities and programs. This does not mean that all buildings should be completely architecturally accessible.

The importance of friendships for disabled children and adults is well understood by parents, educators, and others. In this reading, the author emphasizes that all people, regardless of disability, should be included and integrated in recreational settings. According to the text, the author asks, "With whom should people with disabilities make friends?" The question is based on the assumption that other people should decide who people with disabilities can and cannot be friends with. Ultimately, the decision rests with the individual. Heyne et al. (p.2) summarized it best in the introduction when they wrote,

"In her book, Among Friends, Letty Cottin Pogrebin writes, ... although the centuries of wisdom have yielded ... scores of friendship criteria ... in the last analysis, friendship is what you say it is." ... Children tell us who their friends are, what they like and do not like about their friends, what surprises them, and what they learn from their friends."

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES: A PERSON CENTER APPROACH

TABLE 7.1 Some Common Barriers to Making Friends
<p>Families' busy schedules At times, within the busy life of a family, friendships for children with disabilities might seem like a luxury, or parents might assume they are not possible.</p>
<p>Lack of knowledge about recreation's role Parents might not understand that recreation can play a vital role in helping to facilitate friendships.</p>
<p>Inappropriate social skills If children do not know how to join and behave in a group, meet other kids, take turns, etc., They might have difficulty making friends.</p>
<p>Difficult communication Friendship development can be challenging if an individual has difficulty with expressive or receptive communication.</p>
<p>Distance between homes If children with disabilities do not go to their neighborhood school, they might have difficulty experiencing spontaneous play with their peers because they do not live close by.</p>
<p>Families not acquainted Realistically, parents are the ones who often have to serve as catalysts for friendships between their family member with a disability and his peers. This might occur by contacting other parents; this can be difficult if you do not know the parents of your children's friends.</p>
<p>Lack of transportation As with so many aspects of the lives of people with disabilities, lack of transportation can negatively impact the development and maintenance of friends. In particular, if an individual relies on others for transportation, her ability to enjoy more spontaneous experiences with friends is curtailed. This can be a real problem with adolescents who might not want to rely on parents for transportation but who cannot transport themselves.</p>
<p>Need for information about disabilities Individuals without disabilities usually require some sort of disability awareness training to help them move beyond their potential lack of comfort with individuals with disabilities.</p>
<p>Lack of common interests Most often we associate with people because we share a common interest. The challenge can be finding common interests between individuals. This is usually a minor barrier.</p>
<p>No phone or lack of phone skills The telephone is a major tool we use to stay in touch with our friends and to arrange to meet. If an individual does not have a phone, or is not comfortable using one, this can pose a significant challenge.</p>

(FIGURE 14)

TABLE 7.2 Ways to Help Encourage Friendships
<p>Families:</p> <ol style="list-style-type: none"> 1. Make friendship development a priority. 2. Become acquainted with other families. 3. Schedule children's time together. 4. Invite children into the home and on outings. 5. Encourage children to talk about their friends at home. 6. Encourage positive social interactions. 7. Learn about community recreation resources.
<p>Recreation staff:</p> <ol style="list-style-type: none"> 1. Welcome all children in recreation programs. 2. Ensure architectural accessibility. 3. Ensure program accessibility. 4. Educate staff to meet individual needs. 6. Provide cooperative activities that promote positive peer interaction. Strengthen friendship skills of participants without disabilities and participants with disabilities. 7. Prepare people as integration facilitators. 8. Promote inclusion as everyone's responsibility.

(FIGURE 15)

INTRODUCTION TO RECREATION SERVICES FOR PEOPLE WITH DISABILITIES:

A PERSON CENTER APPROACH

As shown in Table 7.1, there are many potential barriers to making friends, and Table 7.2 provides ways to encourage friendships.

Recreation is an important part of every person's life. Besides making us feel comfortable, it contributes to bringing balance to various aspects of our lives, and it revitalizes and renews us. The majority of our social relationships and friendships are formed through our participation in recreational activities. Despite this, many people with disabilities do not have full access to recreational activities. The important thing to keep in mind is that they still have the same needs, wants, and desires as everyone else, but for a variety of reasons, those with disabilities, may not be able to have access to these opportunities.

The purpose of Table 13.2 National Therapeutic Recreation Society (NTRS) Position Statement on Inclusion is to encourage all recreation service providers to provide settings and opportunities for people of different backgrounds to interact with one another and come into closer contact to develop relationships.

TABLE 13.2
Some Common Barriers to Making Friends

Diversity is a cornerstone of our society and culture and thus should be celebrated. Including people with disabilities in the fabric of society strengthens the community and its individual members. The value of inclusive leisure experiences in enhancing the quality of life for all people, with and without disabilities, cannot be overstated. As we broaden our understanding and acceptance of differences among people through shared leisure experiences, we empower future generations to build a better place for all to live and thrive.

Inclusive leisure experiences encourage and enhance opportunities for people of varying abilities to participate and interact in life's activities together with dignity. They also provide an environment that promotes and fosters physical, social, and psychological inclusion of people with diverse experiences and skill levels. Inclusion enhances individuals' potential for full and active participation in leisure activities and experiences. Additionally, the benefits of this participation may include:

- Providing positive recreational experiences that contribute to the physical, mental, social, emotional, and spiritual growth and development of every individual;
- Fostering peer and intergenerational relationships that allow one to share affection, support, companionship, and assistance; and
- Developing community support and encouraging attitudinal changes to reflect dignity, self-respect, and involvement within the community.

Purpose

The purpose of the Position Statement on Inclusion is to encourage all providers of park, recreation, and leisure services to provide opportunities in settings where people of all abilities can recreate and interact together. This document articulates a commitment to the leisure process and the desired outcomes. Accordingly, the Position Statement on Inclusion encompasses these broad concepts and beliefs:

(FIGURE 16)

PRECEDENT STUDIES



(FIGURE 17)

I believe that the outdoor camp environment has many different aspects to their success, which are intertwined and make it very important to my thesis solution. Camps provide the perfect setting to display the connection between architecture and the outdoors.

Architecture and outdoor spaces have always been dominated by the question of accessibility. For most people, ADA is an after-thought or something they have to meet just to qualify for approval. For those working in the architecture community, the standards for ADA have always been met, but are always met at a minimum. Because of this lets start thinking about accessibility earlier on in the creative design process.

The following precedent studies are great examples of how accessibility, encouragement, decision making and inclusion have been and can be done successfully.

CASTAWAY CLUB - YOUNGLIFE CAMP



(FIGURE 18)

CASTAWAY CLUB - YOUNGLIFE CAMP

Owner: Young Life

Typology: Resort-Quality Camp

Location: Detroit Lakes, MN

Year: 1963

Acres: 27.28

Summary

In 1963, Jim Rayburn, Phil McDonald, and Bill Starr founded the Castaway Club in Detroit Lakes, Minnesota. Gordon Smith, McDonald, Starr, and Rayburn sealed the purchase agreement for the land on which the camp sits by shaking hands over a T-Bone Stake dinner. For almost 60 years, Castaway Club camp has been setting the standard for building state-of-the-art, comfortable, well-designed facilities that offer outstanding lodging, amenities, and personalized service for groups up to 450 guests at both competitive and affordable rates.

Castaway Club Camp is primarily used for Conferences, training events, educational retreats, mens/womens retreats, college retreats, high school/junior high retreats, staff retreats, and more. It is also available to churches, and other non-profit organizations. Pricing varies by size of your group, number of nights at camp, and whether you wish to have catered meals or eat in the dining hall. Castaway welcomes kids of all backgrounds to their camps. All of their main builds are accessible to strollers and wheelchairs by way of paved paths that connect of buildings on the site. A handful of cabins are designed to accessible for overnight or week long stays. Castaway does their best to help all their guests to participate in all activities that take place at camp.

CASTAWAY CLUB - YOUNGLIFE CAMP

EXISTING PROGRAM:

Main Lodge

- Admin
- Coffee Shop

Dining Hall

Medical Facilities

Club House

Housing

- Cottages (hold up to 50 guests)
- Dorms (hold up to 400 guests)
- ADA Options

Beach House (aka Cabana)

Storage Buildings

Game Room

Softball Diamond

Basketball and Volleyball Court

Hot Tub

Beach

Climbing Tower

Zip Line

Parking



(FIGURE 19)



(FIGURE 20)



(FIGURE 21)

CASTAWAY CLUB - YOUNGLIFE CAMP



(FIGURE 22)



(FIGURE 23)



(FIGURE 24)

CAMP FRIENDSHIP



(FIGURE 25)

Owner: Ackenbom Family

Typology: Resort-Quality Camp

Location: Palmyra, Virginia

Year: 1966

Acres: 600

Summary

In 1955, Camp Friendship was built on dreams. It is one of those places that let you forget about the problems of the world. This is the purpose of Camp Friendship and what they do. Camp Friendship was established by Chuck Ackenbom in 1966, and the Ackenbom family still proudly runs the business today.

They call themselves a traditional camp but do not be fooled by what others may call traditional. Their traditions are rooted in a simple way of life and acceptance for all. They offer a friendly environment that is diverse by design and embraces others' differences. Being a kid can be difficult, but being yourself should be easy.

The Camp Friendship campground is surrounded by over 600 acres of fields and forests in the foothills of the Blue Ridge Mountains. Having worked with children and families from different backgrounds for many years, Camp Friendship aims to create a positive environment for every child who attends. Camp Friendship gives their campers the opportunity to gain independence by allowing them to make choices every day. As a result, many campers return year after year and even bring friends to experience the same thing.

EXISTING PROGRAM:

Main Lodge
Dining Hall/Flag Room
Gym
Camp Store/Snack bar
Housing

- Junior Boys Cabins
- Junior Girls Cabins
- Senior Boys Cabins
- Senior Girls Cabins

Hunt master's Lodge
Equestrian Center
Dance Pavilion
Amphitheater
Basketball Court
Volleyball Court
Soccer Field
Diving Platform
Climbing Tower
Rope Course
Mountain Boarding
Ga Ga Ball
Archery Range
Arts & Craft
Tennis Courts
Fire Ring

Camp Friendship offers summer Summer Camps for ages 7-17 with the fifth open to families of all ages. In the Spring & Fall there are two programs along with two Retreats that are open to all ages who are wanting to get outdoors.



(FIGURE 26)

During the camper's time at Camp Friendship, they are allowed to choose activities that interest them in a safe and supportive environment. They have four categories to choose from. Adventure, Aquatics, Arts, and Sports.

ADVENTURE ACTIVITIES:

Archery
Challenge Course
Horseback Riding
Mountain Boarding

SPORTS ACTIVITIES:

Badminton
Basketball
Flag Football
Gymnastics
Mixed Sports
Soccer
Tennis
Ultimate Frisbee
Volleyball
Yoga

AQUATICS ACTIVITIES:

Aqua Aerobics
Canoing
Fishing
Kayaking
Paddle boarding
Water Polo

ART ACTIVITIES:

Arts & Crafts
Dance
Drama
Drawing & Painting
Dungeons & Dragons
Friendship Bracelet Making
Music Jam Session
Pottery



(FIGURE 27)

CHARACTER CHALLENGE COURSE



(FIGURE 28)

CHARACTER CHALLENGE COURSE

Owner: Sarah and Travis Guida

Typology: Aerial Adventure Complex

Location: Park Rapids, MN

Year: 2010

Acres: 3.5

Summary

The Character Challenge Course was created by Sarah & Trav Guida in Park Rapids, MN. The course was designed to encourage and push participants to go outside their comfort zones. They work with many different types of groups, such as schools, athletic teams, corporate meetings, youth groups, and families. Participants will learn how to build better relationships, improve leadership skills, and strengthen communication skills during the course. Besides offering programs at the challenge course, their facilitators will also travel to your location to provide your group with a high energy, hands-on event. The activities that they develop will be tailored to address your specific objectives, whether your event is for 500 students or a small corporate meeting, while offering a variety of packages. As a top resource for team building activities, the Character Challenge Course has served more than 40,000 people since it opened its doors in 2010.

CHARACTER CHALLENGE COURSE

EXISTING PROGRAMS:

The course includes a high ropes course, low ropes initiatives, obstacle course, and extreme free-fall challenges. In addition their certified facilitators will help you overcome your fears and face fate head on. They will push you beyond your personal limits in order to challenge you to achieve excellence. They are committed to being the best destination for team building in Minnesota and North Dakota.

CORPORATE RETREATS:

Benefits that come from participating in the character challenge course corporate retreats include:

- Increased productivity and ability to problem solve
- Clearly defined goals and objectives
- Increased morale and leadership skills
- Increased organizational productivity
- Identified strengths and weaknesses to foster growth



(FIGURE 29)



(FIGURE 30)

CHARACTER CHALLENGE COURSE

SCHOOL ASSEMBLIES:

Each grade has their own unique challenge that connects students through hands-on activities, team-focused events, and a story that is motivating and engaging.

6th Grade: Identity Challenge will build positive attitudes within student groups and the school climate. It will lead to a stronger sense of self esteem.

7th Grade: Conflict Challenge will build positive school culture for 7th grade students. It utilizes student leaders from 11th-12th grade to enhance relationships within the school.

8th Grade: Leadership Challenge will build positive attitudes within student groups, and lead to all students taking ownership in the culture of their school.

9th Grade: Excellence Challenge will help to build positive school culture for incoming freshmen. It utilizes student leaders from 11th-12th grade to enhance relationships within the school.

10th Grade: Priorities Challenge will enhance students' ability to establish their values. This will lead to a stronger ability to self-advocate, establish goals, and cast a vision for their class, school and future.

11th Grade: Goal Challenge will help to enhance students' preparedness for the real world. When students are able to set goals, their sense of self-confidence will improve.

12th Grade: Legacy Challenge is crafted with one purpose: for students to find THEIR purpose.



(FIGURE 31)

PROJECT JUSTIFICATION

Why is the project that you have defined important to you as a person (your personal reasons)?

- There are three reasons as to why this project is important to me. The first being, this project is a culmination of the knowledge and skills that I have gathered and learned from my time here at NDSU to help me in making a successful thesis project. My second reason as to why this project is important to me is because I have seen the changes that I camp can have on a person and how it can help them find inner acceptance and find value in who they are. I have also been a volunteer for the A01 Foundations Camp Conquerors as a counselor and having the opportunity to work with children from all backgrounds has made me more aware of others' experiences. My last reason is that I have always had a heart for children and to be able to help them have experiences that they might otherwise not be able to have.

How is the project going to add to your knowledge base?

- The area of this project that will expand my knowledge is becoming more familiar with ADA regulations and design. Before becoming more familiar with ADA I need to research what a disability is the different types of disabilities. By knowing what the minimum are for ADA I will be able to know how to design for all. This will carry over into when I graduate and start working in a firm.

Why is the project important to be implemented in its social context?

- The importance of my thesis can have a social impact on our society is because will bring awareness to those who have disabilities. In recent years persons with disabilities have been often pushed to the side and forgotten about. My thesis will be the opposite of that will be a place where those with any disability are valued, seen, respected, and loved. In doing so my hope is to educate those who are able bodied that persons with disabilities are no different than those who are not, and we are all looking for the same thing. And that is to be seen.

How is the project justified in its chosen site location?

- The site location has been picked because while talking with the A01 Foundation they are

HISTORICAL CONTEXT



(FIGURE 32)

HISTORICAL CONTEXT:

Its been 30 years since President George H.W. Bush signed the Americans with Disabilities Act into law in 1990. This Law has changed the way architects think about designing and accessibility.

Before the Rehabilitation Act of 1973 persons with disabilities and those who are able bodied didn't see a place for them in society. They buildings were designed without ramps and were not accessible. Children with disabilities were separated from their peers because they were seen as burden to the teacher and student. They ultimately thought that equality meant separation if they were getting the attention that they thought they needed.

Today architects have to follow a nationally recognized accessible design standard known as the American National Standards Institute (ANSI). Because of this we have to follow minimum requirements for ADA accessibility. Schools teach about ADA minimums and architectural firms implement the minimums. What about instead of taking the minimum and flipping that entirely and making the maximum the minimum? Architects design buildings for the people and persons with disables offend get the short end of the stick. Yes they have to follow the requirements and codes but the majority of the regulations and codes were constructed for able bodied people. Architecture is for all and should include all.

HISTORICAL CONTEXT

Below are the events that have paved the way for the Americans with Disabilities Act to become Law.

1960

The Social Security Amendments of 1960 were signed into law.

As part of these amendments, disabled individuals under 50 can now receive benefits under Social Security Disability Insurance for the first time ever.

1964

The Civil Rights Act (1964) was signed into law.

During the Johnson administration, this law was signed into law, which prohibited race and color segregation in public places, as well as employment discrimination based on race, color, sex, religion, or nationality. In spite of the fact that this legislation did not deal directly with disabilities, it served as a foundation for civil rights legislation. For later legislation concerning civil rights for disabled people, advocates used language from the Civil Rights Act.

1973

The Rehabilitation Act (1973) was signed into law.

In the Rehabilitation Act, Section 504 prohibited discrimination against people with disabilities by federally funded organizations. Following the Civil Rights Act (1964), the law not only brought real change to the legal system, but it also served as a public acknowledgment of the discrimination and prejudice encountered by Americans with disabilities.

1975

The Individuals with Disabilities Act (IDEA) was signed into law.

In 1975, this act was called The Education of All Handicapped Children Act in which it was enacted that all disabled children should receive an “appropriate public education” in the “least restrictive setting.” It is perhaps the law most commonly discussed in connection with learning disabilities.



(FIGURE 33)



(FIGURE 34)



(FIGURE 35)

HISTORICAL CONTEXT

1977

The 504 sit-ins took place.

As the longest occupation of a federal building in the United States history, the San Francisco sit-in was led by Judy Heumann. The protesters occupied the regional office of the Department of Health, Education, and Welfare (HEW), demanding that the newly appointed HEW Secretary, Joseph Califano, set binding regulations for 504. In 1973, Section 504 of the Rehabilitation Act stated that no Federally funded program should exclude, deny benefits to, or subject people to discrimination under any circumstance. Although it was a major milestone for people with disabilities, some activists were concerned that the language of the law was too vague. This is why HEW was required to clarify the law. Across the country, similar demonstrations took place.



(FIGURE 36)

1988

The Civil Rights Restoration Act of 1987 becomes law, despite a Presidential veto.

Disability activists joined forces with women and minorities to advocate for reforms to the Civil Rights Restoration Act during the first major coalition movement involving the disability community. The law expanded the reach of anti-discrimination laws to federally funded organizations.

1990

The historic “Capital Crawl” took place in Washington, D.C.

To pressure Congress into passing the Americans with Disabilities Act, members of ADAPT (Americans Disabled for Accessible Public Transit) discarded their mobility aids and climbed up the Capitol Steps on the National Mall. It is remembered as a landmark day in the history of disability activism.



(FIGURE 37)

1990

The Americans with Disabilities Act (1990) was signed into law by President George H.W. Bush.

ADA was originally intended as an equal opportunity law for people with disabilities. In a similar manner to the Civil Rights Act (1964), it affirms and protects the rights of people with disabilities with regard to employment, public services, and other aspects of life.



(FIGURE 38)

SITE ANALYSIS



(FIGURE 39)

LOCATION:

The site is a total of 160 acres located in Lake Williams ND. Currently the site is used for producing very little crops, mostly alfalfa and wheat. On the site are two large bodies of water which total up to 57 acres. Currently the site is voided of trees and any permanent structures.

The site will be developed for the new home of the A01 Foundations Camp Conquers. To accommodate the camp the site will require some infill and excavation. As there are no trees on the site trees will be planted around the perimeter and future structures.



(FIGURE 40)

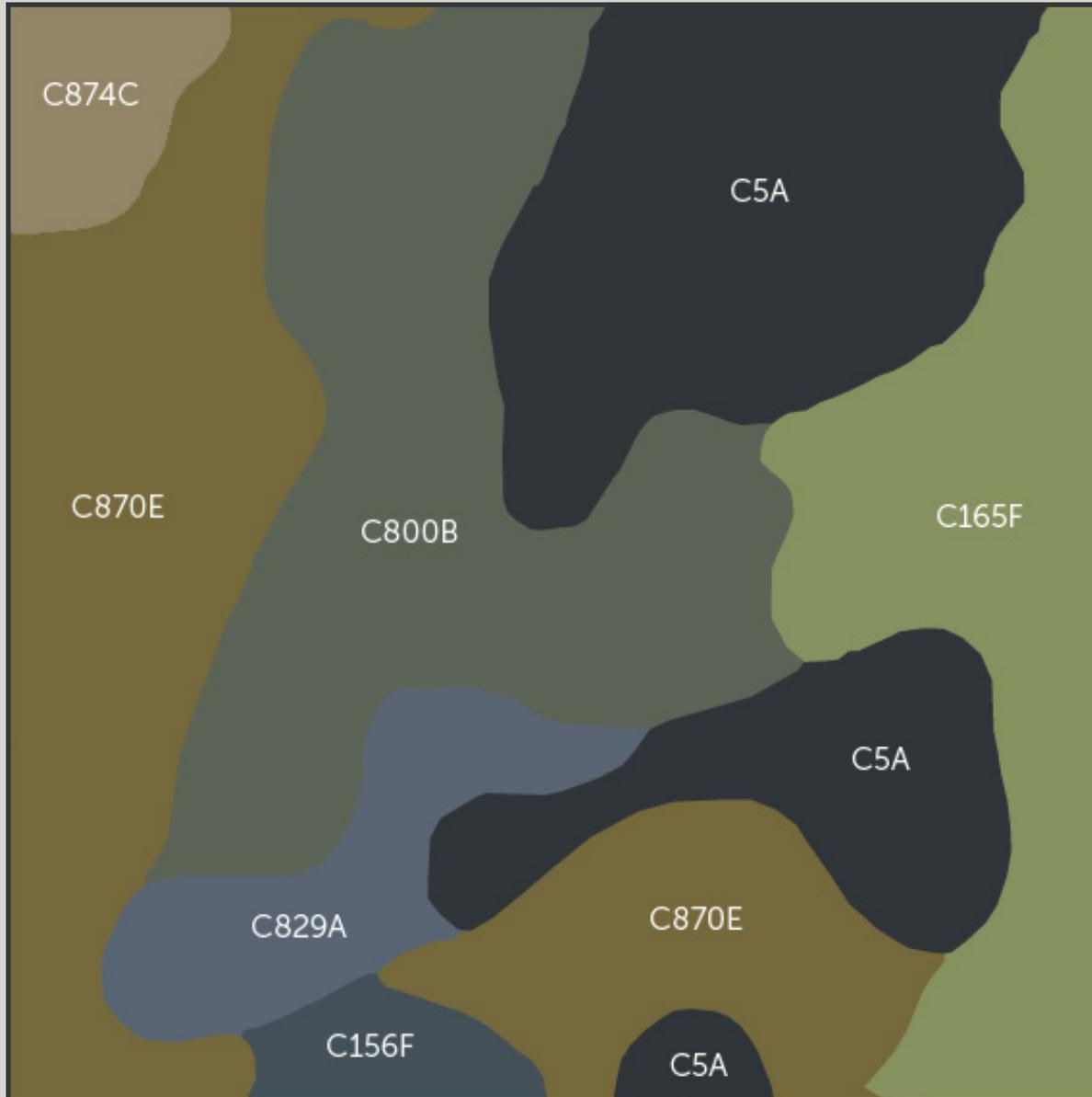
TOPOGRAPHY -	The topography on the site is fairly flat. The highest elevation is at 1,822 ft and the lowest elevation is at 1,797 ft making the change in elevation of the site 25 ft.
GRIDS -	Since the is in a rural setting the plots of land are laid out in a North, South,East, West grid formation with little diversity.
LIGHTING -	The site is absent of existing structures and lighting as it primarily used for agricultural purposes.
WATER -	There is water on the site but the quality is unknown.
VEGETATION -	As for vegetation there isn't much, mostly grass and a lack of trees and shrubs.
WIND -	As there not existing structures or trees on the site the obstruction of wind is non existent.
HUMAN CHARACTERISTICS -	The only human interaction with the site is the harvesting of crops.
DISTRESS -	In my observation thus far there is no sign of distress.



(FIGURE 41)

MAP UNIT SYMBOL	MAP UNIT NAME	ACRES IN AOI	PERCENT OF AOI
C5A -	Southam silty clay loam, 0 to 1 percent slopes	43.0	26.8%
C156F -	Zahl-Max-Bellows loams, 6 to 35 percent slopes	2.5	1.6%
C165F -	Zahl-Max-Parnell complex, 0 to 35 percent slopes	19.8	12.3%
C800B -	Appam sandy loam, 2 to 6 percent slopes	41.3	25.7%
C829A -	Marysland loam, 0 to 1 percent slopes	12.0	7.5%
C870E -	Wabek-Lehr-Appam complex, 9 to 25 percent slopes	39.6	24.6%
C874C -	Wabek-Appam complex, 6 to 9 percent slopes	2.4	1.5%
TOTAL FOR AREA OF INTEREST		160.7	100.0%

SOIL MAP



(FIGURE 42)

VEHICULAR / PEDESTRIAN TRAFFIC

The site is currently land-locked which means that there is little to no vehicular or pedestrian traffic on or near the site. To access the site you will need to go east on 16th st SE off of 40th Ave SE in Frettim ND. East of the property there are ATV trails as a second means of accessing the



(FIGURE 43)

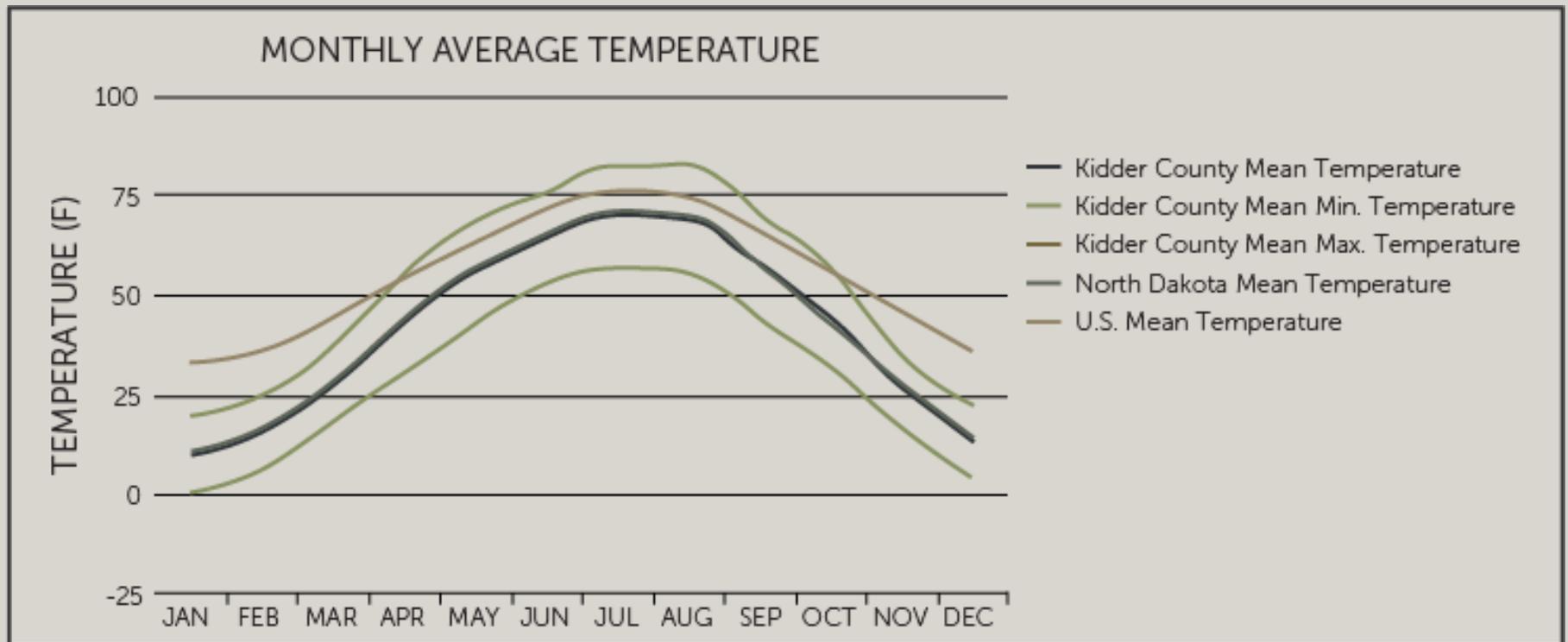
CLIMATE DATA



(FIGURE 44)

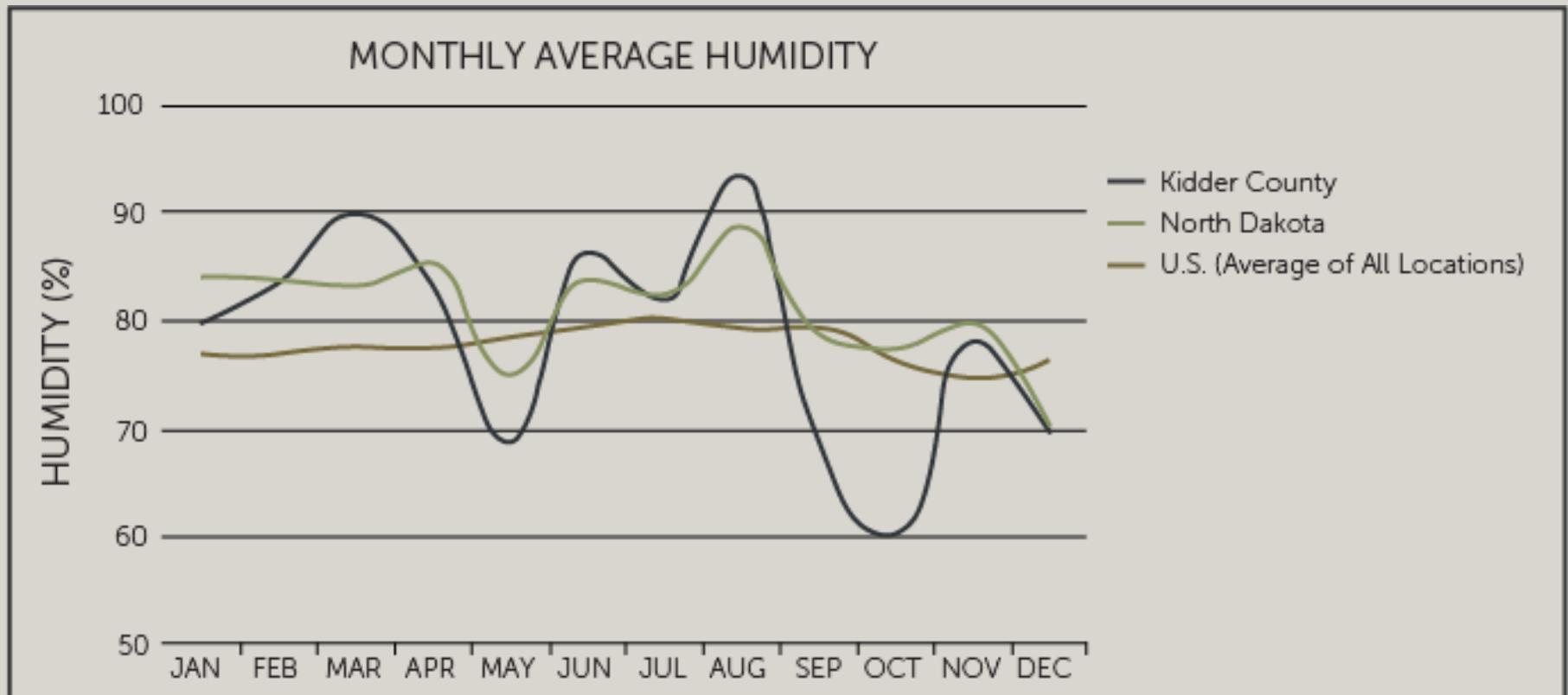
TEMPERATURE

The average temperature of Kidder County is 41.11°F, which is about the same as the North Dakota average temperature of 40.80°F and is much lower than the national average temperature of 54.45°F



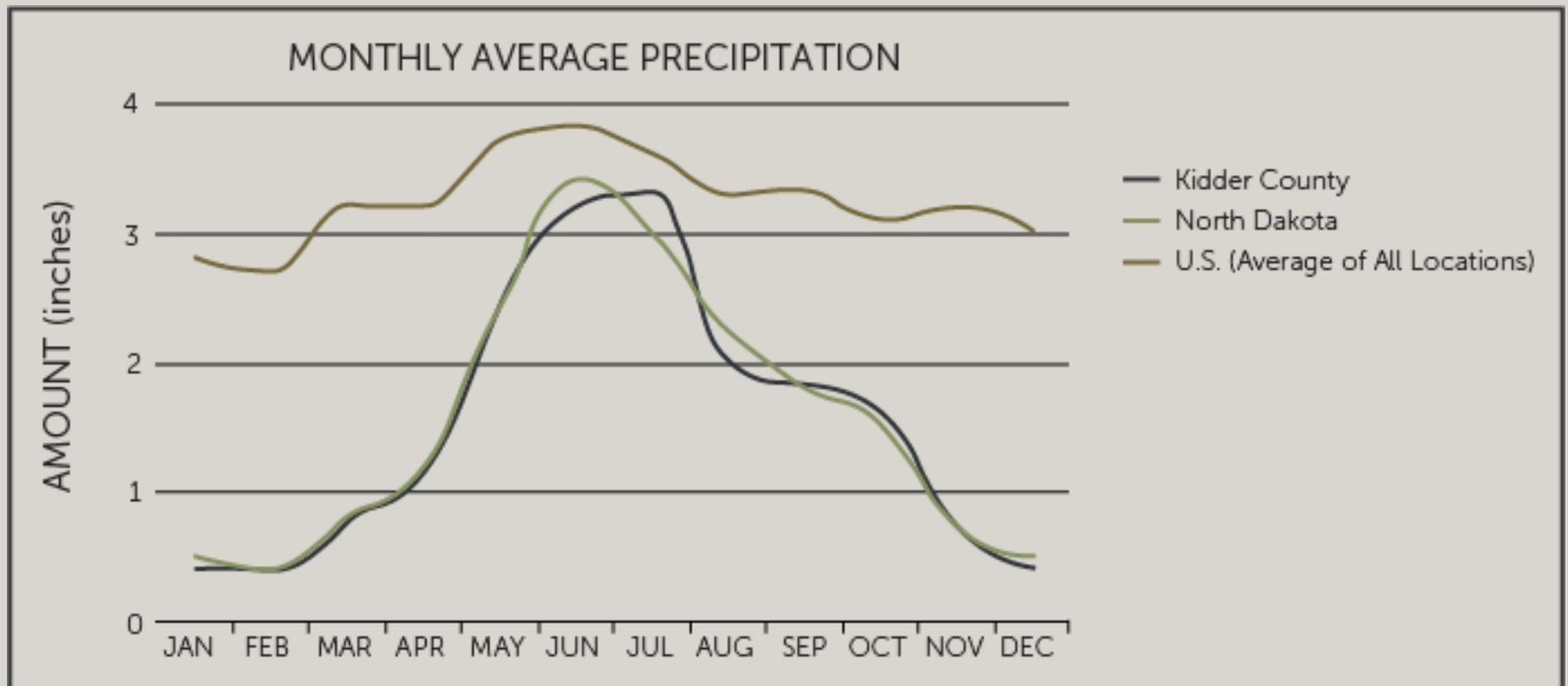
HUMIDITY

The average annual humidity in Kidder county is 78.37%. For the state of North Dakota the average is similar being 80.74%. As for all of the U.S. the average is also similar at 77.52%.



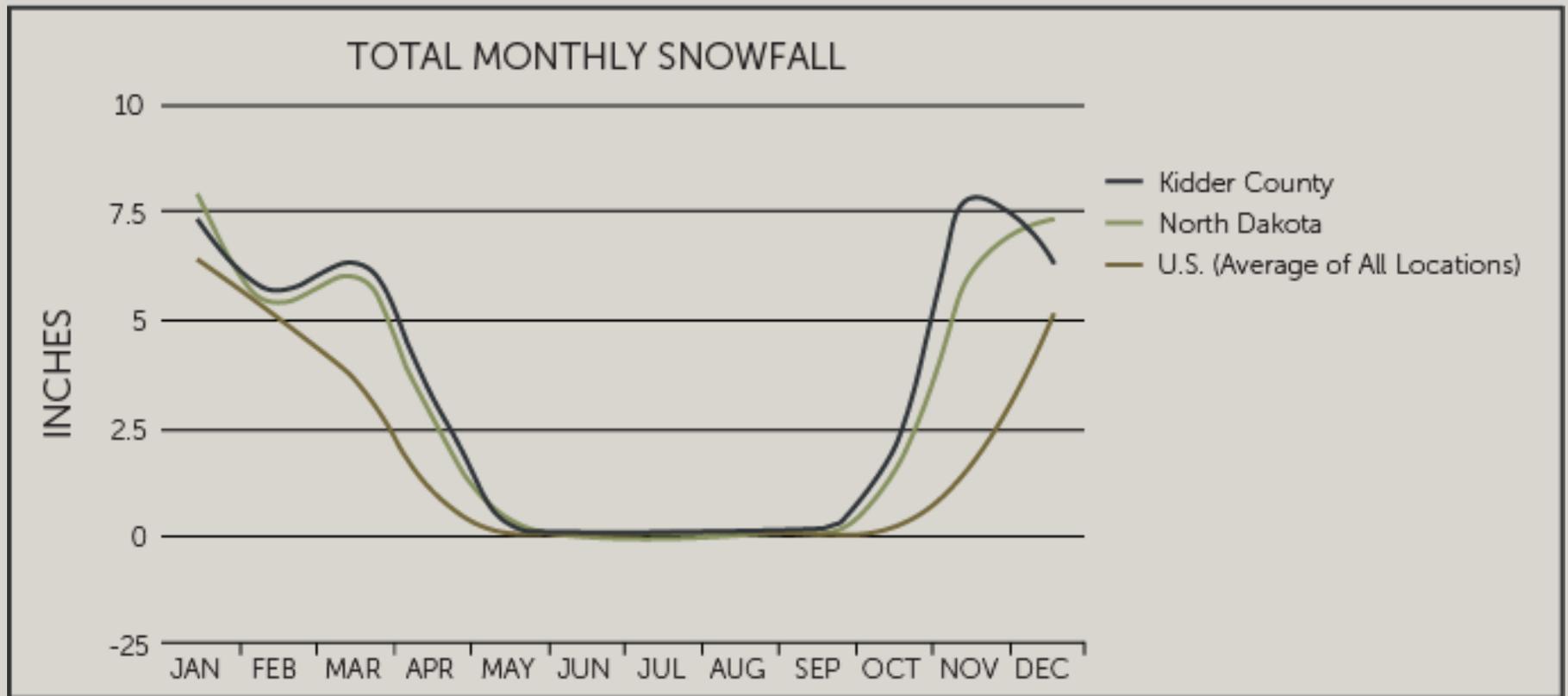
PRECIPITATION

The average annual precipitation in Kidder county is 18.34 inches. For the state of North Dakota the average is similar being 18.59 inches. As for all of the U.S. the average is low with 38.67 inches.



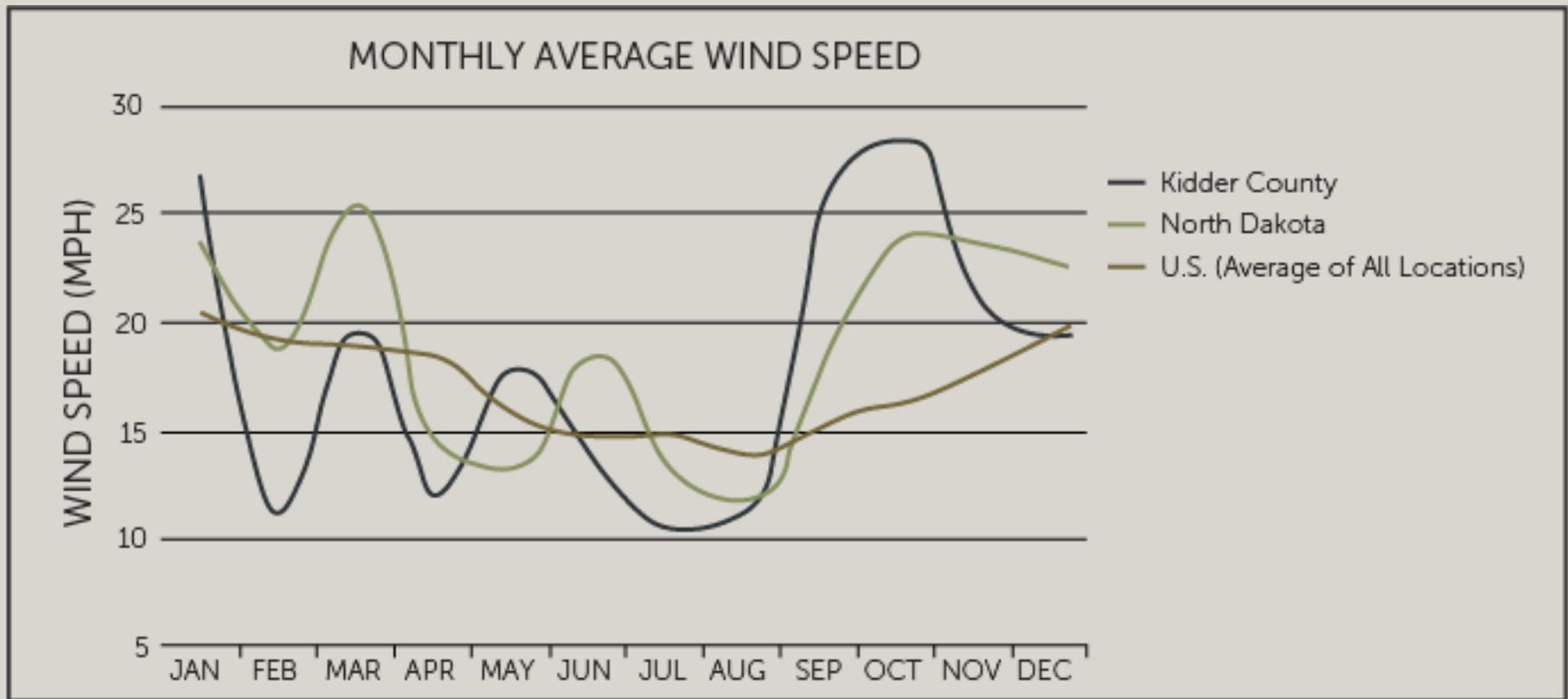
SNOWFALL

The average annual snowfall in Kidder county is 38.96 inches. For the state of North Dakota the average is similar being 37 inches. As for all of the U.S. the average is low with 23.27 inches.



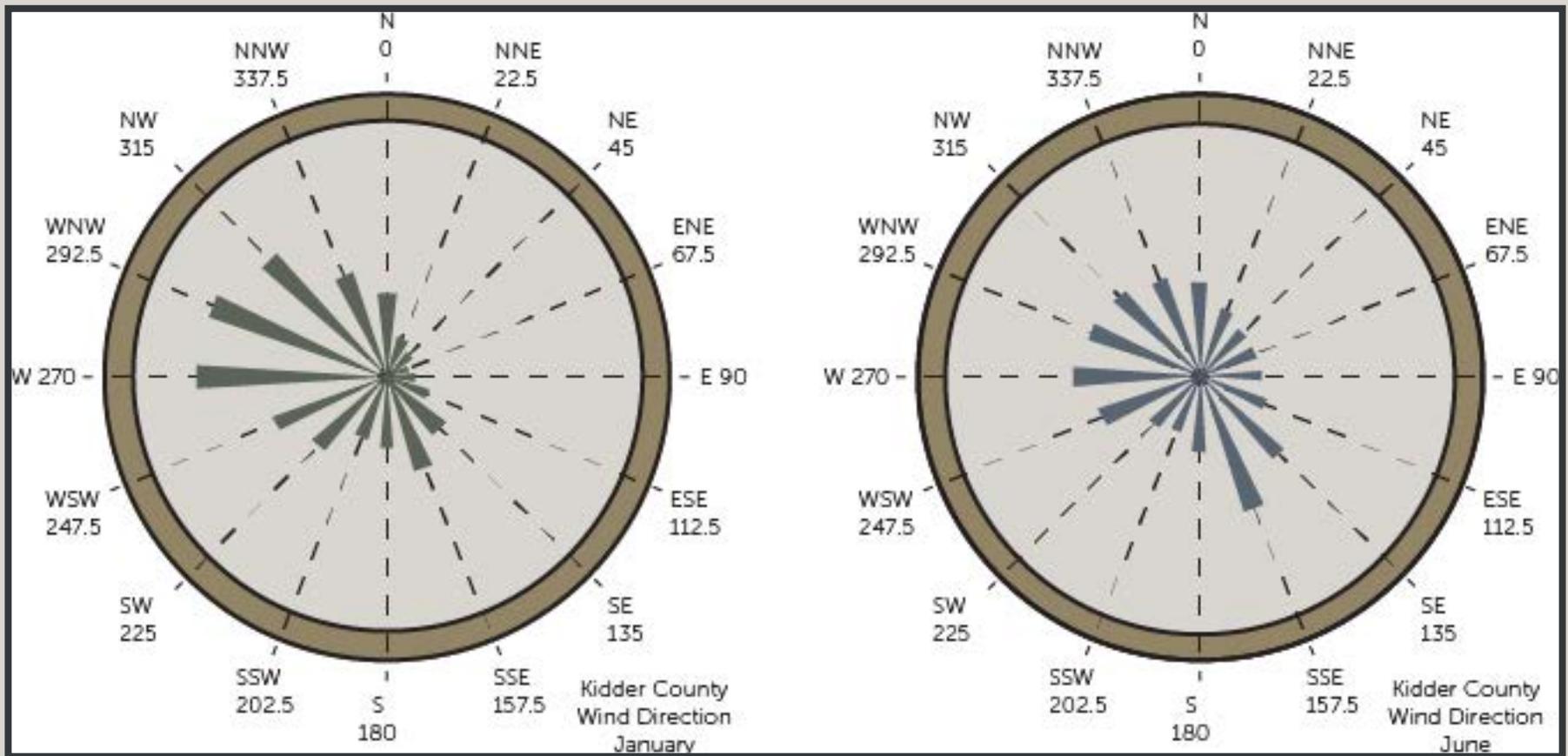
WIND SPEEDS

The average annual humidity in Kidder county is 17.97 mph. For the state of North Dakota the average is similar being 18.80 mph. As for all of the U.S. the average is also similar at 16.93 mph.



WIND DIRECTION

When deciding the layout of my thesis design I will take into account that the winter winds will come in from the North West and in the summer the winds will come from the South East and occasionally from the North West as well.



SUN PATH

Dawn -	7:42:59
Sunrise -	08:18:11
Culmination -	12:33:54
Sunset -	16:49:32
Dusk -	17:24:44
Daylight Duration -	8h31m21s
Distance [km] -	147.230.443
Altitude -	-46.55°
Azimuth -	286.97°
Height -	545m
Lat -	N 47°11'16.49"
Lng -	W 99°38'8.32"
Time Zone -	America/Chicago CST



PERFORMANCE CRITERIA



(FIGURE 45)

1 Space Allocation:

I intend to use the research from similar projects within the building typology I am studying in order to develop a program that is appropriate and effective based on both the occupancy findings and the design criteria. Using my own research findings, I will evaluate how well I can replicate the ideal spatial distribution.

2 Energy Consumption:

Developing energy consumption criteria is a primary focus of my thesis design. Following the energy code will be my primary resource and lead verification will also be taken into consideration while research and design process.

3 Environmental Performance:

In the same way as Energy Consumption, I will use embodied energy to evaluate the environmental impact of my design. I will evaluate my designs based on their materials and energy requirements. To achieve the best performance without compromising embodied energy, I will need to research materials and strat-

4 Ease of Access:

A large part of my thesis design is based on the way I allocate space and predict the activity that the users will be experiencing during the research portion of the thesis. Since my thesis is a camp, the layout is spread across my site I will consider it a success when the campers are able to access every location of the camp.

5 Psychological Impact:

The way that the psychological impact will be determined is how the youth will interact with the camp and each other. Since the outdoors environment play a significant role in the design and layout of my thesis. Another way that I will measure the psychological interactions between the counselor and the youth from the time they set foot off the bus or out of their parent or guardians' vehicle to when they leave to go home.

6 Environment Impact:

As part of my building's Environmental Performance, this also fits right in. This thesis takes into account the concern about the environmental impact of typical architectural and construction methods. An efficient and small environmental

7 Code Compliance:

I will aim to develop a design that meets code complaints such as IBC and the local ordinances. My thesis's main focus is on youth with disabilities so ADA will be a primary resource that I will exceed. My goal for this thesis is how can I make the maximum requirements the minimum requirements. I will mostly judge this on a pass / fail basis on this category, and I will consider it throughout the entire design process.

8 Cost:

It is difficult to judge this category because there is a possibility that my design will be constructed or put out into a bidding process, or at least elements from my design. However, cost must be taken into account at all phases of design. To demonstrate that a design that meets my standards is financially feasible in the real world, it's also vital that I keep my perceived costs as low as possible as The

PERFORMANCE CRITERIA

SPACE INTERACTION MATRIX



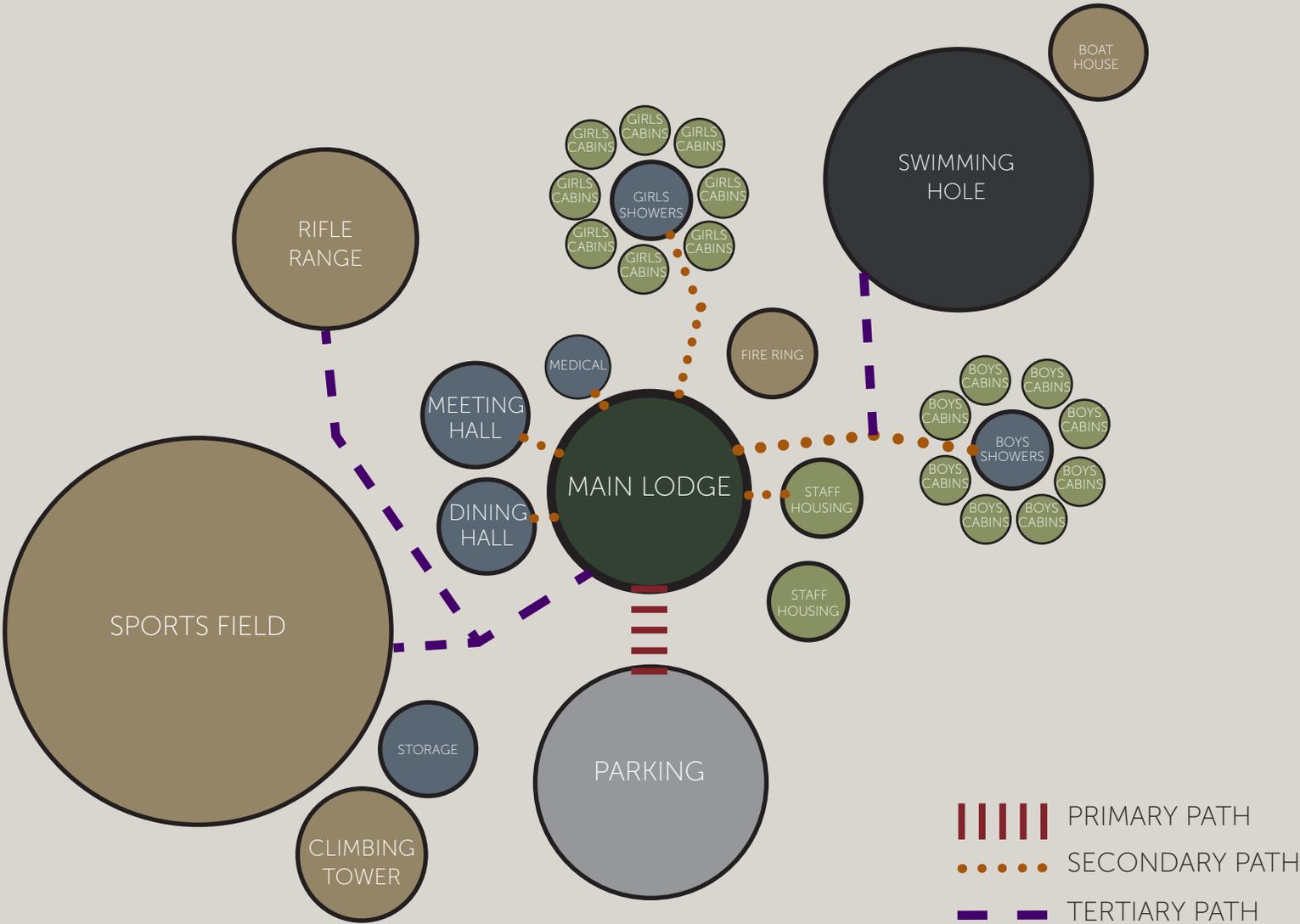
ADJACENCY MATRIX

- ◆ ADJACENT
- ◆ NEARBY
- ◆ NOT ADJACENT
- ◆ NOT RELATED

ALLOCATION OF FINISHED FLOOR SPACE

MAIN LODGE	6,000 SF	32%
DINING HALL	2,000 SF	10%
MEETING HALL	2,000 SF	10%
MEDICAL FACILITY	800 SF	5%
STAFF HOUSING	1,500 SF	8%
BOYS CABINS	+/- 700 SF	3%
GIRLS CABINS	+/- 700 SF	3%
BOYS SHOWERS	+/- 1,500 SF	8%
GIRLS SHOWERS	+/- 1,500 SF	8%
STORAGE BUILDING	1,000 SF	5%
BOAT HOUSE	1,500 SF	8%
TOTAL	19,200 SF	100%

PERFORMANCE CRITERIA



DESIGN SOLUTION

PROCESS DOCUMENTATION

Design Goals

Accessibility/Independence

- Develop Buildings and Landscapes for persons with disabilities.
 - No limitations for participating in activities and events.
 - Create spaces for opportunities or individual decision making, problem solving.
 - Meet minimums in current ADA codes: explore how to improve and expand on what accessibility can and should look like.
-

Encouragement

- Invoke an environment that fosters Encouragement and uplifts others.
 - Create spaces that are comfortable and familiar to encourage them to go to spaces that are more challenging.
-

Self-Discovery and Acceptance

- Provide Opportunity for choice.
 - Create an environment where one can accept their situations in life help others do the same.
 - Provide spaces that give the opportunity to fail and succeed.
-

Connection to the Outdoors

- Engage one's scenes.
 - Create spaces to participate in activities to help conquer fear and overcome adversity.
 - Create spaces that give the opportunity to take risks.
 - Provide views in every space.
 - Use materials that can be locally sourced
 - Relate the Architecture to the surrounding environment.
-

Community/Relationships

- Provide a place where people from all backgrounds can come together and learn from each other.
- Make versatile spaces to host events for the community and A01 Fundraisers.

EXTREME SCHEMES

Scheme #1



(FIGURE 46)

Scheme #2



(FIGURE 47)

Scheme #3



(FIGURE 48)

Scheme #4



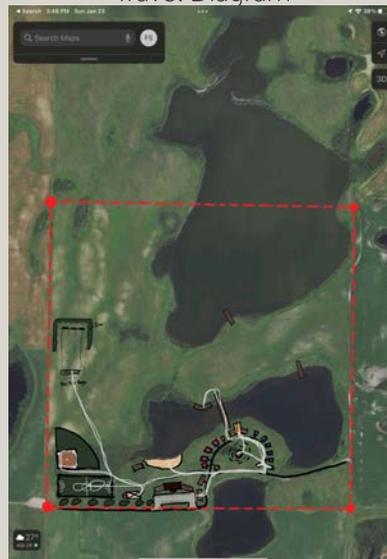
(FIGURE 49)

Scheme #5



(FIGURE 50)

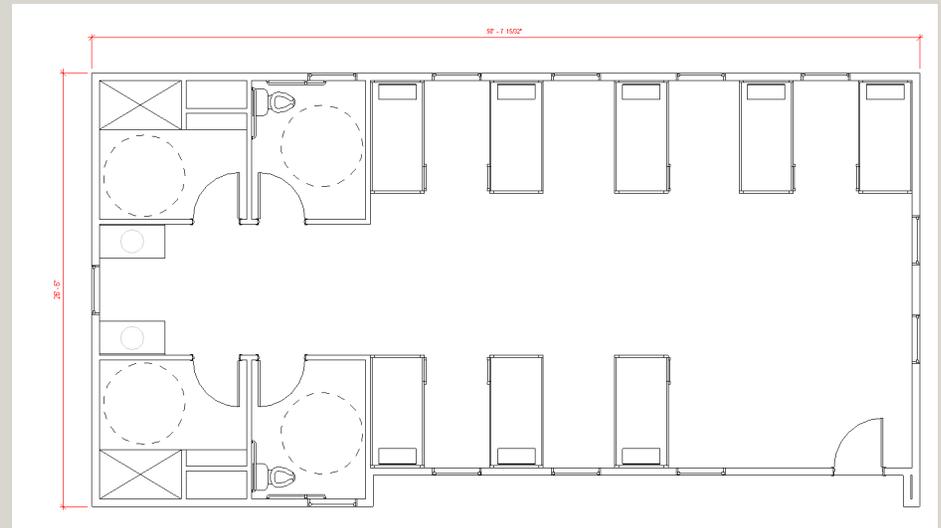
Scheme #5
Travel Diagram



(FIGURE 51)

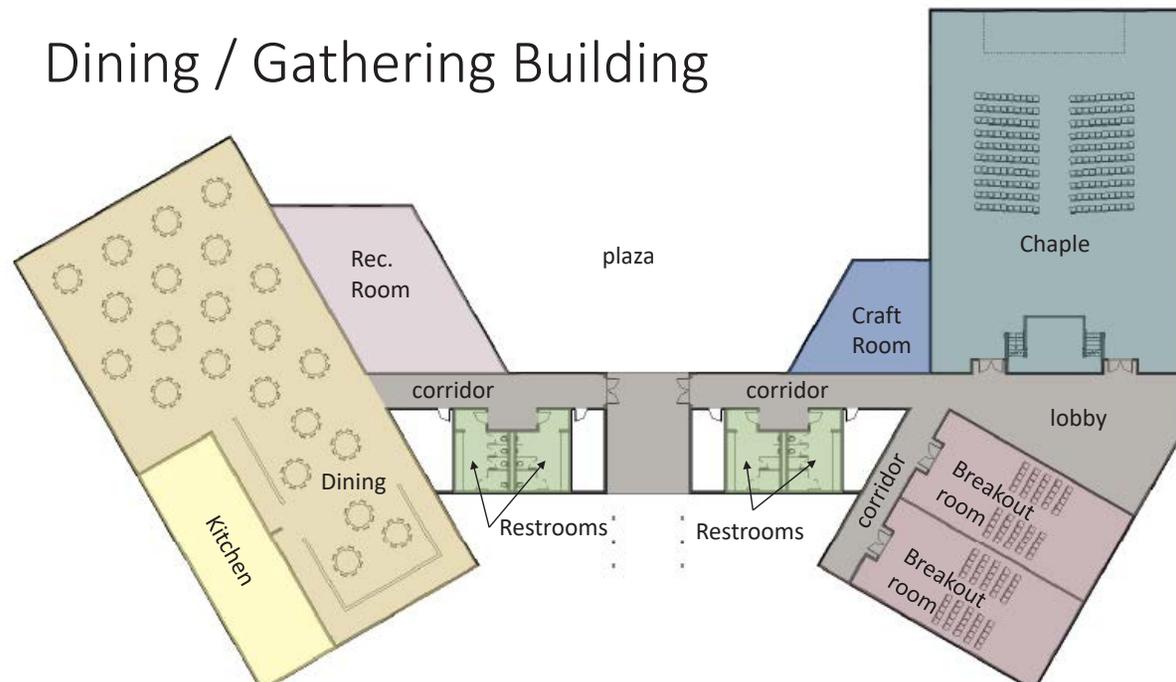
The following extreme schemes were meant to push out design thinking with keeping in mind our Design Goals.

Schemes #1-#5 are possible solutions to the design goals in the form of master plans. The scheme that I thought successfully embodied the design goals was Scheme #5. Along with scheme #5 is a travel diagram to illustrate how one can interact and move throughout the site.



(FIGURE 52)

Dining / Gathering Building



(FIGURE 53)

FIRST REVIEW



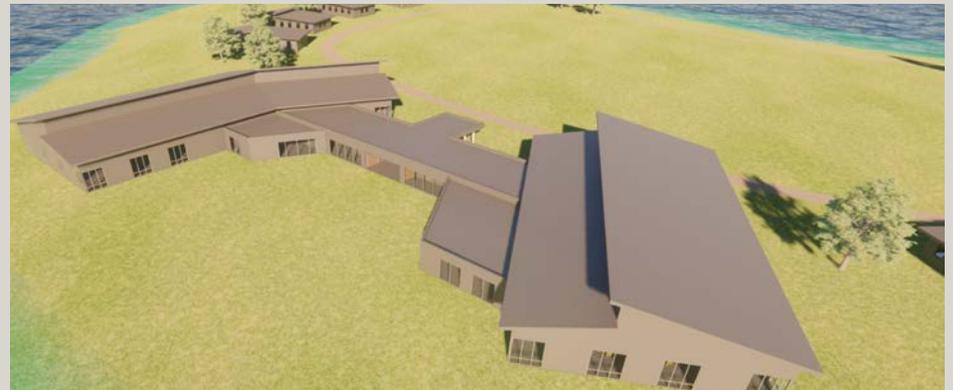
(FIGURE 54)



(FIGURE 55)



(FIGURE 56)



(FIGURE 57)

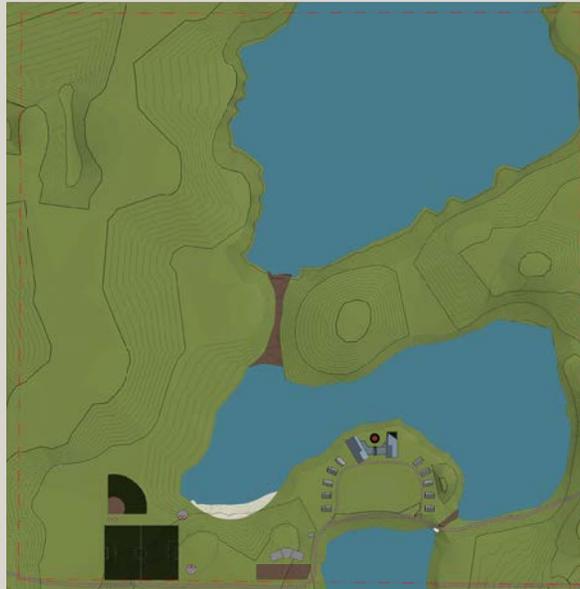


(FIGURE 58)



(FIGURE 59)

MID - TERM REVIEW

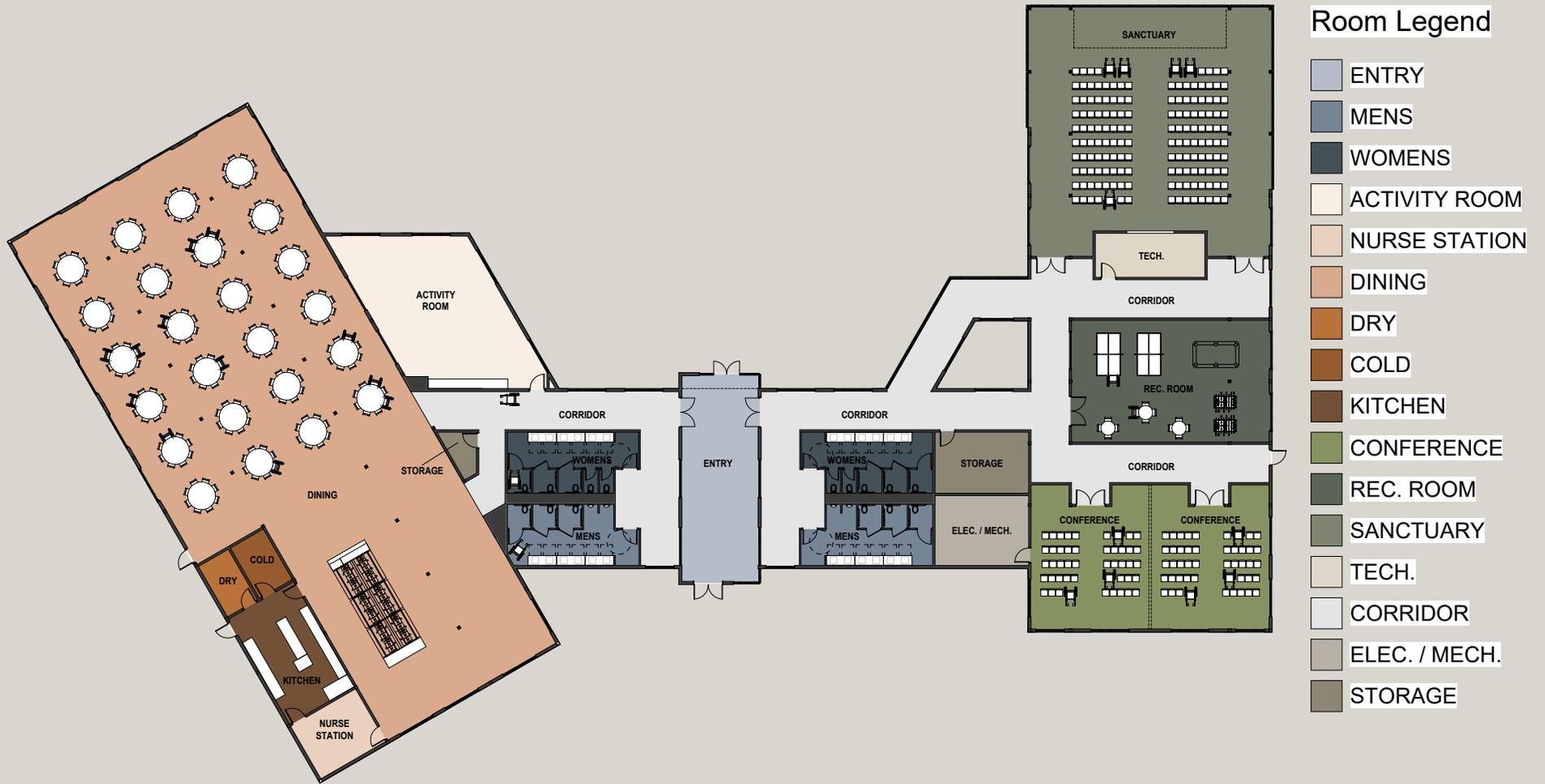


(FIGURE 60)



(FIGURE 61)

MID - TERM REVIEW



(FIGURE 62)

MID - TERM REVIEW



(FIGURE 63)



(FIGURE 64)

MID - TERM REVIEW



(FIGURE 65)



(FIGURE 66)

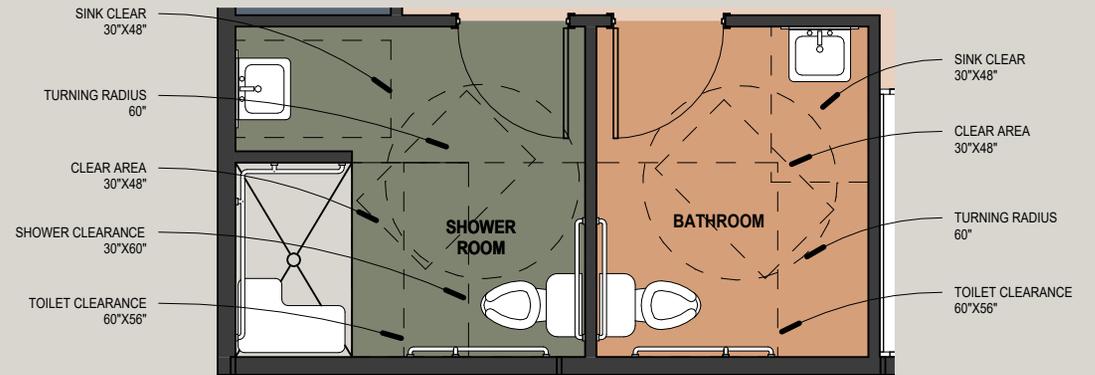


(FIGURE 67)



(FIGURE 68)

MID - TERM REVIEW



(FIGURE 69)



(FIGURE 70)

Room Legend

- SLEEPING QUARTERS
- SHOWER ROOM
- BATHROOM
- STORAGE
- DECK

MID - TERM REVIEW



(FIGURE 71)



(FIGURE 72)

PROJECT SOLUTION DOCUMENTATION

The great outdoors has an accessibility problem, but it doesn't have to. Connecting to nature is beneficial to mental and physical well-being and is a right for all. The design portion of this thesis is a master plan and camp facilities for Camp Conquerors and in collaboration with the Carson Wentz A01 foundation, which provides camping and outdoor experiences for children and teens with disabilities. Camp Conquerors provides its campers with the opportunity to seek independence, develop relationships, and discover themselves through a range of activities.

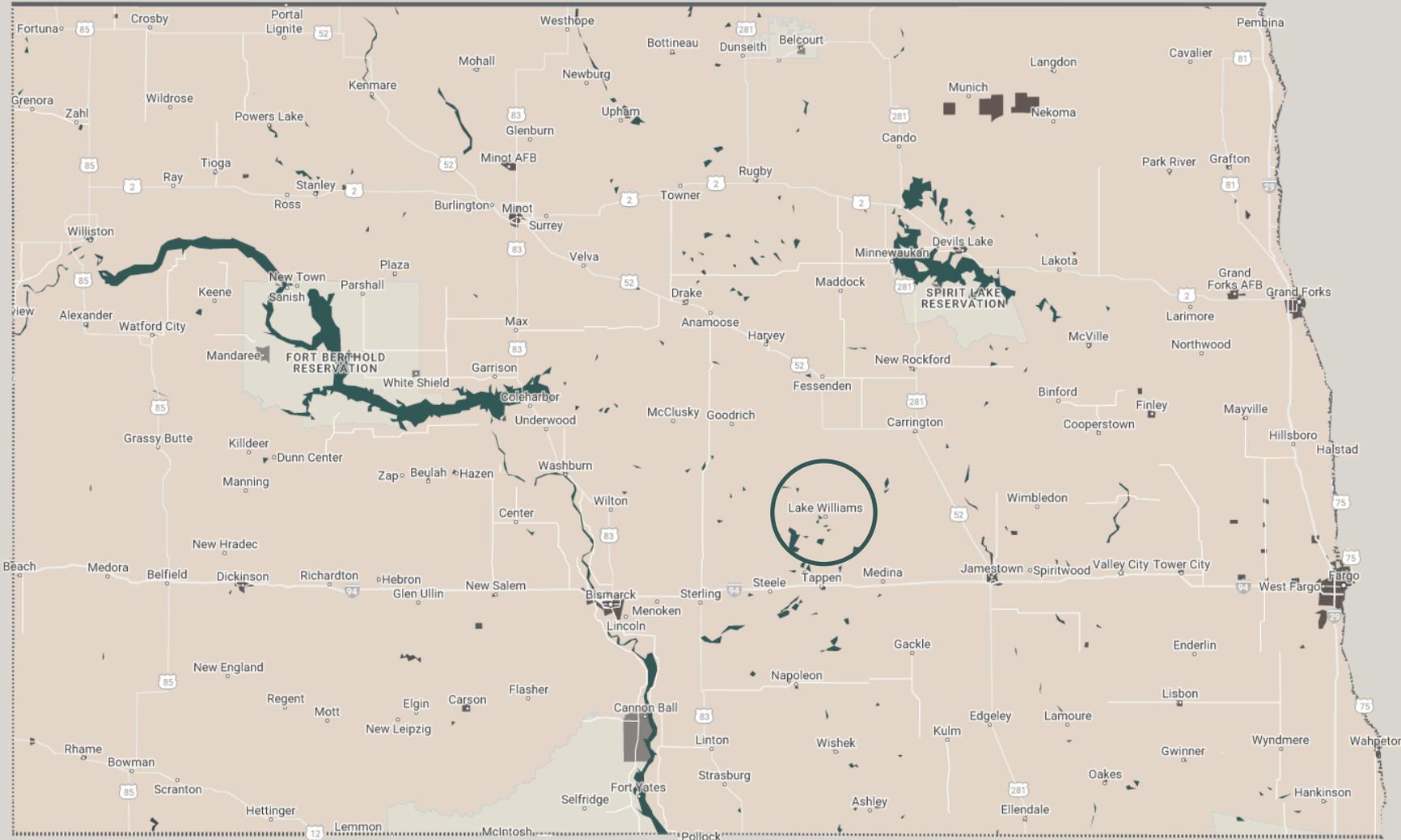
Moving design past accessibility minimums, this proposal provides equal access and experience to all in a rural prairie landscape. Various areas have been designed to meet the needs of individuals with varying disabilities by taking into consideration the way they move, specific medical needs and personal vulnerability while providing spaces for deep interaction with the outdoors and fellow campers. The camp users will be able to explore and interact with the great outdoors in a whole new way: their way.

PROJECT SOLUTION DOCUMENTATION



(FIGURE 73)

PROJECT SOLUTION DOCUMENTATION



(FIGURE 74)

PROJECT SOLUTION DOCUMENTATION



(FIGURE 75)

USER / CLIENT DESCRIPTION

As for the intended client for this thesis, it is the Carson Wentz A01 foundation. As the foundation's headquarters, the building will serve as the home base for its outdoor ministry program, a program that consists of two components: camp conquerors and mountain movers. The mission of each of the programs is to foster a genuine love for the outdoors, and to bring people closer to God through discipleship at camp and once-in-a-lifetime hunting opportunities for children with life-threatening illness, disabilities, and other life-altering conditions. Cole and Lexi Scherbenske will be responsible for running the proposed camp. They serve as the outdoor ministry director and the outdoor ministry strategic coordinator for Carson Wentz A01. The Camp will be designed primarily for the youth who have or are experiencing the following:

- Children who have or have had life-altering medical situations or diagnosis.
- Children who have or have had siblings/parents with life-altering medical situations or diagnosis.
- Children suffering with anxiety, depression, and suicidal thoughts.
- Children in foster care and single parent homes or who have experienced abuse. (sexual, physical, or verbal)
- Children with a variety of different cognitive disabilities.



(FIGURE 76)

Accessibility/Independence

In designing the Carson Wentz A01 Foundation's Camp Conquerors, accessibility was the top priority. Taking into account that the camp's users were people with physical, emotional, and mental health disabilities, it was designed to be a real summer camp experience for those who attend. The ADA standards were followed and pushed in order to ensure that persons with disabilities had access to the facilities and events. With the packed gravel path and accessible facilities, people who use wheelchairs or have other mobility issues are able to get around comfortably.



(FIGURE 77)

Encouragement

It is Camp Conquerors' mission to create spaces of encouragement and upliftment. In the camp, encouragement is implemented through the design of the cabins. As a result, the cabins provide a safe and comfortable environment for a group to be vulnerable and share their experiences, sitting on the floor, around a table and even sitting on their bunks whilst still being part of the discussion.



(FIGURE 78)

Self-Discovery and Acceptance

By giving campers the freedom to choose which activities they desire, it provides a tangible way of helping them learn more about themselves and how they can utilize their talents on a global scale. Camp Conquerors offers a variety of activities with leadership opportunities as well as activities with opportunities to fail and succeed. When these opportunities are provided to the children, for example, soccer, football, swimming or making crafts, they learn who they are and what they are and are not capable of.



(FIGURE 79)

Connection to the Outdoors

By creating a space that allows people to feel comfortable and to take risks in such a manner that they can conquer fears and overcome adversity. The use of locally sourced materials for the camp's buildings was crucial to being connected to the outdoors.



(FIGURE 80)

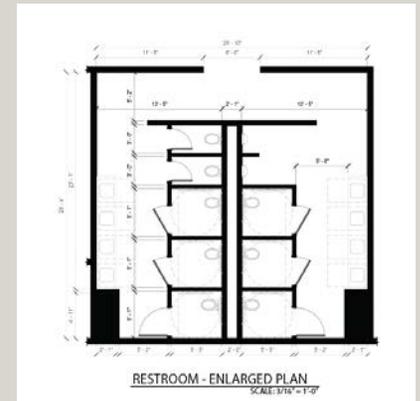
Community/Relationships

There are a lot of things that the outdoors and a camping environment can provide for us. One of those things is a space where people from all backgrounds can find encouragement, grow, and learn from one another. By allowing the facilities to be flexible, they will be able to host events for the community. In addition, it will serve as a place for the A01 Foundation to host fundraiser events.

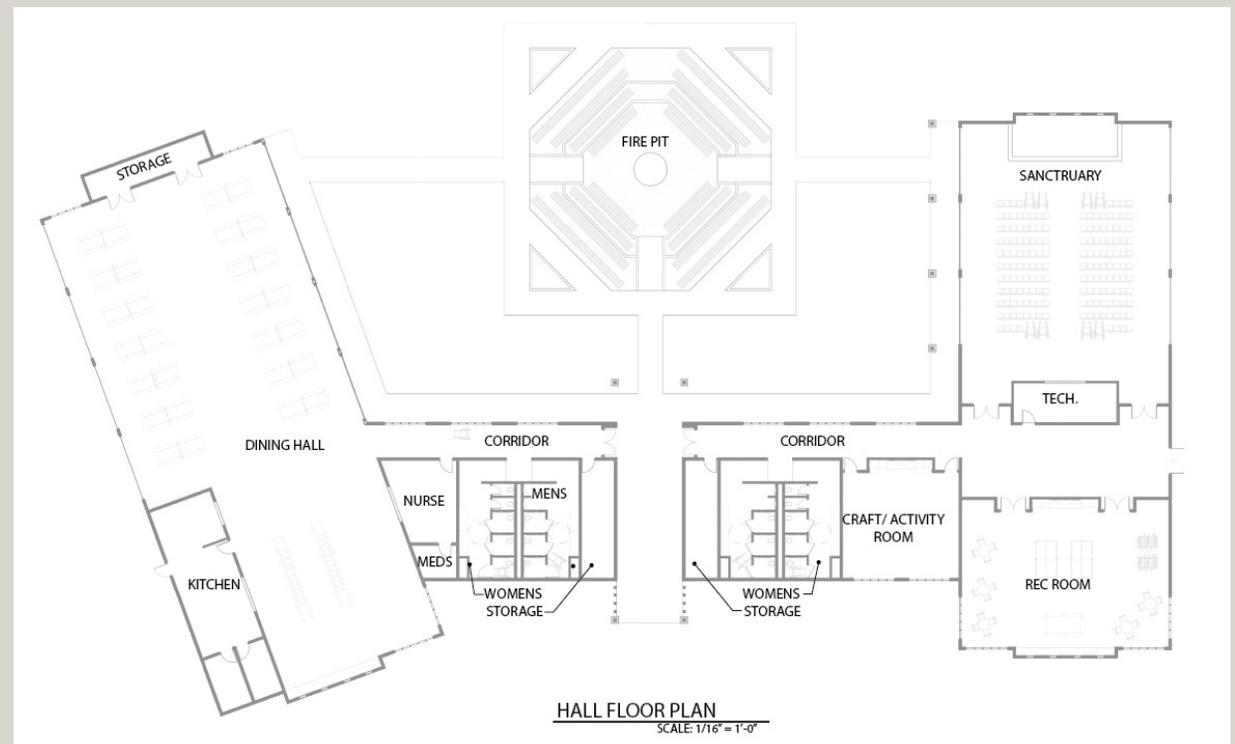
THE HALL FLOOR PLAN

ALLOCATION OF SPACE: THE HALL

SPACES	QTY.	SF	%
Dining	1	6,414	37%
Kitchen	1	577	3%
Dry	1	103	.5%
Cold	1	96	.5%
Nurse/Meds	1	376	2%
Mens	2	344(x2)	4%
Womens	2	345(x2)	4%
Mech.	2	223(x2)	3%
Activity Room	1	756	4%
Rec Room	1	1,731	10%
Tech	1	237	1%
Sanctuary	1	3,263	19%
Circulation		2,063	12%
Total		17,440 SF	100%



(FIGURE 81)



(FIGURE 82)

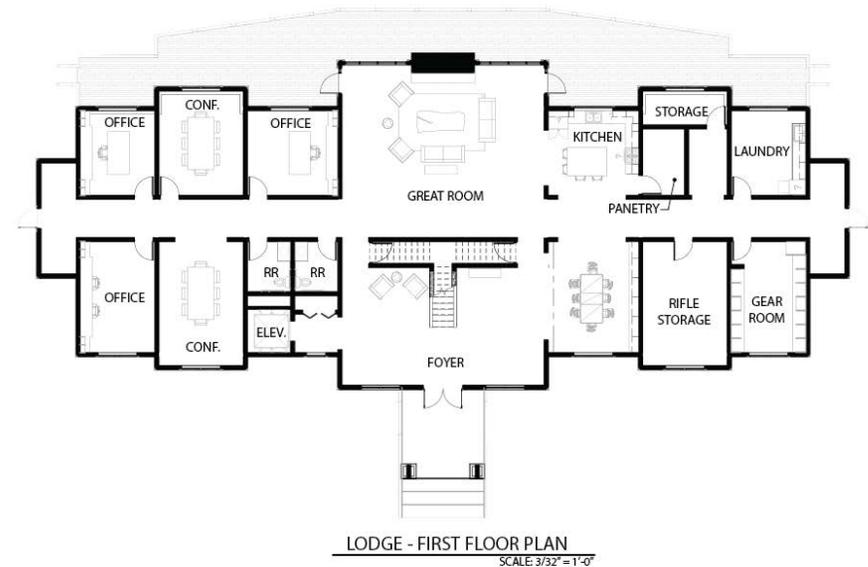
THE LODGE FLOOR PLANS

ALLOCATION OF SPACE: THE LODGE

SPACES	QTY.	SF	%
LEVEL 1			
FOYER		702	8%
GREAT ROOM		604	7%
DINING		243	3%
KITCHEN		181	2%
STORAGE		314	4%
PANTRY		66	1%
HUNTING STORAGE		193	2%
LAUNDRY		148	2%
OFFICE		180	2%
OFFICE		148	2%
OFFICE		194	2%
CONFERENCE		207	2%
CONFERENCE		246	3%
RESTROOM	2	102(x2)	2%
CIRCULATION		860	10%
LEVEL 2			
RESTROOM		51	1%
UNIT 1		485	6%
UNIT 2	2	792(x2)	18%
UNIT 3		485	6%
CIRCULATION		1,389	17%
Total		8,484 SF	100%



(FIGURE 83)



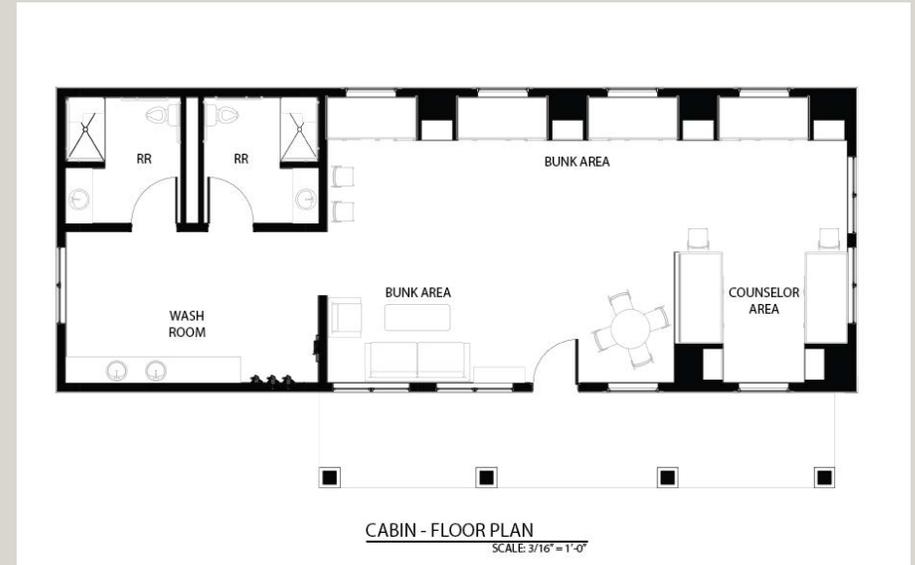
(FIGURE 84)

CABIN AND ENLARGED BATHROOM FLOOR PLANS

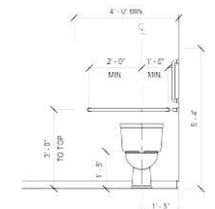
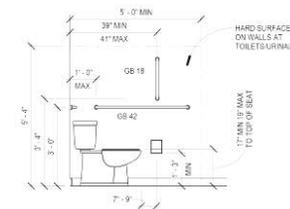
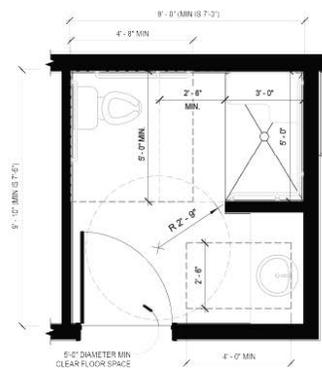
ALLOCATION OF SPACE: CABINS(X10)

SPACES	QTY.	SF	%
MAIN BUNK AREA	1	811	67%
WASH AREA	1	228	19%
BATH/SHOWER ROOM	2	85(x2)	14%
TOTAL		1,209 SF	100%

CABINS	10	1,209(x10)	100%
TOTAL		12,090 SF	100%



(FIGURE 85)



(FIGURE 86)

THE HALL RENDERS



(FIGURE 87) This image is a view from across the lake of the Hall. The Hall is place where people from all background can come and learn from each other. Inside are spaces for dining, activities, and a sanctuary.

THE HALL RENDERS



(FIGURE 88) View from inside of the dining hall looking east onto the fire ring. The dining hall is a versatile space that can be used for a range of events and activities when the weather is not favorable.

THE HALL RENDERS



(FIGURE 89) The Sanctuary is a place for people to gather and be encouraged by a single speaker or a group of ones peers. This space can also be used to host events in the off season for fundraisers or community events.

THE LODGE RENDERS



(FIGURE 90) The entrance of The Lodge is meant to be inviting for those who are staying here. From the warm wood exterior to the large windows looking over the camp and lake that are inside. The lodge is meant to grow relationships between people, animals, God, and the outdoors through the A01 Foundations Outdoor Ministry program.

THE LODGE RENDERS



(FIGURE 91) Interior image of foyer of The Lodge.

THE LODGE RENDERS



(FIGURE 92) Interior view of the Great Room looking over the camp and lake.

CABIN RENDERS



(FIGURE 93) Image of the a typical Cabin with the fire ring in between with compact gravel paths for easy user access.



(FIGURE 94) Interior image of cabins. The cabins were designed the user in mind. With the Bunks pushed up against the wall allows for the space for the campers to gather and build relationships.

CABIN RENDERS



(FIGURE 95) The cabins provide a place of comfort and safety for the campers to become vulnerable and open up to each other. The goal is that the relationships that are built here will leave with them for years after.



(FIGURE 96) Camp Conquerors is a camp for all to experience the outdoors in a way that challenges and encourages the users.



The great outdoors has an accessibility problem, but it doesn't have to. Connecting to nature is beneficial to mental and physical well-being and is a right for all. The design portion of this thesis is a master plan and camp facilities for Camp Conquerors and is a challenge for the Carson-Ventz ADI Foundation which provides camping and outdoor experiences for children and teens with disabilities. Camp Conquerors provides its campers with the opportunity to seek independence, develop relationships, and discover themselves through a range of activities.

Moving design past accessibility minimums, this proposal provides equal access and experience to all in a beautiful landscape. Various areas have been designed to meet the needs of individuals with varying disabilities by taking into consideration the way they move, specific medical needs and personal vulnerability while providing spaces for deep interaction with the outdoors and fellow campers. The campers will be able to explore and interact with the great outdoors in a whole new way they rely.

CAMP CONQUERORS

PUSHING THE BOUNDARIES OF ACCESSIBLE DESIGN TO CREATE AN INCLUSIVE SPACE IN AN ALL-EMBRACING ENVIRONMENT

User / Client Description

As for the intended client for this thesis, it is the Carson-Ventz ADI Foundation. As the foundation's headquarters, the building will serve as the home base for its outdoor ministry program, a program that consists of two components: camp programs and mountain missions. The mission of each of the programs is to foster a genuine love for the outdoors and to bring people closer to God through stewardship of camp and time in a serene setting. Opportunities for children with developmental, physical, and sensory impairing conditions. Cole and Lana Schenckel will be responsible for running the proposed camp. They serve as the outdoor ministry director and the outdoor ministry strategic coordinator for Carson-Ventz ADI. The Camp will be designed primarily for the youth who have or are experiencing the following:

- Children who have or have had the altering medical situations or diagnosis.
- Children who have or have had abnormalities with the altering medical situations or diagnosis.
- Children suffering with anxiety, depression, and suicidal thoughts.
- Children in foster care and single parent homes or who have experienced abuse (sexual, physical or verbal)
- Children with a variety of different cognitive disabilities.

Design Through Project Goals

Accessibility/Independence

When designing the Camp Conquerors for the Carson-Ventz ADI Foundation making it accessible was at the forefront. With the users being those with physical, emotional, and mental health disabilities, the camp was designed to give those who attend a genuine summer camping experience. This was achieved by following ADA standards and by building them to persons with disabilities are not limited to the facilities are events. The packed great paths and accessible facilities make it possible for those in a wheel chair or other mobile devices to get from one destination to another comfortably.

Encouragement

Creating and designing spaces that fosters encouragement and uplifts others is a huge part of what Camp Conquerors is. Encouragement was implemented in the camp by way of how the cabins are designed. The cabins provide a safe and comfortable space where campers can be vulnerable to share what is going on in their lives. By sitting a group on the floor around a table, and even sitting up their own bunk while still being apart of the discussion.

Self-Discovery and Acceptance

By providing the campers with the opportunity of choice it give them a chance to find out who they are and how they can contribute the world. Camp Conquerors offers activities that have leadership roles and some that give the opportunity to fail and succeed. By providing these opportunities like soccer, football, swimming or making crafts they learn who they are and what they are and are not capable of.

Connection to the Outdoors

Achieving a connection to the outdoors by use of the buildings in the camp it was important to use materials that can be locally sourced from the surrounding area. By creating spaces that provides opportunities for risk taking and to help overcome fear and overcome adversity.

Connection to the Outdoors

By providing a place where people from all backgrounds can come to encourage, grow, and learn from one another in an amazing thing and that what the outdoors and camps do for us. So by making the facilities we'll be able to have events for the surrounding and provide a space for the ADI Foundation to hold fundraisers.



THE HALL



LODGE



CABINS



(FIGURE 97)

RESPONSE TO THE SITE AND CONTEXT:

The site of Camp Conquerors responds to various conditions that are specific to the site that it resides on. These being how circulation is laid out on the site, where the buildings are located, and adding elements to the site that give back.

Since the site is centrally located in North Dakota the topography is relatively flat and consists of 160 acres it had the potential for the camp to be located anywhere on the site. The camp is located to the south of the site for ease of access from the current roads on the site. Accessibility is important for the project and because the site is flat making sure that the paths are level and able to connect areas on the site were possible.

The buildings are located to create two hubs. The first being The Hall and Cabins, and second the lodge and activity fields. This was done because if a person or people with disabilities were to come to the site their travel distance is minimal. The location of The Hall and Cabins were pushed further into the site to provide a sense of safety, seclusion, and to provide views to the lake. The activity field and softball field were located to the western side of the site due to the large amount of space that is available.

As for what was added to the site that gives back are adding new landscaping in the way of trees. Currently the site is vacant of any vegetation so disrupting existing vegetation on the site was not a concern in the design process. Adding vegetation was huge in designing Camp Conquerors to give a sense of security and place for the campers.

Overall, the project responds to the location and needs of a camp without disrupting the site and still keeping the integrity of the land it resides on.

RESPONSE TO THE TYPOLOGICAL/PRECEDENT RESEARCH:

The the precedent studies that I researched help give me insight on program, and user experience. When a camp program is largely dispersed gives the user an opportunity to wander and discover, but it also lacks the sense of security. On the other hand if a camps program is dense it has that sense of security, but it dose not give them the opportunity to wander and discover. Taking these two camp program layout options I came to the conclusion of find the best of both worlds. A camp that minimized travel distances and a camp that promotes discovery and solitude while being together.

The information that is in the literature review helped me realize that the user should be at the center of the design. Because when we center the user in the design they feel like they are heard and seen and the space is theirs. When designing for a person with disabilities I looked into ADA standards. When looking at the standards and what the minimums are it made if possible for me to know how to design a space that is accessible while also seeing what can be improved. Knowing what the standards are while designing the spaces I was able to explore on how to improve them. For example instead of having my passage clearance for a sing wheelchair user being 36" clear I designed the clearance for passages to be 8' clear, this also exceeds the minimum clearance for a double wheelchair passage. Also through my research of ADA clearance I found out that the turning radius minimum of 2'-6" increased to 2'-9 1/2".

RESPONSE TO GOALS AND PROJECT EMPHASIS:

Accessibility/Independence

In designing the Carson Wentz A01 Foundation's Camp Conquerors, accessibility was the top priority. Taking into account that the camp's users were people with physical, emotional, and mental health disabilities, it was designed to be a real summer camp experience for those who attend. The ADA standards were followed and pushed in order to ensure that persons with disabilities had access to the facilities and events. All restrooms meet and or exceed ADA minimums for all clearances. The packed gravel paths and accessible facilities, people who use wheelchairs or have other mobility issues are able to get around comfortably.

Encouragement

It is Camp Conquerors' mission to create spaces of encouragement and upliftment. In the camp, encouragement is implemented through the design of the cabins. Some design elements include; built in bunks that provides an open space thats accessible and the campers can hang out, larger ADA Bathrooms with individual showers for easy access, each bunk has a window that gives the camper access to the outdoors . As a result, the cabins provide a safe and comfortable environment for a group to be vulnerable and share their experiences, sitting on the floor, around a table and even sitting on their bunks whilst still being part of the discussion.

Self-Discovery and Acceptance

Offering campers the freedom to choose the activities they wish to participate in enables them to learn more about themselves and how they can utilize their talents on a bigger stage.. Camp Conquerors offers a variety of activities with leadership opportunities as well as activities with opportunities to fail and succeed. When these opportunities are provided to the children, for example, soccer, football, swimming or making crafts, they learn who they are and what they are and are not capable of.

RESPONSE TO GOALS AND PROJECT EMPHASIS:

Connection to the Outdoors

By creating a space that allows people to feel comfortable and to take risks in such a manner that they can conquer fears and overcome adversity. The use of large windows that provide views for all to the outdoors gives the illusion of bringing the nature into the spaces. Locally sourced materials for the camp's buildings were crucial to make the camp connected to the outdoors more that it already is.

Community/Relationships

There are a lot of things that the outdoors and a camping environment can provide for us. One of those things is a space where people from all backgrounds can find encouragement, grow, and learn from one another. This is made possible though the sanctuary, dining hall, and even the fire ring that resides between the wings of The Hall. By allowing the facilities to be flexible, they will be able to host events for the community. In addition, it will serve as a place for the A01 Foundation to host fundraiser events.

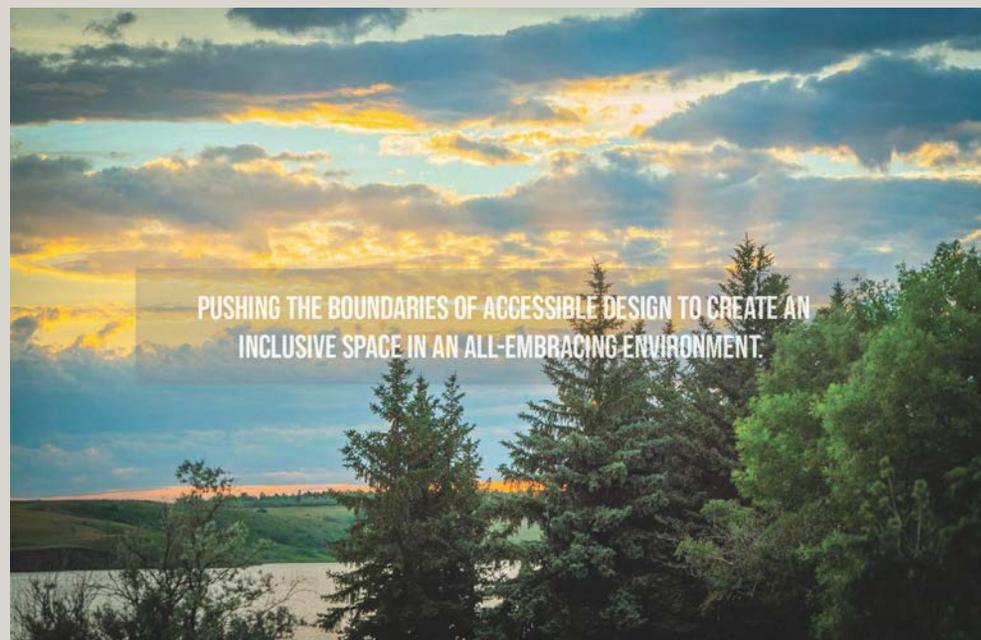
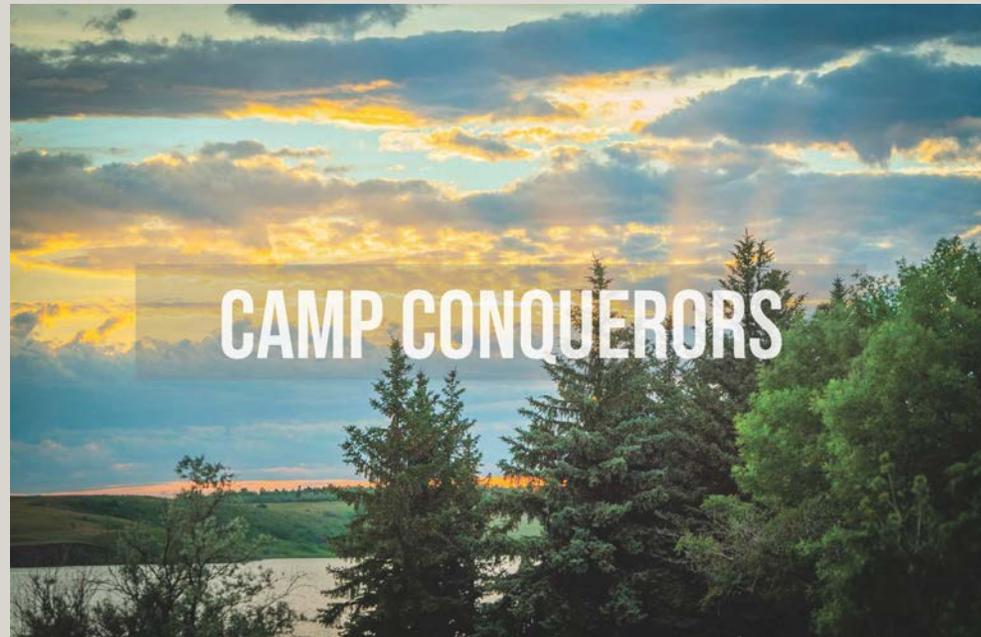
CRITIQUE AND APPLIED RESEARCH METHODS

The following are methods of how research was conducted:

Three forms of research were conducted in to reach the goals of this thesis. These being ; personal experiences, literature review, and researching ADA standards and the history of ADA. From my research i believe that areas that really lead the design were knowing what the minimum standards are for ADA and its history. From this research I learned how to layout spaces that are comfortable and give a person with disabilities the ability to have an equal experience to those who are able bodied.

An area of research that I would have loved to gotten into would be Biophilic Design. Because biophilic design is used to increase the occupants connectivity to ones natural environment though indirect an direct nature with in spaces of the structure. After sitting in on one of my peers thesis projects i felt that is would have benefited my thesis tremendously.

Another are of research that I would have liked to have done are personal interviews with people with disabilities. Personal interviews would have given me the opportunity to understand others experiences with how they interact with spaces and how spaces interact with them.



CARSON WENTZ A01 FOUNDATION



CARSON WENTZ A01 FOUNDATION

- Established following Carson's first season in the NFL
- In July of 2017 The Carson Wentz A01 Foundation launched

A01's mission is "Uplifting individuals and communities around the world by demonstrating God's love for his

CARSON WENTZ

- From Bismarck, North Dakota
- Went to College at North Dakota State University (2011-2015)
- Currently an NFL Quarterback
 - Philadelphia Eagles (2016-2020)
 - Indianapolis Colts (2021)
 - Washington Commanders (2022-present)

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 - Indianapolis Colts (2021)
 - Washington Commanders (2022-present)



MOUNTAIN MOVERS



MOUNTAIN MOVERS

Creates one in a lifetime hunting and fishing experiences for children/teens while teaching them ethical practices behind harvesting and consuming wild game. Children/Teens are mentored with the gospel through small group discussions and the solitude allows them to grow closer to God.



CAMP CONQUERORS



CAMP CONQUERORS

Was created to provide children/teens with an opportunity to experience the outdoors in a setting designed to uplift them spiritually, emotionally and mentally through worship, biblical teaching, and small group discussions. The campers are exposed to a wide variety of activities to help them conquerors and overcome adversity.



PROJECT GOALS

-  Accessibility / Independence
-  Encouragement
-  Self-Discovery and Acceptance
-  Connection to the Outdoors
-  Community / Relationship

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CAMP FOR A01/ LODGE FOR MOUNTAIN MOVERS



BENNET

BENNET





LUKE





THE BENEFITS OF BEING IN NATURE/OUTDOORS



1. Increases Physical Activity
2. Lowers Blood Pressure
3. Provides Access to Improved Air Quality
4. Improves Social Interactions
5. Boosts Mood
6. Benefits Immunity
7. Decreased levels of Stress and Anxiety



THE BENEFITS OF BEING IN NATURE/OUTDOORS



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THE BENEFITS OF BEING IN NATURE/OUTDOORS



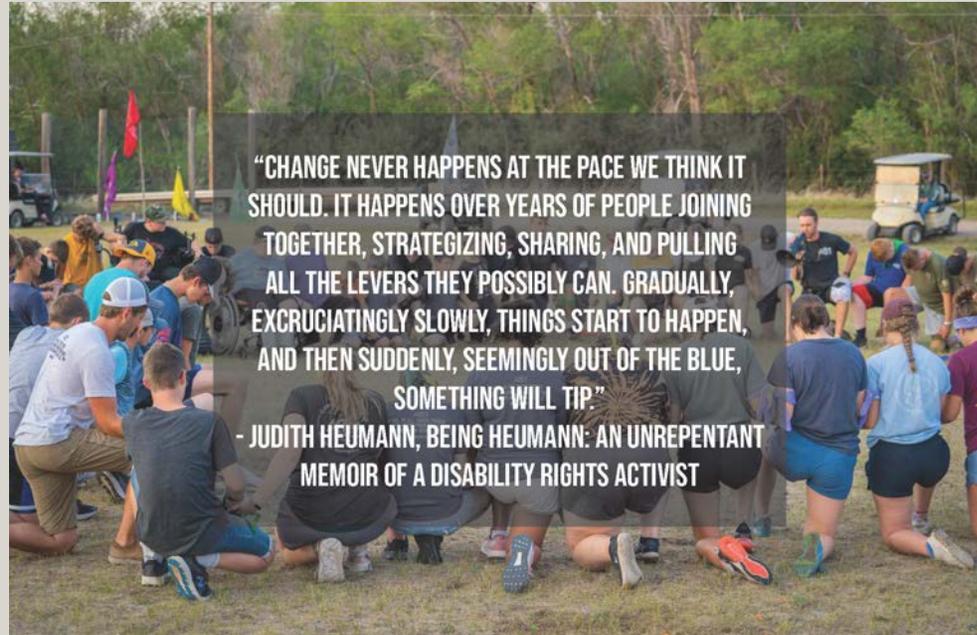
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THE IMPORTANCE OF SOCIAL INTERACTIONS





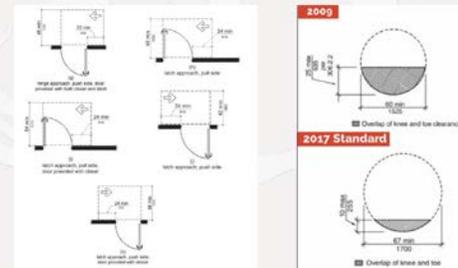
“CHANGE NEVER HAPPENS AT THE PACE WE THINK IT SHOULD. IT HAPPENS OVER YEARS OF PEOPLE JOINING TOGETHER, STRATEGIZING, SHARING, AND PULLING ALL THE LEVERS THEY POSSIBLY CAN. GRADUALLY, EXCRUCIATINGLY SLOWLY, THINGS START TO HAPPEN, AND THEN SUDDENLY, SEEMINGLY OUT OF THE BLUE, SOMETHING WILL TIP”
 - JUDITH HEUMANN, BEING HEUMANN: AN UNREPENTANT MEMOIR OF A DISABILITY RIGHTS ACTIVIST

RESEARCH

BARRIERS FOR DESIGN

Today Architects and Architecture Firms are required to meet the minimum standards of ADA. Some examples are:

- 67" clear turning diameter for wheelchair access
- 36" clear for hallways (single wheelchair passage)
- 60" clear for hallways (two wheelchair passage)
- 32" clear for door openings
- 34" height for counters w/ 24" reach clearance
- 30" x 48" sink clearance



RESEARCH



HISTORY OF ADA

1960 - The Social Security Amendments of 1960 were signed into law.

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RESEARCH



HISTORY OF ADA

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RESEARCH



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1964 - The Civil Rights Act (1964) was signed into law.

1973 - The Rehabilitation Act (1973) was signed into law.

1975 - The Individuals with Disabilities Act (IDEA) was signed into law.

RESEARCH



HISTORY OF ADA

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- 1977 - The 504 sit-ins took place.

RESEARCH



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- 1990 - The Americans with Disabilities Act (1990) was signed into law by President George H.W. Bush.

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- 2008 - The ADA Amendments Act (ADAAA) was signed into law by President George W. Bush to counteract the Supreme Court's narrow interpretation of disability and provide broad protection from discrimination.

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- 2020 - We Celebrated 30 years of ADA

USERS

CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY

This diagram features a large, stylized white graphic of a person's profile with arms raised, set against a light background. Overlaid on this graphic are five distinct icons, each representing a user category. From left to right, the icons are: a person sitting at a campfire, a group of hands raised, two hikers with poles, a medical symbol (Rod of Asclepius), and a group of four people icons. Below each icon is its corresponding label in all caps.

USERS

CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY

This diagram is identical to the one above, showing the same icons and labels for user categories. However, it includes a rectangular photograph at the bottom center. The photo shows a large group of people, mostly young adults, posing for a group picture outdoors. They are standing in front of a body of water and trees. Several people in the group are holding colorful flags (red, green, orange, purple, yellow).

USERS

CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY



USERS

CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY



USERS



CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY



USERS



CAMPERS AND FAMILY VOLUNTEERS A01 STAFF MED STAFF COMMUNITY



SITE SELECTION

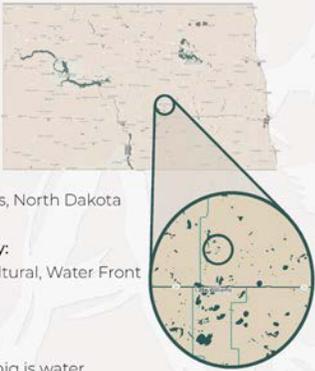
SITE INFO

Location:
Lake Williams, North Dakota

Site Typology:
Rural, Agricultural, Water Front

Acres: 160
103 Land
57 remaining is water

Status: Located in the middle of North Dakota between Bismark and Jamestown. The land is currently standing vacant of buildings and crops. On the site are two bodies of water and is void of trees.



SITE PROGRAM



SITE PROGRAM

SITE PROGRAM
The Hall

An aerial perspective rendering of a site plan. A large, dark blue lake is on the left. To its right is a cluster of buildings, including a large rectangular structure and several smaller ones. Further right is a baseball field with a diamond and bases. The area is surrounded by green grass and trees. A small circular icon with a magnifying glass is in the top right corner of the image.

SITE PROGRAM

SITE PROGRAM
The Hall
Fire Ring

An aerial perspective rendering of a site plan, identical to the one above. It shows a large lake, a building complex, and a baseball field. A small circular icon with a magnifying glass is in the top right corner of the image.

SITE PROGRAM

SITE PROGRAM
The Hall
Fire Ring
Girls Cabins



SITE PROGRAM

SITE PROGRAM
The Hall
Fire Ring
Girls Cabins
Boys Cabins



SITE PROGRAM

- SITE PROGRAM**
The Hall
Fire Ring
Girls Cabins
Boys Cabins
Activity Grounds



SITE PROGRAM

- SITE PROGRAM**
The Hall
Fire Ring
Girls Cabins
Boys Cabins
Activity Grounds
Staff / Med Cabin



SITE PROGRAM

- SITE PROGRAM**
The Hall
Fire Ring
Girls Cabins
Boys Cabins
Activity Grounds
Staff / Med Cabin
Staff Cabin



SITE PROGRAM

- SITE PROGRAM**
The Hall
Fire Ring
Girls Cabins
Boys Cabins
Activity Grounds
Staff / Med Cabin
Staff Cabin
The Lodge



SITE PROGRAM

- SITE PROGRAM**
- The Hall
 - Fire Ring
 - Girls Cabins
 - Boys Cabins
 - Activity Grounds
 - Staff / Med Cabin
 - Staff Cabin
 - The Lodge
 - Beach



SITE PROGRAM

- SITE PROGRAM**
- The Hall
 - Fire Ring
 - Girls Cabins
 - Boys Cabins
 - Activity Grounds
 - Staff / Med Cabin
 - Staff Cabin
 - The Lodge
 - Beach
 - Boathouse



SITE PROGRAM

SITE PROGRAM

- The Hall
- Fire Ring
- Girls Cabins
- Boys Cabins
- Activity Grounds
- Staff / Med Cabin
- Staff Cabin
- The Lodge
- Beach
- Boathouse
- Sports Field



SITE PROGRAM

SITE PROGRAM

- The Hall
- Fire Ring
- Girls Cabins
- Boys Cabins
- Activity Grounds
- Staff / Med Cabin
- Staff Cabin
- The Lodge
- Beach
- Boathouse
- Sports Field
- Basketball Court / RR

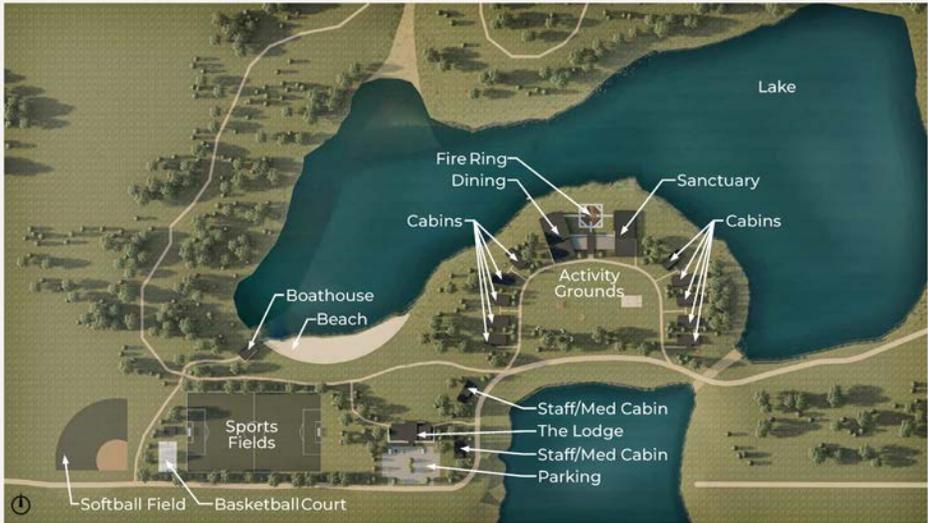


SITE PROGRAM

- SITE PROGRAM**
- The Hall
 - Fire Ring
 - Girls Cabins
 - Boys Cabins
 - Activity Grounds
 - Staff / Med Cabin
 - Staff Cabin
 - The Lodge
 - Beach
 - Boathouse
 - Sports Field
 - Basketball Court / RR
 - Softball Field



SITE PLAN





SITE MOVEMENT



A DAY IN THE LIFE



A DAY IN THE LIFE - MORNING DIP



A DAY IN THE LIFE - BREAKFAST



A DAY IN THE LIFE - MORNING CHAPEL



A DAY IN THE LIFE - CABIN GROUPS



A DAY IN THE LIFE - ACTIVITY #1



A DAY IN THE LIFE - LUNCH



A DAY IN THE LIFE - ACTIVITY #2



A DAY IN THE LIFE - ACTIVITY #3



A DAY IN THE LIFE - FREE SWIM / FREE TIME



A DAY IN THE LIFE - SUPPER



A DAY IN THE LIFE - EVENING CHAPEL



A DAY IN THE LIFE - CAMP GAME



A DAY IN THE LIFE - CABIN GROUPS/BED TIME



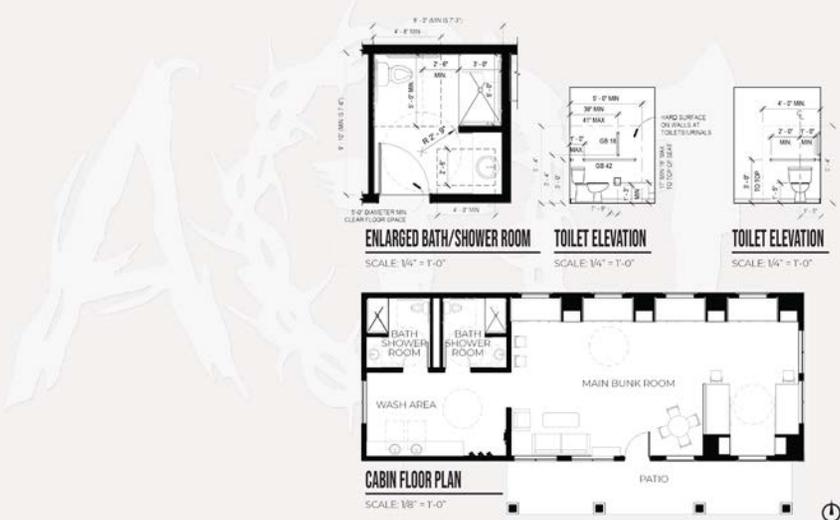
A DAY IN THE LIFE - LATE NIGHT SNEAK OUT

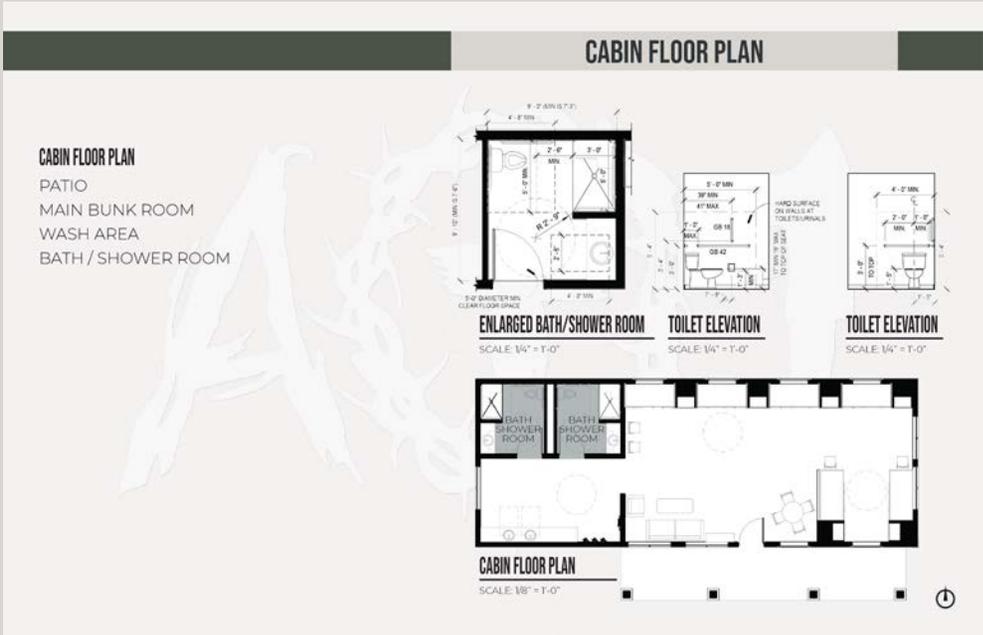
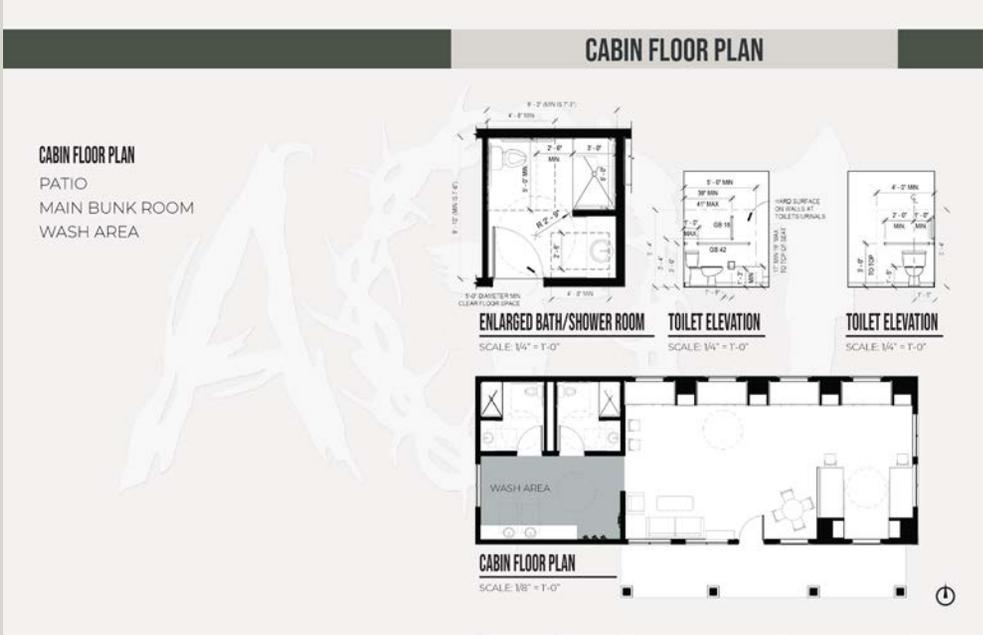


A DAY IN THE LIFE - LIGHTS OUT



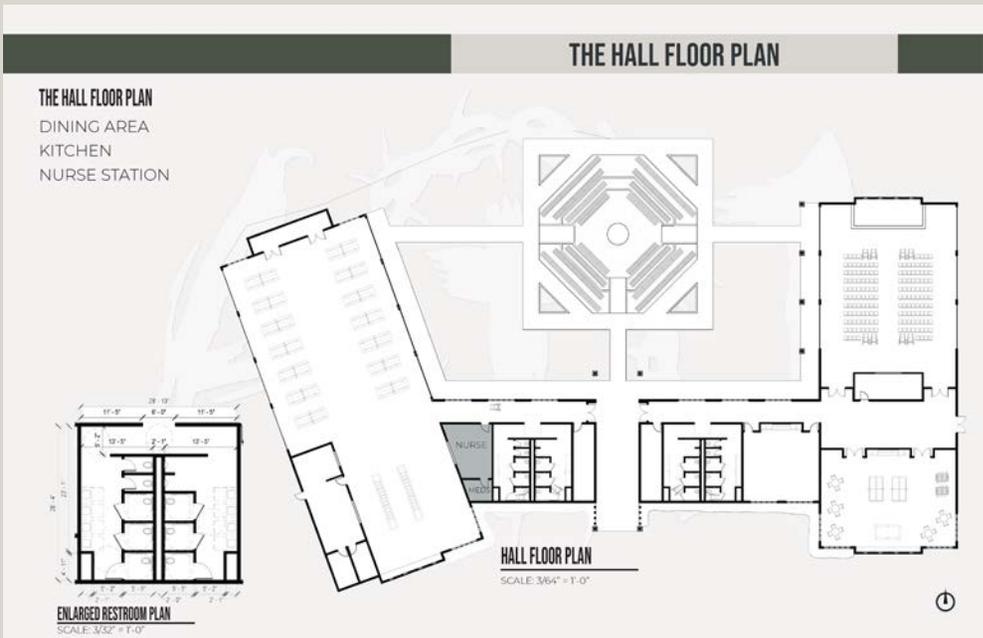
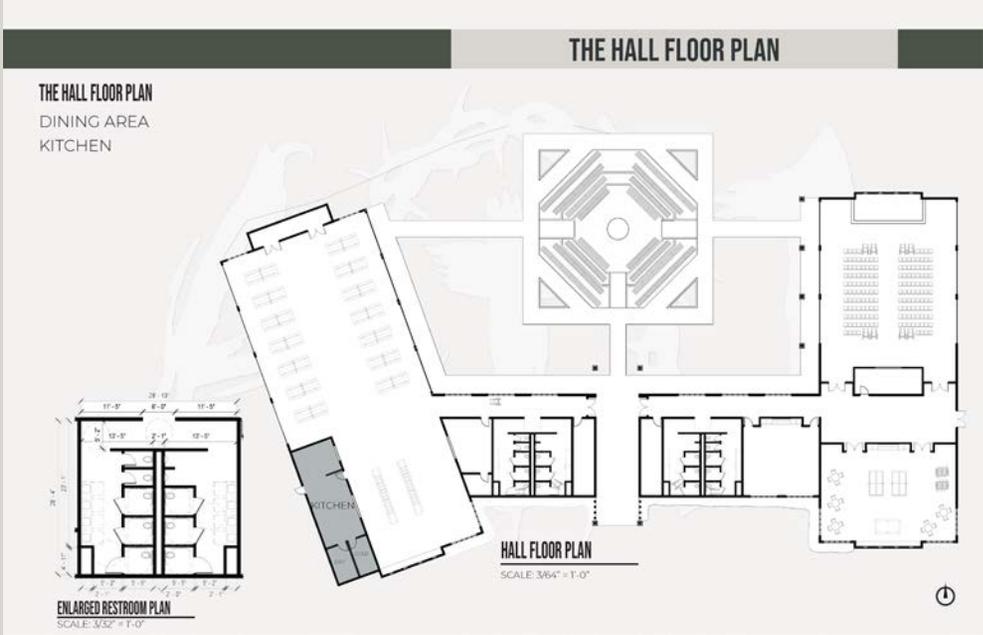
CABIN FLOOR PLAN

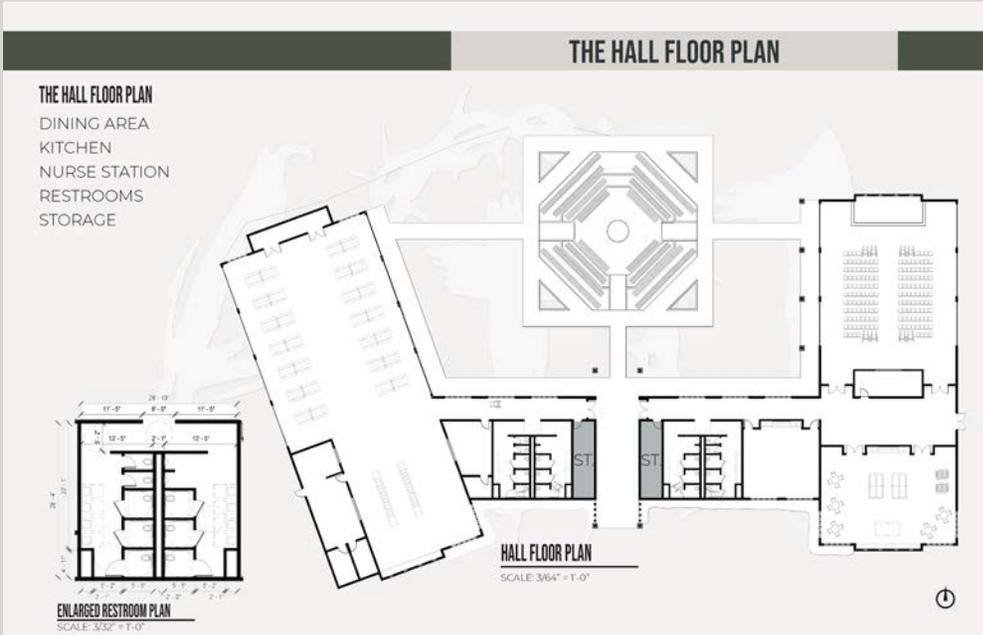
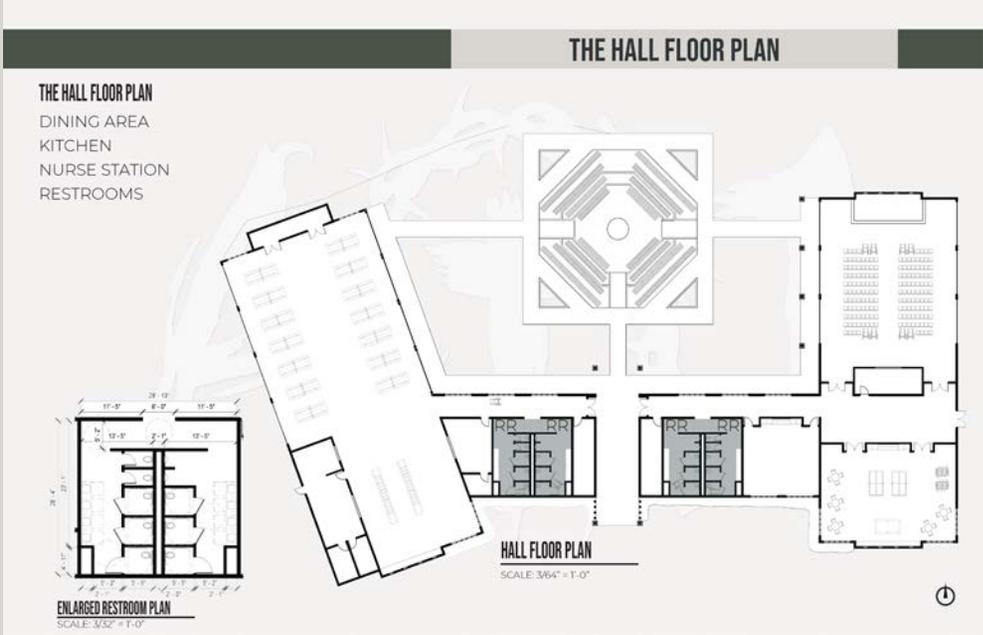












THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

This architectural floor plan shows a central hall with a dining area, kitchen, nurse station, restrooms, and storage. The circulation paths are highlighted in grey. An enlarged restroom plan is shown in the bottom left corner with dimensions: 28'-4" x 21'-1". The main hall plan has a scale of 3/64" = 1'-0".

THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION
- ACTIVITY ROOM

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

This architectural floor plan is similar to the one above but includes an activity room. The activity room is highlighted in grey. The enlarged restroom plan inset is identical to the one in the first plan, with dimensions: 28'-4" x 21'-1". The main hall plan has a scale of 3/64" = 1'-0".

THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION
- ACTIVITY ROOM
- REC ROOM

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

REC ROOM

THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION
- ACTIVITY ROOM
- REC ROOM
- SOUND / TECH ROOM

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

I.T.

THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION
- ACTIVITY ROOM
- REC ROOM
- SOUND / TECH ROOM
- SANCTUARY

The floor plan shows a large hall with a central octagonal area. To the right is a sanctuary with rows of seating. A detailed view of a restroom is shown at the bottom left with dimensions: 28'-4" x 27'-1" and 17'-0" x 17'-0".

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

THE HALL FLOOR PLAN

- THE HALL FLOOR PLAN
- DINING AREA
- KITCHEN
- NURSE STATION
- RESTROOMS
- STORAGE
- CIRCULATION
- ACTIVITY ROOM
- REC ROOM
- SOUND / TECH ROOM
- SANCTUARY
- FIRE RING

The floor plan is similar to the one above but features a fire ring in the central octagonal area instead of a sanctuary. The detailed restroom view at the bottom left is identical, with dimensions: 28'-4" x 27'-1" and 17'-0" x 17'-0".

HALL FLOOR PLAN
SCALE: 3/64" = 1'-0"

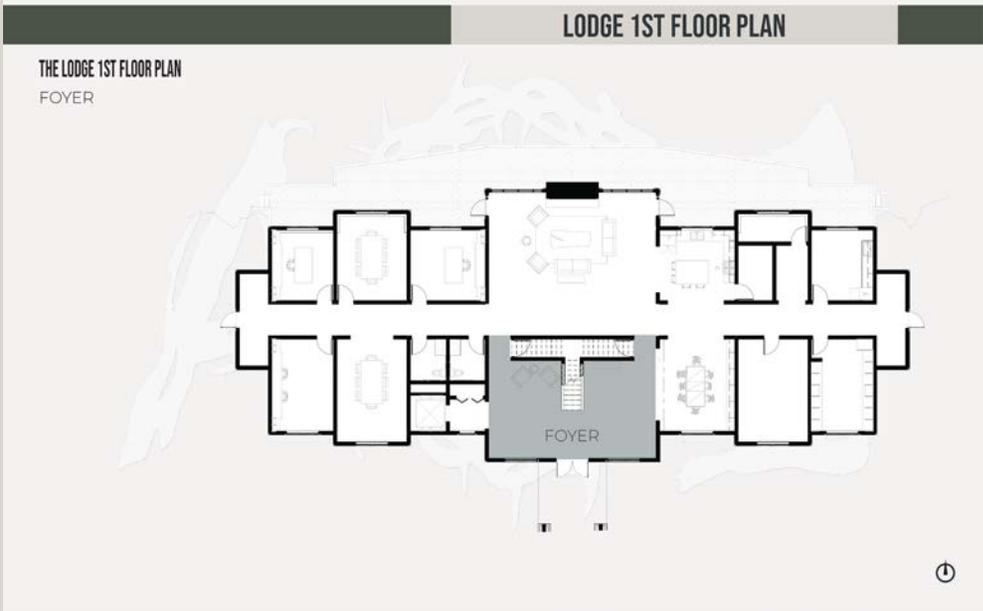
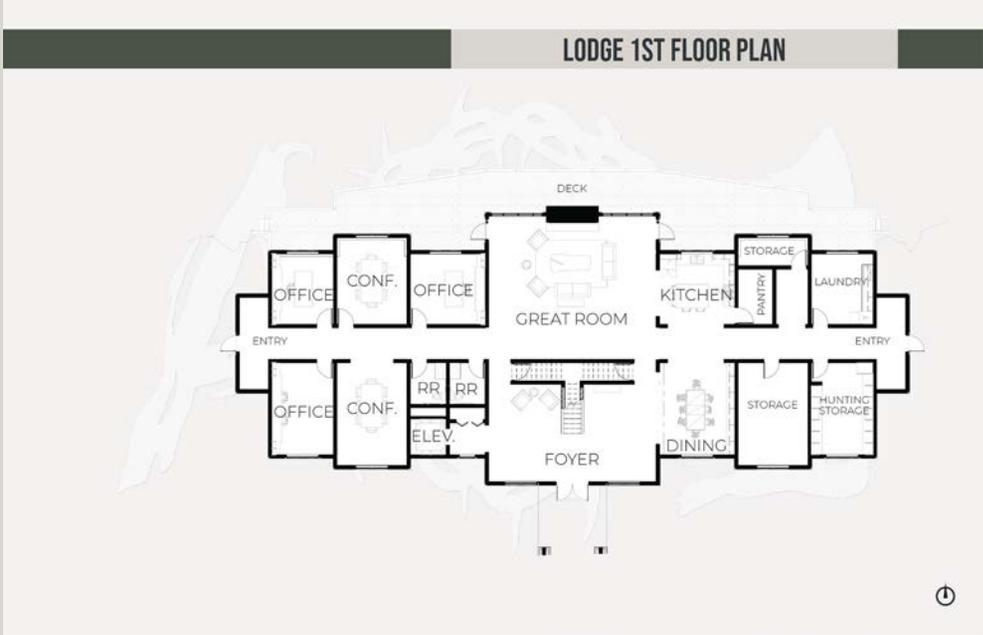
ENLARGED RESTROOM PLAN
SCALE: 3/32" = 1'-0"

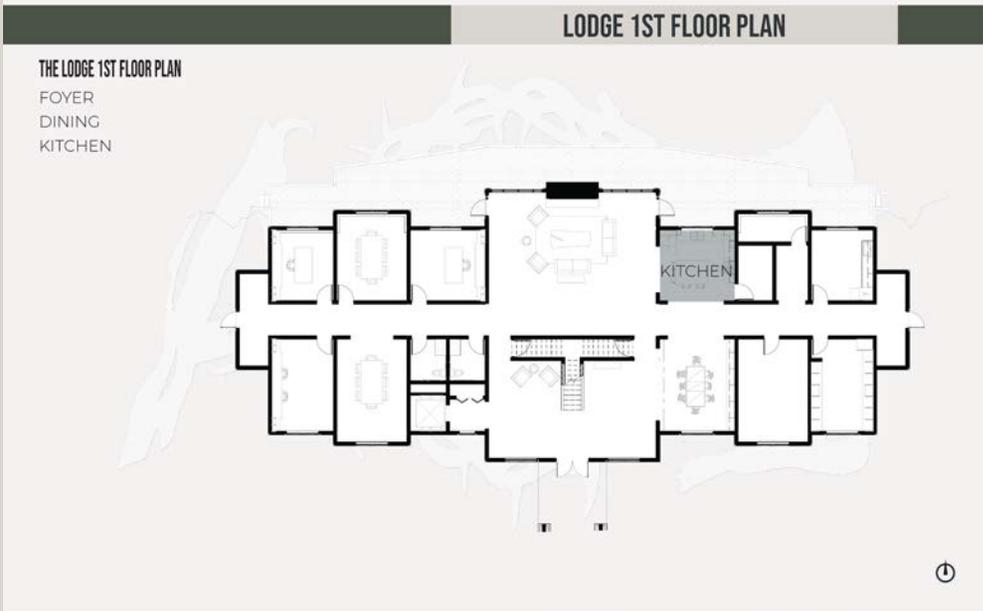
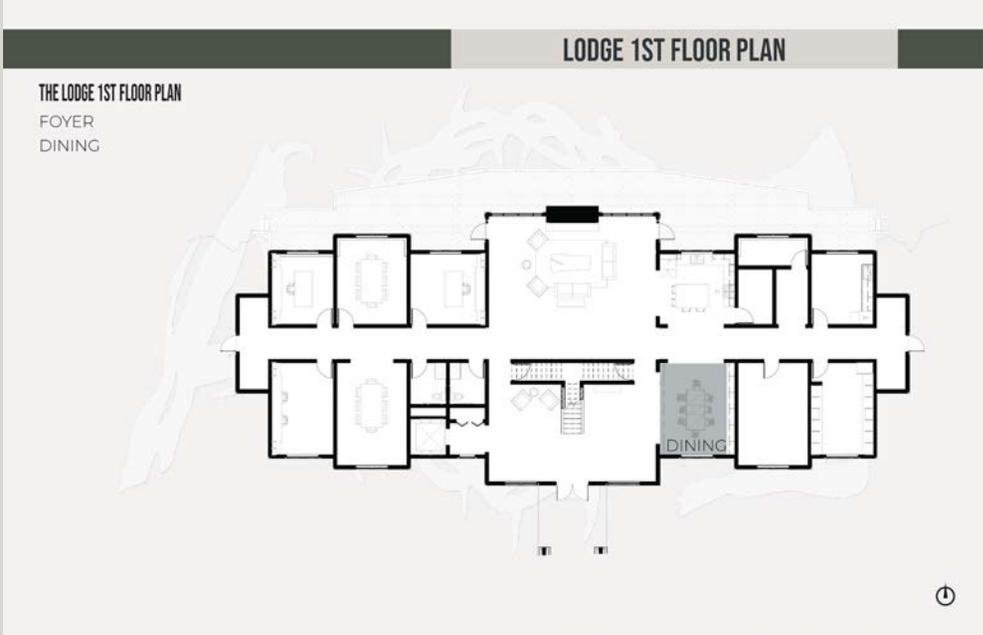
DIGITAL PRESENTATION

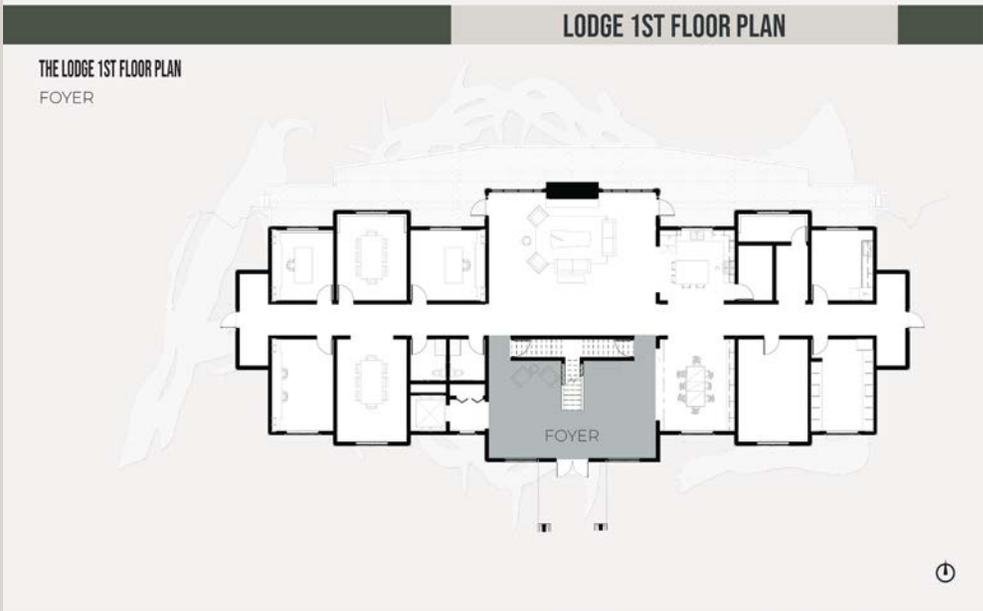
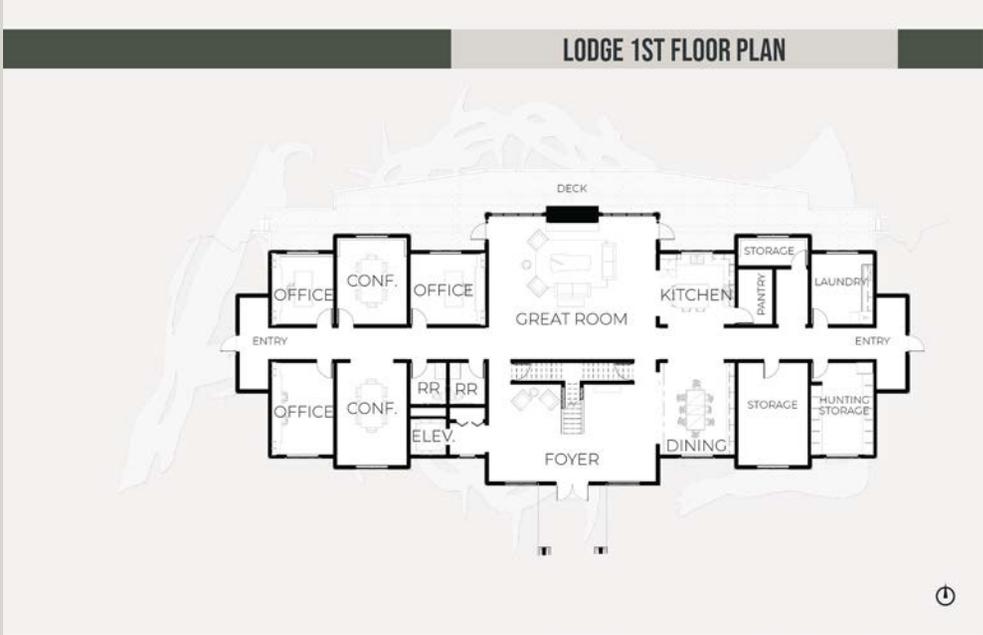


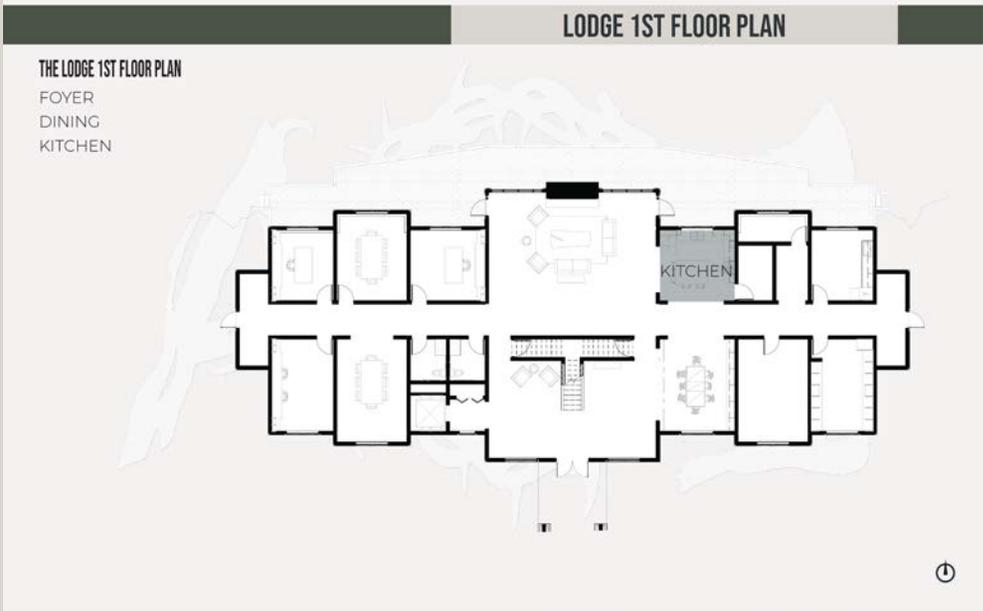
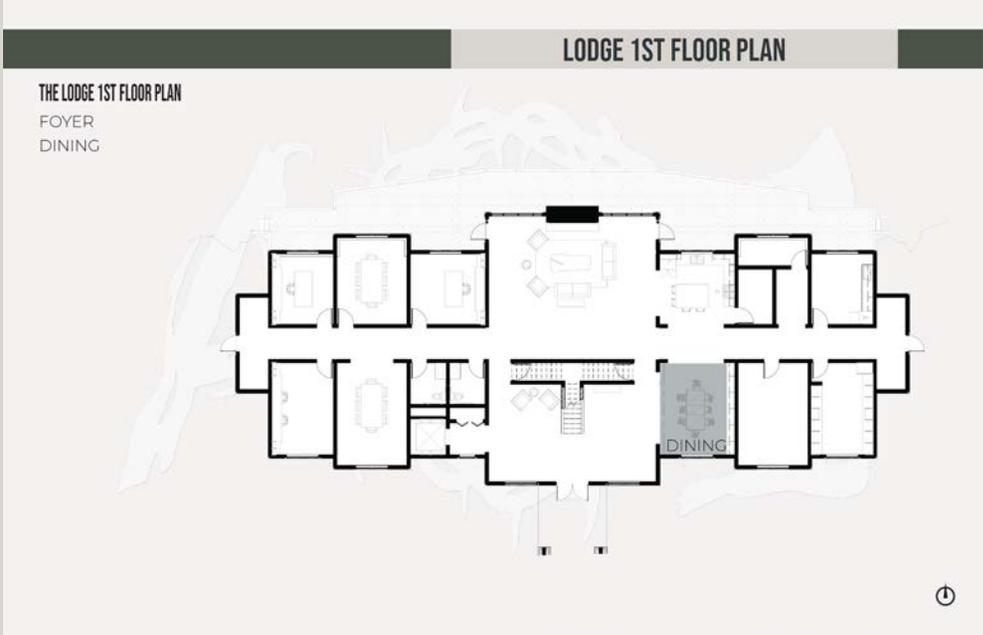












LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN
FOYER
DINING
KITCHEN
PANTRY

①

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN
FOYER
DINING
KITCHEN
PANTRY
GREAT ROOM

①

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES



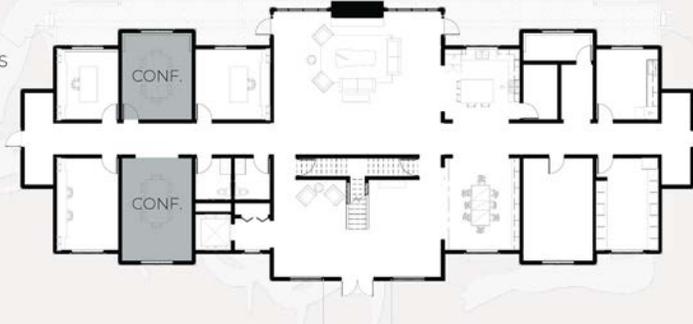
A detailed architectural floor plan of the lodge's first floor. The plan shows a central area with a dining table and chairs, a kitchen, and a pantry. To the left, there are four office rooms, two on the top row and two on the bottom row, each labeled 'OFFICE'. To the right, there is a large open area labeled 'GREAT ROOM' and a 'FOYER'. The entire plan is overlaid on a faint background map of the lodge's exterior.

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS



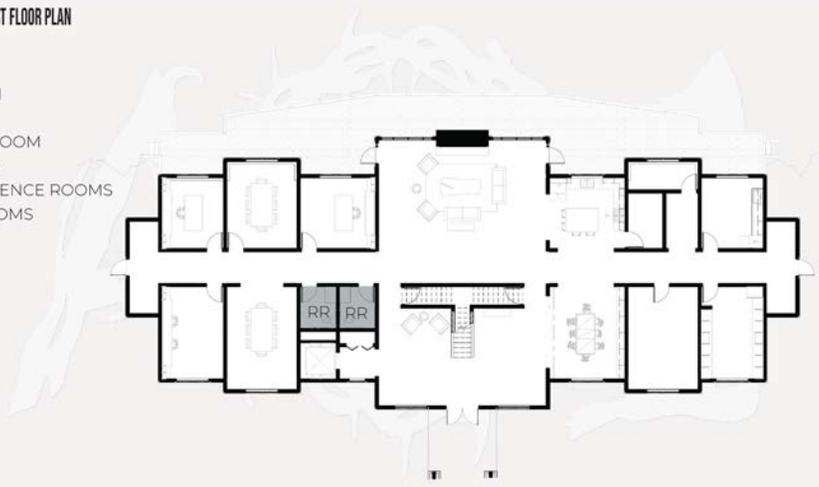
A detailed architectural floor plan of the lodge's first floor, identical to the one above. In this version, the two office rooms on the left side are highlighted in grey and labeled 'CONF.' (Conference Rooms). The rest of the plan, including the dining area, kitchen, pantry, great room, and foyer, remains the same.

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS

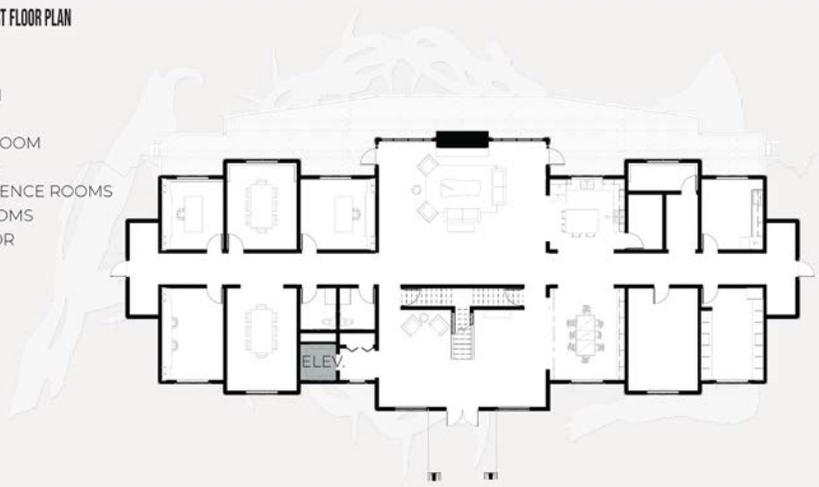


⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR



⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE
- HUNTING STORAGE

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE
- HUNTING STORAGE
- LAUNDRY

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE
- HUNTING STORAGE
- LAUNDRY
- ENTRY

⏪

LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE
- HUNTING STORAGE
- LAUNDRY
- ENTRY
- CIRCULATION

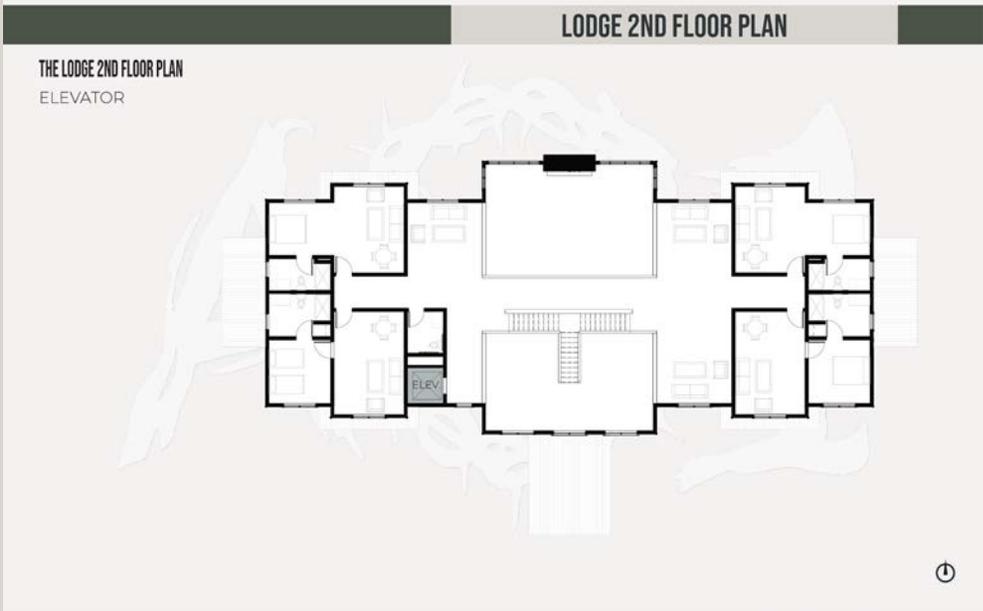
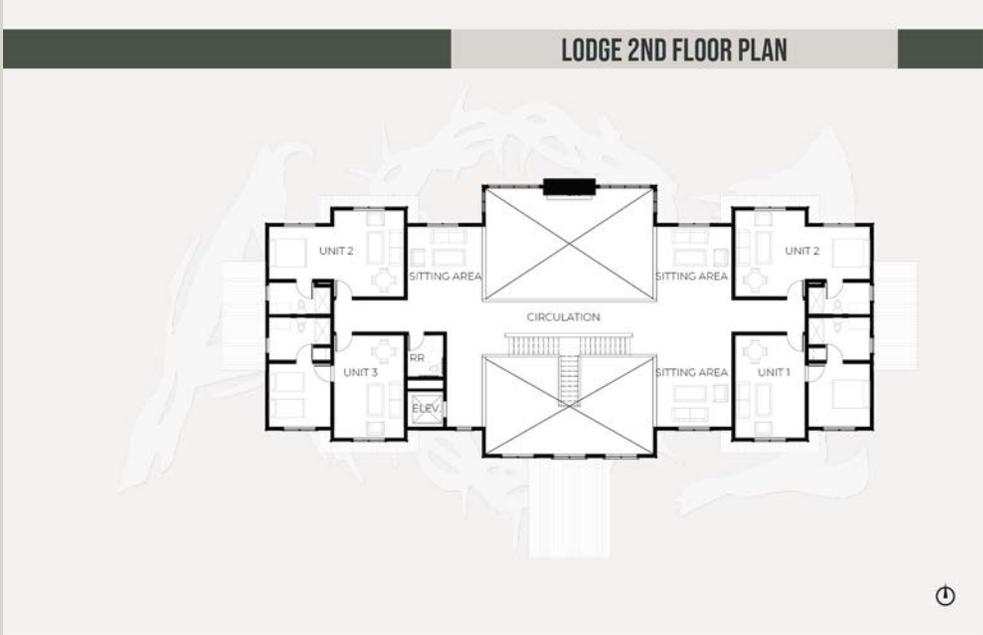
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LODGE 1ST FLOOR PLAN

THE LODGE 1ST FLOOR PLAN

- FOYER
- DINING
- KITCHEN
- PANTRY
- GREAT ROOM
- OFFICES
- CONFERENCE ROOMS
- RESTROOMS
- ELEVATOR
- STORAGE
- HUNTING STORAGE
- LAUNDRY
- ENTRY
- CIRCULATION
- DECK

⏻



LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM

UNIT 3
RR

⏻

LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM
SITTING AREAS

SITTING AREA
SITTING AREA
SITTING AREA

⏻

LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM
SITTING AREAS
UNIT 1

①

LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM
SITTING AREAS
UNIT 1
UNIT 2

①

LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM
SITTING AREAS
UNIT 1
UNIT 2
UNIT 3

UNIT 3

⏻

LODGE 2ND FLOOR PLAN

THE LODGE 2ND FLOOR PLAN
ELEVATOR
RESTROOM
SITTING AREAS
UNIT 1
UNIT 2
UNIT 3
CIRCULATION

CIRCULATION

⏻

DIGITAL PRESENTATION





BENNET AND LUKE



PROJECT GOALS



Accessibility / Independence



Encouragement



Self-Discovery and Acceptance

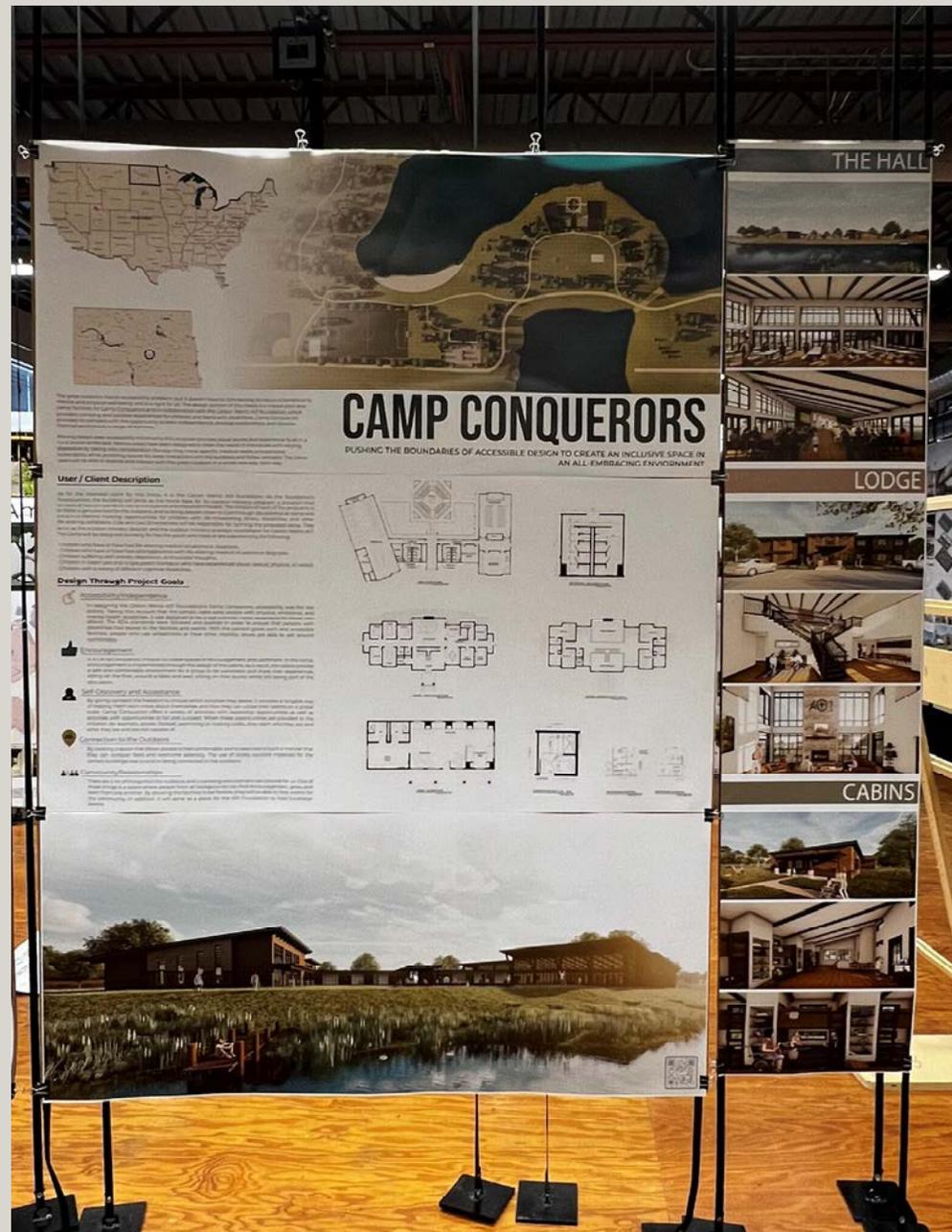


Connection to the Outdoors



Community / Relationship





(FIGURE 98)

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Design Studio Experience



(FIGURE 99)

Winfred A. Stinar IV

Hometown: Park Rapids, MN

**A Special Thank You to my Professors
and my Peers throughout the years.**

2nd Year | 2018-2019

Arch 271 | Architectural Design I | Fall 2018 | Cindy Urness
- Meditation House
- Jamestown Boat House

Arch 272 | Architectural Design II | Spring 2019 | Chralott Greub
- Dwelling Communicate (Marfa TX)
- Bird House Competition
- Mixed-Use Building

3rd Year | 2019-2020

Arch 371 | Architectural Design III | Fall 2019 | Bakr M. Aly Ahmed
- Olympic Curling Stadium 2026 (Cortina d'Ampezzo, Italy)
- Beach Resort (Manarola, Italy)

Arch 371 | Architectural Design IV | Spring 2020 | Emily Guo
- House for the 21st Century
- Dennis & Mary Kay Lanz Competition: Land scraper

4th Year | 2020-2021

Arch 471 | Architectural Design V | Fall 2020 | Mark Barnhouse
- Cap Stone High rise (Miami, FL)

Arch 472 | Architectural Design VI | Spring 2021 | Kristi Hanson
- Marvin Windows Competition
- Vision for Medora Master-plan (Medora, ND)

5th Year | 2021-2022

Arch 771 | Advanced Architectural Design | Fall 2021 | Bakr M. Aly Ahmed
- Design Thinking: Design by Sketching

Arch 772 | Design Thesis | Spring 2022 | Jennifer Brandel
- Design Thesis: Camp Conquerors_Carson Wentz A01 Foundation