Kent State University College of Architecture and Environmental Design

# Architecture Program Report Bachelor of Science in Architecture + Master of Architecture

Category II

Submitted to: The National Architectural Accrediting Board September 7, 2011

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#### PART ONE (I): SECTION 1 – IDENTITY AND SELF ASSESSMENT

#### I.1.1 HISTORY AND MISSION

#### I. 1.1.1 History and Mission of the Institution

Kent State University is dedicated to providing excellence in a university education, to advancing significant research and creative activities, and to furthering the fulfillment of societal goals. Founded in 1910, as the Kent Normal School, it's the oldest state university in Northeast Ohio, and reflects the advantages of the vital cultural and commercial region in which its eight campuses are located. Kent has maintained its commitment to provide national leadership in what have been historical strengths of the University, namely professional education and the liberal arts.

Kent offers an extensive array of associate, baccalaureate, master's and doctoral degrees. Undergraduate programs are based on the conviction that a liberal education broadens intellectual perspectives, addresses ethical and humane values, and prepares students for productive and responsible citizenship. Graduate programs provide advanced professional education and intellectual depth. The student body represents talented and culturally rich individuals from around the world, including those from historically under-represented and non-traditional segments of the population. Admission to the residential Kent Campus is selective, while the Regional Campuses offer open admissions. An environment of academic and artistic freedom is enhanced by an excellent research library and numerous opportunities to collaborate with other institutions, public agencies and the private sector.

For 2010-2011, Kent State was listed in The Times of London's, rankings as one of the Top 200 universities in the world.

The University is governed by a nine member Board of Trustees appointed by the Governor, subject to confirmation by the State Senate, and is supported by legislative appropriations (+/-20%) and student tuition and fees (+/-80%).

The student enrollment has increased from 2,700 in 1941 to 25,601 in 2010 on the Kent Campus, and a total of 41,376 when the seven regional campuses are included. The main campus consists of 2,264 acres, including the KSU Meadowview Golf Course and the Andrew W. Paton Airport.

As a result of the events of May 4, 1970, Kent State University inherits a unique leadership role in promoting the peaceful resolution of conflict through education.

#### **The Regional Context**

Kent is located in the densely populated northeast quadrant of Ohio, which is home to nearly half the State's population (4,500,000), and two-thirds of its wealth. The majority of the citizens are engaged in industry and commerce. 30,000 individuals reside in the City of Kent, which is situated on the Cuyahoga River in Portage County. The City offers attractive neighborhoods, an excellent school system, recreational opportunities and a local park system.

The community is part of the Cleveland/ Akron/ Canton/ Youngstown/ Warren metropolitan area with many culturally rich organizations and events. The Cuyahoga Valley National Park and more than twenty other institutions of higher education add to the character of the region. Because it is home to many corporations and the NASA Glenn Research Center, Northeast Ohio is noted for research and

development activities in science and engineering. Its location provides the University with a special mission in Applied and Basic Sciences exemplified by the internationally renowned research conducted at its Glenn H. Brown Liquid Crystal Institute.

Outstanding medical and health-related facilities populate the area, typified by the Cleveland Clinic, University Hospitals System, Summa Health Systems, and the Akron General Health System. Kent builds upon these geographical advantages to offer nationally recognized programs and research in Health and Behavioral Sciences.

Community Development and Design have long been addressed through the College of Architecture and Environmental Design and its Cleveland Urban Design Center (CUDC) located in Playhouse Square in downtown Cleveland. The CUDC addresses quality of life and health issues through its design and research work with communities, neighborhood improvement organizations and planning agencies.

Cultural resources abound especially in the Visual and Performing Arts. Kent State is a significant player with its Porthouse Theater on the grounds of Blossom Music Center, its fashion school, music performances, and the graduates that populate the architecture, fashion, art, music and theater world.

Kent State's programs in Business and Commerce are designed to address the needs of corporations and business professionals, as well as prepare students for productive careers in a global economy. Study abroad programs expand the student's understanding of world cultures and augment Kent State's view of a twenty-first century education.

## The Mission

The Mission Statement of the University responds to the values and demands of the region, many of which are noted above:

"The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers."

At Kent State major foci have been established by the University's Excellence Agenda (copy available in the Team Room):

- Ensuring student success
- Enhancing academic excellence and Innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campus
- Securing our financial future
- Developing and recognizing our people

In a complex and changing world, Kent affirms its position as an essential, dynamic resource for the State of Ohio and the world.

#### I.1.1.2 History and Mission of the Program

In 1947, University President George Bowman asked Joseph Morbito to come to Kent State and oversee the planning of a new industrial arts building and to teach architectural drawing. Through student interest additional courses were added in residential planning, commercial design and theory of construction. These offerings developed into a two-year pre-professional architecture program.

During the 1950-51 academic year a four year architectural program was commenced and a Bachelor of Science with a major in architecture was first awarded in 1952. This was a time in Northeast Ohio when the manufacture of steel, rubber, plastics and automobiles kept industry thriving, resulting in a large inmigration of people and a demand for architects to design the structures necessary to support this growth. The Kent State program in architecture emerged primarily out of the practical consideration to meet the challenge of this region's rapidly growing metropolitan areas. As a result, the program in architecture from its outset developed with a professional orientation which has been maintained throughout its existence. It is the intent of the current Master of Architecture accredited program to continue that perspective, but with relevancy to contemporary issues, such as preservation of the environment, urban issues, integrated practice, BIM , diversity of culture, social responsibility and globalization.

These contemporary issues are addressed in the curriculum by inserting them into the studios, lectures and discussions throughout both the Bachelor of Science and the Master of Architecture courses. Sustainable practices are part of each studio with the fourth year first semester focusing on the issue. However, the concepts are included in Environmental Technologies, Methods and Materials and practice courses. Urban smart growth is discussed in various studio classes with a concentration on the site planning approach of third year and the graduate studios. Diversity/collaboration/global issues are not only understood through the study abroad program, but in the Integrated Design Competition (IDC), and various studios where project sites are deliberately selected within locations having diverse economic and cultural situations both domestically and around the world. In the past two years these have included specific sites ranging from Jamaica to Pittsburgh to Milan to Abu Dhabi. The Integrated Design Competition is executed in Revit (BIM) and teamwork/collaboration is required in numerous projects both in technical classes and design studios.

In 1956, the program in architecture became the Department of Architecture and moved to the College of Arts and Sciences, with Joe Morbito as the department head, a position he held for the next 21 years. That same year the degree was changed to the Bachelor of Architecture. Three years later the Department was transferred to the new College of Fine and Professional Arts. Full accreditation was granted by the National Architectural Accrediting Board in 1964, and the Department moved into Taylor Hall upon its completion in January 1967.

A six-year program of study leading to the degree of Master of Architecture was implemented in 1968 and involved completion of the four-year Bachelor of Science degree plus a two-year graduate program. Simultaneously a one year graduate program was instituted for persons who had completed a five year professional architectural degree from an accredited program. On December 18, 1969 the Department of Architecture became the School of Architecture and Environmental Design.

In 1988 another change implemented a 4+1+1 system, i.e. the BS-B. Arch (Professional)-M. Arch (Post Professional). The Master of Architecture (Post Professional) was designed for students wishing to develop a specialty along with research methodologies. Specialties included Urban Design,

Preservation, Computer Aided Design and Visualization, and Architectural Design and Technology. By 1996 the graduate faculty voted to focus its educational resources on urban design, with a two year sequence of course offerings.

In 1998 the Urban Design Center in downtown Cleveland was created to serve as the School's outreach/service center, housing the Urban Design graduate degree and the Cleveland Urban Design Collaborative, an operative office providing urban solutions to communities in the region.

During the 2000 academic year, the faculties of Architecture and Interior Design agreed to join under the administration of the School of Architecture and Environmental Design and as a result planning began to form a new College of Architecture and Environmental Design. That same year 23,000 SF of space which has since grown to over 32,000 SF of space was allocated to the School in the Memorial Athletic and Convocation Center Annex. The College of Architecture and Environmental Design became operational in July 2004 and remains as such today.

In 2002, the professional program was restructured into a 4 year Bachelor of Science in Architecture, followed by a 1-1/2 year Master of Architecture (Professional). NAAB accredited the BS+M. Arch in July 2002 followed by a Spring 2004 focused evaluation.

Study abroad in Florence, Italy has been a feature of the curriculum since 1972, with the latest location established in 2004 when the 13<sup>th</sup> Century Palazzo dei Cherchi was fully renovated in the heart of the medieval city. Urban design graduate students (8-12) in residence are present in the Fall, along with Architectural Studies majors (12-15) and Fashion Design and Merchandising (40-45); with undergraduate architecture (55-65) and interior design students (15-20) studying during the Spring Semester.

The second floor of the Tri-Towers Rotunda was taken over by the College in the Fall of 2008 and currently houses the 4<sup>th</sup> year design studio.

In April 2010, the Cleveland Urban Design Collaborative relocated and expanded the Master of Urban Design program in the new "Design District" at Playhouse Square. This space will allow for both growth and increased efficiency of operations.

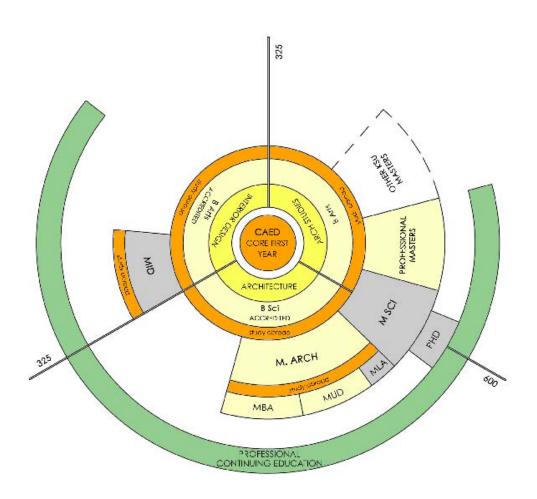
Currently the University as committed itself to a new CAED building as part of a \$250,000,000 bond issue for the Kent Campus. The building, which is the only new structure planned as part of the updates, will consolidate all programs of the College that are located on the Kent Campus. The estimated cost of the project is \$45,000,000.

A new program, oriented toward students that desire design thinking to be part of their education, but who are not committed to architecture or interior design as a profession, was begun with new first year students in 2007. The Architectural Studies Program teaches design processes in studio, and emphasizes the impact of the built environment on individuals and communities. The program instituted the College's first minor open to all University students beginning in the Fall of 2011.

With the appointment of a new Dean in July 2010, the College has been reassessing its programs and curriculum. It is the intent of the architecture program to remain professionally oriented, consistent with its founding vision in the 1950's, but to become more relevant to a diverse, global culture. Implementation of a first year core curriculum for architecture, interior design and architectural studies is expected to become a reality in the Fall of 2012. This platform's goals are to better integrate the

design specialties stressing the collaborative nature of practice, and to make more efficient the teaching of the basic processes and concepts in design thinking. A new Master of Science degree in architectural research is planned for the Fall of 2012, and the current Master of Architecture (Post-Professional) degree is in the process of being converted into a Master of Arts in Architecture. Two additional Masters level degrees are planned, a Masters level degree in interior design and a Master of Landscape Architecture.

The incorporated CAED Vision 2015 diagram depicts the planned curricular future of the College.



CAED VISION 2015

# I.1.1.3 The Program Mission

"The Architecture Program at the University enables students to acquire and apply knowledge that contributes to the betterment of our physical environments. Within a balanced curriculum of technology, visualization, history, theory and design studio coursework, the program offers a platform for scholarship, constructive discourse and debate. Northeast Ohio's rich history and dynamic urban landscape serve as a setting for academic learning and the study of "real world" conditions. By placing equal emphasis on the poetics and pragmatics of construction and design, the curriculum inspires experimentation, collaboration, discovery, critical thinking and innovation. The program fosters academic excellence and prepares students to be responsible and accomplished architectural professionals."

The Mission Statement of the Architecture program, as contained in the "College Handbook" adopted in February 2011, is consistent with the historical perspectives of the program throughout its history, while adapting to the demands of change brought on by the changing nature of the region and practice. In a short phrase the mission can be summarized as "educating visionary architectural professionals".

The mission statement speaks to a balanced curriculum which is evidenced by passage rates on the Architectural Registration Exam: In 2009, according to "Design Intelligence", Kent State was the only program in the nation that scored in the top twenty schools on seven of the nine exam sections, demonstrating consistent performance by Kent graduates in all aspects of profession requirements, as described in the mission statement.

It also addresses "real world" conditions and accomplished architectural professionals. Of the largest architectural firms in northeast Ohio, as compiled by Crain's Business (January 18-24, 2010), Kent State graduates are principles in 23 of the 25, more than 90%. And in 2011 two of the eleven AIA Young Architects of the Year were Kent State graduates. The program is true to its mission!

#### I.1.1.3.1 Mutual Consistency and Benefits between the Program and the Institution

The Universities strategic plan focuses on six specifics:

- Ensuring student success
- Enhancing academic excellence and Innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campus
- Securing our financial future
- Developing and recognizing our people

The architecture program seeks to:

- Prepare students to be responsible and accomplished architectural professionals
- Foster academic excellence
- Expand experimentation, collaboration, discovery and critical thinking
- Contribute to the betterment of our physical environment

These four statements relate directly to the first four University strategic plan points and are direct quotes from the program mission statement. The last two statements of the University plan are internal

concerns not often found in Mission statements, but necessary for perpetuation of the organization and enlightened cultures.

The Architecture program has perpetuated itself in a healthy environment for over 60 years and is considered to be one of the star performers in the University. The CUDC continues to have an impact on the region and its environment with over 70 projects stimulating economic development. One of those projects alone resulted in more than one billion dollars of development in the City of Cleveland, as so stated by former mayor and at the time Governor George Voinovich.

The impact of architectural firms with Kent State graduates as principals, has had an amazing impact on the physical environment of northeast Ohio, and continues to spread across the nation. Graduates are well prepared for registration and practice as demonstrated by ARE scores and firm leadership. And, the College is committed to more than "skills to earn a living", it seeks a broader definition of being educated. The Florence study abroad program is one testimony to that commitment.

Contributions to the University culture continue to be provided through the program's leadership and modeling of the first study abroad program, which now has regular participation by at least 75% of the Bachelor of Science in Architecture students, the mandatory fourth year Integrated Design Competition which presents an open exhibition of this work, the digital studio where creation of an inflatable structure was part of the University's Sculpture Week in 2010, followed by the erection of a 60' digitally fabricated arcade for Educational Excellence week in 2011. The College lecture series is held every semester and is open to the University, the region's professionals and the public. The details of those speakers are listed in I.2.1 Human Resources and Human Resource Development. Architecture student organizations (AIAS, SAGE, CASU, KSU LEED, Kent State Innovators, ARCS in Service) spread enthusiasm and design awareness across the campus. The College representatives to the Student Senate are deeply involved in campus leadership, especially sustainability efforts and student memorial development.

The University's three premiere programs of excellence as generally acknowledge within and outside the University are the "Liquid Crystals Institute", "The School of Fashion" and "The Architecture Program".

Architecture students participate in the Kent State Core Curriculum that provides a broad basic education with students from across the campus, taking English, physics, calculus, economics and art history. This integration with the University elevates both the architecture student and the academic community beyond the College.

Faculty involvement is integrally woven into the structures of the larger University web. CAED faculty participate in:

Faculty Senate
Honors College liaisons
International Student Committee
Educational Policies Committee for Undergraduate Programs
Educational Policies Committee for Graduate Programs
Provost's Advisory Committee
Faculty Ethics Committee
Office of International Affairs Advisory Committee
MBA Advisory Board – College of Business Administration
Provost Tenure Advisory Board

University Diversity Committee
AAUP Council
Multidisciplinary Advisory Committee
University Articulation Committee
KSU Sustainability Task Force
University Representative to Upward Bound
Undergraduate Requirements Curriculum Committee
President's Administrative Council
Study Abroad Advisory Committee
Provost's Promotion Advisory Board
Various faculty, dean and administrator search committees

An effective collaboration is evident between the architecture program and the University, with the program contributing to the Kent State quality of life and the program benefiting academically and culturally from that integration.

#### I.1.1.3.2 Holistic Course of Study

The Program Mission Statement addresses a balanced curriculum of technology, visualization, history, theory and design studio coursework with equal emphasis on the poetics and pragmatics of construction and design, thus inspiring experimentation, collaboration, discovery, critical thinking and innovation. A part of this breadth of understanding is transmitted by incorporating the architecture students into the Kent Core Curriculum, requiring 36 semester credit hours outside the College during the first eight semesters. See the Roadmap: Architecture-Bachelor of Science <a href="http://provostdata.kent.edu/roadmapweb/2011/AEBSARCH.pdf">http://provostdata.kent.edu/roadmapweb/2011/AEBSARCH.pdf</a>.

The study abroad program also testifies concerning the desire to provide architecture students with a holistic education. Not only does their time in Florence offer first hand understanding of renaissance architecture, pedestrian oriented urban designs, and the chance to explore European architecture of the last 1000+ years, it offers immersion in another culture, through apartment living in the city, chances to travel on weekends and local faculty. This stimulates insights to a global perspective and openness to a world of new opportunities and options.

Lastly, the practical side is most likely best represented by the Integrated Design Competition (fourth year second semester) which demands utilization of all the skills learned over the previous seven semesters to conceive, develop and detail a 200,000-300,000 multi-use building on a specific urban site location incorporating all building systems.

#### I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

**I.1.2.1 Learning Culture:** Please find additional discussion of the Learning Culture at the CAED in the program In APR Section I.1.3 Responses to the Five Perspectives.

## **Studio Culture Policy:**

The CAED promotes a positive and respectful learning environment, through the fundamental values of optimism, respect, sharing, engagement and innovation among the members of the student body, faculty, staff and administration. The CAED encourages students and faculty to appreciate these values as guiding principles of professional conduct. Although expectations are high, the CAED recognizes a balanced life and well rounded university education are critical for each student's personal growth. CAED studios are classroom environments which foster independent and collaborative inquiry, the acquisition of knowledge and management skills and the establishment of a strong work ethic to enhance students' professional growth. Peer and faculty review within studio stimulates questions, strengthens dialogue, supports critical and creative thought and promotes the discovery and application of new knowledge. Studio fosters design thinking through research and is a forum for design innovation and exploration with the goal of improving quality of life.

CAED studios encourage life-long learning through establishing foundations in design thinking, research habits and the integration of life experiences in the pursuit of excellence in design.

**Diversity Requirements:** The Kent Core requirement includes two specific diversity requirements: 1. domestic diversity, 2. global diversity. Courses and/or experiences may fulfill this requirement. The purpose and details of courses satisfying the diversity requirement may be found in the university catalog. For the vast majority of students at KSU the diversity requirements are met exclusively through coursework. While this is currently true of domestic diversity for CAED students as well, our students thrive in a diverse global experience.

The Architecture Program at Kent State has a long tradition of global vision. For forty years architecture majors have traveled to Italy to study. The study abroad program is among the first in the University and is among the most significant aspects of the learning culture at Kent State. For architecture students the involvement in study abroad consistently exceeds 75%, in 2010 it was 88%. The CAED accounts for approximately 25% of the University's entire study abroad program. Architecture Faculty established the Florence study abroad facility. This experience of diversity is among the most significant facets of an education in the program at Kent. Architecture students learn critical lessons in the cultural diversity our world offers. Students learn to engage new experiences; embrace unfamiliar cultural expression; live for an extended period in a place almost none have ever visited. The majority of our students are first generation college students and have never travelled outside the United States.

**1.1.2.2** Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established:

The CAED studio culture policy is found at http://www.kent.edu/CAED/about/mission.cfm.

**1.1.2.3** Evidence of plans for implementation of learning culture policies with measureable assessment of their effectiveness

Alumni survey results will be available in the Team Room. Graduating student survey results will be available in the Team Room

**1.1.2.4** Evidence that faculty, students, and staff have been able to participate in the development of these policies and their ongoing evolution

At Kent State University faculty and students have well established policies and procedures which provide access to appropriate forums which control all levels of governance.

- Please refer to KSU Collective Bargaining Agreements: Complete Documents in Team Room
  - o CBA for Tenure Track Faculty (TT) and CBA for Non Tenure Track Faculty (NTT)
- Please refer to KSU-CAED College Handbook
- Collective Bargaining Agreement mandated College Advisory Committee (CAC) membership is determined by open election of CAED Tenure Track Faculty (4 Architecture & 1 Interior Design faculty). Advisory responsibilities of the CAC include:
  - o Issues concerning reappointment, tenure, promotion, and dismissal;
  - o Appointment of new faculty, including issues of rank and salary parameters;
  - Review of full-time non-tenure track faculty;
  - Allocation or re-allocation of faculty positions and academic staff positions including new and vacant positions;
  - o Program development, restructuring, and / or discontinuance;
  - Evaluations relating to faculty salary increases and other salary adjustments, if applicable;
  - Departmental planning and budget priorities, including review of requests for new funding and allocation of discretionary resources;
  - Selection and structure of committees, including search committees;
  - Issues related to teaching assignments and class schedules including appropriate application of workload equivalences;
  - Faculty professional improvement, research and other leaves;
  - Procedures for the establishment, review and appropriate revision of the academic unit handbook;
  - o Issues related to the advising and retention of students;
  - o Insuring that instructional standards are followed;
  - Insuring that class and other duties of Faculty members are met.
- Collective Bargaining Agreement mandated College Curriculum Committee (CCC) membership is determined by faculty members representing the Program/Studies Committees including Architecture-Interior Design-Architectural Studies-Graduate-International). Responsibilities of the CCC include:
  - Reviews and approves Program Curriculum Committee Proposals (which are then forwarded to the Office of the Provost for consideration by the university wide Educational Policy Council (EPC) and the Faculty Senate (FS). A CAED faculty member sits on both the Educational Policy Council and the Faculty Senate.
- Architecture Program Committee (NAAB: B.Sci & M.ARCH)
- Interior Design Program Committee (CIDA: B.Arts)
- Graduate Studies Committee
- International Studies Committee

CAED Dean's Executive Advisory Committee – which includes the principle administrative
positions in the college: Associate Dean/s; Assistant to the Dean; Director of the Urban Design
Center; Architecture Program Director; Interior Design Program Director; Architectural Studies
Program Director; Coordinator of the Graduate Studies Program; Coordinator of the
International Studies Program; Coordinator of the Environmental Design Research Unit

Committees are expected to report on their activities to the faculty. Please find the full list of committee assignments in Section I.2.2 Administrative Structure and Governance.

**I.1.2.5 Social Equity:** Per CAED Handbook found in this Report, "The College supports the goals of equal opportunity and affirmative action in recruiting and appointing Faculty." The University's Division of Diversity, Equity and Inclusion was established in 2009 elevating the status of leadership to a Vice-President of Diversity, Equity and Inclusion. The Division is proactively engaged in promoting its defining issues throughout the University community.

#### I.1.2.6 Faculty Equity and Diversity:

Criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation and promotions:

- Appointment: In addition, Office of Affirmative Action, Academic Affairs also works with
  faculty search committees and chairs of search committees to reinforce considerations of
  law and methods to increase the diversity of a pool of candidates. In a recent Chairs and
  Directors meeting the Provost made it clear the University would assist Colleges in any way
  it could in the hire of desired minority candidates, including the addition of funding and the
  potentially with trailing spouse hires. Please refer to the Kent State University diversity
  process binder located in the Team Room.
- Reappointment, Compensation and Promotions: Kent State University continues to operate
  in concert with a Collective Bargaining Agreement (CBA) governing reappointment, tenure,
  promotion and merit processes. This Collective Bargaining Agreement continues to be in
  force and the University continues to abide by it, however, State Law has been changed
  regarding public employees ability to collectively bargain. Repeal of this law is on the
  November ballot. Regardless, the CAED Handbook and general operations of the University
  are not likely to change substantially regarding issues of equity and diversity as they are
  mandated by federal law and desired by this academic community.
- Reference KSU CAED Handbook for criteria and processes specific to the CAED.
- Complete documents will be found in the Team Room.
- **I.1.2.7 Student Equity and Diversity:** The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention and graduation:

The College recently added a Coordinator of Outreach and Service. Involvement of Faculty in "Upward Bound" programs the architecture program at Cleveland John Hay High School. The connection to these programs is longstanding, however, expansion of the offerings of the College are intended to increase the potential for recruiting qualified minority students. The University's Multicultural Visit Days are recruiting visits intended exclusively for minority candidates. The Architecture Program has found success with the recruiting of specific candidates in the past year as it relates to this University-wide initiative.

Admission from High School: The admissions process to the Bachelor of Science is a blind process. All students meeting the High School GPA of 3.00 (4pt system), rank in the top 20% of their high school class and achieve a minimum ACT score of 25 on both Math and English as well as an overall score of 25 (or the equivalent SAT) are directly admitted to the Bachelor of Science in Architecture program. In addition, the program administrator reviews all other applicants to identify promising students with typically admissible scores, but with a deficiency in one area.

Qualification for Summer First Year Studio Program: Transfer students and non-majors wishing to enter the Architecture major must have completed all first year coursework in the Bachelor of Science in Architecture, with the exception of the design studio sequence, as outlined in the catalog. Coursework must be completed with a minimum GPA of 2.75 (3.0 and higher is competitive). The required studios have limited space, admission is competitive. Approximately 30 seats are typically available. Those passing the summer studio sequence are admitted into the Bachelor of Science in Architecture.

Third Year Advancement: For advancement to upper-division study in the Bachelor of Science in Architecture, students must maintain a minimum GPA of 2.5 with a major GPA of 2.25. Additionally, students should have completed all required coursework from the first two years of the program.

Admission to Master of Architecture: Admission to the Master of Architecture involves review by the full Graduate Committee and is overseen by the Graduate Coordinator. In addition to KSU general requirements (min. GPA = 2.75), admission to the program is based on: statement of purpose; curriculum vitae; original transcripts from colleges previously attended; undergraduate GPA; GRE scores; TOEFL scores, letters of reference; and portfolio.

**1.1.2.8** Institutional policies for academic integrity may be found at:

http://www.kent.edu/catalog/2011/policies/all-policies.cfm#STUDENTCONDUCT http://www.kent.edu/emsa/studentconduct/index.cfm

**I.1.2.9** Policies and procedures for grievances related to harassment and discrimination.

Please see the institutional policy on harassment and discrimination in the policy register: <a href="http://www.kent.edu/policyreg/policydetails.cfm?customel\_datapageid\_1976529=2038403">http://www.kent.edu/policyreg/policydetails.cfm?customel\_datapageid\_1976529=2038403</a>

**1.1.2.10** Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution during the term of its next two accreditation cycles. And that the plan has been developed in an inclusive way or is addressed in the long range plan.

Please note the College Strategic Plan hiring initiatives found in Section I.1.4. NOMA involvement in the search for the current Dean resulted in a highly diversified pool of candidates. In the last four full-time hires by the CAED, three positions were filled by females, including one international candidate and one minority. Over the next twelve years, the hiring of diverse candidates for positions is a priority of the CAED. The CAED will seek to engage minority and female architects and educators in searches for upcoming positions by reaching out to organizations such as NOMA and by continuing to reach out to the extensive network of the faculty and staff of the program.

#### I.1.3 RESPONSES TO THE FIVE PERSPECTIVES

## I.1.3.1 Architectural Education and the Academic Community.

"The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community." (<a href="http://www.kent.edu/president/mission-statement.cfm">http://www.kent.edu/president/mission-statement.cfm</a>), but perhaps more important are the Core Values and Strategic Goals the University adopted to achieve this mission. Please see the discussion on our alignment with the University mission, Section I.1.1. The Architecture Program and CAED take the mission of the University as its own. The Program dedicated significant resources to generating strategies relating to the University's new mission and strategic vision over the last two years.

The College of Architecture and Environmental Design is highly regarded within the profession and across the University. CAED attracts the most academically prepared students to the University and continues to have the highest admissions requirements. The average ACT scores for admitted and enrolled freshman architecture majors remains above 26 while the average GPA is 3.61. Typically, about 20% of first year students receive scholarship support from the Honors College. The CAED is approximately 2% of the University's enrollment, yet is 9-10% of Honors College enrollment.

In 2010, the University adopted revisions to its liberal education base, the Kent Core. The Kent Core includes 36 credit hours of English Composition, Mathematics, Humanities and Fine Arts, Social Sciences, Basic Sciences, Domestic and Global Diversity and as of Fall 2011 Experiential Learning. Architecture offers three Kent Core courses: Understanding Architecture, and two survey of architectural history courses to the University community. Additionally, the College's new Minor in Architectural Studies and soon to be implemented Minor in Architectural History and Minor in Preservation are broadening the reach of our faculty and improving the connection of the program with the entire University. Finally, the Bachelor of Arts in Architectural Studies has opened many elective courses to a new cadre of students with an interest in the design disciplines. Students in Interior Design take courses in Architecture including First Year Design Studio I and II, and Environmental Technologies I.

Architecture faculty have been involved in the development of new coursework and certificate programs in several other programs in the University and the CAED partners with many other programs on the offering of coursework. Developing Environments for the Elderly is offered as a required course in the University's Nursing Home Administration Major. Architecture faculty and administration are integral to the development of the new Digital Sciences Program. Architecture coursework is central to the Certificate in Sustainable Construction Technology in the College of Technology. Architecture faculty developed innovative courses with faculty from Sculpture, Technology, Fashion and Textiles. Research and hiring initiatives across programs have resulted in the award of grants and soon to be hires. Research teams including Architecture faculty have been ongoing efforts with the Liquid Crystal Institute and Biology Department.

Finally, the Architecture Program's pioneering work in study abroad has resulted in the adoption of a new philosophy on the role of study abroad throughout the University. The Florence facility, begun by Architecture, has become home to majors from across the University. While Architecture far exceeds any other major in participation in the study abroad opportunities of the University, the growth of the study abroad programs are the result of the work of faculty and administration in the Architecture Program to build a most successful experience.

Architecture students recently founded an Alpha Rho Chi chapter on campus. Their efforts have included participation in events such as the Relay for Life where they raised more money than any other organization, last year. The AIAS continues its long established history of engaging the University through the student supported lecture series, job fairs and career days and peer mentoring programs. Faculty and students regularly assist non-profit and public organizations across the region to re-envision their facilities and to serve in many different capacities. The lectures and review events of the CAED are open to any who come and are promoted campus-wide and to the professional and academic community.

The University offers a multitude of cultural and entertainment events throughout the year most of which are free to students. Kent State University is a Mid-American Conference (MAC) school with Division I intercollegiate athletics and the closest rivalry in Division I sports with the University of Akron only 12 miles away. Architecture students and faculty regularly attend athletic events.

#### I.1.3.2 Architectural Education and Students.

In <u>The Visible and the Invisible</u>, the French philosopher Maurice Merleau-Ponty wrote, "Every question, even that of simple cognition, is part of the central question that is ourselves, of that appeal for totality to which no objective being answers..." Students come to an architecture program to learn fundamental skills in their personal quest to pursue a career in architecture. The practical role of architecture school is to place students in circumstances in which they engage the unfamiliar until it becomes familiar. Their knowledge evolves from learning experiences designed to uncover or to reveal topical matters and to foster useful skills. And we do that, but technical skills are not sufficient to be exceptional in this discipline.

Mastery is about the relationships of the discipline to others. Mastery occurs at the edges of any discipline. Bringing this issue to light is critical because it is at the edges where interaction occurs. Also at the edge is the most important lesson of an educated mind, humility. It takes a great deal of humility to understand that you can only know so much and that "the other" is not only a source of practical knowledge, but also the source of self-knowledge. One learns of one's self through interaction with the unfamiliar, be it people, object or information. Further, the students learn mastery involves judgment. Judgment is acquired through experience. The novice will not know how to begin, what tool to apply in a given situation nor to whom they should look for certain areas of knowledge. The faculty endeavors to create experiences that foster interaction at the edges of the discipline and works to hone judgment in increasingly complex situations.

The architecture program is dedicated to developing responsible, professional architects committed to the improvement of the quality of life, the enhancement of the physical environment, and protection of the public welfare through the design of the built environment. Project based learning activities are utilized heavily throughout the curriculum. Problem definition, clarification and solution is present in the full spectrum of activities and assignments in the program. Required design studios exist in every semester of the full program. Professional values include reality, reason, independent thinking, productivity, honesty, integrity, justice, pride, self-esteem, teamwork/ mutual supportiveness.

The College focuses its activities through the interrelationship of learning, research, and community service. Education, research, and public service are perceived as independent missions that support each other. Students learn through examination of new areas of knowledge in architecture and its allied

arts and sciences both to discover new insights and to acquire techniques of better practice through intellectual discipline. Faculty research and creative practice increases the faculty members' ability to teach while student and faculty community service assists the community's development and acts as a vehicle for learning and adapting to change. The College seeks to develop the maturity of the individual student toward a fully self-confident, creative, imaginative, intellectually disciplined, and educated person.

The creative design process is the intellectual basis for the discipline of architecture and, therefore, the distinguishing feature of the profession. Recently the profession has shown particular concern for development, programming, historic preservation, energy design, etc. It is clear that both the need and value of creative design, the basic architectural discipline, have broadened. The College believes that it is imperative to focus on design as the synthesizer of architecture to assure that students will have the knowledge, skills, and judgment to successfully deal with the ever changing profession. The College intends to develop self-motivated, self-reliant graduates able to adapt to changing circumstances and able to become community leaders.

Information on careers begins with "Academic Discovery Days" offered for high school students and continues with admissions advising sessions called Destination Kent State (DKS) for those students choosing Kent State. The Architecture Program is a consistent program, most students are on a track to complete the program in a relatively lockstep manner, although there are choices, the timing of required coursework is crucial. Students are made aware of this from the beginning in the First Year Experience (FYE) coursework. Academic advising is provided by the Office of Advising and Academic Services (OAAS) located in 202C Taylor Hall, near the CAED offices, two academic advisors serve the Architecture Program by alphabet. The Architecture Program Director, assisted by Program Staff, aids OAAS in academic advising. In addition to the DKS advising meetings, first year students are professionally advised by the First Year Experience Coordinator who also assists OAAS in their academic advising efforts with this cohort. Second year, upper division and graduate students are professionally advised by the Program Director, the IDP Coordinator and the faculty. Faculty are encouraged to provide professional advising both in and out of studios. The University adopted a new advising system called the Graduation Planning System (GPS). This system allows students and academic advisors the opportunity to plan each term well in advance as a student prepares for timely graduation. The system will tell a student if they are "on track" based upon their plan to graduate. The system is simple to use and involves the student in a way that makes the academic advising process one with a great deal of clarity.

While many of the courses are offered only in a particular sequence, the Kent Core, general electives and even architectural electives provide the opportunity for students to tailor their education. Additionally, the Honors College experience and the array of minors available to students are opportunities often pursued by architecture students, especially those who arrive at the University with a significant amount of college credit. The undergraduate Bachelor of Science degree offers 46 liberal education and non-architecture credits (36%), while the Master of Architecture degree program offers 21 credits (48%) of courses as concentration electives and a required capstone summer studio.

The elective Florence program introduces students to cultural diversity, Italian language and regional culture, Italian faculty, European perspectives, and international professional opportunities. Students have the opportunity to participate in studies in Florence, Italy, both in the spring of the third year and fall of the graduate year.

## I.1.3.3 Architectural Education and the Regulatory Environment.

The Architecture curriculum provides a comprehensive, integrated understanding of knowledge and skills required to protect the health, safety and welfare of the public. The combined Bachelor of Science in Architecture and Master of Architecture includes eleven studios, two courses in methods and materials, three courses in structures, two courses in environmental technologies, computer coursework including building simulation, five semesters of art and architectural history, four professional practice courses and an array of technical, theoretical and historical electives. The importance of Registration is reinforced throughout the program.

Jack Hawk, AIA is the IDP Coordinator at Kent State University. In each of the last two years he has attended the IDP Coordinator's Conference. Jack is a former AIA Akron Chapter and AIA Ohio President, his contribution to the professional awareness of the students has been significant since he assumed the role. IDP has, for many years, been covered in detail in the Methods and Materials coursework and is also discussed at the First Friday/Wednesday meeting each academic year. As the Bachelor of Science is the pre-professional degree this information is part of the required coursework. The discussion of practice is an integral component of the curriculum.

The importance of architectural registration has been underscored by these economic times. Throughout the 1990s and early 2000s the need to be registered was made less important by an abundance of jobs in firms where supervisors asked for more time to complete large volumes of work and by the security of the stamp of superiors in the firm. With the economic downturn, the loss of work forced many to seek licensure to offer independent services.

Kent alumni have been extraordinarily successful in becoming Registered Architects. The table of pass rates reflects nearly ten years of exceeding national norms which continues a lengthy history. In 2009, Kent State ranked in the top 20 in pass rates in 7 of the 9 registration exams, according to Design Intelligence. No other program ranked in the top 20 in as many exams. As rules regarding eligibility for the ARE change to allow examination immediately upon graduation, the more the ARE is becoming an indicator of the basic competencies of licensure as presented by the academy. Please find A.R.E. Pass Rates Table I.1.3.3-A in this section.

#### I.1.3.4 Architectural Education and the Profession.

Thought resides in things, however, things as we experience them are founded in our particular point of view. The thing has a perceptual basis inextricably tied to a cultural and physiological or human perspective. Our thoughts about architecture are framed by experiences of the world around us. These experiences are not necessarily objective, however, the world around us is imbued with the factual and with the lives of others. This factual world of physical and cultural situation is the basis for creativity. Seeing in new ways, honestly, without blinders, without any denial of responsibilities, is our most challenging and most rewarding work. This sensitivity to the world allows us access to a basis for the formation of real expectations of the world and the work before us. We develop ourselves through our particular response to situations in which we are placed. Creativity is a measure of ability to adapt to a situation while remaining open to what the work draws forth from us. Reality is the philosophical basis of the Architecture Program's relationship with the Profession.

I.1.3.3-A A.R.E. 3.1 Pass Rate Table		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Pre-Design	National	76%	77%	77%	75%	76%	78%	79%	80%	71%	
	KSU	92%	92%	95%	89%	96%	100%	90%	87%		
General Structures	National	76	77	73	73	75	75	76	74	71	
	KSU	100	91	88	66	79	100	88	77		
Lateral Forces	National	90	93	92	77	76	75	79	77	71	
	KSU	100	100	100	85	81	86	88	83		
Mechanical/Electrical Systems	National	73	74	74	67	68	70	69	68	60	
	KSU	82	89	93	82	90	83	84	73		
Material and Methods	National	90	88	86	76	77	77	79	80	78	
	KSU	100	95	90	84	96	56	97	95		
Construction Documents & Services	National	86	86	85	79	77	77	77	77	77	
	KSU	97	97	96	89	93	80	90	86		
Site Planning	National	64	68	70	71	73	66	66	68	67	
	KSU	74	76	75	68	72	75	76	none		
Building Planning	National	62	68	68	64	63	68	65	70	70	
	KSU	56	76	76	53	81	76	63	none		
Building Technology	National	67	67	65	63	66	67	69	69	63	
	KSU	83	73	75	64	65	63	85	none		
A.R.E. 4.0 Pass Rate Table											
Programming Planning & Practice	National KSU								49% 62%	56% 50%	62%
Site Planning & Design	National								59	65	76
	KSU								100	79	
Building Design & Construction Systems	National								47	57	63
	KSU								75	74	
Structural Systems	National								57	64	66
	KSU								50	73	
Building Systems	National								59	66	65
	KSU								67	77	
Construction Documents & Services	National								56	59	63
	KSU								83	76	
Schematic Design	National								65	71	74
	KSU								100	75	

The Architecture curriculum is founded in a tradition that our students will contribute, significantly, to the profession of architecture nationally and globally. The curriculum involves the most serious and integrated approaches to the study of architecture. The professional practice curriculum is integral to the development of a well rounded professional dedicated not only to design quality, but to the health of the discipline moving forward. The professional practice curriculum is designed to "stimulate students to learn to reconcile the conflicts between architect's obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession."

Kent State is located centrally in the Cleveland, Akron, Canton, Warren, and Youngstown metropolitan region populated by four and a half million people. This offers students a rich variety of professional practice activity in which to explore and participate. Four AIA and two CSI chapters are located in the region. The College has a long history of public service/outreach activities both through studio projects and through its Urban Design Center. For the past 30 years, Kent design studios have been instrumental in the revitalization of Cleveland's Playhouse Square, The Flats entertainment district, Warehouse District and the Mid-Town Corridor between Public Square and University Circle. The North Coast Development Corporation and former Senator and Ohio Governor George Voinovich declared the Architecture Program's inner harbor proposal to be the catalyst for over \$1 billion dollars of new development in Cleveland.

Perspective on global diversity and capacity to work with the public and clients are reinforced through the study abroad program and the selection of projects within studios. The international faculty also have a significant role in the way by which Architecture students respond to diverse settings.

Efforts are ongoing to disseminate the work of faculty and students in the form of newsletters and publications. CAED hosts lectures each year open to the public, commonly with support from local AIA chapters and Construction Specifications Institute (CSI) chapters.

In a typical term, at least 50 Architects, alumni and friends participate in juries. Colleagues from other institutions are brought to Kent each term to participate in these reviews as well. Our public reviews begin in the second year. Professionals are commonly asked to participate in design charrettes with the Cleveland Urban Design Collaborative. Professionals from Pittsburgh to northwest Ohio and as far away as California and Arizona contribute as part-time faculty members.

Each year AIAS sponsors career days in which firms are invited to the Kent Campus to meet with students, present the work of their firm and to make contacts for job interviews. Firms now request meetings with our fourth year and graduate students to ask them to apply for positions. Faculty members and program administrators are contacted frequently by firms throughout the country to send them our graduates. Kent students are looked upon favorably in firms because they understand architectural theory, design, systems and the construction of buildings, thus contribute immediately to the practice.

Architecture alumni contribute significantly to the health of the profession in the region. Alumni are in leadership roles throughout AIA Ohio and local AIA chapters in Ohio, Pennsylvania and New York. Kent architecture alumni are on zoning and planning boards throughout the region and are responsible for the development and ongoing success of the Cleveland Competition.

#### I.1.3.5 Architectural Education and the Public Good.

In the current climate of economic turmoil, how do we prepare students to be concerned for their situation and the situation of others and not hyper-focused on their economic condition or on ever increasing distraction and interruption permeating life in 2011? Students come to the University believing their character is fully formed, but they have a great deal to learn. Life in a new situation is a test of character. A university education is a test of character. Upon entry to university life, everyday decisions become a definition of character.

Our First Year Experience (FYE) course is designed to introduce students to the many facets of the University. The FYE affords a peer mentoring opportunity for upper division students and the benefit of the guidance of advisors and faculty to the new student. The concept of "in loco parentis" is found in the attitudes and actions of the administration, staff and faculty. Faculty and staff do their best to look out for the interests of their students and the learning experience. Meanwhile, Architecture students at Kent are expected do many things for themselves, find answers to their questions, be self-motivated and to execute.

Architecture programs function as a test of perseverance, commitment and will. They can also be competitive, hard environments. The CAED is committed to developing an ethos of empathy among our students. We select projects that often ask our students to consider the fortunate circumstances in which they find themselves while being aware of the misfortunes of others. We often select projects that contribute to non-profit entities or to the University. In studios, we often ask students to work together or to contribute information to one another. In the Integrated Design Competition project, the nature of professionalism, of collegiality, is given priority over direct competition. Students must share information and trust their colleagues' efforts. They must be open, assuring colleagues the benefit of a common basis of information. In all things computing there is a constant need to share techniques and information.

Kent State University architecture students develop an understanding of their responsibilities to a global society, awareness of differing cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users. Coursework is intent upon making students aware of the impacts of the discipline, both positive and negative. Through the eleven semester design studio sequence, history/theory sequence, technical sequences, and Kent Core, students are exposed to a range of social, cultural, and environmental factors that influence our built environment. A positive attitude toward the architect's social responsibility is fostered through focused coursework in urban design, sustainable design, leadership and ethics, contract and planning law, and responsible management of architectural practice.

Civic engagement is nurtured through upper level studio public service projects which often operate with client influence. The College has had a real impact on the region through these projects and through the Urban Design Center (UDC), the College's outreach arm. The Cleveland Urban Design Collaborative (CUDC) is an extension of this engagement with communities through urban design service. The CAED recently appointed a new Coordinator of Outreach and Service at the Kent Campus. The responsibilities of this position are to develop existing and new relationships with those for whom the students and faculty may be of service.

#### I.1.4 LONG RANGE PLANNING

Kent State University and the College of Architecture and Environmental Design approaches long range planning as a continuous process which evolves in response to external and internal influences on the Institution as well as the College. Changing societal needs, professional practice standards, technologies, design theory and financial capability are significant factors in influencing this need for change.

President Lester Lefton has established an Excellence Agenda for guiding long-range planning: http://www.kent.edu/excellenceagenda/upload/full-president-s-strategic-plan-6-29-2010.pdf

The document focuses on the University's six strategic goals:

- I. Ensuring Student Success
- II. Enhancing Academic Excellence and Innovation
- III. Expanding Breakthrough Research and Creative Endeavors
- IV. Engaging with the World Beyond Our Campuses
- V. Securing Our Financial Future
- VI. Developing and Recognizing Our People

As stated in the mission section of this report, the goals and planning of the Architecture Program align with those of this University strategy map. Specifically, the historic view of the architecture program has been and continues to be oriented toward professional practice, however practice by graduates has expanded from Northeast Ohio to spanning the globe, and the project orientation has moved from only buildings to how those buildings have impact on neighborhoods, cities, and regions. Thus, long range planning for the Architecture Program has been integrated into the overall perspective of the College of Architecture and Environmental Design and its interwoven connections among urban design (existing), landscape architecture (planned), architectural research (planned), post-professional study (existing), interior design (existing), and product design (envisioned).

The following sub-sections outline:

The evolving processes for planning.

The current implementation efforts affecting the architecture program.

The envisioned future.

#### The process utilized

With the arrival of a new Dean of the College in July 2010, a review of the future vision of the College began. The process used to establish direction is enumerated as follows:

- 1. The Dean met with each full time faculty member individually to listen and gather input about direction for the future, current needs and the strengths of the Program.
- 2. Discussions with the College Advisory Committee, faculty elected by the faculty, were held in July and August 2010 (See CAC Agendas attached (Exhibits 1-3)).
- 3. In August 2010, the College held a full day retreat attended by 54 faculty, staff and administrators. Approximately four hours of that retreat were dedicated to the Planning Process, including an overview of the Programs from the Dean's perspective, a discussion with the Provost to obtain his feedback from faculty questions, the presentation of a curricular plan

- (See CAED Vision 2015 in I.1.1), and breakout sessions, where small groups provided written feedback and suggestions.
- 4. The Dean met and continues to meet with students on a monthly basis during the course of the academic year (See Exhibit 4), in open discussion to review College plans and receive feedback.
- 5. Beginning with the Spring Semester 2011, Wednesdays from 1:00 PM to 3:00 PM have been scheduled for meetings, with no CAED classes or studios in conflict. They were set aside with the following foci:

a. First Wednesday Program Meetingsb. Second Wednesday Committee Meetings

c. Third Wednesdayd. Fourth WednesdayCollege Advisory Board MeetingsFaculty Meetings (See Exhibit 5)

These meetings are used to gain consensus on planning issues and define the procedures and policies necessary to implement plans.

- 6. A College committee structure was re-implemented in the Fall of 2007, after it had been eliminated by a previous Dean. This structure was expanded in the Fall of 2010 with specific charges to each committee, many of which relate to the strategic planning process, to facilitate the implementation methodologies and to provide ongoing planning and discourse (See the Committee Structure and Appointments documents included in Section I.2.2).
- 7. Faculty review surveys are completed under the guidance of monitors, without faculty present, at the conclusion of each semester. The surveys are electronically recorded and then evaluated by College administrative staff. (See Exhibit 6).
- 8. The College, on a three year cycle, distributes alumni surveys. The most recent survey has been distributed in August 2011 (See Exhibit 7). Results have not yet been received and tabulated.
- 9. Annually the University distributes an alumni survey per College and shares the results to the various programs (See Exhibit 8). The results of these surveys, Items 7, 8 and 9, are shared with the faculty.
- 10. As a long-range planning tool and monitoring system the University utilizes the Academic Quality Improvement Program (AQIP). The College participates in this system as a planning tool. (See Section 1.1.5 Self Assessment Procedures for more detailed information.)

The process and methodologies continue to evolve as transformations occur within the Program, new faculty are added and greater integration occurs with the University.

#### Current implementation efforts and a new future

As a direct result of the envisioning and planning process, numerous implementation efforts are underway. The abbreviations prior to each item reflect the Five Perspectives to which they relate. AC=Academic Community; S=Students; RE=Regulatory Environment; P=Profession; PG=Public Good. These include but are not limited to:

- 1. (AC, S, P, PG, RE) Establishment of specific charges to the faculty committees (See the Committee Structure and Appointments documents included in Section I.1.1).
- 2. (AC, S, P) Establishment and design of the First Year Core Curriculum to be implemented across programs in the Fall of 2012.
- 3. (S, P) Planned establishment (we still require approval of the Ohio Board of Regents) of the Master of Science (architectural research) Degree in the Fall of 2012.
- 4. (AC, S, RE, P, PG) Preliminary planning for the Master of Landscape Architecture Degree in the Fall of 2014.

- 5. (S, P,) A rework of the Interior Design and Architectural Studies curricula.
- 6. (AC, P, PG) Separation of the Architectural Studies Program from the Architecture Program, allowing Architecture to concentrate on the Professional focus, and Architectural Studies to concentrate on pre-professional education.
- 7. (AC, S, RE, P, PG) Restructuring of the College administration to better define roles and thus provide clarity to faculty, staff and students. This primarily involves the granted approval to hire an Associate Dean, and the establishment of three Program Directors for Architecture, Interior Design and Architectural Studies.
- 8. (AC, S, PG)Addition of the position of Outreach and Service Coordinator responsible for recruitment efforts of minorities, relationships with organizations such as Upward Bound and ACE, and coordination of public service efforts of both faculty and students.
- 9. (S, P, RE, PG)Focusing of the Architecture Program at the Bachelor of Science level to develop professional skills integrated with a liberal education, and at the Masters of Architecture level to infuse passion and motivation to serve society through architecture, developing an individual's perspective on such a role.
- 10. (AC, P) Establishment of regular meeting schedules within the Program.
- 11. (AC, S, P) Development of a hiring plan for the near future:
  - a. Associate Dean
  - b. Landscape architect/researcher TT/NTT
  - c. Permanent graduate and international secretary
  - d. Architectural researcher TT
  - e. Architectural faculty TT
  - f. Architectural faculty NTT
- 12. (AC, S) Establishment of an income goal from contracts and research of \$350,000 in Academic Year 2012. 2011 goal was \$200,000, actual attainment was \$216,500.
- 13. (AC, P, PG) Revitalization of the College Advisory Board through additions to membership, a more vital agenda, involvement in planning and implementation, fund raising, and outreach to the community (See Exhibit 9).
- 14. (AC, S) Development of Intersession Programs (between Spring and Summer sessions) oriented to assist students in both their professional development and their ability to function in the global environment. 2011 offered a design oriented tour to London, Glasgow and Edinburgh (See Exhibit 10). The 2012 program focuses on sketching as a means to understand urban design concepts and will be centered in Italy (See Exhibit 11).
- 15. (S, P, PG) Establishment of on-line courses in Professional Practice, Survey of Architecture, and Interior Design Technologies with the intent of creating a collection of courses for future professional continuing education.
- 16. (S, P) Creation of a dedicated graduate area on the fourth floor of Taylor Hall to distinguish the program facilities from those of the undergraduate studios.
- 17. (AC, S, PG) Establishment of an Architectural Studies minor for Fall 2011, and beginning in the Fall of 2012, two new minors in Architectural History and Architectural Preservation.

#### **Exhibits 1-3 CAC Agendas**

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN CAC MEETING

July 8, 2010; Room 202, Taylor Hall AGENDA

- 1. Call to Order
- 2. Approval of the Minutes 6-23-2010
- 3. Vision Discussion
- 4. Strategic Map Review
- 5. Other Business
- 6. Adjournment

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN CAC MEETING

July 22, 2010; 2:00 PM-4:30 PM Room 202A, Taylor Hall AGENDA

- 1. Call to Order
- 2. Approval of the Minutes 7-22-2010
- 3. Strategic Map Review
- 4. Continuation of Vision Discussion
- Faculty Position Priorities
- 6. Other Business
- 7. Adjournment

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN CAC MEETING

August 11, 2010 2:00 PM-4:30 PM

Large Conference Room, Taylor Hall 200

**AGENDA** 

- Call to Order
- 2. Approval of the Minutes 7-22-2010
- 3. Strategic Map Review/Continuing Vision Discussion
- 4. Faculty Position Architectural Engineering
- 5. Retreat Agenda
- 6. Teaching Assignments Update
- 7. Other Business
- 8. Adjournment

#### **Exhibit 4 Conversations with the Dean**

# CAED COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN INFORMAL CONVERSATIONS WITH THE DEAN



Who: CAED Students & Dean Doug Steidl

Where: The Morbito Architecture Library Taylor Hall



# When:

January 12, 2011 2-3pm February 9, 2011 2-3pm March 9, 2011 2-3pm April 13, 2011 2-3pm



#### **Exhibit 5 Faculty Meeting Schedule**

To the College of Architecture and Environmental Design

As we begin a new semester there are some decisions that will evolve over the course of the next five months that will have an impact on the future of the College. In contemplating how those decisions will be formulated, discussions on those issues should occur in an open and honest manner. Faculty meetings will need to play a key role in that process.

Many of the curriculum issues and practices of the College are being addressed as outlined in the charges to the committees. This committee work will be the basis for a large portion of the faculty discussions. In addition to the committee issues, these meetings will also provide time for faculty to present some of their work in more detail.

The following schedule enumerates the faculty meetings scheduled for specific Wednesdays beginning at 1:00 PM. If more meetings are necessary, we can schedule them as required.

January 19, 2011 The Presidents Town Hall Meeting. (90 Minutes)

February 16, 2011 Presentation by Adil Sharag-Eldin regarding his accomplishments during his

sabbatical. (30 Minutes)

Discussion on the possibilities of a First Year Core Curriculum for Architecture, Interior Design and Architectural Studies. Discussion to be led by the First Year Core Sub Committee. Materials to be provided in advance for review. (45

Minutes)

March 16, 2011 Presentation by Chuck Graves regarding his accomplishments during his Fall

sabbatical. (30 Minutes)

Discussion focusing on the Master of Architecture program, specifically: 1) How the graduate experience might be differentiated from the Bachelor of Science undergraduate experience; 2) What steps might be taken in the future to attract students from beyond KSU. Discussion to be led by the Graduate Committee.

Materials to be provided in advance for review. (45 Minutes)

Discussion on the pedagogy for the introduction and use of technology in the curriculum. Discussion to be led by the Research and Technology Committee.

Materials to be provided in advance for review. (45 minutes)

April 20, 2011 Discussion of the Interior Design Curriculum. Discussion to be led by the Interior

Design Curriculum Sub Committee. Materials to be distributed in advance for

review. (45 Minutes)

Discussion of the proposed criteria and methodology for establishment of an M Sci in Research (2013) and a PhD in Architecture (Building Science /

Preservation) (2015). Discussion to be led by the Ad Hoc M Sci/PhD Committee.

Materials to be distributed in advance for review. (45 Minutes)

Election of CAC and CCC members for the 2011-2012 academic year. (30

Minutes)

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KENT STATE.				Call No	:	
Instructions: The results of this survey will be used by university committees to evaluate the instructor, currifollowing questions, please note that some questions. Do not fill in a mark for any item that is not applicable your response to each question with a No. 2 pencil by	the instructor culum, equipm are about the in e to this class o	to improve the ent, and facili- instructor and or for which yo	ne class and be ities for this come question ou have no o	dass. As yons are abo	ou answer tout the insti	the ruction.
1 I am taking this course for:	O Major	O Minor	O LER	O Blo	ctive O	Other
2 How many classes did you miss?	O 0	O 1-2	O 3 5	O 6-8	. 09	) <sub>+</sub>
3 The grade I expect to receive in this course is:	O A	ОВ	ОС	O D	0 1	3
4 What is your current KSU grade point average?	0.0-1.9	O 2.0-2.5	O 2.6-3.0	0 3.1	3.6 🔾 3	3.7-4.0
Student Commitment and Learning	del a françaische sonn de Frank Children (genöuwer	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
5 1 did the required preparations for each class.		Ö	0		0	Ö
6 I learned valuable information/skills from this c	course.	0	0	0	0	0
Course Organization		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
7 Expectations were clear to me throughout the c	ourse.	)	0	0	0	O
8 The structure/organization of the course helpe	d me learn.	, O	0	0	0	0
9 The course materials/activities helped me learn.		0	0	O	0	0
In the space below please write any comments on websites, discussion, participation in small group p	orojects, or w			, such as	syllabus, t	extbook,
Evaluation Practices		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
10 The assignments and tests allowed me to demonstrated.	nstrate what		0 -	0	0	0
77. 7						
11 I received feedback about my progress through	out the cours	e. O	0	0	0	0

		teristics		Stron Agre		Agree	Neither A/D	Disagree	Stro Disa
12	The instructor ga	ve clear written/ora	l explanations.	Ŏ		0	Ó	0	(
13	The instructor me	otivated me to think	about the subject.	. 0		0	0	0	
	The instructor de matter.	monstrated knowled	dge of the subject		-	0	0	0	
15	The instructor sh	owed respect for stu	dents.	0		0	0	. 0	(
16	The instructor wa	s available for indiv	idual consultation.	: 0		0	0	0	(
		olease write any com ution or professional		other aspects	of th	e instruct	or, such a	s prepared	lness
		, Equipment and		Strong Agre		Agree	Neither A/D	Disagree	Stre Dis
	activities in this co		upported the learni	0	***************************************	0	0	0	. (
	Equipment and to	echnology used suppourse.	ported the learning	0		0	0	0	;
	nmary Questio		NO PORTO CONTROL CONTROL PROGRAMMENT AND STATE OF THE STA	Excell		Very Good	Good	· Fair	P.
19 (		<b>n</b> ıld you rate your lea	NO PORTO CONTROL CONTROL PROGRAMMENT AND STATE OF THE STA	Excell		Very			· P
19 (	Overall, how wou		rning experience in	Excellethis	ent	Very Good	Good	Fair	· p
19 (In	Overall, how wou course? the space below p	ld you rate your lea	rning experience in all comments about	this course	or in	Very Good	Good Ot covere	Fair	: .
In Add	Overall, how wou course?  the space below p	ons (if separate s	rning experience in rall comments about the rall comments are rall comments about the rall comments are rall comments.	Excellenthis Course of this course of the co	or in	Very Good O structor r	Good Otot covere	Fair O d above.	

# **Exhibit 7 CAED Alumni Survey**

#### Kent State College of Architecture and Environmental Design Architecture Alumni Survey 10/11

1. How would you rate the Kent State College of Architecture and Environmental Design on each of the following?

	Excellent	Good	Average	Below Average	Poor	Don't Know / Not Applicable
Overall Reputation						
Overall value / return on your						
investment						
Quality of academic program						
A degree program that leads to a						
position in the architecture field						

How successful was your College of Architecture and Environmental Design education in developing the following?

	Excellent	Good	Average	Below Average	Poor	Don't Know / Not Applicable
Effective communication skills						
Ethical reasoning						
Analytical skills						
Critical thinking skills (synthesize and integrate information)						
collaboration skills						
Design thought process						
Creative problem solving						
Using computers and technology						
In-depth knowledge of your profession						

How would you compare the quality of graduates from Kent State's architecture program to graduates from the following architecture programs?

	Much	Somewhat	The same	Somewhat	Much worse	Don't Know / Unable
	better	better		worse		to judge
The University of Cincinnati						
The Ohio State University						
Miami University						
Carnegie Mellon						
Penn State						
Ball State University						
University of Michigan						

How satisfied are you with the architecture education you received at Kent State?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

How likely are you to recommend the Kent State architecture program to someone interested in studying architecture?

Very likely

Likely

Neither likely or unlikely

Unlikely

Very unlikely

Today, how connected do you feel to Kent State's architecture program? Very connected

Connected

Neither connected or disconnected

Disconnected

Very disconnected

	Degree	completed	Curren	tly enrolled	Institution
Second bachelor's degree					
Law degree (LL.B. or J.D.)					
Master's degree(Please specify subject					
area)					
Doctoral degree (Ph.D., etc. please					
specify subject area)					
8. What is your employments I am currently employed. I am a stay-at-home paren I am currently unemployed I am currently unemployed Retired (Skip to question #	t. (Skip to q I but am see I but am not	king employme			
9. What is the name of your	current prim	nary employer?			_
10. What is your title/role? Owner Partner/Principal Project Manager Project Architect Intern Architect Designer Other (please specify):					_
<ul><li>11. Are you a registered archit Yes</li><li>No</li></ul>	ect (RA)? V	Vhat is your reg	istration date?		
<ul><li>12. How would you like to rece often? (Check all that apply).</li></ul>	eive commu	nications from t	the College of Arc	hitecture and Enviro	nmental Design and how
	weekly	Monthly	Quarterly	Semi-annually	Annually
Regular mail					
E-mail					
Phone					
Social networking		İ			
(LinkedIn Facebook					

If yes, in which of the following degree programs have you enrolled, what is the status of the degree and its

Have you enrolled in a degree program since graduating from Kent State?

associated institution? (check all that apply)

13. In the past five years, which of these Kent State communications have you read? (Check all that apply). College of Architecture and Environmental Design E-newsletters College of Architecture and Environmental Design program e-mails Alumni newsletters Kent State Magazine President Lefton's Profiles of Excellence in Action e-mail Campus e-mail updates Kent State website

Other campus publications

Twitter)

7.

I have not read any of the above

	Have participated	Would like to participate
Visit the campus	·	
Attend sporting events on campus		
Attend Homecoming		
Attend other events on campus		
Attend College of Architecture and		
Environmental Design lectures		
Cleveland Urban Design Collaborative		

14. In the past five years, which of these activities have you participated in and which would you like to participate in? (Check

(CUDC) events Attend student juries Class speaker Attend Kent State related events off campus

15. Please share about your community service and volunteer activities. Indicate the organizations in which you have participated and your role in them:

	Member / participant	Officer / leader	Financial Contributor (other than dues)
Your high school (Alumni association, fundraising, mentoring, etc)			
Undergraduate, Graduate or professional school (Alumni association, fundraising, mentoring, etc)			
Your children's school (parents' association, fundraising, classroom volunteer, etc)			
Arts / cultural organization			
Environmental organization			
Hospital / health organization			
Local government board			
Political campaign or organization			
Professional association (AIA etc)			
Social service / welfare organization			
Religious organization (including church, synagogue, mosque)			
Youth activity or sports organization			
Other			

The following personal information will not be identified by individual, but will be combined to form a profile for Kent State's architecture graduates.

16.	Did you graduate from Kent State?
	Yes
	No (Skip to question 18)

all that apply).

17. What was your specific degree(s) and what year(s) did you graduate from Kent State? (check all that apply.)

Degree	Year
B.S. Arch	
B.Arch (five-year program)	
M.Arch - professional	
M.Arch - post professional	
M.Arch / MBA	
M.Arch / M. Urban Design	

18.	Has any	relative	received a	degree	from	Kent	State?
	NO	YES		_			

Who has received a degree from Kent State? (Check all that apply). Spouse/Partner Grandparent

	Parent Sibling Child Other (Please specify)
19.	What is your gender? Female Male
20.	What is your age? Under 25 26-30 31-40 41-54 55 or over
21.	What is your race or ethnic group? (Optional) African-American or Black American Indian or Alaskan Native Asian Hispanic or Latino Native Hawaiian or other Pacific Islander White Other (Please specify) Prefer not to provide
22.	What is your marital status? Married (or living with a partner in a long-term domestic relationship) Single Prefer Not to Answer
23.	Please indicate the range that includes your approximate individual annual income before taxes. (Optional) \$49,999 or less \$50,000 - \$74,999 \$75,000 - \$100,000 \$100,000 \$100,000 +
	se use the space below for any additional comments on your experience with the architecture programs and / or to mmend improvements the program can make:
Are cont	rou using your design education in a non-traditional way? If yes – Please tell us briefly about what you're doing. Can we act your to find out more? (If yes, please provide your contact information below.)
Nam Addı City: State ZIP: E-m	ess:

Thank you for taking the time to participate in the survey.

If you would like to receive communications from the College of Architecture and Environmental Design, please e-mail Marti Ring at <a href="mailto:mkring1@kent.edu">mkring1@kent.edu</a>.

# **Exhibit 8 University Alumni Survey**

#### A. Your Kent State University Experiences

**Architecture Summary** 

1. Please indicate your level of satisfaction with the following aspects of your overall Kent State University Experience.

	Very Sa	disfled				Satisfier	1				Dissati		Very Dissatisfied							
	2006	20007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Your overall Kent State experience	13.3	13.6	20.0	22.2	18.0	66.7	72.7	74.3	72.2	78.7	16.7	13.6	2.9	5.6	4.3	3.3	0.0	2.9	0.0	0.0
Overall value of Kent State education related to cost	6.7	18.2	25.7	33.3	19.1	60.0	59.1	62.9	66.7	63.8	20.0	18.2	11.4	0.0	12.8	13.3	4.5	0.0	0.0	4.3
Overall quality of your interaction with faculty	26.7	22.7	20.0	16.7	21.3	63.3	45.5	60.0	83.3	63.8	6.7	31.8	17.1	0.0	10.6	3.3	0.0	2.9	0,0	4.3
Overall quality of your interaction with staff	20.0	13.6	8.6	5.6	10.6	66.7	63.6	48.6	83.3	65.9	6.7	22.7	34.3	11.1	21.2	6.7	0.0	8.6	0,0	2.1
Overall quality of university services provided	23.3	13.6	8.6	11.1	17.0	53.3	77.3	68.8	61.1	53.2	20.0	9,1	20.0	16.7	23.4	3.3	0.0	2.9	11.1	6.4
(e.g. library, registration, admissions, etc)	7			- 1	24	0.00									9		- 6			

Overall value of extra-curricular activities on campus

Very Satisfied		12			Satisfie	d		// 0	. 4	Dissatisfied						Very Dissatisfied					
2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2005	2007	2008	2009	2010	2006	2007	2008	2009	2010		
1.0	13.6	20.0	33.3	12.8	53.3	45.5	54.3	33.3	46.8	5.7	9.1	5.7	5.6	8.5	0.0	4.5	0.0	0.0	2.1		

2. Please Indicate your level of satisfaction with each of the following aspects of your major.

	very 5	atistied				Satisfie					Dissaustied						Very Dissatisfied						
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2005	2007	2008	2009	201			
Quality of teaching i	6.7	9.1	22.9	30.0	25.5	66.7	72.7	68,6	60.0	51.1	20.0	18.2	5.7	10.0	213	6.7	0.0	2.9	0.0	2			
Accessibility of facu	16.7	18.2	28.6	20.0	21.3	76.7	59.1	65.7	75.0	57.4	6.7	22.7	5.7	5.0	17.0	0.0	0.0	0.0	0.0	4.			
Faculty concern for your professional development	6.7	9.1	11.4	5.0	NA.	33.3	36.4	40.0	15.0	NA.	23.3	13.6	5.7	10.0	NA.	10.0	4.5	5.7	0.0	NA			
Faculty concern for your academic development	20.0	18.2	20.0	25.0	25.5	50.0	50.0	65.7	70.0	44.7	26.7	31.8	5.7	5,0	23.4	3.3	0.0	8.6	0.0	6.			
Writing skills developed by courses in your major	6.7	13.6	8.6	0.0	19.1	50.0	63.7	62.9	80.0	53.2	30.0	13.6	25.7	15.0	27.7	13.3	9.1	2.9	5.0	0.			
Speaking skills developed by courses in your major	20.0	18.2	25.7	30.0	25.5	63.3	54.5	65.7	65.0	57.4	5.7	22.8	2.9	5.0	14.9	10.0	4.5	5.7	0.0	2			

# **Exhibit 9 College Advisory Board Membership**

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# STUDY TOUR in LONDON-GLASGOW-EDINBURGH



COLLEGE OF ARCHITECTURE & ENVIRONMENTAL DESIGN
ARCHITECTURE - INTERIOR DESIGN - URBAN DESIGN

ID 44527 Historic Design Study Program

The study program will investigate the rich design history of London, Olasgow and Edinburgh, including visits to:

- the ancient site of Stonehenge
- Salisbury Cathedral and an original copy of the Magna Carta
- Hampton Court Home to British Monarchs including King Henry VIII
- ♦ Windsor Castle weekend retreat of HM the Queen
- Glasgow School of Art and works of Charles Rennie Macintosh
- Palace of Holyroodhouse HM the Queen's Official Residence in Scotland

For Information, contacts Dr. Terrence L. Uber at tuber@kent.edu



#### **Exhibit 11 Intersession Course 2012**

#### May 2012 - "Sketch Book/Analysis" in Florence Italy

Kent State University

College of Architecture and Environmental Design

**SYLLABUS** Summer Intersession May 2012

ARCH Elective: "Sketch Book/Analysis" [3 credit hours]

Mon - Fri, 9AM - 12PM, 1PM - 3PM

#### COURSE DESCRIPTION

This course focuses on the concept of analysis through free hand sketching

#### COURSE GOALS AND OBJECTIVES

#### Goals

- The goal of the *Sketch Book/Analysis* course is to inform the attendee on the strengths of analysis through freehand sketching. The attendee will be able to discern the difference between the drawing types of *documentation* and those that are considered *analytical*.
- The course seeks to develop the crucial ability "to read" the fabric of an urban center.

#### **Objectives**

• Through lectures and freehand drawing the attendee of the course will have the ability to understand the make-up of various components, which form a city fabric.

#### **Projects**

- There are two components to this course:
  - 1) Lectures, which occur the first hour of the course (Instruction Paradigm Portion)
  - 2) Lab, which consist of analyzing a chosen portion of the city fabric via observation and drawing. (Learning Paradigm Portion)

#### STUDENT PERFORMANCE CRITERIA\_\_\_\_\_\_

The National Architectural Accreditation Board requires that students demonstrate understanding or ability as defined by 32 Criteria [see NAAB website, www.NAAB.org, for complete list]. This course requires that students meet the following NAAB criteria:

#### Primary Criteria:

- **A. 2. Design Thinking Skills:** Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- **A. 3. Visual Communication Skills:** *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
- **A. 5. Investigative Skills:** *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
- **A. 7. Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- **A. 10.** Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
- **A.11. Applied Research**: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

## Secondary Criteria:

**A. 9. Historical Traditions and Global Culture:** *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern,

Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

TOPICAL OUTLINE			

- (10%) **Design Thinking and Analysis –** Testing and applying historical and theoretical research for analysis in order to identify an individual programmatic urban project/precedent.
- (10%) **Visual Communication Skills** Introduction to and application of traditional tools and techniques of representation via hand sketching and analysis.
- (30%) **Final Lab Results of the Course** Develop a full understanding of one case study in urban design, analysis of a portion of the urban fabric, and present a completed traditional sketchbook to the class.

PREREQUISITES	

You must show evidence that you have taken some form of design course.

TEXTBOOKS / LEARNING RESOURCES\_\_\_\_\_

Required Text: To be determined if needed.

Additional readings may be issued throughout the intersession.

FACULTY\_\_\_\_\_

Professor: Charles Graves [cgraves@kent.edu]

REQUIREMENTS + OUTCOMES\_\_\_\_

**General:** Students will be required to attend all lectures and field study. Students will be required to sketch in the field as well as in the classroom. There will also be sketching required outside the designated course hours, in the form of *homework*.

#### ASSESSMENT POLICIES + METHODS

**Assessment Method:** Grading will be based upon quality and depth of analysis and resultant design, and presentations [including craft, completeness, and comprehensiveness]. Specifically, an excellent, or "A" project will move beyond specified course requirements to discover a unique and personal urban issue. In addition, students will be evaluated individually based upon the following:

- •Regular on-time attendance to class: You are required to be in class and engaged for the entire scheduled period. [1 letter grade drop after three unexcused absences]
- Demonstration of comprehension of assigned readings through active participation in studio discussions and pin-ups
- Effective use of time in and out of class
- Constructive effort, progress, and understanding

**Assessment Policy:** Weekly grades will be recorded, presented, and averaged into final 4.5 credit hour semester grade. Final Grades in both courses will be based upon the following grading scale:

Α	(4.0)	Excellent scholarship
A-	(3.7)	
B+	(3.3)	
В	(3.0)	Good performance
B-	(2.7)	
C+	(2.3)	
С	(2.0)	Fair or average performance
C-	(1.7)	
D+	(1.3)	
D	(1.0)	Poor (unsatisfactory but passing) performance
F	(0)	Failure

#### I.1.5 SELF-ASSESSMENT PROCEDURES:

**1.1.5.1** A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.

The Architecture Program's self assessment takes place at several levels and through both informal and formal processes. Informal discussions are the result of a faculty approach to improving program objectives which includes open participation in the Architecture Program Committee (undergraduate and graduate professional curriculum), Graduate and International Studies Committees, faculty meetings, Ad Hoc and/or auxiliary committees where program quality is discussed. The studio year level coordinators are at the center of the year to year alterations to studio courses focused on improvement of the student learning experience.

KSU mandates student evaluations of each course each semester. These evaluations are required documentation of excellence for reappointment, tenure, promotion, and merit. Assessment of coursework is conducted in the context of Kent State University accrediting using the Academic Quality Improvement Program (AQIP) methodology described in Section I.1.5.3.

In 2010, Kent State University adopted a new Strategic Map. This resulted in significant resources being dedicated to envisioning the future of the CAED and the programs therein. The timing of the Strategic Map coincided with the hire of a new Dean of CAED and the appointment of a new Architecture Program Coordinator/Interim Associate Dean and the appointment of a new Graduate Coordinator. The past two years have been focused on the development of our relationships, building on the strengths of the core Architectural Program.

Each of the College level curricular developments relate to the five perspectives, but most importantly extend the reach of the CAED and the Architecture Program. The challenge of this program for many years has been that of visibility, as it relates to engaging the broader University and as it relates to the international design community. These initiatives, while not all centered upon Architecture, have the goal of increasing visibility and financial resources that will assist in the future health of the Architecture Program and the other professional programs of the CAED. The process described in Section I.1.4 has had significant weight in understanding faculty perspectives especially in their critique of the Program and developing a vision for the future of the Architecture Program and CAED.

- Development of a new CAED studio and lecture first year core shared among the majors of the CAED, Architecture, Interior Design and Architectural Studies.
- Faculty and Curriculum Committee discussions resulted in increased emphasis on non- western traditions which was added as a response to a condition not met in the last accreditation cycle.
- Development of a research based Master of Science in Environmental Design program to replace the Master of Architecture 32 with concentration in Post-Professional Studies.
- Development of a Minor in Architectural Studies
- Development of a Minor in Architectural History
- Development of a Minor in Preservation
- Redesign of existing graduate certificate programs in urban design and preservation.
- Work toward Graduate Certificate in Sustainable Design.

**1.1.5.2** A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.

Please see section I.1.5.1 which oversees internal assessments. Student survey and exit interviews with recent Master of Architecture graduates and alumni survey including content related to program quality assessment. Results will be made available in Team Room.

## **I.1.5.3** *Institutional requirements for self-assessment.*

Kent State University requires all units to implement a continuous assessment process called the Academic Quality Improvement Program (AQIP).

Kent State University
Academic Quality Improvement Program
The Higher Learning Commission
North Central Association

#### Introduction

In July 1999, NCA's Commission on Institutions of Higher Education (now The Higher Learning Commission) initiated an Academic Quality Improvement Program (AQIP), with support from the Pew Charitable Trusts of Philadelphia. The goal of these efforts is to design an innovative alternative to current re-accreditation, that:

- concentrates on the academic enterprise—particularly teaching and learning—and involves faculty more directly in all academic improvement processes;
- recognizes and celebrates institutional distinctiveness and outstanding achievements, thereby improving the prestige associated with re-accreditation;
- encourages all units of the university to support and collaborate in the academic enterprise;
- reduces, where possible, the intrusiveness, cost, and slow cycles of improvement associated
  with current accreditation, while replacing the current "one-size-fits-all" approach with one that
  can be tailored to respond to an institution's distinctive needs and aspirations;
- provides The Higher Learning Commission member institutions with concrete feedback and practical support they can use to reach higher levels of performance and effectiveness in educating their students; and
- supplies the public with more understandable, useful information concerning the quality and value of accredited colleges and universities.

Kent State University has made a commitment to pursue the Academic Quality Improvement Program because of the potential to foster significant improvements over time, and because we will find more value in reaching our goals from this continuous accreditation process than from traditional ten-year cyclic process.

This initiative follows directly from the efforts that have resulted in the Kent State University Mission Statement, Strategic Plan, and Action Plans relating to the implementation of the Strategic Plan process.

The integration of mission statement to strategic plan, to objectives, to goals, and to action plans is seen as mutually reinforcing to the processes being developed by The Higher Learning Commission.

Kent State University's participation in this re-accreditation process provides the expectation that the University will systematically examine its critical values, the processes used to implement these values, and the evidence that the University is continuously increasing its effectiveness in educating students and accomplishing its key purposes. To facilitate this examination, The Higher Learning Commission specifies criteria that will guide the University as it examines how it manages and improves the processes that allow it to pursue its primary goals and strategic directions. The criteria help to focus attention on the university as a system of interrelated processes bound together by an overarching mission. Each criterion evaluates a cluster of processes, an institutional sub-system, with the intent of uncovering opportunities for growth and improvement.

The AQIP framework is a guide for university evaluation and continuous improvement. It embodies many concepts: theory, process, expectations, criteria, accreditation, committees, approach, deployment, results, and values. The framework processes focus attention on the structures that organize the university, the processes used by these structures to provide results of their activities, the needs of students and other constituencies that benefit from or contribute to the institution, and the ways performance is demonstrated. Such performance has two manifestations: (1) year-to-year improvement in key measures, especially student learning; and (2) demonstrated leadership relative to comparable organizations and/or to other appropriate benchmarks. Central and crucial to the success of this process is a well-conceived and well-executed assessment strategy, which includes clear ties to our multiple mission objectives, a strong focus on improvement, multiple assessment measures, and continuous feedback.

**1.1.5.4** A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

Further development of CAED response to AQIP is evident in faculty efforts relating pedagogical objectives to learning outcomes assessment under the three domains:

Cognitive Domain (ability to know)Affective Domain (ability to appreciate)

Psychomotor Domain (ability to do)

This structure of assessment is incorporated into the "one page" course summaries included in APR Section IV.1. Ongoing self-assessment of programs and courses are evident in current initiatives of the CAED. The work of ad-hoc curriculum committees in addressing the long-term strategic goals of the College, found in Section I.1.5.1 of this report, are responses to program assessment in relation to the five perspectives and the long range strategic goals of the Program the CAED and the University. While the external pressures of funding are present, the more critical values of the Institution, College, Program and faculty are the motivating forces behind the curricular changes.

At the university level, our faculty is represented on the university wide "Assessment Committee" ACAA and faculty participated in the work of this committee as assigned readers of reports of other departments. Our faculty is also involved in national forums on assessment through participation in workshops.

#### PART ONE (I): SECTION 2 - RESOURCES

#### I.2.1 HUMAN RESOURCES AND HUMAN DEVELOPMENT

## Faculty & Staff:

- **I.2.1.2** Please see Part I.3.3 Faculty Credentials Matrix.
- **I.2.1.3** Please see Part IV.2 for faculty resumes.
- **1.2.1.4** A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

Staff searches are conducted through the Division of Human Resources consistent with all applicable laws and policies. <a href="http://www.kent.edu/hr/aa/aapolicies.cfm">http://www.kent.edu/hr/aa/aapolicies.cfm</a>. The University Policy Register also provides information pursuant to the goals of equity and diversity, <a href="http://www.kent.edu/policyreg/chap6/index.cfm">http://www.kent.edu/policyreg/chap6/index.cfm</a>.

**1.2.1.5** A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives

The program benefits from initiatives for diversity in the quality of its educational experience through the introduction of differing perspectives in all facets of the learning culture. See Section I.1.2. A new position of Coordinator of Outreach and Service has been established, facilitating outreach to minorities through contacts with inner-city schools focused on the design professions i.e. Cleveland Schools (John Hay High School for Architecture, Collinwood High School for Interior Design) and to organizations that provide diversity to the industry i.e. ACE and Upward-bound

#### I.2.1.6 Human resource development opportunities:

A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.

The IDP Coordinator is available to assist faculty in their understanding of the shifting requirements of IDP. Kent State University faculty members are expected to engage in continuing scholarship which includes the scholarship of discovery, integration, application, engagement, and teaching. The University recognizes creative work through professional practice as critical to the success of the CAED. All manner of design and research are found in the CAED handbook. Research of the practice is encouraged. Faculty creative work may be juried through professional review resulting in public awards or by peer review of the candidate's portfolio. The interaction between scholarly full-time faculty (20+) and practicing part-time faculty (30+) provides a relevancy to both segments of the teaching cadre.

A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

Please see Part I.2.3, I.2.4, I.2.5 for discussion of resources available to faculty. Full access to University library system, expanded access to computing, all full-time and some adjunct faculty are provided a laptop computer and travel assistance is provided for faculty to present their work nationwide and internationally, as well as for attendance at professional meetings and conferences.

Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

Typical faculty workload is 24 workload units for Tenured and Tenure Track Faculty. Non-Tenure Track (NTT) faculty have a workload of 30 units each academic year. Typical workload includes a studio and a lecture course or an upper division studio and a first or second year studio. Faculty are expected to maintain 5 office hours per week. Faculty contracts are 9 months for TT and NTT faculty and one semester for Adjuncts.

Work Load reduction: Beth Bilek-Golias, Fall 2011; Thom Stauffer, Spring 2011; Jason Turnidge, Spring 2010; Diane Davis-Sikora, Spring 2010

Unpaid Professional Improvement Leave: Jonathan Fleming F 2007

Paid Professional Improvement Leave - Sabbatical: Since the last accrediting visit five faculty were granted one semester leaves with full pay and full retirement benefits, and one was granted a full year leave. Please see Section I.3.1 for list of sabbatical leaves.

Opportunity to pursue research travel in conjunction with study abroad studio reviews:

S 10 & 11 Elwin Robison, Ph.D.

S10 Jonathan Fleming
S10 Adil Sharag-Eldin, Ph.D.

F09 Gregory Stroh
Diane Davis-Sikora

S11 Steven Rugare

Faculty Participation in Conferences: CAED and University support for faculty presenting papers is approximately 70% in the most recent years. Support is typically shared between CAED and the Division of Graduate Studies.

AY 2010-2011 full expenses for approximately ten professional meetings. Please see Section I.3.1 for full listing.

KSU Administration: Opportunity to participate in CAED Administration efforts are typically met with teaching load reduction.

Adil Sharag-Eldin, Ph.D., Research Coordinator. 25%

Beth Bilek-Golias, Service Coordinator; former Architectural Studies Coordinator, 08-11. 25%

Kathryn Strand, Architectural Studies Director ,11-present. 50%

Charles Harker, Assistant to the Dean, AY 2009-2010 & 2010-2011. 25%

Greg Stroh, Graduate Coordinator, AY2009-2010 & 2010-2011. 25%

Jonathan Fleming, Interim Associate Dean and Architecture Program Director, 09-present. 75%

Maurizio Sabini, International Studies Coordinator. 25%

KSU New Faculty: First year release time to prepare lectures is available.

KSU Summer Teaching Development Grants: Eric Pempus

CAED Summer Course Development Support: Steven Rugare; Hollee Becker

KSU Teaching and Administration Programs: David Hughes

Campus Seminars and Technology Training: Faculty and Professional Development Center

**1.2.1.6** A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

The CAED Handbook Section V documents reappointment, tenure and promotion (RTP) process, guidelines and standards. This is used in conjunction with the Collective Bargaining Agreement Article XI and Addendum B: <a href="http://www.kent.edu/provost/faculty\_affairs/upload/cba-2008.pdf">http://www.kent.edu/provost/faculty\_affairs/upload/cba-2008.pdf</a>

*Tenure:* Assistant Professors – must stand for tenure during the sixth year. Associate Professors – must stand for tenure during the third year.

*Promotion:* The promotion process is separate from the tenure process and is elective at the discretion of the candidate.

During September, candidates present their credentials to the College Ad Hoc Advisory Committee (CAAC - composed of tenured members of the College Advisory Committee plus all full professors) for review. The CAAC votes as a whole and each member submits to the dean their individual vote on line.. The dean reviews the recommendation of the CAAC and provides a written posted electronic recommendation to the provost for consideration at the university level.

The process utilizes Folio-web as a media for substantiation of materials and review.

Candidates have access to all comments and recommendations on-line as the process unfolds, including a copy of the written recommendations of the CAC and the Dean. The appeal process is well articulated.

#### **1.2.1.7** A list of visiting lecturers and critics brought to the school since the previous site visit.

## **Kent Campus:**

Lecturers:

F 2011

Peter Bohlin, FAIA Bohlin *Bohlin Cywinski Jackson*Jorge Otero Pailos, Founder and Editor of *Future Anterior*,
Assistant Professor of Historic Preservation, Graduate School of
Architecture, Planning, and Preservation, Columbia University
Jimenez Lai, Bureau Spectacular

Director Gary Hustwit lecture + screening of *Urbanized* a film Frances Halsband, R.M. Kliment & Frances Halsband Architects Juhani Pallasmaa, Professor of Architecture, University of Technology, Helsinki (unconfirmed)

S 2011

Richard Buday, Archimage, Houston, TX Elena Manfredini, Atelier Manfredini, Los Angeles Michael Meredith, MOS Michael Speaks, Dean, University of Kentucky Richard Jackson, M.D., "Design Leaders are Health Leaders"

F 2010

William McDonough, McDonough and Partners, Charlottesville, VA

Lawrence Scarpa, Pugh + Scarpa, Los Angeles Jungwoo Ji and Joorie Suh, NYC

S 2010

Mark Foster Gage, "Computational Aesthetics and the Contemporary Baroque"

Hansy Barraza, "Fabrication with a purpose", Studio Luz, Boston

Stephen Cassell, Architecture Research Office Andrea Ponsi, "Florence: A Map of Perceptions"

F 2009

Friederich St. Florian, Providence, RI

S2009

Peter Macapia, "Cartesian Wax: the Four Fundamental Concepts of Computation" Zoka Zola, Chicago Jeanne Gang, Studio Gang, Chicago

F 2008

Paul Murdoch, Flight 93 Memorial Galia Solomonoff, Solomonoff Architecture Studio; SAS, NYC Craig Scott, Iwamoto Scott, San Francisco S2008

David Benjamin and Soo-in Yang, The Living, NYC

Mimi Hoang, nArchitects, NYC Brian Dettmer, Artist, Atlanta

F 2007

Winy Maas, Rotterdam Tronic Studio, New York City Bruce Mau, Toronto Squint Opera, London

S 2007

Eddie Jones, Jones Studio, Phoenix, AZ Evan Douglis, Evan Douglis Studio Christian Unverzagt M1/DTW, Detroit, MI

Mark and Peter Anderson, Anderson\_Anderson Architecture San

Francisco, Seattle

F2006

Sacha Menz, ETH, Zurich

John Hartmann and Lauren Crahan, Freecell, NYC

S 2006

James Timberlake, Kieran Timberlake Carlos Jimenez, Carlos Jimenez Studio Deborah Gans, Gans Jelacic, NYC

Craig Verzone and Christina Woods, Verzone Woods, Amy Franchesini, Future Farmers, San Francisco Marc Tsurumaki, Lewis Tsurumaki Lewis, NYC

CUDC:

Florence

F2010

The Kent State Forum on the City: Turin Cristina Bianchetti, Politecnico di Torino Michele Bonino, Politecnico di Torino Banedetto Camerana, Camerana and Partners Franco Corsico, Politecnico di Torino Pierre Alain Croset, Politecnico di Torino

Guiseppe Dell'Aquila, LSB

Alfredo Mela, sociologist, Politecnico di Torino

Subhash Mukerjee, Walter Nicolino,

Carlo Olmo, Director, Urban Center Metropolitano, Politecnico di

Torino

Stefano Pujatti, Elastico SPA

Paolo Verri, Director, Torino International

S 2010

Spartico Paris, Rome Donte Donegani, Domus, Milan Walter Nicolino, carloratti associate Martin Rein-Cano, Topotek1, Berlin Alberto Cecchetto, Cecchetto, Venice F2009

Jakob Lange, BIG, Bjarke Ingles Group, Copenhagen

The Kent State Forum on the City: Genoa

Over 25 speakers and roundtable participants, Please see the

publication found in the Team Room.

S 2009

Alberto Francini, Metrogramma, Milan

Rafaella Sini, Land-1, Rome Patrizia Mello, Author

Filippo Caprioglio, Caprioglio Associati, Venice

F2008

Mose Ricci, Riccispaini

The Kent State Forum on the City: Rome: Nuova Architettura

Marco Brizzi Richard Ingersoll Mose Ricci

Michiel Riedijk, Neutelings Riedijk, Rotterdam

Kristin Jarmund, Oslo, Norway Gianandrea Barreca, Milan Bostjan Vuga, Ljubjana, Slovenia

S 2008

Simone Muscolino ID-Lab Torino Alfonso Femia, 5+1AA, Genova Marta Laundani, Studio Laudani Rome Edoardo Arroyo, nomad, Madrid

F 2007

The Kent State Forum on the City: Rotterdam: the Modernity Lab 16 speakers and roundtable participants

S 2007

Martin Wagner, Carona, Ticino

Lucia Celle + Carlo Terpolilli, IPOSTUDIO, Florence

Roman Delugan, Delugan Meissl Associated Architects, Vienna

Giovanni Multari, Corvino + Multari, Naples

F 2006 The Kent State Forum on the City: Milan

Vittorio Biondi, Assolombardo Ennio Brion, developer Alfonso Femia, 5+1AA Francesco Fresa, Arch+

Richard Ingersoll, Syracuse University

Andreas Kipar, Land Marco Lanata, Citylife Paola Pomodoro, urbanist Franz Prati, Uniersity of Genoa Carlo Terpolilli, Uniersity of Florence

**1.2.1.8** A list of public exhibitions brought to the school since the previous site visit.

The CAED lacks a secure formal gallery space of size. Following its construction in 2009, exhibit of student work has been accommodated by the Schidlowski Suite on the second floor of Taylor Hall.

Larger exhibition events have been set in "the wedge" space in the Gym-Annex studio facility and at the CUDC, see section I.2.3 for location.

Kent Campus:

F2007 Tronic Studio Exhibit

S 2006 "Exhibition of Current Work" Lewis Tsurumaki Lewis,

The CAED brought exhibits from Squint Opera and ... in 2007-2008

CUDC:

Exhibit of competition entries for the Museum of Contemporary Art, Cleveland

Florence:

"The European Cities Exhibition" Dec. 2010

Guest Critics: The Architecture Program brings guests to participate in reviews of student work each

semester. Some recent jurors include:

Chad Openheim, Oppenheim Miami, Basel Sean Burkholder, Penn State

Heinerich Schnoedt, Virginia Tech Robert Kobet, Kobet Collaborative, Miami,

George Martin, Catholic University Pittsburgh

Amy Deines, University Detriot Mercy David Gamble, Gamble Associates, Boston

Robert Condia, Kansas State University Ted Mahl, DGA, San Francisco

Andrew Snyder, NBBJ Columbus Anthony Cataldo, City of Baltimore Planning

Christopher MArcinkowski, U Penn Dept.

Andrew Moddrell PORT architecture, Chicago Leonard Bachman, University of Houston

Carlos Barrios, Catholic University

#### Students

**1.2.1.9** A description of the process by which applicants to the accredited degree program are evaluated for admission.

Undergraduate admissions standards are shown in Part I Section

The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention and graduation:

Admission from High School: All students meeting the High School GPA of 3.00 (4pt system), rank in the top 20% of their high school class and achieve a minimum ACT score of 25 on both Math and English as well as an overall score of 25 (or the equivalent SAT) are directly admitted to the Bachelor of Science in Architecture program. In addition, the program administrator reviews all other applicants to identify promising students with typically admissible scores, but with a deficiency in one area.

Qualification for Summer First Year Studio Program: Transfer students and non-majors wishing to enter the Architecture major must have completed all first year coursework in the Bachelor of Science in Architecture, with the exception of the design studio sequence, as outlined in their catalog. Coursework must be completed with a minimum GPA of 2.75 (3.0 and higher is competitive). The required studios

have limited space, admission is competitive. Approximately 30 seats are typically available. Those passing the summer studio sequence will be admitted into the Bachelor of Science in Architecture.

Third Year Advancement: For advancement to upper-division study in the Bachelor of Science in Architecture, students must maintain a minimum GPA of 2.5 with a major GPA of 2.25. Additionally, students should have completed all required coursework from the first two years of the program.

Admission to Master of Architecture: Admission to the Master of Architecture involves review by the full Graduate Committee and is coordinated by the Graduate Coordinator. In addition to KSU general requirements (min. GPA = 2.75), admission to the program is based on: statement of purpose; curriculum vitae; original transcripts from colleges previously attended; undergraduate GPA; GRE scores; TOEFL scores, letters of reference; and portfolio. Please see the description in Part II.3 of this document for additional information on this process.

**1.2.1.10** A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Academic Advising is provided by the Office of Advising and Academic Services (OAAS). OAAS provides services to the CAED and College of the Arts. The staff includes the Director of OAAS, 6 academic advisors, 1 receptionist, 1 clerk. Two academic advisors have primary responsibility for Architecture majors.

Enrolling student files are transferred to the Destination Kent State (DKS). DKS is the event by which incoming freshman are scheduled in the appropriate courses for their major. This occurs over the summer prior to freshman enrollment. During DKS students take math placement exams, speak with academic advisors, schedule for courses and are introduced to the University. Meanwhile, parents are made aware of University policies, financial aid procedures and learn to become familiar with the place. This is the initial experience with OAAS. During the DKS First Year Experience course the OAAS makes its presence known to students doing presentations for students such that they will become more aware of the advising systems and assistance available to them to scaffold success.

OAAS maintains all CAED student files (undergraduate and graduate), processes CAED transfer evaluations of architecture coursework, substitutions, and monitors students for probation and dismissal, and clears students for graduation. Academic advisors also approve student plans constructed in the Graduation Planning System (GPS). This system uses software program to structure a semester by semester plan for the most timely route to graduation. This plan is created by the student and signed off by the advising office. For most Architecture majors there is a relatively straightforward route to completion, this system still allows administration to predict with more accuracy the demand for a course section.

Academic Advising is augmented by the DKS First Year Experience (FYE) course where a faculty member, David Thal, who also teaches first year studio, assists in the OAAS academic advising of first year students. The DKS: FYE course also serves to provide students with information on professional career issues appropriate to a first year student. This includes making students aware of the accreditation process, IDP and registration. The course includes a first look at the diverse areas of knowledge within the profession of architecture. Second, third and fourth year students are provided professional guidance by the IDP Coordinator, the faculty and the Architecture Program Director. Jack Hawk, AIA is

the Architecture Program's IDP Coordinator. He attended the IDP Coordinators' Conference each of the last two years, 2010 and 2011. The IDP Coordinator makes presentations to students to increase awareness of the IDP process and to assist students in enrollment. Currently, the Ohio Registration Board will pay the initial registration fee for students to enroll in IDP.

Graduate students are advised both academically and professionally by the Graduate Program Coordinator. Faculty guide students in their professional development and career goals. Faculty must publish office hours for the purpose of course / instruction related consultation and advising students on their career development. Faculty and Administration assist students whenever possible in finding internship positions, however, there is no formal placement service offered by the Program.

## **1.2.1.11** Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.

Since 1972, the Architecture Program has continuously offered a study abroad program in Florence Italy. Undergraduates are offered a full semester abroad in the third year Spring semester. The Program is housed in the 13th Century Palazzo dei Cerchi, just 150 feet from the Piazza della Signoria, in the heart of the historic secular district of medieval Florence. In 2010, 66 of 75 students made the trip. In 2011, the number was closer to the average 80% of the class. Scholarship money is available to students increasing the opportunities for students to take advantage of the experience.

In the Fall of the first year of graduate study students also have the option of studying in Florence. Travel funding and tuition waivers are offered to students in the Florence graduate option.

During the study abroad experience, field trips are organized to cities outside of Florence including Rome, Venice, Berlin and Paris and the course schedule encourages independent travel throughout Europe. In the graduate option, students participate in symposia related to urban studies.

Throughout the curriculum, students are encouraged to see the region and beyond to inform their experience. Kent State University is in a prime location for visiting a number of large cities in both the United States and Canada (Toronto is a short six hour drive). A sampling of those opportunities follows:

- Architectural History III students are required to visit and sketch regional buildings by renown Architects, such as Erich Mendehlson, Frank Lloyd Wright, Frank Gehry, Walter Gropius, Marcel Breuer and a host of others.
- Third year students travel to New York City nearly every year.
- Design students in the third, fourth, and graduate years regularly visit project sites.
- Sites for Fourth Year Studio II have included Pittsburgh, Baltimore and Washington D.C. and students were strongly encouraged to visit these sites and site selection is based upon drive time of six hours or less.
- Students in Methods and Materials visit manufacturing facilities and construction sites.
- Structures students visit construction sites.
- Design Students can participate in short field trips (Chicago, New York, etc.)
- UD students participate in design charrettes in North East Ohio. In spring of 2010, CUDC MArch/MUD dual degree students did a whistle stop tour to conduct charrettes in several communities along a proposed rail system from Cleveland through Columbus to Cincinnati.

- Exploring Historic Structures I & II develop HABS Documents, students do on site inventory and analysis (for example, at Fallingwater in 2009-2010 with expanded access.)
- Landscape elective courses visit local sites for meetings with National Park Service employees.
- Professional Practice students have visited sites associated with land and water conservation.
- Urban Ecology students conduct field study and experience several local projects in the ecological reclamation of sites.
- CAED provided travel support to graduate students for trips to New York City as part of their Graduate Studio I experience. Students made several office visits on these tours.
- **1.2.1.12** Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

CAED students have opportunity to be involved in Student Government. Since the last accreditation visit Student Senators from Architecture have been elected by the students. The American Institute of Architects Students (AIAS) chapter continues instilling professional values in the student body. The chapter enjoys the substantial support from local AIA chapters. The student leadership is enthusiastic and committed to serving the academic community as a whole. The KSU Chapter of Tau Sigma Delta is active. A new Alpha Rho Chi service fraternity chapter has been founded at Kent State, these students are seeking any opportunity to be inclusive and to involve students outside of the Architecture Program. With an on campus enrollment of over 24,000 Kent Campus offers the full array of campus organizations, entertainment opportunities and cultural activities.

**1.2.1.13** Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

ARCH 60922Methods of Inquiry in Architectural Studies was initiated in 2007. This course has become a critical component in the development of the student's abilities and desire to pursue scholarly research. Five student papers from the Methods of Inquiry in Architectural Studies course in 2011 were accepted for presentation at the Second International Symposium on Sustainable Value Chains. CAED supported students presenting papers for half the conference registration fee.

The Architecture Program's desire to develop a new Master of Science has in part evolved out of the last three Master of Architecture Post-Professional graduates' acceptance to doctoral study at other institutions. The initiative to begin a Master of Science program is further evidence of the commitment to research of the faculty.

The Operative Detailing course in Spring 2011 designed a complex installation for an exhibition. In June several students participated in the installation of the project. A derivative of this ceiling installation will be installed in room 303 of Taylor Hall. This was developed in relation to the research of Assistant Professor Jason Turnidge.

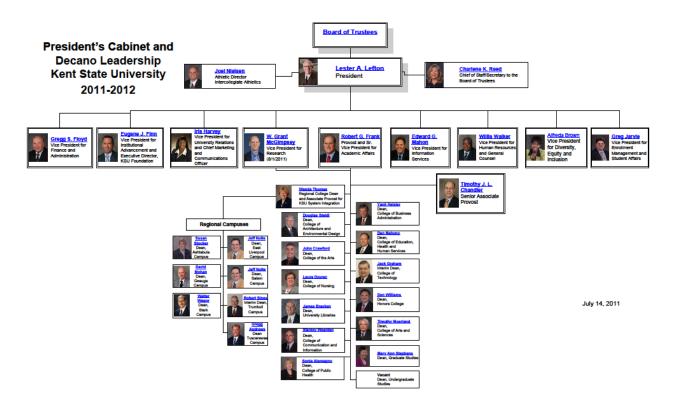
Students have opportunities to work alongside CUDC staff, professionals and faculty on charrette projects each semester.

The MAT'r Project: CAED funded a competition among faculty / student teams to develop an installation around the theme of "practice". The winning competition proposal was constructed at a cost of \$4000.00. The winning entry included computing techniques and digital form generation techniques which were used as a basis for the digital fabrication of the installation.

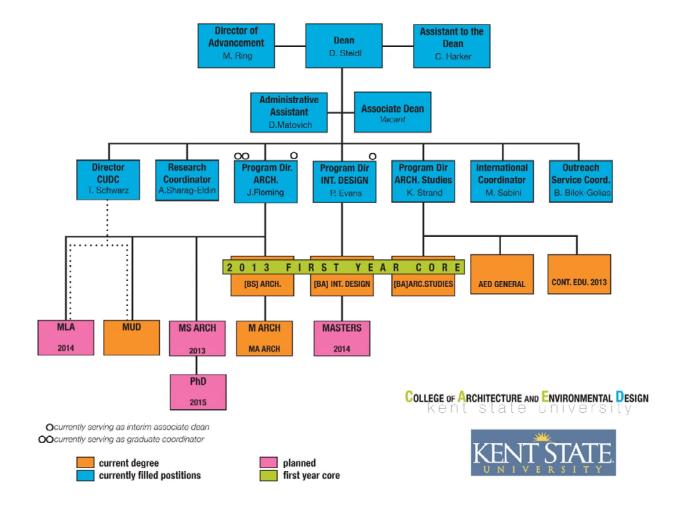
Study abroad in Europe for graduate students is substantially supported by the CAED. Students are often provided one semester tuition remission in order to study and conduct research in Italy and throughout Europe.

#### 1.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

The College of Architecture and Environmental Design is one of nine independent colleges of Kent State University. The Dean of the College reports to the University Provost, as diagramed on the University organization chart, <a href="http://www.kent.edu/president/upload/ksu-org-chart-7-14-11-with-names-and-linked-images.pdf">http://www.kent.edu/president/upload/ksu-org-chart-7-14-11-with-names-and-linked-images.pdf</a> as included here.



The Master of Architecture Degree (NAAB accredited degree) is housed within the Architecture Program which is headed by the Architecture Program Director who at present also serves as an Interim Associate Dean. This individual reports to the Dean of the College of Architecture and Environmental Design. The following chart defines the administrative structure of the College. The Organizational Chart and Position Descriptions applicable to the Architecture Program follow:



#### Dean

The Dean reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for the following functions:

- a. Administers University and College policies.
- b. Is responsible for the effective operation of the College.
- c. Establishes and Chairs the College Executive Council (CEC) and the College Advisory Board (CAB)
- d. Consults with and Chairs the College Advisory Committee (CAC).
- e. Provides leadership and support in development of curricula and programs.
- f. Initiates and implements short-range and long-range planning.
- g. Assigns and assesses teaching.
- h. Represents the College within the University, to alumni, the public and the profession.
- i. Administers the College budget in consultation with the CAC and CEC.
- j. Recruits and hires Faculty, NTT faculty, and staff.
- k. Seeks to expand funding for the College.
- I. Directs recruitment efforts of a highly-qualified and diverse student body.

Twelve month contract, full-time administrative position.

## **Associate Dean (Vacant)**

The Associate Dean reports to the Dean and is responsible for the following functions:

- a. Represents the Dean as requested.
- b. Represents the College at the Assistant and Associate Deans Council.
- c. Chairs the College Curriculum Committee.
- d. Oversees, with the College's Program Directors, the implementation of College recruitment programs, student records, grading standards and processes.
- e. Assists the Program Directors in implementing University initiatives including the Academic Quality Improvement Project (AQIP) and internal program assessment.
- f. Assists the Program Directors in implementing diversity recruitment goals and standards.
- g. Aids in the development of College or program recruitment materials, as requested.
- h. Assists the College Advancement Officer with the development of public relations activities, newsletters, and alumni events.
- i. Assists the Dean in monitoring the budgets of the College, scholarships, and awards.
- j. Promotes the lecture series, exhibitions, external reviews, student organizations, and internships.

Twelve month contract, 50% administrative, 50% teaching.

#### **Architecture Program Director**

The Architecture Program Director reports to the Dean and shall have responsibility for the following functions:

- a. Represents the academic program at the Chairs and Directors Councils.
- b. Establishes and chairs the appropriate Program Advisory Board if such a Board is appropriate.
- c. Is responsible for the recruitment and admission of students within the respective programs.
- d. Is responsible for credit transfer evaluation in consultation with Faculty of the appropriate program areas.
- e. Oversees the promotion and advancement of the program for which he/she has oversight.
- f. Assists the Dean in monitoring the programs, scholarships, and awards
- g. Is responsible for course scheduling and teaching assignment for Faculty, NTT, and part-time faculty with the Dean's approval.
- h. Is responsible for academic and professional advising of students.
- i. Is responsible for curriculum development and oversight.
- j. Ensures that the College's Program Assessment and Review procedures are followed and that feedback is incorporated into each program curricula.
- k. Consults annually with each Faculty member to identify and establish objectives for that Faculty member's development during the following year.
- I. Communicates to faculty the course requirements, exam dates, review schedules, grading policies as well as College and University policies.

Twelve Month Contract, 67% release time from teaching.

#### **International Studies Coordinator**

The International Studies Coordinator reports to the Dean, chairs the International Studies Committee and shall have responsibility for the following functions:

- a. Oversees the admission procedures and orientation for all College study abroad programs.
- b. Develops, with the approval of the Dean, the budgets for undergraduate and graduate international programs.
- c. Works closely with the Program Directors which participate in study abroad programs.
- d. Is responsible for implementation of international curricula in collaboration with the Program Directors.
- e. Reports to the CCC on international curricula.
- f. Is a member of the CEC.
- g. Is a member of the GSC.
- h. Is responsible for overseeing the return of all student work to the Kent campus.
- i. Assigns and coordinates Faculty reviewers for the College's international undergraduate and graduate studios, with the approval of the Dean.

Nine month Contract, 33% release time from teaching.

#### **Research Coordinator**

The research Coordinator reports to the Dean, and shall have responsibility for the following functions:

- Teaches in the graduate program.
- b. Provides support for Faculty research endeavors.
- c. Facilitates access to funded and non-funded research opportunities.
- d. Suggests curricula proposals supporting the research mission of the College.
- e. Fosters student research initiatives.
- f. Reviews and recommends research facilities and technologies.
- g. Acts as a liaison between the College and external funding organizations and industries.
- h. Acts as a liaison between the College and University research offices.

Nine Month Contract, release time from teaching commensurate with the semester's research agenda.

#### Service/Outreach Coordinator

The Service/Outreach Coordinator reports to the Dean and shall have responsibility for the following functions:

- a. Represents the College and acts as a liaison to service/outreach programs both internal and external to the University;
- b. Serves as liaison to organizations and institutions that develop potential student applicants to the College including:
  - a. Architecture/Construction/Engineering (ACE)
  - b. Upward Bound
  - c. John Hay High School Architectural Program
  - d. Collinwood High School Interior Design Program
  - e. Others as appropriate.
- c. Coordinates the outreach efforts of the College programs.
- d. Engages faculty in service/outreach projects.

Nine month contract, with stipend for Coordinator work during academic year and summer.

## **Director Cleveland Urban Design Collaborative**

The Director reports to the Dean and shall have responsibility for the following functions:

#### Administrative Duties:

- a. Encourages and supports the College in the development of outreach programs.
- b. Promotes and engages in grant and funding development.
- c. Oversees and manages CUDC staff, services and programs.
- d. Administers the budget of the CUDC which is prepared in consultation with the Dean.
- e. Reviews all contracts for community design and other research and public outreach services.
- f. Oversees and administers the recruitment of CUDC staff and consultants in consultation with the Dean.
- g. Promotes public awareness of the CUDC and its various activities.

#### **Academic Duties:**

- a. Teaches, if teaching may be part of the Director's initial appointment.
- b. Is a member of the Graduate Studies Committee and the CEC.
- c. Supports student recruitment efforts for the Graduate Program in Urban Design.
- d. Coordinates with the Graduate Coordinator in maintaining the Urban Design academic programs at the CUDC.

Twelve month contract, full-time administrative.

## **Graduate Coordinator (currently incorporated into Architecture Program Director)**

The Graduate Coordinator reports to the Dean, chairs the Graduate Studies Committee (GSC) and has responsibility for the following functions:

- a. Provides leadership for existing and new graduate programs.
- b. Is responsible for promotion, recruitment and admissions to the graduate programs.
- c. Assists the Program Directors with course scheduling and curriculum development.
- d. Coordinates with the Director of the CUDC in maintaining the CUDC's academic coursework.
- e. Assigns graduate assistant positions in coordination with the Program(s), Program Directors and in consultation with Faculty.
- f. Is responsible for academic and professional advising for graduate students.
- g. Is a member of the CEC and International Studies Committee.
- h. Represents the College on the Graduate Studies Academic Council (GSAC).
- i. Develops University reports related to the graduate programs.

Nine month contract, 25% release time, stipend for summer.

## **Governance beyond administration**

Governance is not simply a function of administration, but involves faculty, staff and students. The CAED Committee Structure outlines the committees, duties, annual charges and timeframes for accomplishment. The Committee Appointments document defines the membership of these committees designating faculty, staff and student participation. These two documents are located at the end of Section I.2.2. The College Advisory Committee (CAC) and the College Curriculum Committee (CCC) are elected by the Faculty. The College Handbook establishes the basis for the committee structure with the Dean having discretionary authority.

In addition, opportunities for input into and feedback related to governance by numerous methodologies are available, some of which are as follow:

•	Annual faculty/staff retreat	August	Faculty-Staff
•	First Friday meeting	August	Faculty-Staff-Students
•	Conversations with the Dean	Monthly/Bi-Monthly	Students
•	Course evaluations	Each semester	Students
•	Alumni questionnaire by CAED	Three year cycle	Alumni
•	Alumni questionnaire by KSU	Annually	Alumni
•	College Advisory Board	Bi-Annually	Alumni-Friends

Input from these sources is utilized by the Dean, Program Directors and Faculty Committees for evaluating and developing objectives for continuous improvement and decision making.

## Degree programs within the College of Architecture and Environmental Design:

Bachelor of Science in Architecture

Master of Architecture (4+1-1/2)

Master of Urban Design

Master of Architecture Post Professional (Name change planned to Master of Arts in

Architecture)

Bachelor of Arts in Interior Design

Bachelor of Arts in Architectural Studies

**Dual Degrees:** 

Master of Architecture + Master of Business Administration

Master of Architecture + Master of Urban Design

#### **CAED COMMITTEE STRUCTURE 2011/2012**

## 1) College Advisory Committee (CAC)

Duties: Per the Collective Bargaining Agreement and the College Handbook

Charges for 2011-2012

- Advise the Dean on College issues as itemized in the Collective Bargaining Agreement.
- Participate in the RTP Process as detailed in the Handbook.

## 2) Reappointment, Promotion and Tenure Committee

Duties: Per University Policy and the College Handbook

## 3) College Executive Committee

Duties: Per the Handbook

Charges for 2011-2012

 Recommend priorities for everyday operations, advise on the priorities for the 2012-2013 CAED budget, policies and matters arising with administration of the College.

#### 4) College Curriculum Committee

Duties: Per the College Handbook

Charges for 2011-2012

- Review and compile recommendations on the work of the CCC Ad Hoc Committees assigned curriculum charges (Arc Studies, First Year Core, BA Interior Design).
- The Ad Hoc committees are chaired by members of the CCC.
- Complete all reviews of Certificate Programs both existing and proposed
  - Urban Design
  - Preservation
  - Sustainability
  - Health Care
- Complete all approvals on new Minors
  - Preservation
  - Architectural History

## **CCC Ad Hoc Committees**

Arc Studies -

- Renumber the ARCS course designations Define the curricula that lead to specific minors and/or prepare students for specific graduate degree programs
- Review the entrance requirements
- Prepare the materials necessary for submission to the EPC on the above items by August 29, 2011

 Review the basic curriculum, recommend any necessary revisions and complete the materials for submission on this item to the EPC by January 2, 2012

#### First Year Core -

- Finalize a CAED Core Curriculum to serve a combination of programs, considering Architecture, Interior Design and Arc Studies
- Complete the materials for submission to the EPC by October 24, 2011

#### BA Interior Design -

- Finalize the revised curriculum for the BA in Interior Design and update all materials and processes necessary for implementation in AY 2012-2013.
- Complete the materials for submission to the EPC by January 2, 2012

#### 5) Graduate Studies Committee

Duties: Per the Handbook

## Charges for 2010/2011 -

- Perform the functions listed in the Handbook
- Reassess the M Arch program for students entering the program from beyond KSU's BS program and recommend to the Dean a plan for addressing the issues of:
  - Current need for incoming students to become "undergraduates" in fulfilling NAAB criteria
  - Timing issue related to Comprehensive Design being in the Spring semester thus requiring a full year's attendance prior to entering the current Graduate Program
- Recommend a process for collecting and reporting data for Assessment and AQIP
- Establish a timeline and procedures policy that insure the graduate acceptance process and GA/TA/Tuition Waiver decisions are competitive with other schools of architecture

#### 6) Task Group on establishing a Master of Interior Design or MA or MS in Interior Design

Duties: To develop a focused Masters level program in Interior Design for approval by the University and the Board of Regents incorporating the following:

#### Charges for 2011-2012-

- Define the need
- Develop the objectives/goals for the program
- Outline the curriculum
- Establish the admission requirements
- Establish the qualifications of faculty and determine current qualified KSU faculty
- Enumerate the facility and staff additions required prior to degree commencement
- Compile the financial requirements
- The goal is to implement the program for the Fall of 2013.
- Complete all items by March 28, 2012

## 7) Task Group on establishing a Master of Science in Architectural Research and a Master of Arts in Architecture

Duties: To finalize both a Master of Science in Architectural Research Degree and a Master of Arts in Architecture Degree (Post Professional) for approval by the University and the Board of Regents

Charges applicable to both programs:

- Clearly state the objectives/goals for the degrees
- Outline the curricula
- Establish the admission requirements
- Establish the qualifications of faculty and determine current qualified KSU faculty
- Enumerate the facility and staff additions required prior to degree commencement
- Establish the relationship of this program to other programs in the CAED
- Be prepared to seek faculty approval by August 23, 2011 and to submit documents for approval to the University's Educational Policy Committee by September 26, 2011

## 8) Task Group on Establish a Master of Landscape Architecture

Duties: To develop a focused Masters level program in Landscape Architecture for approval by the University and the Board of Regents incorporating the following:

Charges for 2011-2012-

- Define the need
- Develop the objectives/goals for the program
- Outline the curriculum
- Establish the admission requirements
- Establish the qualifications of faculty and determine current qualified KSU faculty
- Enumerate the facility and staff additions required prior to degree commencement
- Compile the financial requirements
- The goal is to implement the program for the Fall of 2014
- Complete all items for discussion by the faculty on April 18, 2012

#### 9) International Studies Committee

Duties: Advises the International Studies Coordinator on matters pertaining to the international studies programs per the College Handbook.

Charges for 2011/2012-

 Review all KSU International Agreements and determine where any exchange or study abroad opportunities should be presented to students

#### 10) Research and Technology Committee

Duties: To promote and coordinate research efforts within the College and between the College, the University, private industry and the community, and to advise the Dean on technology needs (software, hardware, personnel, space, etc.).

## Charges for 2011/2012

- Establish a five year Research Plan working with current Faculty to outline specific individual and College goals.
- Assist faculty in finding research opportunities that will lead to the College obtaining a minimum of \$250,000 in grants during the academic year.

#### 11) Student Academic Complaint Committee

Duties: To hear and make a recommendation to the Dean on all academic appeals

## 12) Lecture and Exhibition Committee

Duties: Development of a lecture series and funding strategies from both the University and the College.

Charges for 2011-2013

- Establish a lecture series for the two academic years (three per semester?)
- Utilize the funds made available by the Dean for travel and honorarium, acquiring additional funds from University and other sources as required
- Arrange and coordinate the CAED lectures
- Publicize the lectures through posters, electronic and other media to the College,
   University, Professional Communities and the Region

## 13) Library Committee

Duties: Advise the Librarian on acquisitions and operations of the Morbito Library.

## 14) Building Committee

Duties: Determine the College's vision for a new facility and represent the College as appropriate in the process of facility acquisition

Charges for 2011-2012

- Collaborate with Facilities Planning and Design, through the Dean to assure:
  - o The correct program
  - o Fulfillment of the stated goals
  - Appropriate representation and timely performance of the CAED

## 15) Ad-Hoc Scholarship, Honors & Awards committee

Duties: Select students as applicable to receive all scholarships, honors and awards

Charges for 2011-2012

Plan and execute an awards celebration for students and faculty

## 16) Student Recruitment and Advising

All faculty are expected to engage in recruitment and advising. Each faculty shall post office hours of at least five hours per week for the purpose of advising and/or meeting with students or potential students.

August 11, 2011

CAED - Committee Appointments 2011-2012

7/25/2011					CCC	CCC	CCC											Ad Hoc		
					Ad Hoc	Ad Hoc	Ad Hoc		Task Gr	Task Gr	Task Gr							Scholar		
	CAC	RPT	CEC	CCC	Arc St	FY Core	BA/ID	GSC	MID	MS/MA	MLA	ISC	R&T	SACC	LECT	LIBR	Bldg	Hon/Awar	tot #	
Abramson					1										1				2	Abramson
Bilek-Golias			1									1				1			3	Bilek-Golias
Burkholder											1								1	Burkholder
Cho	1	1					1	1	1	1		1	1				1		9	Cho
Dalton										1							1		2	Dalton
Davis-Sikora	1	1		1			1	1				1	1						7	Davis-Sikora
Evans			1	1		1	1		1								1	1	7	Evans
Fleming			1	1		1		1		1	1						1	1	8	Fleming
Frederick								1			1								2	Frederick
Gates																1			1	Gates
Graves						1					1	1		1					4	Graves
Jurca															1				1	Jurca
Harker			1	1	1			1				1		1				1	7	Harker
Hughes		1										1							2	Hughes
Kozinats						1	1		1						1	1		1	6	Kozinats
Lucak													1						1	Lucak
Ring															1		1		2	Ring
Robison	1	1		1						1								1	5	Robison
Rugare	1				1				1						1				4	Rugare
Sabini			1	1				1			1	1		1				1	7	Sabini
Schwarz			1					1			1								3	Schwarz
Sharag-Eldin	1	1								1			1				1		5	Sharag-Eldin
Sharma									1				1						2	Sharma
Steidl	1		1														1		3	Steidl
Stauffer		1				1									1	1	1		5	Stauffer
Strand			1	1	1	1									1		1	1	7	Strand
Stroh								1						1				1	3	Stroh
Thal					1	1										1			3	Thal
Thomas													1						1	Thomas
Trogalkar												1							1	Trogalkar
Turnidge					1			1					1						3	Turnidge
Uber	1	1		1			1		1					1		1			7	Uber
Vieyra		1						1	1							1			4	Vieyra
UG Student				1																UG Student
Grad Student				1				1						1						Grad Student
Total Members	7	8	8	10	6	7	5	11	7	5	6	8	7	6	7	7	9	8		Total Members
ex-officio	[CAC +	CEC ar	e chaire	d by the	Dean]															ex-officio
chair																				chair
non-voting																				non-voting

## **I.2.3 PHYSICAL RESOURCES**

## I.2.3.1 General Description

All CAED facilities are accessible, including the Palazzo dei Cerchi in Florence, Italy and the Cleveland Urban Design Collaborative (CUDC) in Cleveland, Ohio. Plans are attached, including:

		square	
building, use (location)	floor	footage	attributes
<u>Taylor Hall</u> (Kent Campus)	_	30,000	Opened 1966
1st Year Studios	fourth	5,545	120 Desks
2nd Year Studios	fourth	5,530	120 Desks
Graduate Studios			40 Desks Enhanced
	fourth	2,940	2011
Pinup Classroom	fourth	325	Added 2011
faculty office and archive	fourth	315	Added 2012
studio support, archive, spray booth, laser			
cutting	fourth	500	
Architecture Program and Faculty Offices	third	3,915	19 faculty offices
1 Classroom	third	535	Enhanced 2011
Architecture Library			Expanded 2009 from
Communication for 45	third	2,717	2,100sf
Computer Lab for 15	third	350	
2 Digital Classrooms	second	2,260	40 students each
CAED Dean's office	second	2,360	Expanded in 2009
The Schidlowski Suite includes an exhibit			
space, the McNeill Conference Room, and a second small conference room.			
a second sinali conference room.	second		
Digital Studio for 16	first	1,225	New 2008
Digital Commons	first	815	New 2008
Computer Lab for 18	first	450	New 2008
IT staff office	first	150	New 2008
Gym Annex (Kent Campus)	_ first floor	30,000	Opened 2000
3rd Year Studios		17,000	2 desks per station
1 Classroom ANX 126		800	
1 Environmental Tech Lab		800	
1 Archive Room		800	
Ancillary Spaces		4,000	
Interior Design Studios		8,000	
Tri Towers Rotunda (Kent Campus)	_ second	11,230	Opened Dec 2006
4 <sup>th</sup> Year Studio		9,050	100 student capacity

3 Offices	360	
Classroom	1,343	64 seats
Print room	185	
Archive	292	

Palazzo dei Cerchi (Florence, Italy)	_	15,000	Expanded in 2007
Entry / Reception / Elevator	ground		90 student capacity
Lecture Room for 99 people	first		In studios
Gallery	first		
Studio	second		
Library & Classroom	second		
Studio	third		
2 Classrooms	third		
	third		
Studio	mezzanine		
Offices	fourth		

Cleveland Urban Design Collaborative	second		New Facility relocated
(CUDC) (Cleveland, Ohio)	_ floor	9,000	February 2010
Studio		3,500	34 students capacity
Classroom		530	
Gallery		1,340	
Offices		1,400	
Conference Suite		930	
Reception/business manager, kitchenette,			
work room		460	

**1.2.3.2** A description of any changes to the physical facilities either under construction or proposed.

#### Proposed:

The Architecture Program looks forward to the establishment of an entirely new CAED facility on the Kent Campus. Addition of new shop/lab facilities is critical to the potential for research at the CAED. Please find program information and budget in the Financial Resources section of this report.

## **Existing Needs:**

Classrooms to include a lecture space for up to 200 Studio space for growth of current ARCH and ID programs Tech Labs for Model making and Structures Materials Lab for Interior Design Materials Lab for Architecture

#### Growth:

Studio space for growth of new programs: Landscape Architecture

Lab space for growth of new programs: Master of Science in Environmental Design

**1.2.3.3** A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.

Kent State University provides full-time faculty with laptop computers on a three year refresh cycle. Part-time faculty, in certain instances, are provided with a laptop computer on a term basis. IT specialist is on hand to assist faculty in their computing needs.

Kent State University provides all students with:

- Internet access in classrooms and all studios
- All instruction relevant to each discipline's basic, mid and advanced level needs
- LAN systems support for professional disciplines
- Advanced lab equipment PC's and software, scanners, printers, etc

Currently, CAED has two computer labs (15 and 18 PC's), a graduate digital studio (16 PC's), plus large scale printers (including color), scanners and two digitally driven laser cutters. Upper level studios are 100% fiber optic wired and 1st and 2nd year studios have substantial wiring. Two classrooms are fully configured to provide each student with independent network access (i.e. for 64 students). All classrooms have internet access. All staff and faculty are provided PC's (faculty have a 3 year refresh program). The college provides student lab access to a variety of software, including Revit, AutoCAD, 3D Studio, Studio Viz, Maya, Rhino. Architecture students provide (at a personal cost of \$3,000-\$4,000 to each student):

1st - 3rd Year - minimum spec4th - Graduate - minimum specIntel® Core™ i5Intel® Core™ i74GB - 8GB Memory12 GB+ Memory500GB Hard Drive2TB Hard Drive15.6" HD Widescreen LED DisplayDual 20"+ monitorsDVD±RW DriveDVD±RW Drive

Dedicated ATI or nVidia video adapter Dedicated ATI or nVidia video adapter with at least

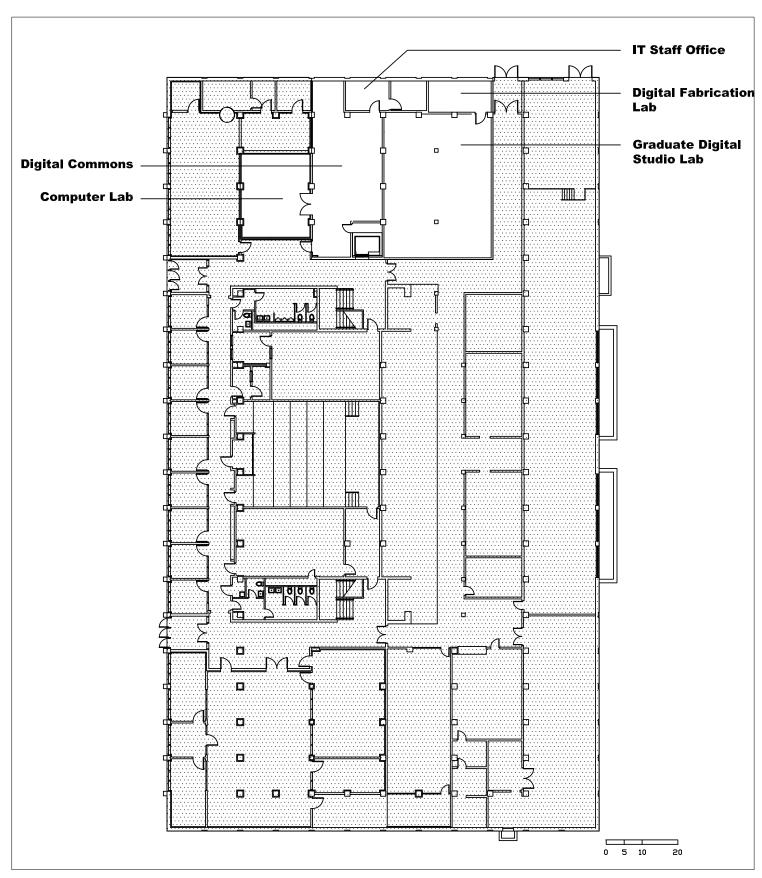
Wireless Network Adapter 1-2GB memory

Windows 7 ® Home Premium (64-bit) Wireless Network Adapter

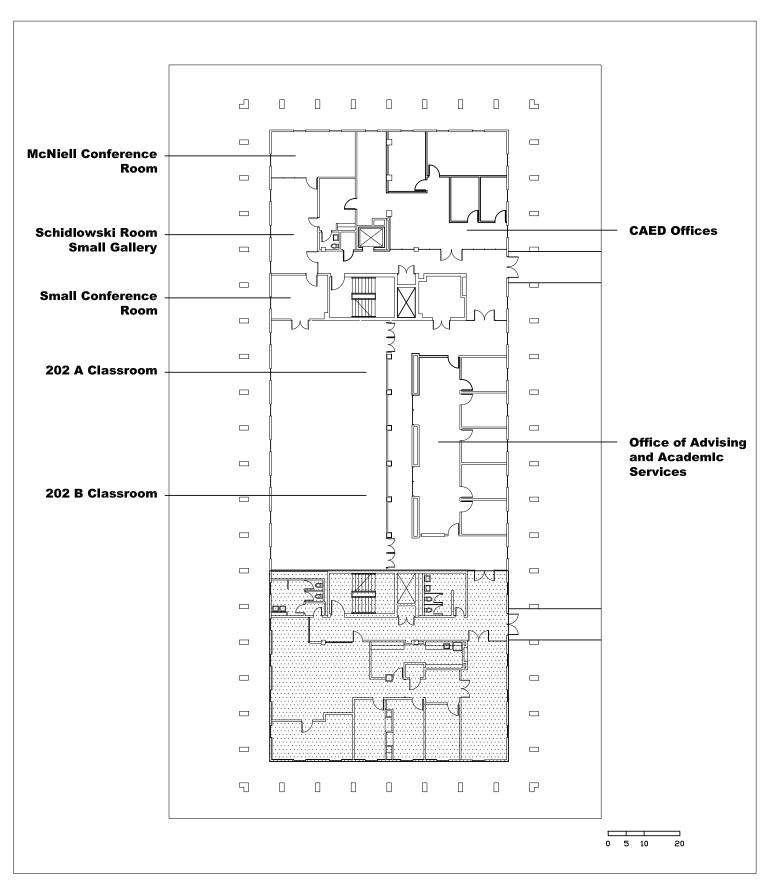
Windows 7 ® Home Premium (64-bit)

**1.2.3.4** Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

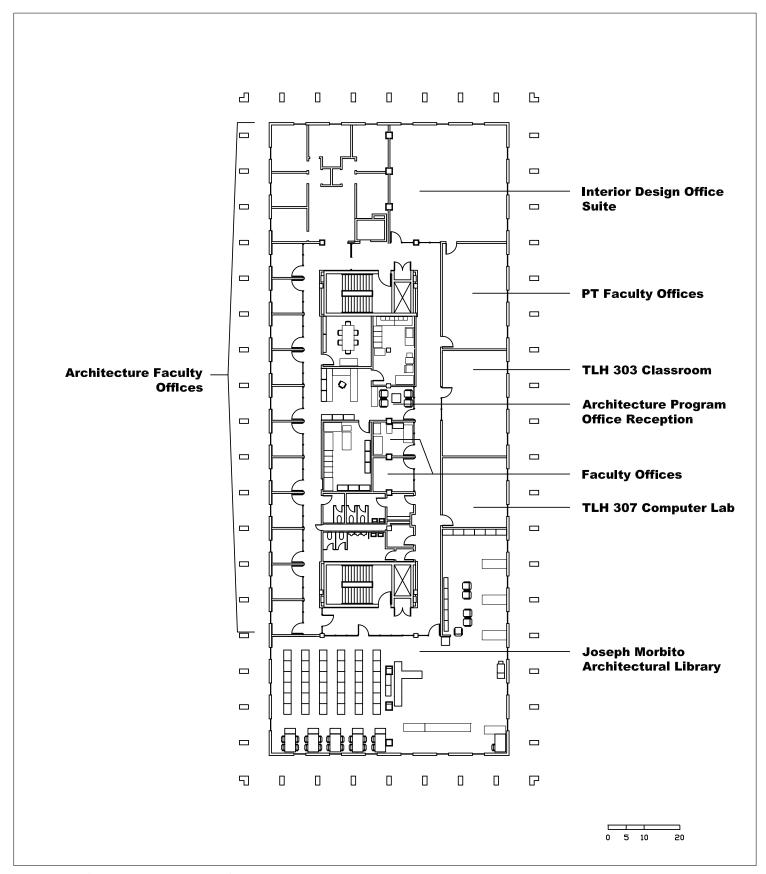
While many spatial and program needs are well handled within the existing facilities, there are at least two ways of viewing the current distribution of facilities on the Kent Campus. First, the distribution of facilities creates a challenge to the visibility of one studio year level to the next. This may have the impact of impairing some of the vertical learning that seeing what other year levels do has on students, especially underclassmen. The second way of seeing the situation is that distribution increases opportunities for architecture students to interact with students from other disciplines and opens the potential for students in other majors to see architecture student work. Plans for a new CAED building address this issue through consolidation, the building program will provide public spaces for the visibility of student work.



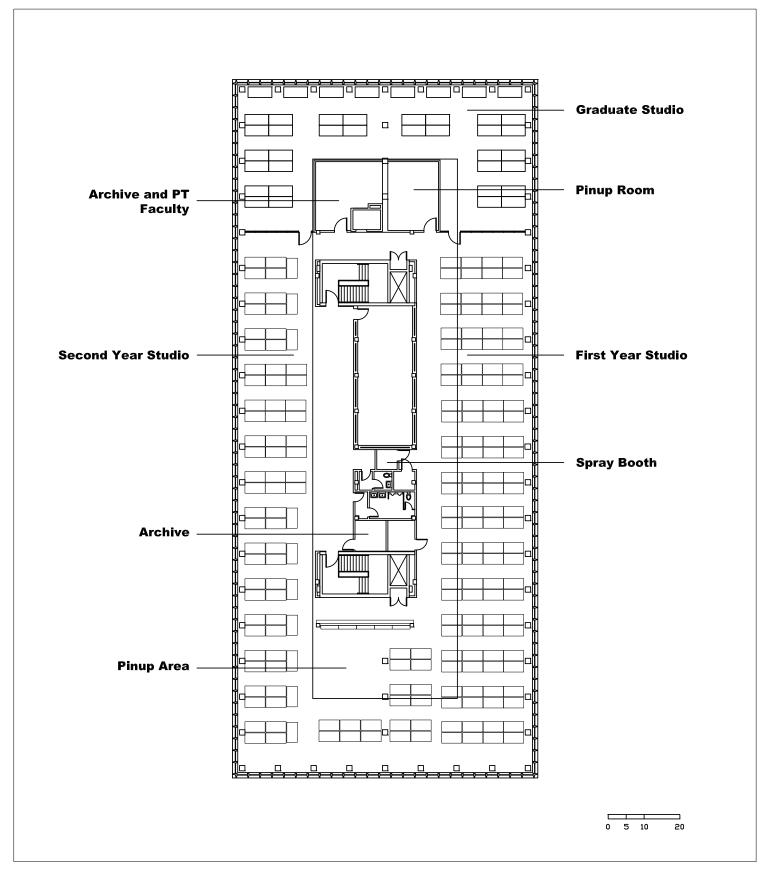
**Taylor Hall First Floor** 



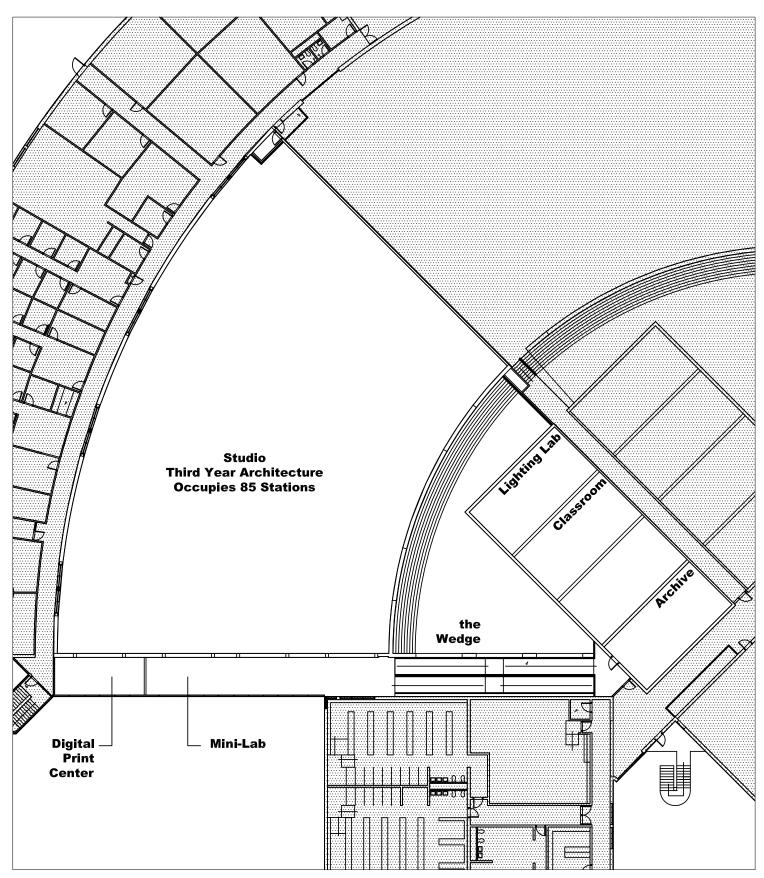
**Taylor Hall Second Floor** 



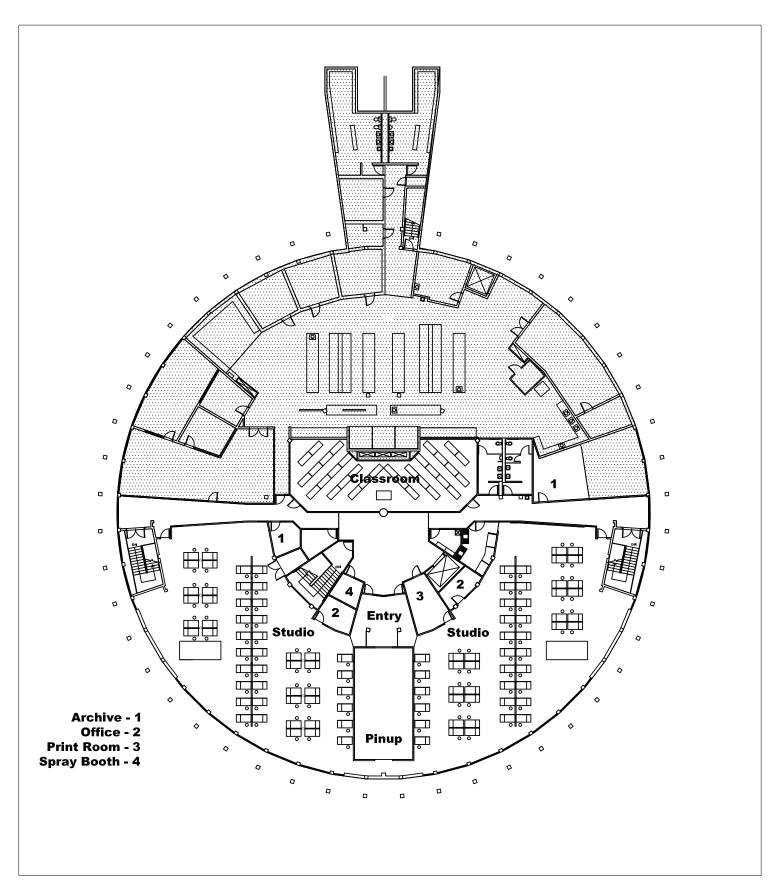
**Taylor Hall Third Floor** 



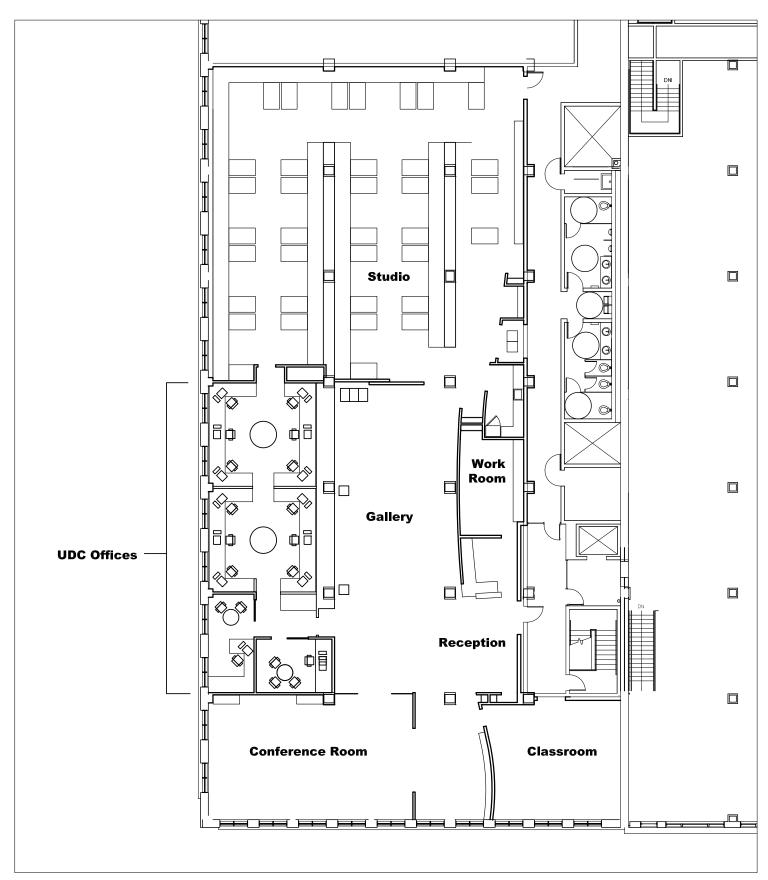
Taylor Hall Fourth Floor



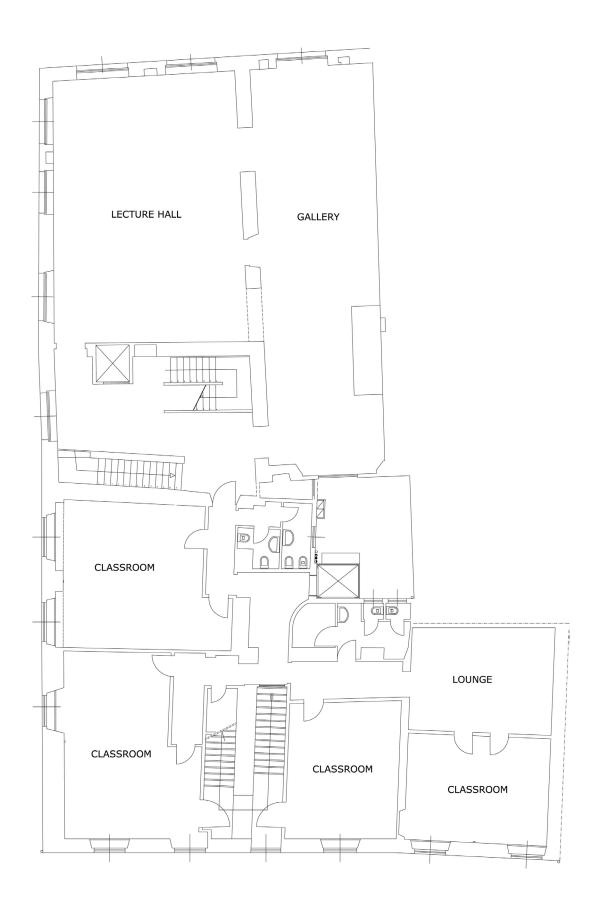
Gym Annex Studio

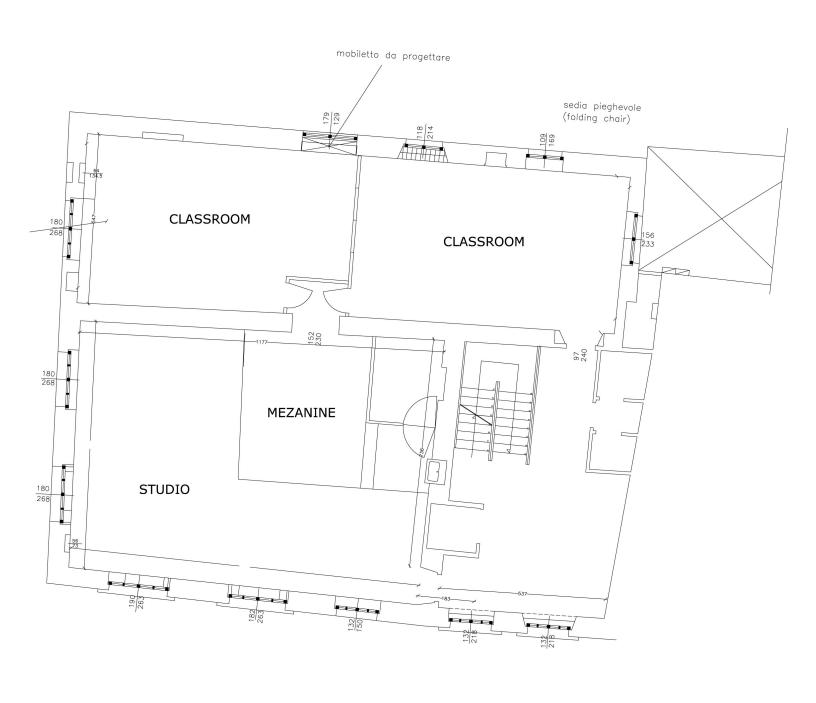


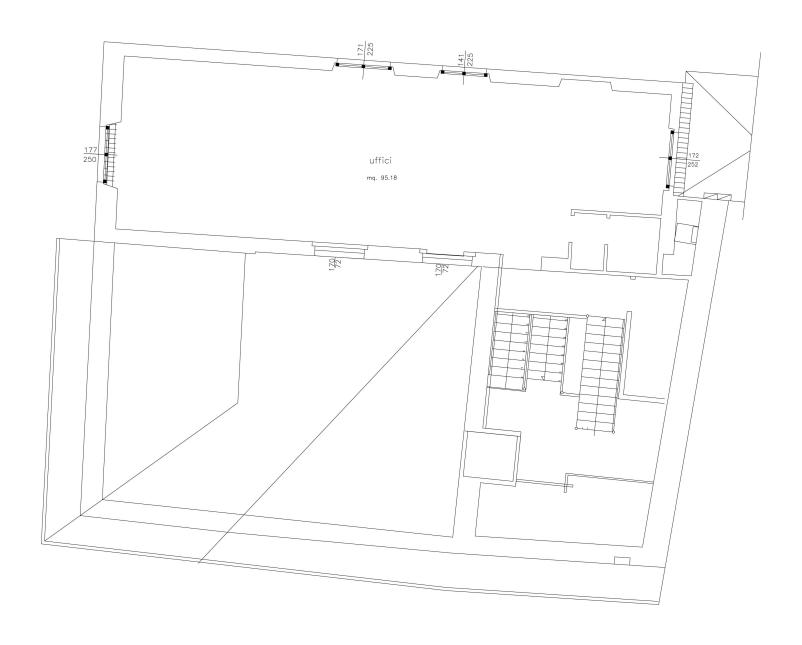
Trl-Towers Rotunda 2nd Floor



Cleveland Urban Design Collaborative







#### I.2.4 FINANCIAL RESOURCES

Kent State University has changed the basic funding system for its academic units since the last NAAB Team visit. The University now operates on a Responsibility Centered Management system (RCM) which attributes tuition dollars and State Subsidy Income (SSI) directly to the college which generates the income. The system provides more authority to the individual college in regard to budgeting, planning and financial control. It also encourages entrepreneurship. Formulas are applied to income that takes into account various parameters. Examples are:

- 1. College in which a student is enrolled
- 2. College in which a course is taught (80/20 split of tuition for that course-80 to teaching college)
- 3. Level of student (Undergraduate versus Graduate)
- 4. Tuition dollars subject to University overhead deduction (42.3 %)
- 5. SSI based on two year rolling average and graduation rate

As a result of the application of this system, the College of Architecture and Environmental Design received an increase in funding of more than three-quarters of a million dollars in 2010 over its allocation in 2009. Positive year end balances have been credited to the College for future utilization in expanding programs, starting new programs, capital improvements, and similar items. They are not available for ongoing operational support, which must be accounted for on a fiscal year basis.

Due to financial issues at the State of Ohio in 2011, the budget for the State Subsidy Income for academic year 2012, beginning in the Fall of 2011, was reduced to State supported schools by 13.5%. This reduction has resulted in a net loss to the College. Since this budget was not approved by the legislature and signed into law by the Governor until the final days of June 2011, the University approached the 2012 budgeting process with great caution, including the implementation of a hiring freeze and multiple planning exercises. Since the projected State deficit has been eliminated, future planning has projected a level SSI into future year budgeting.

Knowing that 2012 would be a more financially challenging one than 2011, and since no filling of vacant positions could be achieved, the College utilized a portion of its excess 2011 funds during the year to acquire new computer hardware and software planned in its IT budget for expenditure in 2012. It also utilized 2011 funds for building improvements on the third and fourth floors of Taylor Hall.

The table on the following page records the CAED financial history since the last NAAB visit and presents a five year forecast for the College operating account. The income levels are based upon the current 2012 budget adjusted for income in accordance with enrollment growth envisioned on the Enrollment Projections document which follows the budget data. The tuition amount has also been increased by a conservative tuition increase estimated at 2.0% per annum, which is less than in recent history.

As a College we anticipate the need for normal financial planning, but anticipate no significant financial upheavals of a significant nature in the foreseeable future.

The third exhibit itemizes and compares data on annual expenditures and expenditures per full time student equivalents with those in the College of Nursing.

The fourth exhibit lists the financial accounts of the College with their current values separated into those fund balances which are spendable and those which are endowments.

The fifth exhibit is a listing of Capital Improvements since the last Visiting Team in 2006 and a tabulation of average annual support to the College from other sources within the University.

Of significant financial impetus to the College will be its new facilities currently in the planning stage. Funds for this structure will be provided at the University level. Current project estimates total \$45,000,000. See the current Project Program Summary and Budget Summary attached as the final financial exhibit.

#### **CAED BUDGET HISTORY AND FORECAST**

Architecture & Environmental Design

FY12 - FY16 Five-Year Forecast

	FY06	FY07	FY08	FY09	FY10	FY11	FY11	FY12	FY13	FY14	FY15	FY16
	Actuals	Actuals	Actuals	Actuals	Actuals	Budget	Actual	Budget	Plan	Plan	Plan	Plan
Revenues:												
Instructional Fees	4,768,768	5,074,479	3,643,400	4,018,177	4,870,700	4,812,892	5,068,737	5,157,905	5,714,959	6,292,170	6,820,712	7,032,154
SSI	604,180	788,403	2,680,761	2,939,699	3,083,143	3,144,362	3,119,791	2,805,375	2,805,375	2,805,375	2,805,375	2,805,375
Other - RCM	472,654	578,622	592,164	460,775	520,827	516,951	340,242	123,917	123,917	123,917	123,917	123,917
Revenue Adjustments	0	0	0	0	0	(36,895)	(36,895)	0	0	0	0	(
Other	0	0	84,460	96,927	192,835	130,000	248,137	388,103	388,103	388,103	388,103	388,103
Total Revenues	5,845,602	6,441,504	7,000,785	7,515,578	8,667,505	8,567,310	8,740,012	8,475,300	9,032,354	9,609,565	10,138,107	10,349,549
Personnel Service:												
Contract-Admin/Prof	253,594	216,826	311,293	256,563	352,492	557,214	579,436	654,891	681,349	694,975	708,875	723,052
Hourly	114,152	119,125	125,044	134,616	150,986	146,697	139,553	152,128	158,274	161,439	164,668	167,961
Faculty	1,335,628	1,512,090	1,544,063	1,717,253	1,902,519	2,064,047	2,012,887	2,102,475	2,272,457	2,363,026	2,512,407	2,612,77
Summer Program	102,496	90,682	110,202	94,268	189,786	175,711	180,964	192,500	188,500	192,000	196,000	200,000
GA Teaching	12,000	30,500	16,000	6,500	10,000	31,519	34,500	31,519	34,000	36,000	40,000	44,000
GA Non-Teaching	8,000	0	9,500	14,000	500	0	3,500	0	0	0	0	(
Students	7,179	14,539	27,078	33,195	28,414	35,000	17,155	25,000	25,000	25,000	25,000	25,000
Salary Increase Pool	0	0	0	0	0	110,110	0	48,310	73,462	77,729	82,799	87,47
Total Personnel Service	1,833,050	1,983,762	2,143,179	2,256,395	2,634,696	3,120,298	2,967,995	3,206,823	3,433,042	3,550,169	3,729,749	3,860,258
Staff Benefits:												
Insurance, Retirement, Other	456,683	491,152	494,464	605,099	685,054	833,209	782,471	875,279	993,475	1,026,843	1,078,167	1,114,840
Tuition Benefits	42,636	53,572	54,756	54,854	58,218	0	40,945	0	0	0	0	(
GA Tuition Wavier	103,008	112,966	102,122	114,788	100,622	120,000	153,632	120,000	132,000	145,200	152,460	152,460
Estimate-ERIP/UESP	0	0	0	0	0	0	0	0	0	0	0	
Total Staff Benefits	602,328	657,690	651,342	774,740	843,894	953,209	977,048	995,279	1,125,475	1,172,043	1,230,627	1,267,300
Current Expenses:												
Travel	25,463	20,679	45,508	24,879	94,895	55,000	93,843	80,000	72,000	75,000	76,000	76,000
Entertainment	7,014	7,004	5,235	8,912	15,819	12,000	19,665	21,500	20,000	20,400	21,000	21,20
Supplies	10,979	18,831	15,758	55,930	82,494	59,600	183,159	79,000	75,000	75,000	77,000	77,000
Duplic&Printing	5,891	1,751	6,479	5,621	5,075	13,000	4,741	17,000	17,000	17,000	17,000	17,00
Telephone	29,822	32,311	30,090	8,173	2,878	9,000	7,629	8,000	8,000	8,000	8,000	8,00
Telecommunications	4,791	3,726	5,604	27,263	32,132	0	37,551	0	0	0	0	
Postage	11,128	9,910	11,897	11,409	5,200	5,100	6,480	6,100	6,200	6,300	6,500	6,60

Revenue over Expenditures	403,998	669,873	815,011	957,112	1,168,919	367,194	671,504	170,440	152,063	321,813	382,537	333,322
Excess(Deficiency) of												
Total ADJ Expenditures	5,441,604	5,771,631	6,185,775	6,558,466	7,498,586	8,200,116	8,068,508	8,304,860	8,880,291	9,287,752	9,755,570	10,016,227
Total Overhead	2,559,877	2,782,699	2,977,548	3,135,849	3,358,603	3,540,159	3,540,432	3,610,773	3,835,930	4,071,998	4,287,859	4,374,813
Telecommunications					34,333	34,333	34,333	35,212	35,212	35,212	35,212	35,212
Tuition Benefits - Kent Campus					207,241	213,890	213,890	113,522	113,522	113,522	113,522	113,522
Investment/Subvention					42,373	42,371	42,644	40,436	43,221	46,107	48,750	49,807
ADA Contingency	.,,	.,,	.,,	,	700	700	700	718	732	747	762	777
Academic Affairs Overhead  Administrative Overhead	726,607 1,833,270	798,743 1,983,956	876,988 2,100,559	940,571	953,171	972,128 2,276,737	972,128	1,023,031	1,089,528 2,553,715	1,159,258 2,717,152	1,223,017 2,866,596	1,248,700 2,926,794
Acadamia Affaira Ouarhaad	706 607	700 742	976 000	040 574	052 474	072 420	072 420	4 022 024	4 000 520	4.450.250	4 222 047	4 249 700
Total Expenditures	2,881,727	2,988,932	3,208,227	3,422,617	4,139,982	4,659,957	4,528,076	4,694,087	5,044,360	5,215,753	5,467,711	5,641,414
Contingency (% of Direct Exp.)	0	0	0	0	0	122,750	0	42,685	49,944	51,641	54,136	55,856
Equipment	0	31,525	0	14,935	12,495	40,000	5,772	25,200	25,200	25,200	25,200	25,200
Total Current Expenses	446,349	315,955	413,705	376,546	648,897	423,700	577,261	424,100	410,700	416,700	428,000	432,800
RCM Adj.	315,644	195,725	426,506	184,292	0	0	0	0	0	0	0	0
AED Overhead	0	0	0	0	0	0	0	0	0	0	0	0
Transfers	0	0	(149,971)	(8,075)	90,922	0	(5,063)	0	0	0	0	0
Non-Payroll	9,895	8,185	0	16,419	15,295	16,000	11,570	14,000	15,000	16,000	16,000	16,000
Miscellaneous	14,830	1,178	10,394	1,084	165,169	58,500	29,185	12,000	13,000	13,500	14,000	14,500
Student Aid	0	0	0	0	408	0	422	0	0	0	0	0
Rentals	0	0	0	2,875	71,953	139,000	152,488	144,000	144,000	144,000	150,000	153,000
Maint&Repairs	1,390	1,485	1,079	21,039	44,436	34,500	9,007	15,500	12,500	12,500	12,500	12,500
Other Info&Commun	9,502	15,170	5,127	16,726	22,219	22,000	26,584	27,000	28,000	29,000	30,000	31,000

#### **COMPARISON OF EXPENDITURES CAED AND NURSING**

In the Colleges of Architecture	e and Nursing				
8/8/2011	e una reasing				
0,0,2011					
		FY '11 Expen	ditures	CAED FTE=881.2	Nurs FTE=1791.67
Account	Report Category	College Of Architecture	College Of Nursing	\$ per FTE	\$ per FT
61011	Administration	\$435,268.00	\$601,609.42		
61012 / 61019 / 61021	Professional	\$144,167.94	\$354,447.57		
61111 / 61153 / 61159	Secretarial FT	\$119,181.64	\$320,923.52		
61116	Secretarial PT	\$20,371.41	\$0.00		
61211 / 61217	Faculty,FT,Tenure	\$1,279,875.73	\$1,426,128.60		
61212	Faculty,FT,Non-Tenure	\$291,611.61	\$1,705,076.91		
61215	Faculty,Part Time	\$431,400.00	\$966,356.89		
61214	Faculty Misc Non-Teaching	\$10,000.08	\$660.00		
61311	Sum,Fac,Teaching	\$165,738.71	\$552,917.16	-	
61312	Sum,Fac,Admin	\$15,225.00	\$9,970.08		
61411	GA Teaching	\$34,500.00	\$0.00		
61414 / 61513	GA Non Teaching	\$3,500.00	\$89,865.99		
62301	GA Tuition Scholarships	\$153,632.00	\$45,618.00		
61611 / 61613	Student PT	\$17,155.06	\$10,549.07		
77201 / 77203	Non-Payroll Personal Services	\$11,570.38	\$5,656.53		
,	Total Personnel	\$3,133,197.56	\$6,089,779.74	3555.6	
62011 - 62199 / 625*	Employee Benefits	\$823,416.28	\$1,940,185.23	934.4	1082.
71011 - 71202	Travel & Entertainment	\$113,507.95	\$116,124.18	128.8	64.
72012 - 72026	Supplies	\$183,158.11	\$89,721.80		
73011	Duplicating & Printing	\$4,740.79	\$2,339.80		
73103 - 73303	Telephone, Network, & Postage	\$51,660.12	\$92,033.57		
73401 - 73405	Other Info, Comm, Adv, Dues	\$26,584.15	\$80,928.98		
74011 - 74013 / 75011 / 75014	Maintenance & Utilities	\$11,621.40	\$11,938.48		
74101 / 7410 / 74103	Rentals	\$152,488.09	\$8,426.56		4.
76* / 77*	Miscellaneous Expenses	\$26,992.80	\$182,904.79	30.6	102.
78011 - 78017	Equipment	\$5,771.15	\$18,488.82	6.5	10.
	Total Non-Personnel Expenses	\$576,524.56	\$602,906.98	654.2	336.

#### CAED ACCOUNT BALANCES

Name of Fund	Purpose	Spendable Fund Balance at end FY11	Endowment Fund Balance at end of FY11
FOUNDATION ACCOUNTS			
CAED Golf Outing	Scholarships	\$56,692.00	\$20,464.00
AIAS Fund	Support of AIAS	\$13,616.00	
Architecture Research Grant / R. Dole	Faculty Research	\$4,588.00	
Armstrong Family Scholarship	Scholarships	\$3,535.00	\$42,010.00
Arthur Critical Designs	Scholarships	\$2,825.00	\$18,309.00
Barbara Lockhart I.D. Scholarship	Scholarships	\$0.00	
Braun & Steidl Scholarship	Scholarships	\$970.00	\$14,855.00
Bryant & Abbott Scholarship	Scholarships	\$2,940.00	\$27,580.00
Conrad & Carol McWilliams Scholarship	Scholarships	\$1,213.00	\$11,434.00
CAED Class of '80 Scholarship	Scholarships	\$4,892.00	\$28,003.00
CAED Class of '86 & '87 Scholarship	Scholarships	\$0.00	\$2,500.00
CAED Florence Study Abroad Program	Scholarships	\$13,527.00	
CUDC	Operating Assistance	\$10,482.00	\$44,949.00
Collaborative Scholarship	Scholarships	\$3,000.00	
Comprehensive Design Tech. Project	Support for Integrated Design Competition	\$13,961.00	\$57,824.00
Concrete Masonry Fund	Support for the College	\$13,341.00	
CUDC Relocation	Capital Improvements	\$40,720.00	
Dalton Architecture Scholarship	Scholarships	\$1,651.00	\$8,329.00
Dr. Rubin Florence Scholarship	Scholarships	\$0.00	
Elliot Family Scholarship	Scholarships	\$25,000.00	
Environmental Lab. Fund	Capital Improvements	\$845.00	
Fred S. Toguchi Lecture Fund	Lecture	\$3,834.00	\$17,771.00
GSI Scholarship	Scholarships	\$7,625.00	
Hamad Scholarship	Scholarships	\$15,967.00	\$28,149.00
HFP/Ambuske Scholarship Historic American Building Survey Drawing	Scholarships	\$787.00	\$12,700.00
Products	Course Support	\$3,100.00	
Holland Architecture Scholarship	Scholarships	\$3,026.00	\$95,334.00
Interior Design General Fund	Operating Assistance	\$10,731.00	
I.D. Lighting Lab Fund	Capital Improvements	\$5,000.00	
Joe Morbito Fund	Support for College Advancement	\$167.00	
Kenneth M. Harth Scholarship	Scholarships	\$1,001.00	\$28,308.00
KSU ASID Scholarship	Scholarships	\$4,396.00	
Falle Graduate Architecture Scholarship	Scholarships	\$5,414.00	\$34,966.00
Mastriana / 4M Co. Fund	Urban Design Charette	\$1,175.00	\$21,000.00

McClure Architecture Scholarship Fund	Scholarships	\$6,081.00	
McNeill Architecture Technology Find	Technology Support	\$6,081.00	\$77,534.00
Morbito Architecture Library Fund	Library Assistance Support for a Student or the	\$11,470.00	\$7,386.00
NAOIP Charities Fund	College	\$2,000.00	
Ohio Solar Energy Assoc. Scholarship	Scholarships	\$13,000.00	\$26,602.00
Paul & Agnes Gates Memorial Schoalrship	Scholarships	\$700.00	
Prof. Osyp Martyniuk Scholarship	Scholarships	\$500.00	
Ricciuti Balog & Partners Scholarship	Scholarships	\$513.00	\$42,312.00
Robert C. Gaede Memorial Fund	Scholarships	\$1,420.00	
Sandvick Scholarship	Scholarships	\$880.00	\$11,744.00
Schidlowski Architecture Scholarship	Scholarships	\$1,049.00	\$39,306.00
Schidlowski International Design Scholarship	Scholarships	\$0.00	
Schidlowski Visiting Professorship	Visiting Faculty	\$1,700.00	
CAED Fund	General College Support	\$84,567.00	
CAED Scholarship Fund	Scholarships	\$6,851.00	\$7,617.00
Simon Digital Commons Fund	Capital Improvements	\$17,000.00	
Studio9one2.com Scholarship	Scholarships	\$3,000.00	\$0.00
Tau Sigma Delta Honors Fund	Support of Fraternity	\$482.00	
Taylor Hall Renovation Fund	Capital Improvements	\$16,481.00	
VOCON Interior Design Scholarship	Scholarships	\$0.00	\$15,000.00
Wenger Family Scholarship	Scholarships	\$1,500.00	\$5,960.00
Westlake Reed Leskosky Scholarship	Scholarships	\$0.00	
Wildwood	Funding of Competition	\$7,035.00	
Thomas Angeloff Architectural Scholarship	Scholarships Scholarships w/ College of	\$1,000.00	
Doubrava Medallion Fund	Education		\$86,995.00
Michael Domokur Scholarship	Scholarships		\$8,000.00
Prusak Architecture Scholarship	Scholarships		\$24,014.00
Richard L. Bowen & Assoc., Inc. Scholarship	Scholarships		\$50,256.00
Shively Architecture Fund			\$50,000.00
Subtotal		\$459,331.00	\$967,211.00
GENERAL ACCOUNTS			
CAED Reserve Fund	RCM Carryover	\$1,843,804.00	
Architecture Special Projects	Carryover prior to RCM	\$56,500.00	
Architecture Revenue Sharing Urban Design Projects Account Subtotal	Carryover prior to RCM Carryover for project work	\$501,500.00 \$64,011.00 \$2,465,815.00	

\$2,925,146.00 \$967,211.00

TOTALS

#### CAPITAL IMPROVEMENTS AND OTHER FINANCIAL SUPPORT

Capital I	mprovements	
2007	Laser Cutters/3 D Printer	80,000
	Tri-towers Rotunda Studio	University
2008	First Floor Computer Lab	425,000
	Room 301 and Annex classrooms	125,000
2009	Dean's Office Suite and Gallery	85,000
2010	CUDC relocation and rennovation	588,000
2011	Third Floor seminar room	66,000
	Fourth Floor Graduate Studio	50,000
	Tri-Towers Studio Project Storage	8,000
Other CA	AED Financial Support	
	(Average per year since last visit)	
Library	Acquisitions - Books and Monographs	13,530
	Acquisitions - Periodicals	16,791
	Main Library Media Fund (Approx. 20 DVD annually)	1,500
Faculty F	PC 3-year refresh program - 6 per year	6,000
CUDC	Foundation Grants	132,500
	UDC Project Fees	100,800
KSU Offi	ce of Global Education	
	Florence Program Instruction	265,000
	Florence Program Facilities (CAED Students - 50% share)	290,000
Honors (	College Scholarships	139,000
Research	n and Graduate Studies suport for faculty to attend lectures	varies
Lecture S	Series	
	Draime Grant for Schroth Lecture (one lecture every 3 years)	10,000-15,
	(Scheduled for CAED Spring 2012)	,

#### **CAED Building Program and Budget**

					MINI LINUT		EVICTING		Deltania Davida d Numbers	
ITEM NO.	RM CODE	ROOM TYPE	QUANTITY	CAPACITY	MIN. UNIT ASF	TOTAL NSF	EXISTING SPACE	GENERAL NOTES	Dalton's Revised Numbers Oct.15,2009	
1.0		STUDIOS First year - All majors		300	40	12000	TLH	MMM comments in BLUE 5% Student growth included in all studios.	Dalton revisions in RED Assumed 20% growth	
		Second year - All majors		250	40	10000	TLH	676 Ctaderit grown included in an otagioc.	Accounted 20% growth	
		Third year - Architecture Third year - I.D.		80 60	60 50	4800 3000	ANX			
		Third year - Arch. Studies		50	25	1250			Added	
		Fourth year - Architecture Fourth year - I.D.		80 60	60 50	4800 3000	TRT			
		Fourth year - Arch. Studies		45	25	1125	AINA		Added	
		Graduate		45	70	3150	TRT			
		Critique Space	1			2600		Distributed space.Include vertical pin-up space.		
		Subtotal:				45725		Some studio workspaces have minimal		
2.0		CLASSROOMS						space between "desks". Where is critique space'	?	
		Lecture Hall		200		0			Assumes two 200-seat lecture halls elsewhere	
		Lecture Hall Classroom	1 6	150 60	2250	2250 5400		About 100 of abort par m		
		Seminar Room	3	20	900 300	900		About 100 s.f. short per rm. Will need a specific footprint for rm. @ 300s.f.		
		Auditorium	1	400		0			Deleted from program	
		Subtotal:				8550				
3.0		LIBRARY								
		Stack/Slides/Digital Materials / Resources	1		3180 740	3180 740		Benchmark: Univ. of Texas-Austin Added 140 s.f. to this line item, to "hit" 4,000 s.f.	Total Library estimate @ 4,000 s.f.	
		Library Office	1		80	80		Added 140 3.1. to this line term, to Tilt 4,000 3.1.		
		Subtotal:				4000				
4.0		GALLERY / EXHIBIT								
			1		4000	4000		For student and professional work.	J.D. increased his original program by	
						4000		I can see 3,500 s.f. max. for this area.	adding 1,000 s.f.	
5.0		OFFICES - Dean / CAED Administration			45-			La Lia da Rei del consti		
		Reception Dean	1		400 240	400 240	-	I added a 20'x20' reception area		
		Assistant Dean	1		180	180				
		Business Manager Development	1		120	120				
		Development Advising	3		120 120	120 360				
		Secretarial	2	20	80	160		Advisory Board		
		Conference Room -large Conference Room -small	1 1	20 10	460 210	460 210		Advisory Board,		
		Work Room -Shared	1		400	400				
						2650			Increased to 3,000 s.f.	
6.0		OFFICES - Architecture								
		Associate Dean	1		180	180			Workrooms have been added to each	
		Graduate Coordinator Program Coordinator -Italy	1		120 120	120 120			academic area.  At the meeting, CAED concluded that they	
		Secretarial	2		80	160			all could share a common workroom	
		Records- student files Faculty Office	30		120 100	120 3000		Space for drawings.	(see section 5.0)	
		I acuty office	30		100	3700		opace for drawings.		
7.0		OFFICE AND								
7.0		OFFICES - Interior Design Associate Dean	1		180	180				
		Secretarial	1		80	80				
		Faculty Office Records- student files	9		100 120	900 120		I increased the size of 'Records/student files' in	Added 1 Faculty.	
		Treestab Stadent med	·		120	1280		each group. Need to confirm detailed space need	i.	
8.0		OFFICES - Architectural Studies						Growth academic area		
		Administration	1		180	180				
		Secretarial Faculty Offices	5		80 100	80 500				
		Records- student files	1		120	120				
			_			880				
		Part-time Faculty	?					Shared Space		
0.0										
9.0		FABRICATION Research / Model / Fabrication Lab	1		3000	3000		Incorporate teaching spaces.Provide access to	Research space integrated into	
						3000		an exterior construction area.	Fabrication space. Increased to 5,000 s.f.	
10.0		COMPUTER LABS					-	Benchmark: Washington State Univ.		
.0.0		Visualization/Fabrication	1		1200	1200		Sonorman. Washington State Univ.	Listed 3 generic open labs and 2 computer	
		Building SIM	1		720 400	720 400			classrooms, totaling 1,500 s.f.	
		Computer lab Centralized Computer Printing/Laser Cutters/3DPrinting			900	900				
						3220		Did not deduct lab space.		
		Research Space Lighting Lab						These areas were mentioned but space was not		
								dedicated.		
11.0		STORAGE Accrediting Storage	-		1000	1000		Locate adjacent to Gallery.		
		General Storage	1		240	240		сосако аијасети во Оашегу.		
		-				1240				-
12.0		COMMON AREAS / OTHER								
		Student Commons	1		1,500 300	1500 300		Adjacent to Gallery . With a café, vending,	Increased to 1,500 s.f.	
		Faculty Lounge Lobby / Entry	1		1200	1200			Increased to 1,200 s.f.	
		Kitchenette	1		80	80				
						3080				
			M		_		Total NS			
		NSF	x Multiplier	1.5		121987.5	TOTAL G	SF		
			Proposed 1	Total No.		04.00-				
			Proposed Existing To			81,325 67,680				
			To	tal Increas	e:	13,645				
	l									



roject No:	
	TBD

Date Issued: June 30, 2010

#### PROJECT DATA:

1.	Originator:	0		ost estimate is valid for 45 days from the
2.	Department:	0		above date.)
3.	•	•	•	e and Environmental Design
4.	Project Description/ Proposed Schedule:	Construct a new t Design.	acility for the College of	Architecture and Environmental
5.	Justification:			
6.	Project Budget:	Construction: Site/Utilities Equipment:	\$27,450,000.00 \$4,000,000.00 \$4,300,000.00	122,000 s.f. at \$225 per s.f.  Office furn, student/class furn, network, phone, movers
		Design Fees:	\$ 5,526,840.91	A/E, CM and other
		Other:	\$ 347,250.00	Permits, inspection, printing
		Contingency: Total Project:	\$ 3,375,909.09 \$ 45,000,000.00	
7.	Source of Funds:	(Banner Indexes and N	Name to be completed by requ	uesting department.)
Project	Manager:	0		Date:
Departr	ment Head Signature:			Date:
Directo	r/Dean Signature:			Date:
Vice Pr	esident/Provost Signature	<u> </u>		Date:
	AL PROCEDURE: Originator v			culate request form. Signatures must thorization levels shown below.
	Internal Review			
Thomas	J. Euclide, AVP FP & O		. Dat	e:
			Dat	e:
Gregg S	. Floyd, VP for Finance and A	dministration		
			Dat	e:
Lester A	. Lefton, President			
Board	of Trustees approval wa	s granted on		

#### **1.2.5 INFORMATION RESOURCES:**

**1.2.5.1** A description of the institutional context and administrative structure of the library and visual resources.

#### Introduction

The Joseph F. Morbito Architecture Library was founded in 1987. One of five branch libraries (Performing Arts, Fashion, Chemistry-Physics, Map) on the main campus of Kent State University, its location at 309 Taylor Hall is in proximity to the administrative center for the College of Architecture and Environmental Design and close to its instructional spaces.

Kent State University Libraries has membership in the OhioLINK consortium of higher educational institution libraries. University Libraries also belong to the Association of Research Libraries (ARL). The Architecture Library, the students and faculty of the College of Architecture and Environmental Design, partake of the rich academic resources provided by OhioLINK. The consortium, its membership and resources are described on the website:

The Ohio Library and Information Network, OhioLINK, is a consortium of 88 Ohio college and university libraries, and the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research. Serving more than 600,000 students, faculty, and staff at 89 institutions, OhioLINK's membership includes 16 public/research universities, 23 community/technical colleges, 49 private colleges and the State Library of Ohio.

Together OhioLINK and its member libraries provide access to:

- 48 million books and other library materials
- Millions of electronic articles
- 14,000 electronic journals
- 150 electronic research databases

- 62,000 e-books
- Thousands of images, videos and sounds
- 26,000 theses and dissertations from Ohio students

#### Library Constituents.

The Architecture Library has as its primary constituency students and faculty of the College of Architecture and Environmental Design. It serves, via in-person and e-mail communication, the research and curricular needs of undergraduate and graduate students studying at the Kent State University main campus, graduate students at CAED's Urban Design Collaborative, located in Cleveland, and third year students studying in the Florence, Italy program. Students and faculty from related studies also use the library. They represent the following: School of Art; School of Fashion Design and Merchandising; School of Visual Communication Design; Performing Arts (Theatre); and History. Members of the community as well as professionals frequently make use of the Architecture Library's resources and reference services. Annual statistics for FY 09-10, included in this section, show the following: circulation transactions; reference inquiries; and visitors.

#### Administrative Structure of the Library.

The Architecture Library is administered by the University Libraries, located in the Main Library building. The supervisor of campus branch libraries is the Associate Dean of University Libraries who reports to the Dean of University Libraries. The Head of the Architecture Library reports to the Associate Dean, and the classified Senior Library Associate position reports to the Head of the Architecture Library.

**1.2.5.2** Assessment of the library and visual resource collections, services, staff, facilities, and equipment.

Contents, extent and formats represented in the Architecture Collection.

Printed Materials: Approximately 15,500 print titles are in the architecture collection at Kent State University. The majority are housed in the Architecture Library with additional materials accessible via online requests to the Northeast Regional Depository which is located in nearby Rootstown. A minimum number of architecture books are located at the University Library where a considerable collection of relevant visual arts materials are also housed.

Online Resources: Resources can be accessed by Kent State University students and faculty from the campus wireless environment found in all campus libraries, most buildings and in campus residential structures. Connections from remote sites to the libraries' KentLINK resources can also be established by VPN connection.

E-books: Full texts of architecture and other books are available from KentLINK database.

E-journals: A number of online full-text journals relevant to architectural studies are available in OhioLINK databases.

The Electronic Journal Center (EJC): Full text articles representing many disciplines.

JSTOR: The database is full-text, covering many scholarly journals, including engineering, technology, building sciences and environmental studies. The search engine allows for access by journal titles or subjects. Examples of online journal titles include: *Architectural History; Journal of Architectural Education (JAE); Journal of the Society of Architectural Historians;* and *Perspecta*.

Avery Index to Architectural Periodicals: This is the principal source for architectural and design research, indexing past and current articles. The Avery Index to Architectural Periodicals database offers a comprehensive listing of journal articles on architecture and design, including bibliographic descriptions. It contains over 600,000 entries surveying over 2,500 American and international journals, including many that are peer reviewed. Publications from professional associations and regional periodicals are also included.

Academic Search Complete: Many relevant architectural and environmental topics are found in the online database. Some citations are abstracts, others are full text in either PDF or HTML formats. Examples are: *Architectural Design*; *Buildings and Landscapes*; *Design Studies*; and *Structural Design of Tall Buildings*.

LexisNexis Academic: Of special interest to researchers of current topics; it provides full-text articles in international and major American newspapers; also included are press releases and company reports. Topics relevant to architecture include recent building construction, urban planning and design, technology, real estate, construction, and reviews by architecture and design critics. Business Source Complete: Includes timely coverage of businesses and economics.

Serials: The Architecture Library subscribes to a total of 93 journals, of which 11 are classed and these, because of popular demand, circulate for 3 days. Of the print journals, 21 are also accessible in electronic format. Current periodicals are shelved alphabetically in the library. Available in the library are a selection of bound volumes covering 2005 to the present. There are two other locations for bound print architectural journals: the Main Library and the Northeast Regional Depository. Materials from both places can be requested online and are delivered to the library within five days. Articles from journals can also be requested online through InterLibrary Loan.

List of Architecture Library Journals:

\*E available electronically; check KentLINK homepage, Journal Finder, for availability

- AA Files (2003-Present)
- *ACSAnews* (2002/2003-Present)
- APT Bulletin (2003-2009,2011) \*E
- A + T (2003/2004-Present)
- Abitare (2003-Present)

- AND (2010-) 3-DAY Collection
- Architect (formerly Architecture: The AIA Journal) (2006-Present)
- Architects' Journal (2003-Present) \*E
- Architectural Design : AD (2002-2009)

- Architectural Digest (May 2005-2011)
   \*E
- Architectural Lighting (2003-2008) \*E
- Architectural Record (2003-Present)
   \*F
- Architectural Review (2003-Present)
- Architectural Science Review (2003-Present) \*E
- Architecture & Urbanism, A +
   U=Kenchiku to toshi (2003-Present)
- Architecture Australia (2003-Present)
   \*F
- Architecture: The AIA Journal 2003-2006 (title changed to Architect)
- L'Architecture d'aujourd'hui (2003-2007 ceased publication)
- Architektur Innenarchitektur Technischer Ausbau: AIT (2003-Present)
- L'Architettura (2002, 2004 ceased publication)
- Arkitektur DK (2003-Present)
- ARUP Journal (2000/2001-Present) \*E
- *Blueprints* (2003-2009 ceased publication)
- Building Design and Construction (2003-Present) \*E
- Building Ohio (2002/2003-Present)
- Building Research & Information (2003-2011) \*E
- Built Environment (2003-Present) \*E
- Canadian Architect (2003-Present) \*E
- Casabella (2002/2003-Present)
- City Journal (2003-2011) \*E
- Competitions (2002/2003-Present)
- Construction Specifier (2003-2011)
- Creativity Research Journal (2003-2008)
   \*E
- Crit (2003-2009)
- Design Journal (2003-Present) \*E
- Design Methods: Theories, Research, Education & Practice (2008-present)
- *Design Solutions* (2004-2007)
- Detail (2003-Present)
- Deutsche Bauzeitung (2003-Present)
- Domus (2003-Present)
- Dwell (2003/2004-Present)

- Faith & Form (2003-Present)
- Forum Journal (2003/04-Present)
- Forum News (2003/04-July/Aug 2009 ceased publication)
- Green Places (2003-Present)
- Green Places News (2003-2005)
- Harvard Design Magazine (2003-Present)
- IAQ Applications/ ASHRAE (2005-2007 ceased publication)
- Intelligente Architektur (2002/2003-Present)
- Interior Design (2003-Present) \*E
- Japan Architect (2003-Present)
- Journal of Architectural Education: JAE (2002/03 Present)\*E
- Journal of Architectural & Planning Research (2003-2011)
- Journal of Housing and Community Development (2003-Present) \*E
- Journal of Interior Design (2003-Present)
- Landscape Architecture (2003-Present)
- *Landscape Design* (2002-2003)
- Landscape Journal (2003-Present) \*E
- Lighting Design + Application: LD +A (2003-Present
- Magazine Antiques (2004-2010) \*E
- MD: Moebel Interior Design (2003-Present)
- *Metal Architecture* (2003-Present)
- Metropolis (2003-Present) \*E
- Modern Materials (2006)
- Modernism Magazine (2002/03-Present)
- Oculus (2004/05-Present)
- Old House Journal (2003-Present)
- Perspecta (1999- NA1.P674
- Places (2002/03- Spring 2009 ceased publication)
- Praxis (1999- ) NA1 .P674-
- Preservation (2003-Present)
- Professional Services Management Journal: PSMJ (2003-Present)
- RIBA Journal (2003-Present)

- Society of Architectural Historians Journal (2005-2010)
- Society of Architectural Historians Newsletter (2004-2010)
- Society of Architectural Historians of Great Britain Newsletter (current year)
- Texas Architect (2003-Present)
- Thirty Sixty Ninety (2002/2003-Present)
- *Urban Design Quarterly* (2003-Present)
- Werk, Bauen + [und] Wohnen (2003-2011)
- Wisconsin Architect (2003-2007)
- Wood Design & Building (2002/2003-Present)

Classed Serials (Shelved as 3-Day Books or in stacks; check KentLINK for call numbers)

- El Croquis (3-day collection)
- AND (3-day collection NA685 .A53 -)
- El Croquis (3-day collection)
- Global Architecture : GA (3-day collection)
- GA Architect (3-day collection)
- GA Documents (3-day collection)
- GA Documents Extra (3-day collection)
- GA Houses (3-day collection)
- GA Traveler (3-day collection)
- Lotus International (stacks NA9.L6)
- Perspecta (stacks NA1.P46)
- Praxis (stacks NA1 .P674 1999-)

Visual Collections; Online, Media, and Print:

Although the Architecture Library does not collect slides, OhioLINK provides online access to a number of visual resource databases relevant to the study of architecture, especially history; they include the following:

Art and Architecture Database: The database if part of the OhioLINK Digital Media Center and contains approximately 3,000 art and architectural images.

Art and Architecture from the University of Cincinnati: The OhioLINK Digital Media Center database includes works by Eisenman, Fellheimer & Wagner, Latrobe, Elizabeth Nourse, and Frank Lloyd Wright. ARTstor: An online digital library of nearly one million images. Areas covered include art, architecture, the humanities, and social sciences. A set of tools for viewing, presenting, and managing images for research and teaching purposes is included. Images are available for use in classroom projects and presentations for educational or other noncommercial uses.

Media: The Architecture Library has for loan an in-house collection of approximately 55 DVDs. At the Main Library, there are approximately 300 DVDs and videos, relevant to architecture, history, and design. The resources can be requested online with delivery to various locations. Media not at Kent State University can be requested online from OhioLINK libraries as well as from InterLibrary loan. Print: Architectural Drawings, Urban Plans: The Architecture Library has an archival collection of project drawings of the Cleveland architectural firm John Justin Carr/Carr and Cunningham. They consist of approximately eleven full size drawers of numbered project drawings, blue and line prints, renderings, specifications, elevations, cross sections, etc. of 1950s' and 1960s' commercial, residential, and religious buildings and renovation projects. Also included in the library's print collection are seventeenth century historic engravings of *Plan de Paris*; approximately 210 facsimiles of John Reps' *Historic Urban Plans*; and a selection of sets of drawings for Louis Kahn's Salk Institute and the Museum for the Kimbell Arts Foundation. Reproductions of Frank Furness' Pennsylvania Academy of the Fine Arts are also in the collection.

Compilations of Design and Construction Drawings: Reference works include: Frank Lloyd Wright; Louis Kahn, and Mies van der Rohe.

Collection Development for Architecture Library:

The collection development profile for the Architecture Library reflects and supports the curriculum of the College of Architecture and Environmental Design; its degrees, special programs and research interests. The scope of the architecture library collection follows. It is organized according to research levels. The profile reflects that of the Yankee Book Peddler, GOBI approval and slip plan, which the libraries' utilize as their primary book vendor.

The following subject areas are collected at the research level:

Architectural Design, Urban Design, City and Regional Planning, Environmental Technology, Structures, Systems of Building Construction, Contracts and Planning Law, Building Laws, Copyright Issues, International Building Codes, Materials and Methods, Professional Office Practice.

The following subject areas are collected at the advanced instructional level:

Architectural History, Architectural Criticism and Theory, Urban History, Architecture as a Profession, African-American Architects and Architecture, Women in Architecture, Real Estate Development, Cost Estimates, Community Planning, Monographs on Contemporary Architects and Firms, Historic Building Preservation, Site Planning, Design and Construction Details.

Initial Study Level:

Architectural Completions and Awards, Drawing and Model Building, Selected Building Types, Vernacular and Third World Architecture, Feminism and Architecture, Gender and Space, Land Use, History of Technology, Industrial Buildings, Regional Planning Reports and Zoning, Historic Maps of Cities (Facsimile), Campus Planning, CAD Technology, Digital Technology, Industrial Archaeology, Architectural History Surveys, Movements in Modern Design, Stylistic Analysis of Architecture, Guides to Sites and Monuments, Architecture and Popular Culture, Environmental and Sustainable/Green Issues, Architecture and Handicapped Access, Pre-fabricated Construction.

The following parameters are applied to the areas covered in the profile.

Language:

Primary emphasis on English language materials or those titles in English combined with other languages.

Date of Publication: Emphasis on current scholarship.

Geographical Guidelines: International Developments in Architectural Design and Technology.

Society or Publisher Emphasis: Emphasis on titles published by major university presses, scholarly societies and professional organizations exemplified by the American Institute of Architects (AIA), and the Association of Collegiate Schools of Architecture (ACSA).

Multiple Copies: Under special circumstances only.

Material Types: Journals, Encyclopedias, Handbooks, Glossaries, Code Books, Standards, Contract Documents, Monographs in Series, Folios of Drawings, Maps, Planning Reports.

Access to Collections:

The architecture library collection is processed at the Main Library by the technical services department. MARC records for library materials gleaned from OCLC databases are processed and downloaded into the library's online catalog. The Library of Congress Classification system is used for cataloging library materials. They are forwarded to the library within two or three weeks after having been received for processing. Original cataloging is done for special materials. The University Libraries' Online Public Access Catalog (OPAC) is called KentLINK. The database provides information for library users, such as author, title, call number, location and availability. Holdings of titles at all Kent State campuses and branch libraries can be viewed from KentLINK. Materials can be requested online, to be sent to a location of choice. Remote access to KentLINK and OhioLINK databases are available to university staff, students, and faculty.

The Architecture Library is open to students, faculty and the community during Fall and Spring semesters, six days per week, a total of sixty hours. It is closed on Saturday. The library hours are convenient for students and faculty since they cover the entire day: Monday through Thursday from 9:00 a.m. until 8:00 p.m.; Friday from 9:00 a.m. until 5:00 p.m.; and Sunday from 4:00 p.m. until 8:00 p.m. The Head Librarian and Senior Library Associate are available for in-person reference queries during the hours of 9:00 a.m. until 5:00 p.m. Requests for reference during off-hours are made via e-mail on the library's contact page.

CAED faculty can place print and media materials on reserve for classes at the library's circulation desk. Students can also access reserve materials online by selecting the reserve module to locate a course or a professor. Faculty can also place course materials on electronic reserve for students by using the university's online reserve system ERES, accessible by password.

#### Collection Development Funding:

Sources of funding for library materials are provided through allocations to subject areas. For Fiscal Year 2010-11, CAED received \$32,243 for library materials. This includes cost of serials, reference materials, monographs and standing orders. Because of shortfalls in allocations by the State of Ohio to public universities, there has been a decrease in CAED library funding of approximately \$4,071 for the forthcoming FY 2011-12. Cuts from the CAED library budget were made from serials/journals. Criteria for cuts were based on availability of online full text journals. By cancelling print subscriptions, access was still available electronically through OhioLINK and Kentllink research databases.

Library budgets are calculated by the number of students enrolled in academic programs. The Head Librarian monitors expenditures for acquisitions. Budgets for student employees and library equipment requests are made to the Associate Dean and the library budget office.

#### **Library Services**

Reference: There are several levels of reference service provided at the Joseph F. Morbito Architecture Library. The goal of the library is to have staffed at all times graduate library science students in addition to undergraduate students and the Head Librarian and Senior Library Associate. The library staff deals with various levels of reference inquiries exemplified by the following: computer assistance for electronic databases; locating information in printed sources; directional questions; policy, loan, and circulation inquiries. Reference questions at the Architecture Library are primarily answered in-house, but often requests are made by E-mail and telephone. The Head Librarian and the Senior Library Associate, by far, answer the majority of reference inquiries. They often relate to using research tools gain access to desired information. Statistics are maintained for reference questions at the Architecture Library's circulation desk. For example, 2009-2010 fall and spring semesters recorded 919 reference questions and 775 directional questions.

Delivery of Library Materials to Faculty Offices:

A new policy has been recently instigated by the Dean of Libraries. The delivery of library materials to all faculty offices on campus can be made by online request.

#### InterLibrary Loan

Requests for articles in journals not held by Kent State University is made online. Turnover time for ILL requests is from a week to 10 days. Articles are forwarded electronically to patrons' e-mail accounts. Books are delivered to the library patrons' select when making the request.

Library Staff

The Senior Library Associate, a clerical civil service position, is also under University Libraries. The position reports directly to the head of the Architecture Library. Hourly student workers, report to the position. The Head of the Architecture Library has collegial status equivalent to university appointed faculty of the College of Architecture and Environmental Design. He is a member of the University Libraries' faculty. There is an ad hoc library committee. Meetings, usually held twice a year, inform delegated CAED faculty of the budget, collection development, and other relevant matters. The Head Librarian communicates to the Associate Dean of University Libraries about library matters such as service, staffing, equipment, personnel and budget items.

Support Staff: The Senior Library Associate has been on the staff since 2005 and has a Master's degree in librarianship. In addition to overseeing daily operations of the library, she assists with preparing bibliographic guides for students and faculty, executes research requests, maintains the library's Facebook page, assists with promotion of the library and provides library orientation sessions to visitors and students. They are held both in the library and classroom. She also assists with development and maintenance of the library's website and participates in events' planning. The Senior Library Associate regularly attends training sessions at the Main Library involving issues such as library system upgrades, and policies, and procedures for implementing new technology.

#### Library Renovation/Equipment/Facilities Update (2008):

The Joseph F. Morbito Architecture Library was renovated during the summer of 2008. The library space was expanded into an adjacent 493 square foot classroom. Additional shelving and electronic work stations were installed. The librarian's office was also connected to the library by a door into an adjacent 84 square foot office.

As a result of weeding the library of little used and obsolete materials, and installation of additional shelving, 1,151 linear feet of shelving was acquired for future collection growth. Because several architectural and relevant journal titles are now online in full-text electronic format, back issues of bound periodicals have been significantly reduced. They are available by online request from the Main Library and the depository.

The Taylor Hall renovation project for the Architecture Library was funded partially by special university funds. The portion allocated for the project included demolishing and painting walls, and installing new carpeting. University Libraries expended funds for furniture and electronic equipment and network upgrades, including the following: circulation desk; relocating electrical/networking; color laser and black and white Netprint station printer; flat files and a large work table for viewing architectural drawings; and tables, chairs, and computer work stations, including one which is ADA accessible. The new Architecture Library space now comfortably accommodates faculty and students for seminars and individual consultation, and library orientation sessions. Eleven electronic work stations with access to the online KentLINK catalog and OhioLINK research databases are a welcome asset. The new "wireless" zone in the library is another feature widely used by visitors with personal laptop computers. Equipment is also available for in library projection of power point presentations and connection to the internet.

Summary of Architecture Library Expansion and Equipment

- 1) Additional 500 square feet of space (308 Taylor classroom)
- 2) Additional 90 square feet for librarian's office (304P Taylor office)
- 3) Additional 651.1 linear feet of shelving
- 4) Additional space for architectural project displays
- 5) circulation desk
- 6) 10 Workstation desks and 11 chairs
- 7) flat file for architectural drawings

- 8) relocate electrical/network
- 9) modification of 15 stacking chairs by campus welding shop
- 10) alteration of shelves and end panels by campus carpenter shop:
- 11) color laser printer and Netprint license
- 12) wireless access points for library
- 13) 11 PCs
- 14) 1flatbed scanner
- 15) B/W printer

#### Joseph F. Morbito Architecture Library Annual Report for the Year 2009-2010

#### I Statistics:

	Reference Inquiries:		b)	Phone	60
a)	In person	871		Multimedia:	
b)	Phone	40	a)	In Person	181
c)	Email	48	b)	Phone	0
				Total Library Patron Count:	18,391
	Long Reference Inquiries:			<b>Total Circulation Transactions:</b>	15,519
a)	In person	119		Total KentLINK Requests:	519
b)	Phone	2		Total OhioLINK:	1017
c)	Email			Total Pick-up Anywhere:	
				5	
	Directional:			Total ILL Requests 93	
. 1	L. D	745			

a) In Person 715

Bibliographic Instruction Total by Subject; Number of Students; Number of Sessions (see attachments): BI & Orientation sessions reaching a total of 459 students:

14 Architecture Sessions, 295 students

7 Communication Arts Sessions, 100 students

Student Wages:

Budgeted: \$16,800
Budget Used: \$12,764
Balance of Budget Remaining or Debited: \$4,036

#### PART ONE (I) – SECTION 3 - INSTITUTIONAL CHARACTERISTICS

#### **I.3.1 STATISTICAL REPORTS**

#### **Social Equity**

The University and the College strive to achieve equity and diversity in student and faculty composition and in decision making processes. Methods and positions are recorded in numerous documents including:

- The University Policies <a href="http://www.kent.edu/policyreg/index.cfm">http://www.kent.edu/policyreg/index.cfm</a>
- The Collective Bargaining Agreements (CBA's) with both Tenured/Tenure Track Faculty and Non-Tenure-Track faculty www.kent.edu/hr/labor/collective-bargaining-cfm.cfm
- The College Handbook which outlines composition and process for the CAED
- The Studio Culture Policy

Since the last NAAB team visit, the University has elevated and expanded the staff for diversity from the Provost's office (Associate Provost) to the President's Cabinet (Vice President for Diversity and Inclusion).

Student admission procedures are intended to provide equity and diversity in the process:

- Direct 1<sup>st</sup> Year admissions are blind. All students meeting HS GPA's of 3,00, who are in the top 20% of their class and have a minimum of 25 on both ACT Math and Composition are directly admitted as Architecture majors.
- In addition, Architecture faculty review all other applicants' scores to identify promising students with admissible scores, but with a deficiency in one area.
- Over the past three years the College has built relationships with several NE Ohio innercity schools that focus on Architecture and Interior Design. The establishment of the Outreach and Service Coordinator position with specific responsibilities to liaison with these entities has strengthened our recruitment efforts toward minorities.
- CAED hosts summer Upward Bound students in a summer design program.
- The College participates in the University sponsored programs for minorities and international students, such as AALANA.

Procedures related to faculty are primarily covered by the Collective Bargaining Agreements, which specifically detail procedures for hiring, retention, promotion and tenure, as well as many other relational issues. The College handbook also outlines processes, relationships and decision making methodologies.

The College Handbook (available in the Team Room)enumerates much of the collaborative nature of decision making within the College, including the composition of the College Advisory Committee, the College Curriculum Committee, the College Executive Committee, the administrative structure, and the basic ideas of academic equity.

The College strives to promote a context of mutual respect between administration, faculty, staff, and students. Architecture is ultimately about people and their relationships to one another and the environment around them. Such an understanding is integral with architecture education and begins with the relationships internal to the College.

#### **Student Success**

Student success is positive and consistent from year to year and is evident in numerous ways, including:

- ARE pass rates -http://www.ncarb.org/en/ARE/ARE-Pass-Rates.aspx
- The quality of the Integrated Design Competition (Fourth year second semester)
- The respect given to architecture students by other students on campus
- The leadership in the profession of KSU graduates (Principals in 23 of the largest 25 firms in Northeast Ohio, 2 of 11 AIA Young Architect Awards in 2011)

#### **Faculty Development**

Faculty are presented with opportunities for development, including:

• Faculty Improvement Leaves

Davis-Sikora, Diane	AY 06-07
Uber, Terrence	Sp 09
Robison, Elwin	Sp 09
Sharag-Eldin, Adil	Fl 10
Graves, Charles	Fl 10

• Opportunities to present papers and attend conferences and programs at other universities

#### o 2006-2007

Sharag-Eldin, Adil	American Solar Energy Society National Conference
Doiron, Chere	Interior Design Educators Council Regional Conference
	International Arts and Humanities Conference
Sabini, Maurizio	ACSA Regional Conference
Jonathan Fleming	ACSA Regional Conference
Uber, Terrence	Interior Design Educators Council Regional Conference
Evans, Pamela	Interior Design Educators Council National Conferenc
Fong, Steven	AIA National Convention
Dalton, James	AIA Ohio Board Meetings

#### o **2007-2008**

Sharag-Eldin, Adil

2007-2008	
Uber, Terrence	Interior Design Educators Council Regional Conference
Evans, Pamela	Interior Design Educators Regional Conference
	Interior Design Educators Council National Conference
Sabini, Maurizio	ACSA Regional Conference
Strand, Kathryn	ACSA National Conference
	International Technology Conference, The Netherlands
Dalton, James	AIA Ohio Board Meetings
	AIA National Convention
	ACSA Administrators Conference
Turnidge, Jason	ACSA National Conference

American Solar Energy Society National Conference

#### o 2008-2009

Strand, Kathryn 3<sup>rd</sup> International Alvar Aalto Meeting on Modern

Architecture, Helsinki, Finland

Sabini, Maurizo ACSA National Meeting Bilek-Golias, Beth ACSA National Meeting

Dalton, James ACSA National Administrators Conference

**AIA National Convention** 

Sharag-Eldin, Adil ACSA National Administrators Conference

Graves, Charles Exploratory Studio, New York Stauffer, Thom Exploratory Studio, New York

o **2009-2010** 

Dalton, James AIA National Convention

**ACSA Administrators Conference** 

**AIA Ohio Convention** 

Davis-Sikora, Diane Association for Computer Aided Design in Architecture

Evans, Pamela IDEC Conference

Fleming, Jonathan ACSA Administrators Conference

Graves, Charles Mapping, Memory and the City Conference

Liverpool, England

National Conference on Beginning Design Students

Sabini, Maurizio ACSA National Conference

**ACSA Administrators Conference** 

Uber, Terrence IDEC Conference

Bilek-Golias, Beth Association for the Advancement of Curriculum Studies

o **2010-2011** 

Hughes, David

Dalton, James AIA National Convention

AIA Regional Meeting
AIA Ohio Convention

Bilek-Golias, Beth National Conference on Beginning Design Students

Cho, Ji Young Design Communication Association

**IDEC Conference** 

Evans, Pamela IDEC Conference

Fleming, Jonathan ACSA Administrators Conference

Graves, Charles National Conference on Beginning Design Students

University of Oregon

International Conference on Design, Rome, Italy National Organization of Minority Architects

Murphy, Elizabeth Preservation Symposium

Robison, Elwin Preservation Technology Conference

Sabini, Maurizio ACSA Annual Meeting

ACSA West/Central Regional Conference

Stauffer, Thomas University of Southern California-Milan, Italy

Steidl, Douglas AIA National Convention

**ACSA Administrators Conference** 

ACSA Annual Meeting

#### Uber, Terrence Intersession Study Tour, England/Scotland

- Invited speakers on teaching enhancement and course assessment (Portions of the CAED Retreat program in August 2011)
- University teaching seminars as regularly scheduled by the University
- The CAED lecture series with opportunities for speaker discussion (See Section I.2.1 Human Resources and Human Resource Development)
- Opportunities for faculty enrichment and improvement offered through the University Faculty Professional Development Center

#### **Program Student Characteristics:**

Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program

#### ARCH Major Demographics Fall 2010

<u>Undergraduate ARCH Majors</u>	F	М	Grand Total
African American	2	5	7
Asian	3	2	5
Caucasian	111	197	308
Hispanic or Latino	7	9	16
International	2	3	5
Multi-Racial	1	2	3
Native American/Alaskan Native		1	1
Not Reported	7	9	16
Other		1	1
Total	133	229	362

#### ARCH Major Demographics Fall 2005

Undergraduate	F	М	Grand Total
<u>ondergradate</u>	· ·		Total
African American	3	4	7
Asian or Pacific Islander	3	2	5
Caucasian	95	236	331
Hispanic or Latino	2	1	3
International	3	1	4
Native American/Alaskan Native	2	1	3
Not Reported	2	6	8
Total	110	251	361

Masters ARCH Majors	F	М	Grand Total
African American		1	1
Asian		1	1
Caucasian	16	46	62
Hispanic or Latino	1		1
International	2		2
Multi-Racial		1	1
Total	19	49	68

<u>Masters</u>	F	М	Grand Total
Caucasian	13	31	44
Hispanic or Latino		1	1
International	5	2	7
Total	18	34	52

#### ARCH Major Demographics Fall 2010

<u>Undergraduate ARCH Majors</u>	F	М	Grand Total
African American	2	5	7
Asian	3	2	5
Caucasian	111	197	308
Hispanic or Latino	7	9	16
International	2	3	5
Multi-Racial	1	2	3
Native American/Alaskan Native		1	1
Not Reported	7	9	16
Other		1	1
Total	133	229	362

<u>Undergraduate</u>	F	M	Grand Total
African American	1,206	699	1,905
Asian	155	129	284
Caucasian	9,701	7,042	16,743
Hispanic or Latino	295	193	488
International	310	401	711
Multi-Racial	88	66	154
Native American/Alaskan Native	49	38	87
Not Reported	441	327	768
Other	15	19	34
Pacific Islander or Native Hawaiian	3	1	4
Total	12,263	8,915	21,178

Masters ARCH Majors	F	М	Grand Total
African American		1	1
Asian		1	1
Caucasian	16	46	62
Hispanic or Latino	1		1
International	2		2
Multi-Racial		1	1
Total	19	49	68

<u>Masters</u>	F	M	Grand Total
African American	134	51	185
Asian	35	22	57
Caucasian	2,100	873	2,973
Hispanic or Latino	38	12	50
International	206	155	361
Multi-Racial	11	4	15
Native American/Alaskan Native	7	3	10
Not Reported	73	34	107
Other	3	3	6
Total	2,607	1,157	3,764

Qualifications of Students admitted in the fiscal year prior to the visit.

#### **Qualifications of Admitted Undergraduate Students (ARCH)**

Academic Year	Average of ACT Combined	Average of HS_GPA	
2004-2005	26.4		3.60
2010-2011	26.7		3.61

#### Qualifications of Admitted & Enrolled Undergraduate Students (ARCH)

Academic		Average of
Year	Average of ACT Combined	HS_GPA

2004-2005	26.3	3.57
2010-2011	26.1	3.58

#### Time to Graduation

Graduation Rates were calculated on all students admitted to the M. Arch. Degree program for the Fall term. 100% graduation time is based on one full year of enrollment (graduating in summer).

150% graduation time is based on one full year plus two semesters of enrollment (graduating in spring).

## Graduation Rates for MARC Students, Fall 2009 (Students who also received an MBA were <u>removed</u> from the calculation)

100% Time	150% Time	Did not graduate	<b>Grand Total</b>
18	8	6	32
56.3%	25.0%	18.8%	100.0%

100% Grad Rate = 56.3% 150% Grad Rate = 81.3%

## Graduation Rates for MARC Students, Fall 2008 (Students who also received an MBA were <u>removed</u> from the calculation)

100% Time	150% Time	Over 150% Time	Did not graduate	Grand Total
35	6	3	2	46
76.1%	13.0%	6.5%	4.3%	100.0%

100% Time Grad Rate = 76.1% 150% Time Grad Rate = 89.1%

#### **Graduation Rates for MARC Students, Fall 2007**

100% Time	150% Time	Over 150% Time	Did Not Graduate	Grand Total
27	1	3	1	32
84.4%	3.1%	9.4%	3.1%	100.0%

100% Grad Rate = 84.4% 150% Grad Rate = 87.5%

#### **Graduation Rates for MARC Students, Fall 2006**

100% Time	150% Time	Over 150% Time	Did Not Graduate	Grand Total
23	2	3	1	29
79.3%	6.9%	10.3%	3.4%	100.0%

100% Grad Rate = 79.3% 150% Grad Rate = 86.2%

#### **Graduation Rates for MARC Students, Fall 2005**

100% Time	150% Time	Over 150% Time	Did Not Graduate	Grand Total
32	2	4	4	42
76.2%	4.8%	9.5%	9.5%	100.0%

100% Grad Rate = 76.2% 150% Grad Rate = 81.0%

#### **Program Faculty Characteristics:**

#### Demographics (race/ethnicity & gender) for all full-time instructional faculty.

CAED Full-Time Faculty, Fall 2010

Faculty	F	М	Grand Total
African-American	1	1	2
Asian or Pacific Islander	2		2
Other		1	1
International			
Hispanic or Latino			
Native American/Alaskan Native			
Caucasian	4	13	17
Not Reported			
Grand Total	7	15	22

#### Kent Campus Full-Time Faculty, Fall 2010

Faculty	F	М	Grand Total
African American	16	15	31
Asian or Pacific Islander	12	27	39
Other	4		4
International	42	57	99
Hispanic or Latino	10	8	18
Native American/Alaskan Native	1		1
Caucasian	347	328	675
Not Reported	3	5	8
Grand Total	435	440	875

## CAED Faculty Receiving Tenure or Promotion, AY 2005 - AY 2011

Year	Promotion	Tenure	
2004 - 2005			
2005 - 2006		2	2
2006 - 2007			2
2007 - 2008			
2008 - 2009			1
2009 - 2010		1	1
2010 - 2011			
<b>Grand Total</b>		3	6

#### Kent Campus Faculty Receiving Tenure or Promotion, AY 2005 - AY 2011

Academic Year	Promotion	Tenure
2004 - 2005	33	14
2005 - 2006	30	19
2006 - 2007	28	33
2007 - 2008	25	20
2008 - 2009	32	35
2009 - 2010	32	29
2010 - 2011	30	27
<b>Grand Total</b>	210	177

#### All KSU Faculty Receiving Tenure or Promotion, AY 2005 - AY 2011

Academic Year	Promotion	Tenure
2004 - 2005	44	19
2005 - 2006	40	30
2006 - 2007	34	41
2007 - 2008	33	26
2008 - 2009	38	41
2009 - 2010	47	42
2010 - 2011	37	32
Grand Total	273	231

#### Faculty Maintaining US Jurisdiction Architect Registration (Registration Data Compiled by the College)

2006-2007	Number 8	er International	<b>Jurisdictions</b> Ohio, South Carolina, Texas 1-Italy, 1-Sudan, 1-Ontario
2007-2008	10 2	International	Ohio, South Carolina, Texas 1-Italy, 1-Sudan
2008-2009	10 2	International	Ohio, South Carolina, Texas 1-Italy, 1-Sudan
2009-2010	10 2	International	Ohio, South Carolina, Texas 1-Italy, 1-Sudan
2010-2011			
Full-time	11		Ohio, South Carolina, Texas
Part-time	2 16	International	1-Italy, 1-Sudan Ohio, Indiana, Michigan, Illinois, New York, Kentucky, California, North Carolina
	5	International	5-Italy
Faculty Maintaining HS	Lurisdic	tion Engineer Registration	on 2010-2011
Full-time	1	tion Engineer Registration	Ohio, Pennsylvania, Michigan, Indiana, Utah
Part-time	4	tion Landscape Architec	Ohio, Pennsylvania, Michigan, West Virginia, Washington, Virginia, North Carolina, Mississippi, Missouri, California, Colorado, New Mexico, Texas, Arkansas, Florida, Kentucky, New Jersey, Indiana

Faculty Maintaining US Jurisdiction Landscape Architecture Registration 2010-2011

Part-time 1 Ohio



Dean Douglas Steidl College of Architecture & Environmental Design Kent State University Taylor Hall

August 12, 2011

Dean Steidl,

The data and information provided by the Office of Research Planning & Institutional Effectiveness to you for the National Architectural Accrediting Board's Annual Reports and the Accreditation Report is consistent with data submitted to other national and regional agencies including the National Center for Education Statistics.

My staff prepares and verifies data submitted to IPEDS and the data provided to you for the NAAB reports.

Wayne Schneider

Director

Research, Planning & Institutional Effectiveness Kent State University

Lake Hall

#### **I.3.2 ANNUAL REPORTS**

The following Annual Reports are attached:

- 1. Part 1 Program Statistical Report from 2006 (No Part 2 required that year due to APR submittal)
- 2. Part 1 Program Statistical Report from 2007
- 3. Part 2 Program Response to Causes for Concern from 2007

Annual Reports for 2008, 2009, and 2010 are to be provided to the Visiting Team by the NAAB.

# KENT STATE UNIVERSITY ARCHITECTURE PROGRAM

# **ANNUAL REPORT 2006**

Submitted to NAAB on June 21st, 2007

# PART 1 – PROGRAM STATISTICS 2006 NAAB Statistical Report

SCHOOL:\_Kent State University\_\_\_\_\_ Completed by:\_\_Maurizio Sabini, PhD, Program Coordinator\_\_

ACSA REGION: [EC] NE SE SW WC W (circle

one)

[PUBLIC] or PRIVATE (circle one)

#### **STUDENT DATA**

#### For Accredited Programs Only

	4 Year	B.Arch	B.Arch	B.Arch	M.Arch	M.Arch **PostPre	M.Arch
	**PreProf	Five-year	**PostPre Prof	***PostNon Prof	Five-year	Prof	***PostNonP rof
		, ,			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Full-Time Students	316	NA	18	NA	NA	44	4
Part-Time Students	32	NA	0	NA	NA	1	3
FTE Students	331	NA	18	NA	NA	44.5	5.5
Arch Design Studio							
Students	316	NA	18	NA	NA	35	0
Students Working Part-Time	NA	NA	NA	NA	NA	NA	NA
Outside Stud. Serv. by Dept.	NA	NA	NA	NA	NA	NA	NA
African-American Students	7	NA	1	NA	NA	0	0
Native American Students*	3	NA	0	NA	NA	0	0
Asian/Pacific Isle Students	5	NA	0	NA	NA	0	1
Hispanic Origin Students	3	NA	0	NA	NA	1	0
Women Students	108	NA	4	NA	NA	17	1
Foreign Students	1	NA	0	NA	NA	5	2
Total Degrees Awarded	70	NA	29	NA	NA	33	3
Grads. Fin. Estab. No. Yrs.	40	NA	19	NA	NA	32	0
Degrees Awarded Women	20	NA	3	NA	NA	10	1
Degrees Awarded Afri-Amer	1	NA	0	NA	NA	1	0
Degrees Award. Amer. Ind.	1	NA	0	NA	NA	0	0
Degrees Award. Asi/Pac. Isl.	1	NA	0	NA	NA	0	1
Degrees Awarded Hispanics	1	NA	2	NA	NA	0	0
Min Req. SAT	1150	NA	NA	NA	NA	NA	NA
Min. Req. ACT	25	NA	NA	NA	NA	NA	NA
Average GRE scores	NA	NA	NA	NA	NA	431/V	431/V
						590/Q	590/Q
						4.29/A	4.29/A
Number of Applicants	330	NA	18	NA	NA	53	10
Number Accepted	170	NA	18	NA	NA	45	7
Enrollment Target/Goal	85	NA	15	NA	NA	35	NA
Student Studio/Faculty Ratio	14.7	NA	9	NA	NA	12	NA

<sup>\*</sup>Include Eskimos and Aleuts

<sup>\*\*</sup>Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

<sup>\*\*\*</sup>Non-Professional: baccalaureate degree that is not part of an accredited professional program.

#### **FACILITY/RESOURCE DATA**

Departmental Library LCNA or 720-729 Collection Total Architecture Collection in Departmental Library University Library LCNA or 720-729	10,000 14,867		
Collection	14,000		
Total Architecture Collection in University Library	25,000		
Departmental Library Architecture Slides	0		
University Library Architecture Slides	0		
Departmental Library Architecture Videos	279		
Staff in Dept. Library	2		
No. of Computer Stations	13		
Amount Spent on Information Technology	79,800		
Annual Budget for Library Resources	29,000		
Per-Capita Financial Support Received from University	3,500		
Private Outside Monies Receiv. by Source	33,000	Mr. Holland	Gift
	10,000	Mr. Armstrong	Gift
	138,000	Other Gifts	<\$10,000
Studio Area (Net Sq. ft.)	28,345		
Total Area (Gross Sq. ft.)	51,345		

#### **2006 NAAB Statistical Report**

SCHOOL:\_Kent State University\_\_\_\_\_ Completed by:\_\_Maurizio Sabini, PhD, Program Coordinator\_\_

FULL-TIME FACULTY SALARIES	Number	<u>Minimum</u>	<u>Average</u>	<u>Max</u>	<u>Univ.</u> <u>Avg.</u>
Professor	5	71,351	79,801	94,956	79,849
Associate Professor	2	62,308	67,826	73,344	63,830
Assistant Professor	6	43,775	53,347	64,671	44,142
Instructor	NA	NA	NA	NA	10,320
NTT [Non Tenure Track]	2	29,000	37,348	45,697	NA
Total	15				

### FACULTY DATA Department Total

Full-Time Faculty	15	NO. FULL-TIME FACUL <sup>*</sup> CREDENTIALS	TY
Part-Time Faculty	30		
Full-time Equivalent (FTE)			
Faculty	27.5	Ph.D.	4
Tenured Faculty	9	D. Arch	0
Tenure-Track Positions	4	M.A. or S.	0
FTE Administr. Positions	1.25	Prof. M. Arch	9
Faculty Engaged in Service to Comm.	11	B. Arch	1
Faculty Eng. in Service to			
Univ. The state of	8	Post Prof. Masters	1
FT Faculty who are U.S. Licensed Regist. Architects	7	Total	15
PT Faculty who are U.S. Licensed Regist, Architects	9		

Practicing Architects	7
FTE Graduate TAs	6.5
FT Faculty Avg. Contact	
Hrs/Wk	15.0
PT Faculty Avg. Contact	
Hrs/Wk	6.2

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	Prof.	Assoc.	Assist.
African-American Faculty	3	0	2	1	0	1
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	3	0	0	0	0
Hispanic Origin Faculty	0	0	0	0	0	0
Women Faculty	2	11	1	0	0	2
TOTAL	15	30	9	5	0	6

<sup>\*</sup>Include Eskimos and Aleuts

# KENT STATE UNIVERSITY ARCHITECTURE PROGRAM

## **ANNUAL REPORT 2007**

Submitted to NAAB on June 11<sup>th</sup>, 2007

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Table 1 - Curriculum Change approved by Faculty on April 20 <sup>th</sup> , 2007	11

# PART 1 – PROGRAM STATISTICS 2007 NAAB Statistical Report

SCHOOL:\_Kent State University\_\_\_\_\_ Completed by:\_\_Maurizio Sabini, PhD, Program Coordinator\_\_

ACSA REGION: [EC] NE SE SW WC W (circle

one)

[PUBLIC] or PRIVATE (circle one)

#### STUDENT DATA

#### For Accredited Programs Only

	4 Year	B.Arch	B.Arch **PostPre	B.Arch ***PostNon	M.Arch	M.Arch **PostPre	M.Arch ***PostNonP
	**PreProf	Five-year	Prof	Prof	Five-year	Prof	rof
Full-Time Students	331	NA	21	NA	NA	30	1
Part-Time Students	20	NA	1	NA	NA	5	2
FTE Students	344	NA	23	NA	NA	32.5	2
Arch Design Studio							
Students	331	NA	22	NA	NA	35	0
Students Working Part-Time	NA	NA	NA	NA	NA	NA	NA
Outside Stud. Serv. by Dept.	NA	NA	NA	NA	NA	NA	NA
African-American Students	12	NA	0	NA	NA	1	
Native American Students*	5	NA	0	NA	NA	0	
Asian/Pacific Isle Students	3	NA	0	NA	NA	0	
Hispanic Origin Students	7	NA	0	NA	NA	0	
Women Students	124	NA	1	NA	NA	13	2
Foreign Students	6	NA	1	NA	NA	2	2
Total Degrees Awarded	54	NA	21	NA	NA	48	2
Grads. Fin. Estab. No. Yrs.	43	NA	11	NA	NA	45	0
Degrees Awarded Women	10	NA	5	NA	NA	16	0
Degrees Awarded Afri-Amer	1	NA	0	NA	NA	0	0
Degrees Award. Amer. Ind.	0	NA	0	NA	NA	0	0
Degrees Award. Asi/Pac. Isl.	0	NA	1	NA	NA	0	0
Degrees Awarded Hispanics	0	NA	0	NA	NA	1	0
Min Req. SAT	1150	NA	NA	NA	NA	NA	NA
Min. Req. ACT	25	NA	NA	NA	NA	NA	NA
Average GRE scores	NA	NA	NA	NA	NA	435/V	435/V
-						589/Q	589/Q
						4.21/A	4.21/A
Number of Applicants	350	NA	22	NA	NA	37	7
Number Accepted	180	NA	22	NA	NA	30	3
Enrollment Target/Goal	90	NA	15	NA	NA	36	NA
Student Studio/Faculty Ratio	15.4	NA	11	NA	NA	14	NA

<sup>\*</sup>Include Eskimos and Aleuts

<sup>\*\*</sup>Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

<sup>\*\*\*</sup>Non-Professional: baccalaureate degree that is not part of an accredited professional program.

#### **FACILITY/RESOURCE DATA**

Departmental Library LCNA or 720-729 Collection Total Architecture Collection in Departmental Library University Library LCNA or 720-729	11,000 15,000		
Collection	14,000		
Total Architecture Collection in University Library	25,000		
Departmental Library Architecture Slides	0		
University Library Architecture Slides	0		
Departmental Library Architecture Videos	300		
Staff in Dept. Library	2		
No. of Computer Stations	13		
Amount Spent on Information Technology	74,047		
Annual Budget for Library Resources	33,000	_	
Per-Capita Financial Support Received from University	4,218		
Private Outside Monies Receiv. by Source	120,000	Mr. Simon's	Gift
	80,000	Other Gifts	
Studio Area (Net Sq. ft.)	38,245		
Total Area (Gross Sq. ft.)	62,145		

#### **2007 NAAB Statistical Report**

SCHOOL:\_Kent State University\_\_\_\_\_ Completed by:\_\_Maurizio Sabini, PhD, Program Coordinator\_\_

FULL-TIME FACULTY SALARIES	Number	<u>Minimum</u>	<u>Average</u>	<u>Max</u>	<u>Univ.</u> <u>Avg.</u>
Professor	5	75,996	90,245	113,739	83,646
Associate Professor	5	61,131	67,993	75,545	65,103
Assistant Professor	3	45,991	51,885	58,637	44,391
Instructor	NA	NA	NA	NA	10,409
NTT [Non Tenure Track]	3	35,500	44,650	51,384	NA
Total	16				

#### FACULTY DATA Department Total

Evil Time Faculty	40	NO. FULL-TIME FACUL	.TY
Full-Time Faculty	16	CREDENTIALS	
Part-Time Faculty	32		
Full-time Equivalent (FTE)			
Faculty	28.5	Ph.D.	4
Tenured Faculty	11	D. Arch	0
Tenure-Track Positions	2	M.A. or S.	0
FTE Administr. Positions	1.25	Prof. M. Arch	10
Faculty Engaged in Service to Comm.	12	B. Arch	1
Faculty Eng. in Service to			
Univ.	9	Post Prof. Masters	1
FT Faculty who are U.S. Licensed Regist. Architects	7	Total	16
PT Faculty who are U.S. Licensed Regist. Architects	10		
Practicing Architects	8		
FTE Graduate TAs	7.5		

FT Faculty Avg. Contact	
Hrs/Wk	14.5
PT Faculty Avg. Contact	
Hrs/Wk	5.9

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	Prof.	Assoc.	Assist.
African-American Faculty	3	0	2	1	0	1
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	3	0	0	0	0
Hispanic Origin Faculty	0	0	0	0	0	0
Women Faculty	2	12	1	0	0	2
TOTAL	16	32	11	5	5	3

<sup>\*</sup>Include Eskimos and Aleuts

#### PART 2 - PROGRAM RESPONSE TO DEFICIENCIES

The 2006 VTR identified only one "Condition" not met:

#### • Student Performance Criterion # 9: Non-Western Traditions

The program started discussing the matter since Fall 2006, first within the Architecture Program Committee (advisory to the Program Coordinator), then with the Program Faculty at large. The major reference for the dialog has been a faculty member (Prof. David Hughes, AIA, NOMA), who has been offering an elective course on "non-western traditions" for many years. Prof. Hughes was invited, with input from other faculty, to submit a proposal for expanding the contents of his elective course into a new required course ("Beyond Western Architecture"). The proposal was approved by the Program Faculty on April 20<sup>th</sup>, 2007, and it will be submitted for the university wide approval process through AY 2007-08, with a view of starting offering the new course in Spring 2009.

Table 1, at the end of the report, shows the new curriculum (incorporating also changes in the Physics sequence).

#### PART 3 – PROGRAM RESPONSE TO CAUSES FOR CONCERN

The 2006 VTR identified the following Causes of Concern.

#### 1. Preparation for the NAAB Accrediting Visit

This will be addressed with the next visit.

#### 2. Administrative Structure

The Dean is still working on this, with discussions already underway about securing an additional clerical position and establishing a Department of Architecture.

#### 3. Facilities

#### a. LIBRARY

A plan has been made to create a Digital Lab on the first floor of Taylor Hall. Thus, the current Computer Lab, adjacent to the Library, would be transferred into the new space, and the Library could expand. Implementation should take place in AY 2008-09.

#### b. SHOP

The issue has been raised also in faculty meetings during the AY. The need for a shop has been expressed to the Dean, who has made it an item for next year budget priorities.

#### c. COMPUTER LAB

As mentioned in (3.a) above, the College is committed to creating a new Digital Lab, with a plan to have it operating by Fall 2008.

The nexus for the new educational and research initiatives in information technologies will be a new state-of-the-art 3,000sf 25-seat lab located on the first floor level of the College historic home, Taylor Hall. The lab will be adjacent to a 2,000sf fabrication and output facility. Students from all years of the College programs will have 24-hour access and will be able to "hotel" at the workstations and undertake advanced modeling, rendering and fabrication.

In addition, CAED is seeking partnerships with key software providers. The college intends to provide students with access to the entire Autodesk product line including Maya, as well as special student priced AutoCad. Other software packages we intend to have available will be Rhino, 3-d Studio Max, and the Adobe Creative Suite. We would also like to be involved in "beta testing" of new products.

#### d. **NEW BUILDING**

The VTR advocated for the college to consolidate its various spaces into one single building. While this remains the ideal set-up for the program, much desired and constantly advocated by the whole faculty, it does not seem to be a realistic goal, even in the long-term, under the current university budget constraints.

However, an additional studio space has been secured and occupied in November 2006. The new space is located on main campus, in Tri-Tower, a few minutes walk from the program main building (Taylor Hall) and main studio space

(Gym Annex). This new studio space is fully and newly equipped, and it offers 100 new studio stations and a new 100 seat lecture hall, plus working areas for model making and jury spaces, as well as services, a plotting room and more faculty offices.

#### 4. Faculty Development

The Dean is working to address this concern by trying to offer funding to faculty for conferences and symposia.

In addition, as the new college Study Abroad Coordinator since Spring 2007, I am also committed to work the Study Abroad Program Budget in a way as to offer some faculty every semester to travel to Europe. Faculty will be asked to serve on our study abroad program juries, but they will also have a chance of pursuing more traveling of their own.

#### 5. Advising

Basic advising continues to be offered through the Office for Academic and Advising Services, which caters for the student population of three colleges (Architecture & Environmental Design, Communication & Information, Arts). In spite of its "non specificity", relative to our student population, this service has proved to be quite effective for providing basic advising, consistent with university wide rules and regulations. So, it should be considered as an asset, rather than a temporary, remedial set-up, resulted by the creation of the three new colleges from the former College of Fine & Professional Arts.

More specifically for our program, a new advising structure has been tested in the past AY 2006-07. An Advising Coordinator (from the faculty) was appointed with the task of being the primary counselor for students and also to direct and assign students seeking counseling to other faculty, identified for this task through some release time. The Program Secretary continued to be the front-person, to receive student requests and direct them to the Advising Coordinator. The model has been partially successful, the coordination part being not satisfactory. Therefore, after discussion and assessment with the Dean and the various people concerned, it has been decided that the coordination part was to be included within the Program Coordinator's responsibilities.

In AY 06-07, there were 3 and 4 faculty (including the Advising Coordinator) assigned for Fall and Spring respectively. The credit hrs release time equivalent were 7 and 13 respectively.

In AY 07-08, there will be still 3 and 4 faculty (but not including the Advising Coordinator, whose role will be taken up by the Program Coordinator) assigned for Fall and Spring respectively. The credit hrs release time equivalent will be 6.5 and 13 respectively.

#### 6. Development

In July 2006, a Development Office for the CAED was appointed, reporting directly to the KSU Development Office. The DO is being assisted by a clerical person already on the college staff, for 50 % of her time. Numerous initiatives and donations have resulted, thus offering encouraging prospects for the future of the college independent fund-raising capability.

#### 7. Communications

Communications among the administration, the faculty and the student body have greatly improved over the past AY. The Dean has instituted a bi-weekly meeting with the students (INPUT), that has significantly helped getting student concerns heard and addressed in a timely manner.

With the appointment of a Program Coordinator, regular faculty meetings (normally every month) have been held. On various occasions, the Dean has also attended the meetings, either to bring issues and proposals to the faculty or to hear and react to faculty concerns. A Program Committee has been also appointed, with the task to advise the Program Coordinator on various issues.

Both the Faculty Assembly and the Program Committee have enjoyed the attendance of student representatives.

#### 8. Faculty Assessment

This concern remains still to be properly addressed. Discussion has taken place within the administration (Dean and Program Coordinator), a new policy of monitoring (by the Prog Coord) and reporting (by the Prog Coord to the Dean) will be implemented with AY 07-08, but much remains to be discussed and done.

In the next AY 07-08, the issue will be brought for advise before the Program Committee and the College Advisory Committee.

The discontinuation, since 2003, of the university wide merit raise policy remains a major loss of incentive. With the appointment of a new Provost, as of July 2007, there is hope that the policy may be reconsidered for re-institution.

# PART 4 – CHANGES AFFECTING PROGRAM ADHERENCE TO THE NAAB "CONDITIONS"

Nothing to report.

### TABLE 1 – Curriculum Change approved by Faculty on April 20<sup>th</sup>, 2007

### **BSc in Arch. Pre-Prof. CURRICULUM**

LER courses

Non ARCH courses

	current curriculum		approved proposal [04/20/07]	
1				
	10101 1st Yr Design Studio I	3	10101 1st Yr Design Studio I	3
F	ENG 11011 College Writing I	3	ENG 11011 College Writing I	3
Α	MATH 12011 Calculus w/Precalc I	3	MATH 12011 Calculus w/Precalc I	3
L	HUM elective	3	HUM elective [Diversity rec]	3
L	ARTH 22006 Art History I	3	ARTH 22006 Art History I	3
	US 10001 Uni Orientation	1	US 10001 Uni Orientation	1
	or 10097 First Year Colloquium		or 10097 First Year Colloquium	
	, , , , , , , , , , , , , , , , , , , ,	16		16
S				
Р	10102 1st Yr Design Studio II	3	10102 1st Yr Design Studio II	3
R	SOC elective [Economics I rec]	3	SOC elective [Economics I rec]	3
1	MATH 12012 Calculus w/Precalc II	3	MATH 12012 Calculus w/Precalc II	3
Ν	HUM elective [Art Hist II rec]	3	HUM elective [Art Hist II rec]	3
G	45201 History of Architecture I	3	45201 History of Architecture I	3
	,	15	,	15
2				
_	20101 2nd Yr Design Studio I	3	20101 2nd Yr Design Studio I	3
F	45202 History of Architecture II	3	45202 History of Architecture II	3
A	46995 ST: Intro to CAD	2	46995 ST: Intro to CAD	2
Ĺ	PHY 13011 College Physics I (*)	2	PHY 13001 General College Physics I	4
Ĺ	PHY 13021 Gen Coll Physics Lab I	1	PHY 13021 Gen Coll Physics Lab I	1
_	ENG 21011 College Writing II	3	ENG 21011 College Writing II	3
	Energy withing in	14	Live 21011 College Willing II	16
				.0
S	20102 2nd Yr Design Studio II	3	20102 2nd Yr Design Studio II	3
Р	45203 History of Architecture III	3	45203 History of Architecture III	3
R	46995 ST: 3D CAD / VIZ	1	46995 ST: 3D CAD / VIZ	1
i.	20301 Intro to Building Structures	3	20301 Intro to Building Structures	3
N	PHY 13012 College Physics II (*)	2	PHY 13012 College Physics II	2
G	PHY 13022 Gen Coll Physics Lab II	1	111 100 12 00 110 90 1 1170100 11	_
J	SOC elective [Diversity rec]	3	20201 Beyond Western Arch (**)	3
		16		15
		- •		
	I		ı	

3				
	30001 Site Design [WIC]	1	30001 Site Design [WIC]	1
F	30101 3rd Yr Design Studio I	5	30101 3rd Yr Design Studio I	5
Α	30301 Structural Systems I	3	30301 Structural Systems I	3
L	30401 Methods & Materials I	3	30401 Methods & Materials I	3
L	30501 Environmental Technology I	3	30501 Environmental Technology I	3
		15		15
S	30002 Urban Design	1	30002 Urban Design	1
Р	30102 3rd Yr Design Studio II	5	30102 3rd Yr Design Studio II	5
R	ARCH elective	3	ARCH elective	3
I	SOC elective [Diversity rec]	3	SOC elective [Diversity rec]	3
Ν	Non-ARCH elective	3	SOC elective [Diversity rec]	3
G	Non-ARCH elective	3	Non-ARCH elective	3
		18		18
4				
7	40001 Sustainable Design [WIC]	1	40001 Sustainable Design [WIC]	1
F	40101 4th Yr Design Studio I	5	40101 4th Yr Design Studio I	5
Α	ARCH elective	3	ARCH elective	3
L	40402 Methods & Materials II	3	40402 Methods & Materials II	3
L	40502 Environmental Technology II	3	40502 Environmental Technology II	3
		15		15
S	40002 Systems Design	1	40002 Systems Design	1
P	40102 4th Yr Design Studio II	5	40102 4th Yr Design Studio II	5
R	ARCH elective	3	ARCH elective	3
I	40302 Structural Systems II	3	40302 Structural Systems II	3
Ν	Non-ARCH elective	3	Non-ARCH elective	3
G		15	Non-ARCH elective	2
				17
	Total Credit Hours	124	Total Credit Hours	127

- (\*) Currently, PHY 13011 and 13012 are 3 cr/hr courses with 0 cr/hr required Labs attached. The above changes will be in effect with BANNER in S08.
- NB KSU requires 36 cr/hr MIN of LER courses. NAAB requires 45 cr/hr MIN of Non-ARCH courses.

#### **I.3.3 FACULTY CREDENTIALS**

Faculty at Kent State range in experience and expertise within the discipline. Please find the Faculty Credential Matrix on the following pages and refer to faculty resumes in Section IV.2.

The faculty exhibit will be found in the Schidlowski Suite on the second floor of Taylor Hall during the Team Visit. The exhibit will include faculty portfolios and posters of faculty work.

IA; B.Arch. U Kentucky, M.Arch. Cornell; author of The Geneology of Cities; 26 years of teaching experience including at the ETH; design; urban design Robison PE; BSCE Brigham young, MA and PhD Cornell; SAH, APT,
WRAH, ASCE; 26 years teaching experience in
architectural histony, preservation and structural
engineering; AIA award 2011; Ohlo Nistorical Society
Preservation Award 2006 Rugare BA Political Philosophy Michigan State; MA UC Santa Cruz; SAH; Numerous publications in the history and theory urbanism and architecture; 23 years teaching experience; substantial experience in proposal development as Associate with CUDC Sabini RA Italy; Associate AIA; Prof. Degree Istituto Universitario di Architettura, Venice, M.Arch. SUNY Buffalo, PhD Istituto Universitario di Architettura, Venice; publication and research in urbanism, theory and design; Stauffer AIA; 2006 Architect Magazine House of the Year; 26 AIA
Ohio and local chapter awards; B.Arch. Kent State,
M.Arch. and MCP Penn.; 35 years of practice and teaching
experience Strand B.S. Art and Art History, Wisconsin, M.Arch. Penn; design and theory; please note recent publications and design awards in the faculty resumes Stroh B.Sci. Management Information Systems, Case Western University, M.Arch. Penn; 13 years teaching experience at Kent and Syracuse in design and theory Vieyra AIA; Ph.D., 1995, Case Western Bezerve Lihversity, M. S. Historic Preservation, 1977, Columbia University, Bachelor of Architecture, 1977, Bachelor of Arst, 1974, Rice; Professor, Joined KSU faculty 1984; Adjunet
Adrahamson MAS Architecture Criticium, Ohio State, B.S. and B.Arch.

Kent State; Bunnel FE, Adjunct at Alzron University since 1977; 30 years public sector engineering experience including Chiefe Deputy summel County Figure Carliede Reit B. Chief State, M.Arch. Viginia Tech; Former VP, of Development with First Interstate Developers, 35 years the industry Ala; LEED AP; B.S. Kent, M.Arch. UIC; over 30 years professional experience; Joseph Ferut Architects; sustainable design expert work includes sustainable projects at Oberlin College; 11 years as adjunct Hyland Associate Westlake Reed Leskosky; M.Arch Yale, B.Arch.
Penn State; Killen AIA, Architect / Developer, Studio 9one2, Los Angeles, CA: 32 years professional experience Krejci RA; Corporate Trainer, Building Information Modeling with Burthill Architects; B.S. and B.Arch. Kent State; 13 years professional experience Lobas RA; LEED AP; now with a University in Bahamas; teaching experience McKeown LEED AP; BS and M.Arch. Kent State; 8 years professional experience Newland RA; LEED AP; BS, M.Arch./MBA Kent State; five years professional experience; Novotney JD Cleveland Marshall School of Law, B.Arch. Kent State; RA; Attorney; Oden RA; 15 years of experience in the profession; Pittsburgh; work with several prestigous firms O'Neill Real Estate and Develoment, Adjunct Cleveland State University Pempus Licensed Attorney, Registered Architect; BA Miami of Ohio, M.Arch. Cincinnati, JD Southwestern, Los Angeles; Adjunct faculty at Kent for 24 years Setzekorn PE; LEED AP; Principal IEC Engineering, Cleveland; Mechanical Engineer; Shonk Intern Architect Van Auken Akins; BS, MArch/MBA Kent State; Simons Real Estate and Develoment; Professor Cleveland State
University Stadelman PE; BS and MBA University of Akron; Principal Stadelman Associates, electrical engineers; 37 years professional experience

experience
Torgalkagar CUDC staff; representation; drawing and sketching

#### **I.4 POLICY REVIEW**

The list of documents contained in Appendix 3 of the NAAB Conditions for Accreditation will be made available in the NAAB Visiting Team Room.

#### PART TWO (II): SECTION 1 – EDUCATIONAL OUTCOMES AND CURRICULUM

#### II.1 STUDENT PERFORMANCE CRITERIA

#### **Program Overview**

The College of Architecture and Environmental Design offers the following degree programs; (1) a Bachelor of Science in Architecture – 127 credit hours / four years; a professional Master of Architecture – 44 credit hours / one and one half years; In accordance with NAAB Explanatory Note dated January 18, 2010 this program is Category II. (2) a non-accredited Master of Architecture with Concentration in Post Professional Studies - 32 credit hours post-professional degree. Curricular discussion on the discontinuation of this post-professional masters degree is underway.

The first two years of the Bachelor of Science in Architecture program emphasize liberal arts studies and basic architecture design theory and history. The third and fourth years of the program emphasize architectural design and architectural technology. The Bachelor of Science degree requires a total of 127 credit hours which includes 81 credit hours of architecture courses. To receive this degree, students must attain a 2.25 grade point average in architectural coursework.

Undergraduate Catalog: Bachelor of Science in Architecture http://www.kent.edu/catalog/2011/collegesprograms/ae/ug/arch.cfm

Upon completion of the Bachelor of Science program, qualified students may apply for the one and one half year Master of Architecture 44 program. This program consists of professional-level course work emphasizing design and practice-related studies. The degree requires a minimum of 44 hours of study with a minimum 3.0 grade point average. Students enrolling in this professional level program must secure a minimum 2.75 grade point average in their non-professional degree.

The Master of Architecture post-professional program is open to students holding a professional level Bachelor of Architecture degree. The 32 credit hour program is designed for students who wish to explore in greater depth subjects related to urban design, preservation of the built environment, architectural design, or architectural technology. Students enrolling in the graduate program must have secured a minimum 2.75 grade point average in their undergraduate studies. Work is underway to change the post-professional degree to a Master of Science in Environmental Design.

Graduate Catalog: Master of Architecture <a href="http://www.kent.edu/catalog/2011/collegesprograms/ae/gr/arch.cfm">http://www.kent.edu/catalog/2011/collegesprograms/ae/gr/arch.cfm</a>

#### **Program Matrix**

A matrix cross-referencing each required course with the performance criteria it fulfills follows. The cell on the matrix that points to the greatest evidence of achievement has been highlighted with a target symbol.

Matrix: B.S + M.ARCH

		Student Perf	ormance Criteria:		dils:	ills:	tion Skills:	ntation:		gn Skills:		Skills:	ns and Global Culture:								sign:	ations:	ems:	. Contains	Systems:	s and Assemblies:				tecture:	int:	ent:	ies:	onal Judgment:	ocial Responsibility:
					A.1. Communication Skills	A.2. Design Thinking Skills:	A.3. Visual Communication Skills:	A.4. Technical Documentation:	A.5. Investigative Skills:	A.6. Fundamental Design Skills:	A.7. Use of Precedents:	A.8. Ordering Systems :	A.9. Historical Traditions and Global Culture:	A.11. Applied Research:		B.1. Pre-Design:	B.2. Accessibility:	B.3. Sustainability:	B.4. Site Design:	B.5. Life Safety:	B.6. Comprehensive Design	B.7 Financial Considerations	B.8 Environmental Systems:	b.5. Structural Systems.	B.11. Building Service S	B.12. Building Materials and Assemblies:		C.1. Collaboration:	C.2. Human Behavior:	C.3 Client Role in Architecture:	C.4. Project Management:	C.5. Practice Management	C.7. Legal Responsibilities:	C.8. Ethics and Professional Judgment:	C.9. Community and Social Responsibility:
		ENG 11011	College Writing I	(3)											1																		Т		
		ENG 21011	College Writing II	(3)																															
		HUM xxxxx	LER elective [Diversity recommended]	(3)									•	)																					
		HUM xxxxx	LER elective [Art History II recommended]	(3)																															
	ents	MATH 12002	Analytical Geometry and Calculus I	(5)																															
	Kent Core - Requirements	MATH 12011	Calculus with Precalculus I *	(3)																															
	- Req	MATH 12012	Calculus with Precalculus II *	(3)																															
	t Core	PHY 13001	General College Physics I	(4)																															
	Ken	PHY 13012	College Physics II	(2)																													<u> </u>	<u> </u>	
		PHY 13021	General College Physics Lab I	(1)																													<u> </u>	<u> </u>	
		SOC xxxxx	LER elective [Economics I recommended]	(3)																													┶	<u> </u>	
		SOC xxxxx	LER elective [Economics II recommended]	(3)																													┷	<u> </u>	Ш
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	-requi	ARCH 30101	3rd Year Design Studio I	(5)	<u> </u>			$\dashv$	0		-		•	+					<b>⊙</b>				+		-		-	+		-	-	+	+	╁	+
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		ARCH 20602	Computer Applications in Architecture II	(1)																							•						1		
	ms	ARCH 20301	Introduction to Building Structures	(3)																			•										1	T	
	Syste	ARCH 30301	Structural Systems I	(3)																			0	_									1	T	
	yand	ARCH 40302	Structural Systems II	(3)																			0				-								
	Technology and Systems	ARCH 30401	Methods & Materials I	(3)						1		1		1	1						Ì			0		0		1		$\top$	$\exists$				П
	Tech	ARCH 40402	Methods & Materials II	(3)				•									•		(	•				0		•									
		ARCH 30501	Environmental Technology I	(3)														•				(	0												
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	ire 44	ARCH 60103	Graduate Design Studio III	(9)			•				0								•						1					<b>9</b>					П
	hitectu														-																				
	fArch	ARCH 60301	Theories of Architecture	(3)	•						•																								
	NAAB Accredited Master of Architecture 44 Program	ARCH 60922	Methods of Inquiry in Architectural Studies	(2)	•	0			0					•																			L	$oxedsymbol{oxedsymbol{oxed}}$	
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	credi	ARCH 66995	ST: Workshop in Professional Practice	(1)																															
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	ž	ARCH 65002	Professional Practice: Contract & Planning Law	(2)								$\perp$		1		L								$\perp$		Ш					<b>⊙</b> (		0		
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contributes significant content on Performance Criteria

Highest level contribution on Performance Criteria

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#### **A.1. Communication Skills:** *Ability to* read, write, speak and listen effectively.

Verbal critique is a primary means of learning in the studio. Therefore, listening skill development is a daily feature of Kent State studios. Additionally, listening is an inherent need for success in lecture courses. Students' daily response to critique is monitored from the first studio. Instructions throughout the program have the aim of maintaining student attention and developing listening skills. ARCH40101 Fourth Year Design Studio I and II use real clients in projects to assist students' development of listening skills as they pertain to understanding how to listen to a client and how to respond is such a way that listening is demonstrated.

The Architecture Program's philosophy on the priority of the written and spoken word is clear in light of how the curriculum has evolved. The ability to write, speak and listen effectively is developed through a sequence of learning experiences founded upon the Kent Core requirements for English Composition including ENG11011 College Writing I, taken by freshman, and ENG 21011 College Writing II, taken by sophomores. Honors students take Honors Colloquium I HONR10197 and Honors Colloquium II HONR10297 in their freshman year. Written reports are critical to success in the architectural history sequence and written intents are required in second year studios. In addition to these courses, Kent students must complete coursework prioritizing writing within their particular discipline, this is referred to as the Writing Intensive Course (WIC) requirement. Architecture's WIC courses are ARCH30001 Site Design and ARCH40001 Sustainable Design. Each adheres to the University guidelines for WIC coursework including draft submissions.

Public verbal presentations to external critics begin in the second year studios. Students make verbal and written presentations in all upper division and graduate studio coursework.

In the fall term of the M.Arch., students write advanced research papers in ARCH60301 Theories of Architecture. In the spring semester of the graduate program students take the Methods of Inquiry in Architectural Studies course, ARCH60922. In this course, students learn advanced research methods and pursue a topic of their interest at an intense level of academic review. Several of these papers have been accepted for presentation at conferences. Finally, ARCH60150 Project Programming affords the student a final opportunity to develop skills in writing for their design capstone project.

<b>Required Courses</b>		<u>Evidence</u>
Eng 11011	College Writing I	
Eng 21011	College Writing II	
ARCH10111	Architectural History I	Exams & Papers
ARCH20112	Architectural History II	Exams & Papers
ARCH20113	Architectural History III	Exams & Papers
ARCH 30001	Site Design (WIC)	Papers
ARCH 40001	Sustainable Design (WIC)	Papers
ARCH 40102	Fourth Year Design Studio II	Projects
ARCH 60101	Graduate Design Studio I	Projects & Papers
Arch 60301	Theories of Architecture	Exams & Papers
ARCH 60102	Graduate Design Studio II	Projects & Papers
	Methods of Inquiry in Architectural Studies	Papers
	Project Programming	Papers
Arch 60103	Graduate Design Studio III	Projects
Elective Courses		<u>Evidence</u>
Arch 44611	Portfolio	Portfolio
Arch 4/55210	Renaissance Architecture	Papers & Exams
Arch 4/55211	Baroque Architecture	Papers & Exams
Arch 4/56995	The Skyscraper	Papers & Exams
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Arch 4/55621 Current Issues in Preservation Papers & Projects Arch 4/56995 ST: Arch Materials / Preservation Papers & Exams Arch 4/55630 Intro to Landscape Architecture Papers & Projects Arch 4/55631 Papers & Projects Site Analysis & Design UD65 Forces that Shape Cities **Papers** UD 65102 **Urban Systems Papers** UD 60705 Capstone Project Prep Reports

A. 2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Critical Inquiry is necessary to the development of design thinking skills. Skill in questioning is developed through the thoughtful pursuit of ideas and through the manifold of processes and intellectual structures to which students are introduced in their liberal arts coursework. The University community contributes to the development of thinking skills in every architecture student. Scientific method, higher order mathematical skill and writing and verbal skill reveal to students the nature of reason, precision, the structures of argument and the value of clarity. Critical thought is fundamental to forming good judgment and judgment is the key to good design decisions.

Eleven design studios form the basis for developing design thinking skills at Kent State. While critical thinking skills are fundamental to our curriculum, design is a Psychomotor Domain activity of the highest order (level 7). Design Thinking is a skill built one level of complexity at a time. Studios begin with compositional vocabularies and move to the resolution of highly complex building and urban problems, integrating all manners of physical systems and theoretical problems in projects of varying types along the way.

Nearly every course in the architecture curriculum offers opportunity to develop and hone design thinking skills. Kent opens the students' understanding of the notion that design thinking is not solely a capacity to develop handsome aesthetics. Design thinking applies reason and knowledge from many arenas to the problems at hand. Design thinking does not end in studio projects. The design of building assembly systems, the design of technical drawings, the design of information in case study reports in technical courses; the development of analytical sketching ability in History coursework; the consideration of regulatory issues and the design of professional practices all reinforce the critical nature of design thought. At every turn, considered design decisions are expected.

Critical inquiry is stressed in the Graduate Program as students are asked to seek career defining questions and to begin the path toward lifelong design inquiry in a topic of their passion. ARCH60922 Methods of Inquiry is tied to the content of ARCH 60102 Graduate Design Studio II in order to reinforce the deep nature of design inquiry and its potential for research.

Required Courses		<u>Evidence</u>
Eng 10001	College English I	
Eng 10002	College English II	
Math 12011	Calculus with Precalculus I	
Math 12012	Calculus with Precalculus II	
Phy 13011	General College Physics I	
Phy 13021	General College Physics Lab I	
Phy 13012	General College Physics II	

Arch	20113	Architectural History III	Exams & Papers
Arch	20101	Second Year Design Studio I	Projects
Arch	20102	Second Year Design Studio II	Projects
Arch	30001	Site Design	Papers
Arch	30101	Third Year Design Studio I	Projects
Arch	30002	Urban Design	Papers
Arch	30102	Third Year Design Studio II	Projects
Arch	40001	Sustainable Design	Exams & Papers
Arch	40101	Fourth Year Design Studio I	Projects
Arch	40002	Systems Design	Projects
Arch	40102	Fourth Year Design Studio II	Projects
Arch	60101	Graduate Design Studio I	<b>Projects &amp; Papers</b>
⊚	Arch 60922	Methods of Inquiry in Architectural Studie	s Papers
⊚	Arch 60102	Graduate Design Studio II	Projects
⊚	Arch 60150	Project Programming	Paper
⊚	Arch 60103	Graduate Design Studio III	Projects
Arch	60301	Theories of Architecture	Exams & Papers
Elec	tive Courses		<u>Evidence</u>
	4/55210	Renaissance Architecture	Papers & Exams
Arch	4/55211	Baroque Architecture	Papers & Exams
	4/56995	The Skyscraper	Papers & Exams
Arch	4/55620	Intro to Preservation	Papers
Arch	4/55621	Current Issues in Preservation	Papers & Projects
	4/55630	Intro to Landscape Architecture	Papers & Projects
	4/55631	Site Analysis & Design	Papers & Projects
UD 6	50701	Urban Design Studio I	Projects
UD 6	50702	Urban Design Studio II	Projects
UD 6	50704	Urban Design Studio IV (capstone)	Projects
UD 4	1/55706	Socio-Political Rep. in Urban	Papers
	55707	Representation in Design	Projects
	55102	Urban Systems	Papers
	50705	Capstone Project Prep	Reports
UD 6	66995	ST: Community Design Charrette	Projects

**A. 3. Visual Communication Skills:** *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

Drawing and modeling are presented as a means to develop solutions to problems inherent in design. The active employment of drawing is a means of considering relationships, adapting conditions, formulating and reformulating designs in an iterative fashion that test creations. First year students begin with the use of fundamental tools of representation. The projects issued to these students are a means of familiarizing students with the relationship of two-dimensional representation and three-dimensional representation as they gain understanding of a visual grammar with which most are unfamiliar. This work brings forward fundamental concern for craft and opens the vocabulary of representational media, tool, notions of line weight, and ways surfaces may be rendered. Students are asked to produce drawings through all manner of traditional technique. Model building is central to graphic capacity. Kent students begin in the first semester crafting hand-made models. In second year, students develop their ability to communicate in plan, section, elevation and isometric and perspective drawings. Students also work to develop sophistication in understanding methods of diagramming programmatic information and organizational concepts as design communications. Freehand sketching is critical to required history coursework and sketching courses are offered in Florence, Cleveland and Kent as electives.

The introduction to computer modeling and digital drawing technique and software occurs in the second year of the curriculum. ARCH20601 and ARCH20602 Computer Applications I and II introduce Revit, Autocad, Rhino, Maya, 3DStudio Max among other software programs. Studios put to use Adobe Creative Suite including InDesign, Photoshop and Illustrator. These tools are frequently used for their ability to inform the programming process and to convey key decision points in graphic ways. These tools are currently introduced in the second year after students have a fundamental understanding of visual vocabulary.

In the upper division, students have options to make choices regarding the use of techniques depending on time constraints, information required and their personal experiences. Studios emphasize the ways by which representation may inform decision-making processes and discussion on the role media plays in the design process. In the upper division, use of computer software is requisite. Reports and case studies frequently require employment of all manner of visual communications tools throughout technical and elective coursework. Fourth year studios focus on the employment of Revit and associated rendering packages in the presentation of design work and in technical documentation. Advanced computing courses introduce script writing as a means to develop form using complex variables and the program asks of its students not only rendering skill using digital techniques, but also to apply a working knowledge of digital technologies as a means of fabricating objects using laser cutters and 3d plastics and plaster printers.

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Required Courses		<u>Evidence</u>
Arch 10101	First Year Design Studio I	Projects
Arch 10102	First Year Design Studio II	Projects
Arch 20101	Second Year Design Studio I	Projects
Arch 20102	Second Year Design Studio II	Projects
Arch20601	Computer Applications I	Projects
Arch20602	Computer Applications II	Projects
Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 30002	Urban Design	Papers
Arch 30102	Third Year Design Studio II	Projects
Arch 30012	Urban Design	Exams
Arch 30112	Third Year Design Studio II (Italy)	Projects
Arch 40101	Fourth Year Design Studio I	Projects
Arch 40002	Systems Design	Projects
	Fourth Year Design Studio II	Projects
O Arch 60101	Graduate Design Studio I	Projects & Papers
O Arch 60102	Graduate Design Studio II	Projects
Arch 60103	Graduate Design Studio III	Projects
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Elective Courses	-	<u>Evidence</u>
Arch 44611	Portfolio	<u>Evidence</u> Portfolio
Arch 44611 Arch 4/56995	Exploring Historic Structures I	Evidence Portfolio Projects
Arch 44611 Arch 4/56995 Arch 4/56995	Exploring Historic Structures I Exploring Historic Structures I	Evidence Portfolio Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture	Evidence Portfolio Projects Projects Papers & Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications	Evidence Portfolio Projects Projects Papers & Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms	Evidence Portfolio Projects Projects Papers & Projects Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications	Evidence Portfolio Projects Projects Papers & Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box	Evidence Portfolio Projects Projects Papers & Projects Projects Projects Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box Urban Design Studio I	Evidence Portfolio Projects Projects Papers & Projects Projects Projects Projects Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995 UD 60701 UD 60702	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box Urban Design Studio I Urban Design Studio II	Evidence Portfolio Projects Projects Papers & Projects Projects Projects Projects Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995 UD 60701 UD 60702 UD 60703	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box  Urban Design Studio I Urban Design Studio II Urban Design Studio III	Evidence Portfolio Projects Projects Papers & Projects Projects Projects Projects Projects Projects Projects Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995 UD 60701 UD 60702 UD 60703 UD 60704	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box  Urban Design Studio I Urban Design Studio II Urban Design Studio III Urban Design Studio IV (capstone)	Evidence Portfolio Projects Projects Papers & Projects
Arch 44611 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55601 Arch 4/56995 Arch 4/56995 UD 60701 UD 60702 UD 60703	Exploring Historic Structures I Exploring Historic Structures I Intro to Landscape Architecture Advanced Computer Applications Geometric Algorithms De-flattening the Gallery Box  Urban Design Studio I Urban Design Studio II Urban Design Studio III	Evidence Portfolio Projects Projects Papers & Projects Projects Projects Projects Projects Projects Projects Projects
	Arch 10102 Arch 20101 Arch 20102 Arch20601 Arch20602 Arch 30001 Arch 30101 Arch 30102 Arch 30102 Arch 30112 Arch 30112 Arch 40101 Arch 40002	Arch 10102 First Year Design Studio II Arch 20101 Second Year Design Studio II Arch 20102 Second Year Design Studio II Arch 20102 Second Year Design Studio II Arch 20601 Computer Applications I Arch 20602 Computer Applications II Arch 30001 Site Design Arch 30101 Third Year Design Studio I Arch 30002 Urban Design Arch 30102 Third Year Design Studio II Arch 30012 Urban Design Arch 30112 Third Year Design Studio II (Italy) Arch 40101 Fourth Year Design Studio I Arch 40002 Systems Design  Arch 40102 Fourth Year Design Studio II Arch 60101 Graduate Design Studio II  Arch 60102 Graduate Design Studio II  Graduate Design Studio II  Arch 60102 Graduate Design Studio II

Required Courses

**A.4. Technical Documentation:** *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

ARCH30401 Methods and Materials I is the initial source for content related to the development of technical documentation and building assemblies. The ability to assemble a set of technically precise descriptions and documentation of a proposed design for purposes of review and construction is accomplished in Methods and Materials II ARCH40402. This content is tied to the work students develop within the Fourth Year Design Studio I ARCH40101. Methods and Materials II also develops students' ability to write outline specifications. Students are requested to utilize the most current software programs and to apply the most up to date techniques for document production. While every studio leading to the Fourth Year Design Studio II (ARCH 40102), contributes to the students' capacity to assemble technically clear and precise drawings, the comprehensive studio extends ability to the most substantial levels. Students complete full sets of drawings identifying material and component assemblies and coordinating systems. Students' work in systems design and the coordination of those systems are more completely covered under B.6 Comprehensive Design.

In architectural electives, students with greater interests in these subjects have opportunity to build upon their abilities. Exploring Historic Structures I and II asks students learn the techniques and requirements for assembly of Historical American Building Survey (HABS) documentation. Frequently, students in this course place in the Charles E. Peterson Prize Competition. Computing electives develop the relationship of computer modeling, drawing and script writing to digital fabrication methods. In certain ways, these methods take the documentation challenges into a new arena exploring the difference between representation as the means of communicating production and the notion of the model itself becoming the production without certain intermediaries in the process.

Required Courses Arch 30401 Arch 40101 ● Arch 40102 ● Arch 40402	Methods & Materials I Fourth Year Design Studio I Fourth Year Design Studio II Methods & Materials II	Evidence Exams Projects Projects Projects & Exams
Elective Courses Arch 4/56995 Arch 4/56995 ARCH4/55601 ARCH4/56995 ARCH4/56995	Exploring Historic Structures I Exploring Historic Structures II Advanced Computer Applications Geometric Algorithms Operative Detailing	Evidence Projects Projects Projects Projects Projects Projects

**A.5. Investigative Skills:** *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Experiences in the Kent Core form a basis of investigation built upon and extended throughout the Architecture curriculum. Students must gather information related to needs and aspirations of clients early in the program. In First Year Design Studio II, students investigate uses and places in ways that begin to diverge from preconceptions and assumptions about situations, toward evidentiary basis as a means to program structures. Students use investigative skills including case studies, design research and the use of precedents and iteration. The use of those research techniques guides the student into developing multiple scenarios forcing comparison of their quality as it relates to studio objectives.

In upper division studios, students must consider the qualities of multiple sites for selection of comparatively more appropriate or favorable conditions for construction. Frequently, specific clients frame the needs and priorities as a means to inform the process. Increases through the curriculum in scale, program complexity, sustainability factors, systems, theoretical bases and the sheer number of influencing factors in a situation, make the development of this skill set thorough and involved. An evidentiary basis for making design decisions is especially stressed in fourth year and graduate studios where computer simulation becomes significant in the decision making process.

Methods of Inquiry in Architectural Studies ARCH60922 is a research methods course advancing the students ability to use all manner of critical inquiry and investigative skills. Quantitative and qualitative methods are used to advance the ultimate goal of thoughtful approaches to identifying real problems in the built environment. The objective of developing investigative skill at Kent State is to provide architects with the skills needed to locate and define problems and to respond to those problems in the most intelligently considered ways. We intend to promote students' development of exceptional judgment. Students present evidence of developing these abilities in discussions with faculty, class presentation, written reports, drawings, and presentations to users and/or jurors.

Required Courses		Evidence
ARCH10111	Architectural History I	Exams & Papers
ARCH20112	Architectural History II	Exams & Papers
ARCH20113	Architectural History III	Exams & Papers
Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 30002	Urban Design	Papers
Arch 30102	Third Year Design Studio II	Projects
Arch 30012	Urban Design	Exams
Arch 30112	Third Year Design Studio II (Italy)	Projects
Arch 40001	Sustainable Design	Papers
Arch 40101	Fourth Year Design Studio I	Projects
Arch 40002	Systems Design	Projects
O Arch 60101	Graduate Design Studio I	Projects
O Arch 60922	Methods of Inquiry in Architectural Stu	dies Papers
Arch 60102	Graduate Design Studio II	Projects
Arch 60150	Project Programming	Paper
AI. CO400	Craduata Dasian Studia III	Projects
Arch 60103	Graduate Design Studio III	•
Arch 60103 Arch 60301	Theories of Architecture	Exams & Papers
Arch 60301	S .	Exams & Papers
Arch 60301  Elective Courses	Theories of Architecture	Exams & Papers <u>Evidence</u>
Arch 60301  Elective Courses Arch 4/55210	Theories of Architecture  Renaissance Architecture	Exams & Papers  Evidence Papers & Exams
Arch 60301  Elective Courses Arch 4/55210 Arch 4/55211	Theories of Architecture  Renaissance Architecture Baroque Architecture	Exams & Papers  Evidence Papers & Exams Papers & Exams
Arch 60301  Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221	Theories of Architecture  Renaissance Architecture Baroque Architecture Current Issues in Preservation	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects
Arch 60301  Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995	Renaissance Architecture  Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects
Arch 60301  Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995	Renaissance Architecture  Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995	Renaissance Architecture  Renaissance Architecture  Baroque Architecture  Current Issues in Preservation  Exploring Historic Structures I  Exploring Historic Structures II  ST: Arch Materials / Preservation	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Projects Papers & Exams
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Papers & Projects
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631 UD 60702	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design Urban Design Studio II	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Papers & Projects Projects
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631 UD 60702 UD 60703	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design Urban Design Studio II Urban Design Studio III	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Projects Projects Projects
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631 UD 60702 UD 60703 UD 60704	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design Urban Design Studio II Urban Design Studio IV (capstone)	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Projects Projects Projects Projects Projects
Arch 60301  Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631 UD 60702 UD 60703 UD 60704 UD 60705	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design Urban Design Studio II Urban Design Studio III Urban Design Studio IV (capstone) Capstone Project Prep	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Projects Projects Projects Projects Projects Projects Reports
Elective Courses Arch 4/55210 Arch 4/55211 Arch 4/56221 Arch 4/56995 Arch 4/56995 Arch 4/56995 Arch 4/55630 Arch 4/55631 UD 60702 UD 60703 UD 60704	Renaissance Architecture Baroque Architecture Current Issues in Preservation Exploring Historic Structures I Exploring Historic Structures II ST: Arch Materials / Preservation Intro to Landscape Architecture Site Analysis & Design Urban Design Studio II Urban Design Studio IV (capstone)	Exams & Papers  Evidence Papers & Exams Papers & Exams Papers & Projects Projects Projects Papers & Exams Papers & Exams Papers & Exams Papers & Projects Papers & Projects Projects Projects Projects Projects Projects

## **A. 6. Fundamental Design Skills:** *Ability to* effectively use basic architectural and environmental principles in design.

Students read textbooks, essays, articles and handouts and are provided information on design principles throughout the studio sequence. Classroom discussions and design critique form the approach to individualized student development. External jurors attend reviews of each studio from the second year forward. Jurors examine success and failures of work in the application of organizational, spatial, structural, and constructional principles inherent to the student's design concept, with an eya desire to assist student learning.

Learning to apply basic architectural and environmental principles in design begins in the first studio of the curriculum, where students learn visual vocabulary. In the second, they formulate a capacity to use basic design principles and architectural elements as they learn approaches to plan organization concepts including *Raumplan* and *Plan Libre* concepts. The integration of structural organization is brought to bear in second year studios. Structural, geometric and proportional systems are tied to programmatic understanding in the second year.

In upper division studios, students continue to develop fundamental design skills in the context of site design, urban design, sustainable design and systems design through studios and co-requisite lecture coursework. These concepts augment the basic understanding of aesthetics and reveal the greater cultural value of design as a means to relate ideas and to engage people. Studio instructors ask that students consistently apply knowledge learned in liberal arts and major coursework especially at the upper divisions of the program.

Graduate studios engage the most complex architectural and urban problems, challenges of meaning, the roles of technology, complex issues of shrinking cities and the meaning of architecture in a global culture.

Required Courses		<u>Evidence</u>
Arch 10101	First Year Design Studio I	Projects
Arch 10102	First Year Design Studio II	Projects
Arch 20101	Second Year Design Studio I	Projects
Arch 20102	Second Year Design Studio II	Projects
Arch 30101	Third Year Design Studio I	Projects
Arch 30102	Third Year Design Studio II	Projects
Arch 30112	Third Year Design Studio II (Italy)	Projects
Arch 40101	Fourth Year Design Studio I	Projects
O Arch 40102	Fourth Year Design Studio II	Projects
Arch 60101	Graduate Design Studio I	Projects & Papers
Arch 60102	Graduate Design Studio II	Projects
UD 60702	Urban Design Studio II	Projects
Arch 60103	Graduate Design Studio III	Projects
Elective Courses		<u>Evidence</u>
Arch 4/55621	Current Issues in Preservation	Papers & Projects
Arch 4/55631	Site Analysis & Design	Papers & Projects
UD 60701	Urban Design Studio I	Projects
UD 60702	Urban Design Studio II	Projects
UD 60704	Urban Design Studio IV (capstone)	Projects
UD 66995	ST: Community Design Charrette	Projects

**A. 7. Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Formal and organizational analysis of precedents is introduced in the first year as students learn the concepts of plan libre and raumplan. The students learn methods of analysis as they construct various drawings of exemplars of these concepts.

Architectural history courses offer further foundation for historical precedent analysis through providing access to basic knowledge of history, styles and movements. Limitations of formal categories are pointed out and analyzed in order to provide students a chronology of architectural development while at the same time expounding upon the nature of influences on individual structures. Lectures model ways by which historians analyze buildings and students produce reports on period buildings, including written and graphic content, in each required architectural history course.

Second year design studios use graphic programmatic precedent case study of buildings in each project.

Design studios throughout the curriculum use precedent analysis in pre-design phases of nearly every project. The specific co-requisite course for each studio usually forms the reference issue for the analysis of precedents while there remains expectation for the application of prior analysis techniques. Written forms of analysis are typical of the co-requisites when application occurs in design studios.

Methods and Materials II develops an in depth architectural and systems analysis of a complete set of construction documents for an existing building. The content of this analysis is critical to success in subsequent studios.

Finally, graduate studios, Theories of Architecture and Project Programming each rely on the use of precedent analysis.

Required Courses		<u>Evidence</u>
Arch 20101	Second Year Design Studio I	Projects
Arch 20102	Second Year Design Studio II	Projects
Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 30002	Urban Design	Papers
Arch 30112	Third Year Design Studio II	Projects
Arch 40001	Sustainable Design	Exams & Papers
O Arch 40101	Fourth Year Design Studio I	Projects
Arch 40002	Systems Design	Projects
Arch 40102	Fourth Year Design Studio II	Projects
ARCH40402	Methods and Materials II	Project
Arch 60150	Project Programming	Programs/Precedents
Arch 60103	Graduate Design Studio III	Projects
<ul><li>Arch 60301</li></ul>	Theories of Architecture	Exams & Papers
Arch 60922	Methods of Inquiry in Architectural Studies	Papers
Elective Courses		Evidence
Arch 4/55621	Current Issues in Preservation	Papers & Projects
UD 60702	Urban Design Studio II	Projects
UD 60703	Urban Design Studio III	Projects
UD 60704	Urban Design Studio IV (capstone)	Projects
UD 6	Forces that Shape Cities	Papers
UD 65102	Urban Systems	Papers

**A. 8. Ordering Systems Skills:** *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Introduction to principles of order in 2-dimensional and 3-dimensional design begins in the first year studios, First Year Design Studio I and II (ARCH 10101 and 10102). A visual vocabulary of geometry, rhythm, proportion, repetition, contrast, sequence, Gestalt principles of visual organization of proximity, continuity, closure, and similarity is related though projects that engage structures of process such as parameter and heuristic reasoning. Order in forming and order in production are learned as intertwined notions. An understanding of issues of experiential order evolves through the use of scale and isometric and perspective drawing.

Second year studios devote considerable time to the notion of order in architecture relating space, function, circulation and shape definition. The use of point, line and plane founds the move toward an understanding of architectonic elements in the planning of architecture. The skills introduced early are expounded upon throughout studio sequence. The concepts of ordering systems at the urban scale are introduced and explored in the third year spring semester in ARCH 30002 Urban Design and in ARCH 30102 Third Year Design Studio II.

In required advanced studios and computing electives the evolution of ordering systems is explored through the use of computing tools as a means to engage unconsidered or unorthodox systems. Script writing and other geometric and parametric techniques generate iterated orders which may be evaluated in their context. The aim of such experimentation is arriving at the unexplored or unconventional, and in developing effective judgment to select the best fit to a situation.

Required Courses		<u>Evidence</u>
ARCH10111	Architectural History I	Exams & Papers
ARCH20112	Architectural History II	Exams & Papers
ARCH20113	Architectural History III	Exams & Papers
Arch 10101	First Year Design Studio I	Projects
Arch 10102	First Year Design Studio II	Projects
O Arch 20101	Second Year Design Studio I	Projects
Arch 20102	Second Year Design Studio II	Projects
Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 40102	Fourth Year Design Studio II	Projects
Arch 60101	Graduate Design Studio I	Projects
Arch 60102	Graduate Design Studio II	Projects
Arch 60103	Graduate Design Studio III	Projects
<b>Elective Courses</b>		<u>Evidence</u>
Arch 4/55210	Renaissance Architecture	Papers & Exams
Arch 4/55211	Baroque Architecture	Papers & Exams
Arch 4/56995	The Skyscraper	Papers & Exams
UD 60701	Urban Design Studio I	Projects
UD 60703	Urban Design Studio III	Projects
UD 65102	Urban Systems	Papers

**A. 9. Historical Traditions and Global Culture:** *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Students formulate an understanding of historical traditions and global culture through required Art and Architectural History courses aimed at uncovering a diverse, comprehensive perspective on traditions of building and design across the Globe. Learning occurs through lecture, discussion, examination, research writing, sketching and the personal experience of places. Analysis of the influences of climate, public health, economic situation and technologies available to a building culture is modeled in lectures throughout the courses mentioned below. The ability to use historical analysis to compare and contrast skills is tested in the examinations and papers within the coursework. Early in the curriculum the experiences are based in survey coursework, however, for the majority of students the study abroad experience in Europe augments this learning. The foundation courses expand student awareness of precedents that may be used in subsequent studios.

Art History I ARTH22006 sets a basis for understanding art and representation from prehistoric to the Renaissance. Architectural History I ARCH10111 focuses on the related architectural developments during the same time span. Architectural History II reaches from the Renaissance through the Industrial Revolution to the mid-1800s. Architectural History III opens an understanding of the modern condition in architectural tradition, extending from the scientific and technological advances of the mid-1800s through the developments of American Architecture and its relationship with global developments to the work of the High Modern and contemporary ideologies of design.

ARCH20201, Beyond Western Architecture, is a pivotal course in the revelation of global traditions and culture to students. Engaging the origins and elements of building worldwide, building cultures of various climates and economies the course offers students opportunity to learn from Pre-Columbian, Nubian, Asiatic, Indian and Aboriginal traditions. This course was introduced in response to the condition of Non-Western traditions following the 2006 accreditation visit. The timing of the course allows the students to place their understanding of this content in comparative relationship with the works in prior architectural history coursework and to see the relationship among all of these traditions and their impacts internationally as the world became more connected through the 20<sup>th</sup> Century. It also affords the potential for students to understand the diversity of meaning and cultural reference in subsequent studio coursework, allowing sensitivity to differing perspectives where previously there may have been a vacancy of understanding.

Theories of Architecture ARCH60301 opens for students a diversity of ideas in the unfolding traditions of design discourse. The course pursues a deeper understanding of the intellectual basis for design work in historical traditions and contemporary philosophies.

Requir	ed Courses		<u>Evidence</u>
Kent Co	ore	Humanities (6 cr. hr.)	
Kent Co	ore	Social Sciences (9 cr. hr.)	
Art 220	006	Art History I	
	rch 10111	Architectural History I	Exams & Papers
	rch 20112	Architectural History II	Exams & Papers
	rch 20113	Architectural History III	Exams & Papers
	rch 20201	Beyond Western Architecture	Exams & Papers

Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 30002	Urban Design	Papers
Arch 30102	Third Year Design Studio II	Projects
Elective Courses		<u>Evidence</u>
Arch 4/55210	Renaissance Architecture	Papers & Exams
Arch 4/55211	Baroque Architecture	Papers & Exams
Arch 4/56	Mid-Century Modern	Papers
Arch 4	The Legacy of Architectural Brutalism	Projects
Arch 4/56	World's Fair Architecture	Papers
Arch 4/56995	The Skyscraper	Papers & Exams
Arch 4/55621	Current Issues in Preservation	Papers & Projects
Arch 4/55630	Intro to Landscape Architecture	Papers & Projects
Arch 4/55631	Site Analysis & Design	Papers & Projects
UD 55705	Forces That Shape Cities	Exam & Papers
UD 65102	Urban Systems	Papers

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Arch 20001

**A. 10. Cultural Diversity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

The Kent Core requires each student complete two experiences in Diversity, one domestic, the second global. Coursework is the primary means of satisfying the Domestic Diversity Requirement. While many of our students also use Kent Core courses to satisfy the Global Diversity requirement as well, a majority of Architecture majors use their experience in the study abroad program in Italy. A global perspective is augmented through this experience.

The Program's prior difficulty with the topic of non-western traditions has obliged the faculty to reevaluate approaches to that criteria, since our last accreditation and in doing so we reinforced the quality of our engagement with Cultural Diversity. Professor David Hughes' research in Afro-centric architecture made him a natural choice to teach a course on global traditions in architecture, ARCH20201 Beyond Western Architecture. This course provides students an understanding of the diversity of these traditions and in doing so, opens the diverse cultures upon which they are built. Simultaneously, the course expands students' comprehension of vocabulary relating to the built artifacts evolving from these cultures and in doing so affords opportunities to explore potential impacts upon their own work. The Architectural History sequence also engages the diversity of western and non-western traditions in its impact.

Required Courses		<u>Evidence</u>
	Humanities (6 cr. hr.)	
	Social Sciences (9 cr. hr.)	
Arch 10111	Architectural History I	Exams & Papers
Arch 20112	Architectural History II	Exams & Papers
O Arch 20113	Architectural History III	Exams & Papers
<ul><li>Arch 20201</li></ul>	Beyond Western Architecture	Exams & Papers
<b>Elective Courses</b>		<u>Evidence</u>
Elective Courses Arch 4/55210	Renaissance Architecture	<u>Evidence</u> Papers & Exams
	Renaissance Architecture Baroque Architecture	
Arch 4/55210		Papers & Exams
Arch 4/55210 Arch 4/55211	Baroque Architecture	Papers & Exams Papers & Exams
Arch 4/55210 Arch 4/55211 Arch 4/56995	Baroque Architecture The Skyscraper	Papers & Exams Papers & Exams Papers & Exams
Arch 4/55210 Arch 4/55211 Arch 4/56995 Arch 4/55621	Baroque Architecture The Skyscraper Current Issues in Preservation	Papers & Exams Papers & Exams Papers & Exams Papers & Papers & Projects

**A.11. Applied Research:** *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Applied research is learned at Kent State in several settings. Environmental Technologies I ARCH 30501 and E.T.II ARCH 40502. ET II includes methods of energy design, life-cycle analysis and principles of evidence based design in the area of environmental simulation.

Energy analysis is introduced in studios through ARCH 40001 Sustainable Design and ARCH 40101 Fourth Year Design Studio I. The approach to sustainability in fourth year studios is to develop an evidentiary basis for design decisions. Evidence is often developed through simulation exercises wherein an initial design is tested then redesign is initiated by the things learned from the analysis. An ethic of proof is the intention of this approach. Building simulation techniques are required in ARCH 40002 Systems Design and ARCH 40102 Fourth Year Design Studio II. The elective 4/56995 ST: Building Simulation provides information on the application of simulation techniques and the use of software programs in developing information. Wind simulations, solar radiation modeling, shadow studies and daylighting, electrical lighting and energy analysis are all involved in the decision making process of the Integrated Design Competition in the Fourth Year Design Studio.

At the graduate level, ARCH60922 Methods of Inquiry requires the development of advanced research skills through a research paper which informs the design work in the concurrent studio. These courses are designed to introduce epistemological approaches to design work in the most meaningful terms.

Required Courses		<u>Evidence</u>
Arch30501	Environmental Technologies I	Labs and Projects
Arch 5/40502	Environmental Technologies II	Labs and Projects
Arch 40001	Sustainable Design	Projects
Arch 40101	Fourth Year Design Studio I	Projects
Arch 40002	Systems Design	Projects
Arch 40102	Fourth Year Design Studio II	Projects
<ul><li>Arch 60922</li></ul>	Methods of Inquiry in Architectural Stu	dies Papers
Arch 60102	Graduate Design Studio II	Projects
<b>Elective Courses</b>		<u>Evidence</u>
Arch 46995	ST: Building Simulation	Projects

**B. 1. Pre-Design:** Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Pre-Design skills are learned as a part of several courses typically related to design studios at each year level. Students develop case studies related to client and user need in examples of the building typology. Students draw from personal experience, but are encouraged to set aside preconceptions about needs and to look at the facts of their experience. Students gather, analyze and organize information related to human needs as a basis for evaluating the work of others and developing their own design solutions. Based on this analysis, they develop goals and objectives for improving the physical and social environments and prioritize them. These become criteria for evaluating alternative designs.

As the students matriculate through the design sequence, the client changes from hypothetical group to real users of spaces. At the same time, scale expands from room to building, building and site to vicinity, vicinity to neighborhood, and neighborhood to community. The relationship of site analysis to program development is stressed in the upper division and graduate studios. In the fourth year, students learn to develop program as it is impacted by regulatory requirements including building code. The type of information gathered, assessed, and used is both quantitative and qualitative. This includes the development of computer simulations of environmental characteristics as a means of analysis to inform the design during the pre-design phase. Students present evidence of developing theses abilities in discussions with faculty, class presentations, written reports, drawings, and presentations to users and/or jurors.

Required Courses		<u>Evidence</u>
Arch20101	Second Year Design Studio I	Case Study
Arch20101	Second Year Design Studio II	Case Study
Arch 30001	Site Design	Papers
Arch 30102	Third Year Design Studio II	Projects
Arch 30112	Third Year Design Studio II (Italy)	Projects
<ul><li>Arch40001</li></ul>	Sustainable Design	Project
Arch 40101	Fourth Year Design Studio I	Projects & Programs
Arch 40102	Fourth Year Design Studio II	Projects w/Program
	Project Programming	Papers & Programs
Elective Courses		<u>Evidence</u>
UD 65101	Community Development Process	Assignments

**B. 2. Accessibility:** *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Accessibility is addressed through Methods and Materials coursework and upper division design sequence, Methods and Materials courses introduce the regulatory impacts of the building code including ADAAG. This includes all facets of accessibility and its impact on detailing and the provisions of egress design and the design of safe spaces for the visually and aurally impaired. The implications of accessibility is addressed in its most comprehensive manner in the fourth year design studios, in particular within the spring semester integrated comprehensive project.

The program further offers elective courses going into significant detail on accessibility as it relates to existing historic structures and site design. The Developing Environments for the Elderly elective course offers more in depth understanding of universal design principles as students in several programs across campus geriatrics, nursing home administration, nursing, architecture, and interior design have the opportunity to take the course. It is required in the nursing home administration degree program.

<b>Required Courses</b>		<u>Evidence</u>
Arch 30401	Methods and Materials I	Exams
Arch 40402	Methods and Materials II	Exams and Projects
Arch 30001	Site Design	Papers
Arch 30101	Third Year Design Studio I	Projects
Arch 40101	Fourth Year Design Studio I	Projects
Arch 40102	Fourth Year Design Studio II	Projects
Elective Courses		<u>Evidence</u>
Arch 4/55621	Current Issues in Preservation	Papers & Projects
Arch 4/55631	Site Analysis & Design	Papers & Projects

**B. 3. Sustainability:** Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

The Program strives to integrate the complex interrelationships affecting sustainability into a sequence of courses throughout third, fourth and graduate study. The approach is to identify sustainability as something integral to building design, not something additional that is applied to a design after conceptualization. Students, therefore, achieve a comprehensive ability to apply principles of sustainability to the holistic design of buildings. The ability is gained at several levels including the writing intensive, Sustainable Design (Arch 40001), the Environmental Technology sequence, Fourth Year Design Studio I, and the fourth year comprehensive integrated project where the knowledge is applied in a holistic design approach.

Required Courses		<u>Evidence</u>
Arch 30001 Arch 30401 Arch 30501 Arch 40502	Site Design Methods & Materials I Environmental Technology I Environmental Technology II Sustainable Design Fourth Year Design Studio I Systems Design Studio II	Papers Exams Exams & Projects Exams & Projects Exams & Papers Projects Projects Projects
Elective Courses		<u>Evidence</u>
Arch 4/55620 Arch 4/55621 Arch 4/55630 Arch 4/55591 Arch 4/56995 Arch 4/56995	Intro to Preservation Current Issues in Preservation Intro to Landscape Architecture Sem: Environmental Technologies III ST: LEED and Design ST: Urban Infrastructure and Sustainable Cities	Papers Papers & Projects

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

An introduction to the issues of site begins primarily in the second year design studios with increasing emphasis in third year and fourth year design studios. Site is taught as one of several form determinants around which individual concepts may be developed. Second year design exercises regularly include similar programs with urban as well as open sites. Third year studios emphasize site design in the fall term and fourth year culminates with the Integrated Design Competition project in which a series of urban sites are provided for student design teams. Site analysis, site design, and context are emphasized as part of this complex exercise. In methods and materials coursework, soil types and topographical manipulation are the subject of several exercises.

Required Courses			<u>Evidence</u>
•	Arch 30001	Site Design	Papers
⊚	Arch 30101	Third Year Design Studio I	Projects
Arch	n 30102	Third Year Design Studio II	Projects

Arch 30401 Arch 40001 Arch 40101 Arch 40102	Methods and Materials I Sustainable Design Fourth Year Design Studio I Fourth Year Design Studio II	Exams Projects Projects Projects
Arch 40402 Arch 60150 • Arch 60103 Arch 30501	Methods and Materials II Project Programming Graduate Design Studio III Environmental Technology I	Exams & Projects Papers Projects Exams & Projects
	67	,
Elective Courses  Arch 4/55630	Intro to Landscape Architecture	Evidence Papers & Projects

**B. 5. Life Safety:** Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Life safety principles are introduced in Methods and Materials I (ARCH 30401) at the third year in discussions of fire ratings for various materials assemblies including walls, floors, roofs, openings and egress. The topic is expanded in Methods and Materials II where details of regulatory requirements in structures lead to examination of issues such as common path of travel, accessible routes, minimum distances to exits, separation of exits, fire ratings and construction types among other topics are addressed.

Life-safety systems are taught in Environmental Technology II (ARCH 40502). The topics include fire protection systems, movement and egress requirements, and fire code limitations on materials and assemblies.

The integration of life-safety systems in the design of buildings is emphasized during the second semester, Fourth Year Design Studio II (ARCH 40102) through the comprehensive Integrated Design Competition project. Students design egress systems, assign ratings, select assemblies, address the limitations of hose radii on plan organization, locating stand pipes and design the sprinkler system including head layout and how it impacts and is impacted by the integration of systems in a detailed space.

Required Courses	<u>Evidence</u>	
Arch 30401	Methods & Materials I Methods & Materials II Environmental Technologies II Fourth Year Design Studio II	Exams Exams & Projects Exams Projects
Elective Courses		<u>Evidence</u>
Arch 4/56995 Arch 4/55640	ST: Arch Materials / Preservation Developing Environments for the Elderly	Papers & Exams Projects & Quizzes

**B. 6. Comprehensive Design:** *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility

B.3. SustainabilityB.4. Site DesignB.5. Life SafetyB.8. Environmental Systems

B.9. Structural Systems

The Integrated Design Competition (IDC)has been noted as a unique strength by past NAAB visiting teams. The Architecture Program has a 40 year history of experience in developing the quality of the comprehensive studio approach in ARCH 40102 Fourth Year Design Studio II.

The ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into integrated building design is accomplished in the project. The aim of the studio is the integration and unification of systems decision making in the design thinking of architecture students.

Required Courses			<u>Evidence</u>	
<b>⊚</b>	Arch 40002 Arch 40102	Systems Design (co-requisite 40102) Fourth Year Design Studio II	Lectures Projects	
Arcl	n 60103	Graduate Design Studio III	Projects	

**B. 7 Financial Considerations:** *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Fundamentals of development financing are addressed in the Professional Practice: Real Estate Development course (ARCH 65001). This is an introduction to the economic, social, ethical, legal impacts on/of development in both the public and private sectors. This course develops understanding of the architect's roles in the comprehensive project financing and the professional's leadership role within the design team. The course includes economic systems, income capitalization, capital budgeting, mortgage/equity financing, investment calculation techniques, and public policy issues. Construction cost control within the framework of a design project is covered in Professional Practice: Leadership, Ethics and Office Management course (ARCH 65003) as part of the process of professional business.

Required Courses		<u>Evidence</u>
Arch 40402	Methods & Materials II Environmental Technology II Real Estate & Development Leadership, Ethics and Office Management	Exams & Projects Exams & Projects Exams & Papers t Exams & Projects
Elective Courses		<u>Evidence</u>
Arch 4/55621 Arch 4/56995	Current Issues in Preservation ST: Arch Materials / Preservation	Papers & Projects Papers & Exams

**B. 8 Environmental Systems:** *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality,

solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Foundations for environmental understanding are built into the environmental technologies sequence. Lighting, acoustics, environmental control, building systems, and energy management are primarily understood through the Environmental Technology I (ARCH 30501) and Environmental Technology II (ARCH 40502) courses. Discussion in class, presentations, and lectures present the basic theories. Textbook materials reinforce the lectures. Lab sessions provide opportunities to translate theories and principles to environmental applications. Lab projects isolate various aspects of the environment to allow focus on the theoretical issues.

Required Courses		<u>Evidence</u>	
Arch 40002 Arch 40102 • Arch 30501 • Arch 40502	Systems Design Fourth Year Design Studio II Environmental Technology I Environmental Technology II	Projects Projects Exams & Projects Exams & Projects	
Elective Courses		<u>Evidence</u>	
Arch 46995	ST: Building Simulation	Projects	

**B. 9. Structural Systems:** *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Fundamental theories relating to building structures are introduced in required physics courses (PHY 13011 and PHY 13012). Structural theories such as equilibrium, force resolution and transfer, inertia, elasticity, inelasticity, and deformation - including linear and rotation deviations are introduced in the structural mechanics course, Introduction to Building Structures (ARCH 20301). In addition to an introduction to basic theory, the Introduction to Structures considers issues of stability, strength, and rigidity.

Structural Systems I (ARCH 30301) and Structural Systems II (ARCH 40302) combine member and connection design for steel, wood, concrete, and masonry in the context of systems including rigid frame, brace frame, eccentric brace frame, diaphragms, bearing and shear walls, and truss systems. Methods of analysis and axis behavior include moment distribution, portal, and computer analysis to investigate both force generation and deflections including drift and response to dead load, live load, wind, and earthquake.

An organizational understanding of structural layout is developed throughout the studio sequence beginning in first year, and culminating in the integrated design studio at the fourth year level. In ARCH 40102, structural systems are designed and the external consultant reviews and critiques the students' work throughout the term as the design evolves and is detailed. Calculations and the use of revit structure for analysis and the integration of systems is expected in the course.

<u>Evidence</u>
Exams, Homework and Projects
Exams, Homework and Projects
<b>Exams, Homework and Projects</b>

Arch 40002 Systems Design Projects
Arch 40102 Fourth Year Design Studio II Projects

**B. 10. Building Envelope Systems:** *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Building envelope systems are addressed initially in Methods and Materials I (ARCH 30401). Students learn assemblies related to light wood framing, heavy timber framing, masonry and concrete and steep slope roofing.

Environmental Technologies coursework expands this understanding through dew point calculations and thorough expansion upon R and U values and their importance in the design of exterior envelope. Lifecycle cost calculation also is introduced in the E.T. coursework introducing assessment of durability.

In Methods and Materials II (ARCH 40402), complex curtain wall assembly, low slope roofing assembly and the integration of a systems based understanding of the building envelope is revealed. Methods and Materials II construction document exercises are coordinated with projects in the Fourth Year Design Studio I providing students the opportunity to carry design consideration into construction methodology. Over the past two years, trips to United Glass and Panel, a unitized curtain wall manufacturer have augmented lectures and projects.

Material assembly is reinforced in the IDC, Fourth Year Design Studio II (ARCH 40102) through the design of assemblies throughout the project and the integration of building mechanical systems and energy code concerns in the development of elevations and assembly design.

Required Co	<u>ourses</u>	<u>Evidence</u>
Arch 20301	Intro. to Building Struc	tures Exams
Arch 30301	Structural Systems I	Exams
Arch 30501	Environmental Techno	ology I Exams & Projects
Arch 40302	Structural Systems II	Exams
O Arch 3	30401 Methods & Materials	I Exams
O Arch 4	10402 Methods & Materials	II Projects & Exams
	10102 Fourth Year Design St	udio II Projects
<ul><li>Arch 3</li><li>Arch 4</li></ul>	Methods & Materials Methods & Materials	I Exams II Projects & Exams

**B. 11. Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Building service systems are introduced in Environmental Technology I (ARCH 30501) and Environmental Technology II (ARCH 40502). Students are then required to demonstrate an understanding of building service systems including plumbing, electrical, vertical transportation, communication, security, and fire protection systems within the Fourth Year Design Studio II (ARCH 40102). At Kent the level of ability to design with the knowledge of such systems is the desired outcome of the curriculum. The comprehensive design studio requires the integration of these subjects into a comprehensive design project and is documented by extensive drawings and calculations.

Req	uired Courses		<u>Evidence</u>
Arcl	1 40002	Systems Design	Projects
⊚	Arch 40102	Fourth Year Design Studio II	Projects
⊚	Arch 40502	Environmental Technology II	Exams & Projects

**B. 12. Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

To achieve this understanding the CSI (Construction Specification Institute) format is integrated throughout the Methods and Materials I and II courses (ARCH 30401 and 40402) and emphasized as an essential means of codification, storage, and retrieval of information obtained, explored, or exploited in the field of materials and methods of construction. In addition, reference guides for the industry (AITC) handbook and the steel industry (AISC) handbook, clay masonry (BIA Technotes), and the concrete masonry industry (NCMA) manual as well as the ASTM standards are integrated into the course material. Understanding is assured by the universal requirement to commit the CSI format outline to memory and to identify broad scope and narrow scope elements in the format accurately. This uncovering of the structure and reference material of the industry is aimed at providing the students knowledge of relevant resources for the research and selection of appropriate systems, components and assemblies.

Field trips in the Methods and Materials I and II courses (ARCH 30401 and 40402) are scheduled and required with the intent of solidifying written information and they provide hands-on exposure and experience. Field trips to manufacturing facilities include Belden Brick manufacturing plant and Akron Brick and Block concrete masonry manufacturing facility and United Glass and Panel, a unitized curtain wall manufacturer. Students also visit construction sites. Manufacturer's representatives are invited to conduct class presentations using samples and giving insight into industry methods and regulations.

Students learn the detailing and assembly of building components through projects that include construction document formatting and building, wall section and wall section isometric drawings.

	<u>Evidence</u>
Third Year Design Studio I	Projects Exams
Structural Systems I	Exams
Structural Systems II  Methods & Materials I	Exams <b>Exams</b>
Methods & Materials II	Projects & Exams
Fourth Year Design Studio II	Projects
	<b>Evidence</b>
	Intro. to Building Structures Structural Systems I Structural Systems II Methods & Materials I

**C. 1. Collaboration:** *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Collaborative skills are acquired through the students' experiences on team projects and in their ongoing work with faculty throughout the curriculum. Team projects are utilized in various studios and courses in each year level. In many instances full studios develop site documentation as a team, to later be analyzed individually.

Methods and Materials II requires students work on a lengthy team project where teams of two comprehensively analyze a building based on a complete set of working drawings.

Fourth Year Design Studio II, ARCH40102, requires students to work as teams of two on the Integrated Design Competition capstone project. Students work in groups as they each develop initial pre-design documentation including case study and areas within the larger framework while establishing a constant critical dialogue with their group members. There is a constant negotiation and legitimization between the small team and the larger group. The program hires professional mechanical engineers, structural engineers, code reviewers, and electrical engineers to work with the students in the Fourth year Design Studio II. Students learn to work with consulting engineers and learn their value to the process of building and develop interdisciplinary collaborative skills. Each student and the group is evaluated on their ability to assume roles which benefit the overall effort of the group.

Required Cours	<u>ses</u>	<u>Evidence</u>
Arch 30102	Third Year Design Studio II	Projects
Arch 40101	Fourth Year Design Studio I	Projects
Arch 40002	Systems Design	Projects
OArch 40102	Fourth Year Design Studio II	Projects
Arch 4/55001	Real Estate & Development	Projects
Elective Course	<u>s</u>	<u>Evidence</u>
Elective Course Arch 4/55631	<u>s</u> Site Analysis & Design	Evidence Papers & Projects
	_	
Arch 4/55631	Site Analysis & Design	Papers & Projects
Arch 4/55631 UD 60702	Site Analysis & Design Urban Design Studio II	Papers & Projects Projects

**C. 2. Human Behavior:** *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

To introduce considerations that guide human behavior, all architecture students must complete at least 9 credit hours in the social sciences selected from the departments of Anthropology, Economics, Geography, Political Science, Psychology, or Sociology. These requirements are part of the Liberal Education Requirements of the University.

This information is reinforced in the history sequence (ARTH22006, ARCH10111, 20112, 20113, 20201), and Environmental Technology (ARCH 30501 and 40502). Design studios, elective course work, and informal personal observations and discussions also reinforce this understanding. The cultural implications of certain spatial qualities, such as "center" or "procession", while basically anthropologic are underscored in the study of architectural history. The psychological conditions of a space with regard to glare, heat, and noise, are first studied independently in Physics and Environmental Technology and then are integrated into architecture and the design studio.

Within the design sequence, students in the first year are introduced to concepts such as proximity, similarity, continuity, and closure. These are investigated in design exercises. Psychological and physiological implications of movement through a building, especially with respect to entry, passage, and place are carefully examined.

The creation of atmosphere through light, color, and texture; the relationship between forms and the concepts they symbolize; and the relationship between architecture forms and the general social context in which they are created become important considerations in the upper level design studios.

Emphasis is placed on human behavior in the programming and design experiences in the fourth year especially as they relate to sustainable design concepts.

Required Courses	Social Sciences Kent Core	<u>Evidence</u>
Arch 30001	Site Design	Papers
O Arch 40101	Fourth Year Design Studio I	Projects & Papers
Arch 40102	Fourth Year Design Studio II	Projects
<ul><li>Arch 65003</li></ul>	PP: Leadership, Ethics and Office Manage	ment Projects
Elective Courses		<u>Evidence</u>
Arch 4/55630 Arch 4/55631	Intro to Landscape Architecture Site Analysis & Design	Papers & Projects Papers & Projects

**C. 3 Client Role in Architecture:** *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Upper division and graduate studios generally use real-world projects for studio vehicles. Whenever possible, clients, owners, and users are brought into the studio as resources for program development, and for juries. This gives students an understanding of the architect's responsibility to clarify design issues and resolve conflicts between client, owners, developers, governmental officials, and users.

Fourth year design studios use client based projects in the development of programs. In Fourth Year Design Studio I ARCH 40101, the University often serves as a client for the design of sustainable improvements to University facilities. The Office of the University Architect has played a key supportive role in this studio, as has the City of Akron, the Cleveland Metroparks, the City of Pittsburgh and various developers. In the Fourth Year Design Studio II ARCH 40102 the City of Baltimore, the City of Washington D.C. and Forest City Development have been key clients over the last three years.

In addition to program discussions with the client, access to sites and facilities for student visits are provided for students to assess the surrounding context to assure that the design has considered the issue of aesthetic and social integration in the immediate situation of the project.

Required Courses	<u>Evidence</u>	
Arch 40101     Arch 40103	Fourth Year Design Studio I	Projects
Arch 40102	Fourth Year Design Studio II Project Programming	Projects Papers
Arch 60103	Graduate Design Studio III	Projects

⊚	Arch 65001	Real Estate & Development	Exams & Papers
⊚	Arch 65003	Leadership, Ethics and Office Management	Exams Papers

**C. 4. Project Management:** *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

An introduction to traditional project delivery method is presented in the ARCH 40402 Methods and Materials II course. Understanding of the traditional general construction contract(s) contrasted with pros and cons of multiple prime contract projects, including the role of a construction manager in the building process and design build delivery methods are examined in Professional Practice: Leadership and Office Management (ARCH 65004).

In Professional Practice: Contract and Planning Law (ARCH 65002), understanding various professional service contracts available as they relate to project delivery choices are developed. Understanding of negotiations in the business environment is developed through the requirement students negotiate a mock professional service contract with other students in the class.

Required Courses		<b>Evidence</b>
Arch5/40402	Methods and Materials II	Exams & Projects
Arch5/40102	Fourth Year Design Studio II	Project
Arch 65001	Real Estate & Development	Exams & Papers
Arch 65002	Contract & Planning Law	Exams
<ul><li>Arch 65003</li></ul>	Leadership and Office Management	Exams & Projects
Arch 66995	Professional Practice Workshops	Exams

**C. 5. Practice Management:** *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Understanding practice and financial management including various financial systems employed in the profession, financial planning for a firm to sustain itself and promote growth, and assessing the financial health of a firm is revealed in ARCH 65003 Professional Practice: Leadership, Ethics and Office Management. In addition, office organization is addressed informing students of organizational options available to a firm, firm start up and management or ownership transitions. Marketing is addressed by examining various planning strategies and how they interface with public relations. The course examines documentation required to effectively practice architecture from the management of the firm's perspective.

Business planning for firms includes considerations of professional liability insurance options. Leadership concepts are reviewed in an examination of human resources, including managing people, and recruiting and developing a firm's staff.

The Dual MArch/MBA program has served to extend this area of knowledge for many students in the professional program.

Required Courses			<u>Evidence</u>
•	Arch 65002	Contract & Planning Law	Exams

Arch 66995

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

The Architecture Program offers students opportunity to develop leadership skills through student organizations and curricular offerings. Community service opportunities are stressed in their workshops with practitioners explaining the influences they've been able to exact on communities to improve the life of citizens.

Students learn humility and honest assessment of one's abilities in the context of design studios and coursework within their University experience. The Program understands that leadership evolves from learning to be good followers first. Students are asked to complete a range of tasks from the beginning of the program that build their ability to follow, learn their role and approaches to tasks, build their capacity to have confidence in their real abilities, knowledge and judgment and to lead in collaborative environments.

Leadership goes hand in glove with collaborative skills. Students cooperate with one another in the compiling of information and especially in the development of the collaborative / comprehensive project in Fourth Year Design Studio II. Students follow through on their commitments to their partner. Each partner takes lead roles in different areas of the project.

Leadership is developed in a primary sense in Professional Practice: Leadership and Office Management ARCH 65003. Students examine American Institute of Architects ethics documents through case studies to develop this understanding. Regional professionals are invited to lecture on their professional leadership and ethical experiences. Leadership in the profession in the context of the Architect's role in establishing and conforming to regulatory standards in communities is developed in Contract and Planning Law ARCH65002.

Leadership in the profession is extended through the professional practice workshops, ARCH66995 PP: Workshop, where Architects reveal to students professional avenues including non-traditional models of practice. PP: Workshops present the notion that practice is the means to develop exceptional design or is a means to working on societal problems. Students explore ways architects positively contribute to the advancement of the profession through opening new, perhaps unexplored, areas of practice. Topics such as architect as developer, sustainable practice and brownfields reclamation development were included in the last two years.

Required Courses		<u>Evidence</u>
<ul> <li>Arch 65001</li> <li>Arch 65002</li> <li>Arch 65003</li> <li>Arch 66995</li> </ul>	Real Estate & Development Contract and Planning Law Leadership, Ethics and Office Management ST: Professional Practice Workshop	Exams & Papers Exams Exams & Papers Presentations
Elective Courses		<u>Evidence</u>
UD UD 66995	Community Design Process ST: Community Design Charrette	Projects Projects

**C. 7. Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Professional Practice: Contract and Planning Law (ARCH 65002) surveys laws relating to the practice of architecture and dispute resolution with emphasis on contract laws contrasted with laws of negligence and the standard of care in the profession. This course is intended to provide students with a general understanding of how the laws of our nation impact their profession directly. It also explores how regulations impacting the building industry including an Architects' legal responsibilities with respect to health, safety, and welfare; professional service contracts; and land use regulations. The context of architecture is also examined from the political forces that have shaped the legal environment in which the profession operates.

Code information initially introduced through the Methods and Materials I and II courses is also expected to be used as design determinants in the fourth year spring studio during the comprehensive studio experience, and is reinforced in the Professional Practice: Real Estate and Development course.

Required Courses		<u>Evidence</u>
Arch 4/50102	Fourth Year Design Studio II Real Estate and Development Contract & Planning Law Leadership, Ethics and Office Managemen	Projects Exams & Project Exams t Exams & Papers
Elective Courses		<u>Evidence</u>
Arch 4/55620 Arch 4/55631	Intro to Preservation Site Analysis & Design	Papers Papers & Projects

**C. 8. Ethics and Professional Judgment:** *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

The development of ethical and professional judgment begins in the design studios early in the curriculum. Advanced studios tackle complex social, political and cultural concerns in the contexts of the projects issued. The analysis of site considerations and development of programmatic responses build on rendering professional judgments based in the reality of a situation as considered from multiple points of view. Professional judgment is founded upon the ability to think critically and comprehensively about a situation and that begins early in the curriculum, as described previously in A.1: Design Thinking. The issuance of ill-defined problems is critical in affording students the empowerment to build confidence in making decisions and in understanding the impacts of those decisions and living with the consequences. Judgment evolves from experiences in many situations as they relate to client obligation, the legal context and societal values. Faculty endeavors to place before students projects with challenges beyond the fundamental organization of a floor plan.

Ethics and professional judgment are ultimately learned in Professional Practice: Real Estate and Development (ARCH 65001) and Professional Practice: Leadership and Office Management (ARCH

4/55003). In each course, discussions and readings are assigned to investigate the ethical issues relating to various historical and contemporary developments and architectural practices.

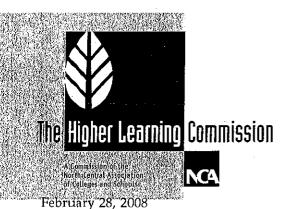
Required Courses		<u>Evidence</u>
Arch 30001	Site Design Real Estate & Development Leadership and Office Management	Papers Exams & Papers Exams & Papers
Elective Courses		<u>Evidence</u>
Arch 4/55620 Arch 4/55631	Intro to Preservation Site Analysis & Design	Papers Papers & Projects

**C.9. Community and Social Responsibility:** *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources and to improve the quality of life for local and global neighbors.

Community and social responsibility is developed through ethical considerations found throughout the upper division and graduate studio sequences. The societal impact of sustainable design is investigated from the perspective of the role the Profession in the solutions to problems of our society.

These responsibilities are significant aspects of the professional practice sequence as well.

Required Courses		<u>Evidence</u>
Arch 40001	Sustainable Design Real Estate & Development Leadership and Office Management ST: Professional Practice Workshop	Papers Exams & Papers Exams & Papers Writing & Presentations
Elective Courses		<u>Evidence</u>
Arch 4/50403 Arch 4/56995 Arch 4/56995 Arch 4/55621 UD 65101 UD 66995	Methods and Materials III Exploring Historic Structures I Exploring Historic Structures II Current Issues in Historic Preservation Community Development Process ST: Community Design Charrette	Projects Projects Projects Papers & Projects Projects Projects



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Serving the common good by assuring and advancing the quality of higher learning

President Lester Lefton Kent State University Executive Offices, 2nd Floor Library P.O. Box 5190

Kent, OH 44242-0001

Dear President Lefton:

This letter is formal notification of the action taken concerning Kent State University by The Higher Learning Commission. At its meeting on February 18, 2008 the Institutional Actions Council (IAC) voted to continue the accreditation of Kent State University through the Academic Quality Improvement Program, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process that concluded on February 28, 2008. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2006-07) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the change on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission website on Monday, March 17, 2007. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, March 14, of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the Handbook of Accreditation, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the Handbook of Accreditation. Please review it with care. I highly recommend that if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Dr. Stephen D. Spangehl, your staff liaison.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely

Steven D. Crow, Ph.D.

President

**Enclosures: Statement of Affiliation Status** 

Organizational Profile

cc: Chair of the Board



## The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456 800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

### STATEMENT OF AFFILIATION STATUS

P.O. Box 5190 Kent, OH 442420001

Affiliation Status:

Candidate: Not Applicable

Accreditation: (1915 - .)

**AQIP PARTICIPANT** 

**Nature of Organization** 

Legal Status:

Public

Degrees Awarded:

A, B, M, S, D

**Conditions of Affiliation:** 

Stipulations on Affiliation Status:

None.

Approval of New Degree Sites:

No prior Commission approval required for offering existing

degree programs at new sites within the state including

correctional institutions.

Approval of Distance Education Degrees:

No prior Commission approval required.

Reports Required:

None.

Other Visits Scheduled:

None.

### **Summary of Commission Review**

Year of Admission to AQIP:	09/14/2000
Year of Last PEAQ Comprehensive Evaluation:	1993 - 1994
Year of Last System Appraisal:	2005 - 2006
Year of Next System Appraisal:	2009 - 2010
Year of Last Reaffirmation of Accreditation:	2007 - 2008
Year of Next Reaffirmation of Accreditation:	2014 - 2015
Date of Last Action:	02/28/2008

Name Change:

Formerly: Kent State Normal College

### II.2.2 PROFESSIONAL DEGREES AND CURRICULUM:

**II.2.2.1 Master of Architecture.** Accredited degree programs awarding the M. Arch. Degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

Kent State University's Architecture Program is Category II; requiring a pre-professional degree in Architecture from an accredited Category II program sequence:

Kent State's Bachelor of Science in Architecture is 127 credits + Master of Architecture 44 credits = 171 credit hour NAAB curriculum.

**II.2.2.2 Professional Degree.** Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

A curriculum proposal is currently in the CAED College Curriculum Committee to discontinue the Master of Architecture 32 with Concentration in Post-Professional Studies (M. Arch. P.P.S.). The proposal includes the development of a new Master of Science in Environmental Design. For students seeking a Master of Architecture the Graduate Coordinator will utilize a student's existing NAAB Accredited professional degree program as the source for completing the SPC review of their prior degree.

**II.2.2.3** *General Studies.* A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

## Kent Core Coursework (36-37 credit hours) – University-wide Requirement <a href="http://www.kent.edu/catalog/2011/policies/kent-core.cfm">http://www.kent.edu/catalog/2011/policies/kent-core.cfm</a>

I. Compo	sition		6
	ENG	11011 College Writing I	3
	ENG	21011 College Writing II	3
III. Mathe	ematics a	and Critical Reasoning	6-10
	MATH	12011 Calculus with Pre-calculus I	3
		and	
	MATH	12012 Calculus with Pre-calculus II	3
		or	
	MATH	11010 Algebra for Calculus	3
	TRIG 1	1022 Trigonometry	2
		and	
	MATH	12002 Analytical Geometry & Calculus	5
III. Huma	anities ar	nd Fine Arts	9
	ART 22	2066 Art History I is required	3
	Select	6 hours from approved list of Kent Core	
	Requir	ements in the University Catalog – at	
	least o	ne course in the Humanities – Arts and	
	Scienc	es.	

	Recomme	ended:	
	ART	22007 Art History II (3)	
IV. Socia	l Sciences		6
	Select fro	m approved list of Kent Core	
	Requirem	ents in the University Catalog.	
	Recomme	ended:	
	ECON 22	060 Principles of Microeconomics	3
		and	
	ECON 220	061 Principles of Macroeconomics	3
V. Basic	Sciences		7
•	PHY 1300	1 General College Physics I	4
	PHY 1302	1 General College Physics Lab I	1
	PHY 1301	2 General College Physics II	2
VI. Addit	ional Cours	es	6
	A minimu	m of 2 Diversity courses (1 Domestic + 1	I Global)
	Select fro	m approved list of Diversity Courses in the	he

A minimum of 2 Diversity courses (1 Domestic + 1 Global, Select from approved list of Diversity Courses in the University Catalog. **II.2.2.4 Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.

Please refer to the following graduation requirement sheets for additional information on each program, below is the typical credit structure:

### Bachelor of Science in Architecture 127 credit hours – Pre-professional Degree

General Studies = 46 credit hours min.	Professional Studies = 81 credit hours
Required courses with other than architectural	Courses with architectural content required of all
content = 41-45 credit hours	students = 72 credit hours
Elective courses with other than architectural	Elective courses with architectural content = 9
content = 4-8 credit hours	credit hours

### Master of Architecture 44 credit hours – Professional Degree

General Studies - from pre-professional	Professional Studies = 44 credit hours		
	Courses with architectural content required of all		
	students = 35 credit hours		
Elective courses with other than architectural	Elective courses with architectural content = up to		
content = up to 9 credit hours by permission	9 credit hours		

### **II.2.2.5** *Electives.* A professional degree program must allow students to pursue their special interests.

Architecture electives grouped by *Concentration* and elective offerings by semester for B.S. and M.Arch. programs are found in the table below. Note dual-degree programs: Master of Architecture + Master of Urban Design; Master of Architecture 44 + Master of Business Administration see attached Program Sheets for elective option.

History	/ Theory Cor	ncentration		S11			
ARCH	5/45210	Renaissance Architecture	,	ARCH	5/45211	Baroque Architecture	3
ARCH	5/45211	Baroque Architecture		ARCH	5/45291	Seminar: Architecture of World's Fairs	3
ARCH	45291	Sem: Mid-Century Modern		ARCH	5/45601	Advanced Computer Applications	3
ARCH	45291	The Legacy of Brutalism		ARCH	5/45611	Design Theory and Criticism	3
ARCH	5/45291	Sem: Architecture of World's Fairs		ARCH	5/45621	Current Issues in Historic Preservation	3
ARCH	5/45611	Design Theory and Criticism		ARCH	5/45631	Site Analysis and Design	3
ARCH	46995	ST: Visual Thinking Critical		ARCH	5/46995	ST: Operative Detailing	3
		Architectural Inquiry		ARCH	5/46995	ST: Exploring Historic Structures II	3
ARCH	5/46995	ST: The Skyscraper		ARCH	46995	ST: Sketching & Drawing	3
				ARCH	46995	ST: Forces That Shape Cities	3
Preserva	ation Concer	ntration		ARCH	46995	Reading Cities	3
ARCH	5/45620	Introduction to Preservation		ARCH	5/45640	Developing Environments for the Elderly	3
ARCH	5/45621	Current Issues in Historic Preservation					
ARCH	5/46995	ST: Exploring Historic Structures I		F10			
ARCH	5/46995	ST: Exploring Historic Structures II		ARCH	5/45210	Renaissance Architecture	3
ARCH	5/46995	ST: Materials for Preservation		ARCH	45291	Mid-Century Modern	3
				ARCH	5/45620	Introduction to Preservation	3
Landsca	pe Design Co	oncentration		ARCH	5/45630	Introduction to Landscape Architecture	3
ARCH	5/45630	Introduction to Landscape Architecture		ARCH	46995	ST: Building Simulation	3
ARCH	5/45631			ARCH	5/46995	ST: Exploring Historic Structures I	3
		· -		ARCH	5/46995	ST: Tall Buildings	3
Urban D	esign Conce	ntration		ARCH	5/46995	ST: Geometric Algorithms	3
ARCH	46995	ST: Infrastructure and the Sustainable City	<del></del>				
ARCH	46995	ST: Forces That Shape Cities	,	S10			
ARCH	46995	ST: Cities & People: The Post-Modern City	,	ARCH	4/55211	Baroque Architecture	3
ARCH	46995	Reading Cities		ARCH	5/45291	Seminar: Architecture of Worlds Fairs	3
		3		ARCH	5/45621	Current Issues in Historic Preservation	3
Digital T	echnologies	Concentration		ARCH	5/45631	Site Analysis and Design	3
ARCH	46995	ST: Building Simulation		ARCH	5/46995	ST: Operative Detailing	3
ARCH	5/46995	ST: Geometric Algorithms		ARCH	5/46995	ST: Exploring Historic Structures II	3
ARCH	5/46995	ST: Operative Detailing		ARCH	5/45601	Advanced Computer Applications	3
ARCH	5/45601	Advanced Computer Applications		ARCH	46993	Workshop: Watercolor Rendering	3
7111011	3, 13001	Advanced Compacer Applications		ARCH	46995	ST: Visual Thinking Critical	
Unassigi	ned					Architectural Inquiry	3
ARCH	46995	ST: Sketching & Drawing		ARCH	46995	ST: Infrastructure and the Sustainable City	3
ARCH	46993	Workshop: Watercolor Rendering		ARCH	46995	ST: Reading Cities	3
ARCH	46995	ST: LEED and Sustainability		ARCH	46995	ST: Forces that Shape Cities	3
ARCH	5/46995	ST: Deflattening the Gallery Box		ARCH	46995	ST: Sketching and Drawing	3
ARCH	5/46995	ST: Building Project Management		ARCH	5/45620	Introduction to Preservation	3
ARCH	5/46995	ST: Integrated Practice v. Traditional Proj	Dol				
ARCH	5/45640	Developing Environments for the Elderly	Dei.	F09			
ANCII	3/43040	Developing Limitoninients for the Liderry		ARCH	5/45210	Renaissance Architecture	3
F11				ARCH	45291	Mid-Century Modern	3
	11611	De alfelte		ARCH	5/45630	Introduction to Landscape Architecture	3
ARCH	44611	Portfolio	1	ARCH	46995	ST: Building Simulation	3
ARCH	5/45210	Renaissance Architecture	3	ARCH	5/46995	ST: Exploring Historic Structures I	3
ARCH	45291	Mid-Century Modern	3	ARCH	5/46995	ST: Tall Buildings	3
ARCH	45291	The Legacy of Brutalism	3	ARCH	5/46995	ST: Geometric Algorithms	3
ARCH	5/45620	Introduction to Preservation	3	ARCH	5/46995	ST: Building Project Management	3
ARCH	5/45630	Introduction to Landscape Architecture	3	ARCH	5/46995	ST: Materials for Preservation	3
ARCH	46995	ST: Building Simulation	1				
ARCH	5/46995	ST: Exploring Historic Structures I	3				
ARCH	5/46995	ST: The Skyscraper	3				
ARCH	5/46995	ST: Geometric Algorithms	3				
ARCH	46995	ST: Infrastructure and the Sustainable City	у 3				

**II.2.2.6** An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives. A list identifying the minimum number of semester credit hours required for each semester. A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

Please refer to the following semester by semester curriculum sheets. These include reference to professional and general content coursework

Bachelor of Science in Architecture – pre-professional

Post-Undergraduate Bachelor of Science in Architecture – pre-professional

Master of Architecture 44: Kent and CUDC options, Italy options

Master of Architecture 44 + Master of Urban Design: CUDC options, Italy options

Master of Architecture 44 + Master of Business Administration

**II.2.2.7** A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

### **Cleveland Urban Design Collaborative**

### 1309 Euclid Avenue, Suite 200 Cleveland, OH 44115

Length of stay is the duration of the Master of Architecture 44 or the Master of Architecture 44 + Master of Urban Design dual degree.

Please see facilities description in Section I.2.3 Physical Facilities, including the facility plan.

Please see program courses of study in the *Program Graduation Requirement* statements below.

Please refer to the Branch Campus Questionnaire forms describing activities at remote facilities in Part IV Section 5 of this APR.

### Kent State University – Florence, Italy

### Palazzo dei Cerchi, #5 Vico Cerchi, Florence-Italy

CAED provides optional study abroad programs in Florence, Italy. Length of stay is up to one semester during the Bachelor of Science in Architecture and up to one semester during the Master of Architecture 44 or Master of Architecture 44 + Master of Urban Design dual degree programs.

Please see facilities description in Section I.2.3 Physical Facilities, including the facility plan.

Please see program courses of study in *Program Graduation Requirement* statements below.

Please refer to the Branch Campus Questionnaire forms describing activities at remote facilities in Part IV Section 5 of this APR.

## **Program Graduation Requirements Bachelor of Science in Architecture**

Professional studies are shown in grey tone. Architectural electives are taken in the third and fourth year, 9 credits min.

1st Year	– Fall		16-18	1st Year	<ul><li>Spring</li></ul>		15-17
ARCH	10101	1st Year Design Studio I	3	ARCH	10102	1st Year Design Studio II	3
ENG	11011	College Writing I	3	ARCH	10111	History of Architecture I	3
ARTH	22006	Art History I	3	SOC	XXXXX	KENT CORE	3
HUM	XXXXX	KENT CORE elective	3	HUM	XXXXX	KENT CORE	3
US	10097	First Year Experience	1	MATH	12012	Calculus with Pre-calculus II *	3
MATH	12011	Calculus with Pre-calculus I *	3				
				(*) this c	ourse must	be substituted (if MATH 11010 &	
(*) witho	ut a sufficie	ent background in algebra and		TRIG 110	022 were ta	ken in the Fall) with:	
trigonom	etry (deter	mined by the university admission					
office), th	nis course n	nust be substituted with:		MATH	12002	Analytical Geometry and Calculus I **	5
MATH	11010	Algebra for Calculus	3	(**) MA	TH 12002 is	the BS program's highest math requirement	ent,
and				for stude	ents placing	into this course it is the only required ma	th
TRIG	11022	Trigonometry	2	course.			
2nd Year	– Fall		16	2nd Yea	r – Spring		15
ARCH	20101	2nd Year Design Studio I	3	ARCH	20102	2nd Year Design Studio II	3
ARCH	20112	History of Architecture II	3	ARCH	20301	Introduction to Building Structures	3
ARCH	20601	Computer Applications in Architecture	1 2	ARCH	20113	History of Architecture III	3
PHY	13001	General College Physics I	4	ARCH	20602	Computer Applications in Architecture I	I 1
PHY	13021	General College Physics Lab I	1	PHY	13012	College Physics II	2
ENG	21011	College Writing II	3	ARCH	20201	Beyond Western Architecture	3

Advancement to third year is based on 2.50 overall GPA and 2.25 Architecture Major GPA and completion of all major coursework from the first two years.

3rd Year – Spring

30002

ARCH

15
1
5
3
3
3

ARCH	30102	3rd Year Design Studio II	5					
ARCH	4xxxx	Arch. elective	3					
XXXX	xxxxx	Non Arch. Elective	3					
XXXX	xxxxx	Non Arch. Elective	3					
SOC	xxxxx	KENT CORE elective	3					
Optiona	al Semester i	n Florence, Italy						
ARCH	30012	Urban Design	1					
ARCH	30112	3rd Year Design Studio II	5					
ARCH	46995	Reading Cities (req'd for study abroad)	3					
XXXX	xxxxx	Non Arch. Elective	3					
XXXX	xxxxx	Non Arch. Elective	3					
Other a	vailable ARC	H electives in Florence						
ARCH	46995	ST: Sketching & Drawing	3					
ARCH	46995	ST: Forces That Shape Cities	3					
A list of	f non arch el	ectives offered in Florence is available at:						
http://v	vww.kent.ed	u/CAED/internationalstudies/programs/arc	hitec					
ture.cfn	ture.cfm							

Urban Design

18

4th Year –	Fall		17
ARCH	40001	Sustainable Design (Writing Intensive)	1
ARCH	40101	4th Year Design Studio I	5
ARCH	40402	Methods & Materials II	3
ARCH	40502	Environmental Technology II	3
ARCH	4xxxx	Arch. elective	3
XXX	XXXXX	Non Arch. Elective	2

4th	Year – Spring		17
ARC	H 40002	Systems Design	1
ARC	H 40102	4th Year Design Studio II	5
ARC	H 40302	Structural Systems II	3
ARC	H 4xxxx	Arch. elective	3
XXX	xxxxx	KENT CORE electives [Diversity suggested]	5



Roadmap: Architecture - Bachelor of Science [AE-BS-ARCH] College of Architecture and Environmental Design Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface

nd shaded areas) must be completed in the semester listed to	Credit			Major	Normal and Market
Course Subject and Title	Hours		Grade	GPA	Important Notes
Semester One: [16-18 Credit Hours]					
ARCH 10101 First-Year Design Studio I	3				
ARTH 22006 Art History I: Ancient and Medieval Art	3				Fulfills Kent Core Fine Arts
MATH 11010 Algebra for Calculus and MATH 11022 Trigonometry or MATH 12011 Calculus with Precalculus I	3-5				MATH 11010 must be taken with MATH 11022; fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15–17 Credit Hours]					
ARCH 10102 First-Year Design Studio II	3				Offered in spring only
ARCH 10111 History of Architecture I	3				
MATH 12002 Analytic Geometry and Calculus I or MATH 12012 Calculus with Precalculus II	3-5				MATH 12002 must be taken with MATH 11022 if 11022 was not taken in previous semester; fulfilis Kent Core Additional
Kent Core Requirement	6				See Kent Core Summary on page 2
Semester Three: [16 Credit Hours]					
ARCH 20101 Second-Year Design Studio I	3				Offered in fall only
ARCH 20112 History of Architecture II	3			Ħ	Offered in fall only
ARCH 20601 Computer Applications in Architecture I	2			Ħ	Offered in fall only
PHY 13001 General College Physics I	4			_	Fulfills Kent Core Basic Sciences:
PHY 13021 General College Physics Laboratory I	1				must be taken together
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
ARCH 20102 Second-Year Design Studio II	3				Offered in spring only
ARCH 20113 History of Architecture III	3				Offered in spring only
ARCH 20201 Beyond Western Architecture	3				Offered in spring only
ARCH 20301 Introduction to Building Structures	3			П	Offered in spring only
ARCH 20602 Computer Applications in Architecture II	1				Offered in spring only
PHY 13012 College Physics II	2				Fulfills Kent Core Basic Sciences
Semester Five: [15 Credit Hours]					
Requirements: minimum 2.25 GPA in ARCH courses, mini					
Note: no more than one deficiency in required major court ARCH 30001 Site Design	1	listed	in the f	irst fou	ur semesters Offered in fall only, fulfills writing-intensive course requirement; see note on page 2
ARCH 30101 Third-Year Design Studio I	5	-		П	Offered in fall only
ARCH 30301 Structural Systems I	3			н	Offered in fall only
ARCH 30401 Method and Materials I	3			H	Offered in fall only
ARCH 30501 Environmental Technology I	3				Offered in fall only
Semester Six: [18 Credit Hours]					
ARCH 30002 Urban Design	1				Offered in spring only
ARCH 30102 Third-Year Design Studio II	5			Н	Offered in spring only
ARCH Electives (upper-division)	9	•		•	
Kent Core Requirement	3				See Kent Core Summary on page 2



Roadmap: Architecture - Bachelor of Science [AE-BS-ARCH] College of Architecture and Environmental Design Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Allucal requirements are bordiace in enaded areas					
Course Subject and Title		Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
ARCH 40001 Sustainable Design I	1	•		•	Offered in fall only, fulfills writing-intensive course requirement; see note below
ARCH 40101 Fourth-Year Design Studio I	5	•		•	Offered in fall only
ARCH 40402 Methods and Materials II	3	•		•	Offered in fall only
ARCH 40502 Environmental Technology II	3	•		•	Offered in fall only
Kent Core Requirement	3				See Kent Core Summary below
Semester Eight: [17 Credit Hours]					
ARCH 40002 Systems Design	1	•			Offered in spring only
ARCH 40102 Fourth-Year Design Studio II	5			•	Offered in spring only
ARCH 40302 Structural Systems II	3	•		•	Offered in spring only
Non-ARCH Electives (lower or upper division)	8				Number of credits required depends on meeting minimum 127 credit hours and minimum 39 upper- division credit hours

Graduation Requirements Summary

Minimum	Minimum Upper-	Minimum	Diversity Course	sity Course Writing-Intensive		mum
Total Hours	Division Hours	Kent Core Hours	Global / Domestic	willing-intensive	Major GPA	Overall GPA
127	39	36	Kent Core or General Electives	ARCH 30001 or ARCH 40001	2.25	2.00

Kent Core Summary		
Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) ENG 11011, 11002, 21011; HONR 10197, 10297	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 11010 or MATH 12011	0
Humanities and Fine Arts (9 credit hours) Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts	3 credit hours are fulfilled in this major with ARTH 22006	6
Social Sciences (6 credit hours) Must be selected from two curricular areas	Recommended: ECON 22060; may fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) Must include one laboratory	Fulfilled in this major with PHY 13001, PHY 13021 and PHY 13012	0
Additional (6 credit hours) Must be selected from two Kent Core categories	3 credits are fulfilled in the major with MATH 12002 or MATH 12012	3

Note: A minimum C grade must be earned in either ARCH 30001 or ARCH 40001 to fulfill the writing-intensive requirement.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fall grade. Visit <a href="www.kent.edu/catalog/kent-core">www.kent.edu/catalog/kent-core</a> for course list.

### **Diversity Course Requirement**

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit <a href="https://www.kent.edu/catalog/diversity">www.kent.edu/catalog/diversity</a> for course list.

### Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade. Visit www.tent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language
Visit <u>www.kent.edu/catalog/foreign-languages</u> for course list.

## Program Graduation Requirements Bachelor of Science in Architecture - Post-Undergraduate

Students with a Bachelor degree in a field other than architecture may apply for admission directly to the Bachelor of Science program as post-undergraduates. This program normally takes two academic years to complete after an introductory Summer Studio Program and one course in the summer after the first year.

Students seeking admission to this program must have an undergraduate GPA of at least 2.75 and should have the pre-requisites listed below. The degree requires a minimum of 69 semester hours with a 2.75 gpa.

### **Pre-requisites**

Students applying to this program are required to have:

- a) a four-year undergraduate degree
- b) Algebra and Trigonometry
- c) Calculus with Pre-Calculus I & II or Analytic Geometry & Calculus
- d) College Physics I
- e) College Physics II

Courses taken in previous degree programs at the undergraduate level count toward required general studies. This program is therefore, Professional Studies with Elective options.

Summer			6
ARCH	10101	1st Year Design Studio I	3
ARCH	10102	1st Year Design Studio II	3
Fall			14
ARCH	20101	2nd Year Design Studio I	3
ARCH	20601	Computer Applications in Architecture I	2
ARCH	30401	Methods and Materials I	3
ARCH	30501	Environmental Technologies I	3
ARCH	4xxxx	Architecture elective	3

Advancement to Urban Design and 3rd Year Studio II shall be based upon performance in the preceding coursework above 2.75.

Spring			16
ARCH	30002	Urban Design	1
ARCH	30102	3rd Year Design Studio II	5
ARCH	20301	Introduction to Building Structures	3
ARCH	10111	History of Architecture I	3
ARCH	20602	Computer Applications in Architecture II	1
ARCH	4xxxx	Architecture elective	3
Summer			3
ARCH	30301	Structural Systems I	3
Fall			15
ARCH	40001	Sustainable Design (WIC)	1
ARCH	40101	4th Year Design Studio I	5
ARCH	40402	Methods & Materials II	3
ARCH	40502	Environmental Technology II	3
ARCH	20112	History of Architecture II	3
Spring			15
ARCH	40002	Systems Design	1
ARCH	40102	4th Year Design Studio II	5
ARCH	40302	Structural Systems II	3
ARCH	20113	History of Architecture III	3
ARCH	20201	Beyond Western Architecture	3

## Program Graduation Requirements MArch 44 Professional Degree at the Kent campus

M Arch				FALL			16
ARCH	66995	ST: Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	ARCH	65001	PP: Real Estate & Development	2
ARCH	60102	Graduate Design Studio II	4	ARCH	65002	PP: Contract & Planning Law	2
ARCH	60103	Graduate Design Studio III	9	ARCH	5xxxx	elective course	3
ARCH	60301	Theories of Architecture	3				
ARCH	60922	Methods of Inquiry in Architectural Studies	2	SPRING			16
ARCH	65001	PP Real Estate & Development	2	ARCH	60102	Graduate Design Studio II	4
ARCH	65002	PP Contract & Planning Law	2	ARCH	60922	Methods of Inquiry in Architectural Studies	2
ARCH	65003	PP: Leadership & Office Management	3	ARCH	65003	PP: Leadership & Office Management	3
ARCH	65002	PP: Contract & Planning Law	2	ARCH	66995	ST: Topics in Professional Practice	1
ARCH	65003	PP: Leadership & Office Management	3	ARCH	5xxxx	elective course	3
PP: Profe	essional Pra	actice		ARCH	5xxxx	elective course	3
Elective courses must be taken at the 50000 or 60000 level.				INTERSESSION + SUMMER II			12
LIECTIVE C	Jourses IIIu	or be taken at the 50000 of 00000 level.		ARCH	60150	Project Programming	3
				ARCH	60103	Graduate Design Studio III	9
				ANCH	00103	Graduate Design Studio III	9

## Program Graduation Requirements MArch 44 Professional Degree at the Kent campus w/ Fall semester in Florence, Italy

Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

M Arch				FALL (Ital	y)		18
ARCH	66995	ST Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	ARCH	55707	Representation in Design (elective)	1
ARCH	60102	Graduate Design Studio II	4	UD	66995	ST: FLD Study Cities/Europe (elective)	2
ARCH	60103	Graduate Design Studio III	9	UD	66995	ST: History of Public Realm (elective)	3
ARCH	60301	Theories of Architecture	3	UD	66995	ST: Modern Cities (elective)	3
ARCH	60922	Methods of Inquiry in Architectural Studies	2				
ARCH	65001	PP Real Estate & Development	2	SPRING (	Kent)		14
ARCH	65002	PP Contract & Planning Law	2	ARCH	60102	Graduate Design Studio II	4
ARCH	65003	PP: Leadership & Office Management	3	ARCH	60922	Methods of Inquiry in Architectural Studies	2
ARCH	65002	PP: Contract & Planning Law	2	ARCH	65001	PP: Real Estate & Development (@ CUDC)	2
ARCH	65003	PP: Leadership & Office Management	3	ARCH	65002	PP: Contract & Planning Law (@ CUDC)	2
PP: Profe	ssional Pra	ctice		ARCH	65003	PP: Leadership & Office Management	3
				ARCH	66995	ST: Topics in Professional Practice	1
Elective c	ourses mus	t be taken at the 50000 or 60000 level.					
				INTERSES	SION + SUI	MMER II (Kent or CUDC)	12
				ARCH	60150	Project Programming	3
				ARCH	60103	Graduate Design Studio III	9

## Program Graduation Requirements MArch 44 Professional Degree with an emphasis in Urban Design / offered at the CUDC

M Arch				FALL (CU	IDC)		17
ARCH	66995	ST: Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	UD	55705	Forces that Shape Cities	3
ARCH	60102	Graduate Design Studio II	4	UD	65102	Urban Systems	3
ARCH	60103	Graduate Design Studio III	9	UD	66995	ST: Community Design Charrette	1
ARCH	60301	Theories of Architecture	3	UD	65101	Community Development Process	1
ARCH	60922	Methods of Inquiry in Architectural Studies	2				
ARCH	65001	PP: Real Estate & Development	2	SPRING	(CUDC)		15
ARCH	65002	PP: Contract & Planning Law	2	UD	60703	Urban Design Studio III	4
ARCH	65003	PP: Leadership & Office Management	3	ARCH	60922	Methods of Inquiry in Architectural Studies	2
PP : Profe	ssional Pra	ctice		ARCH	65001	PP: Real Estate & Development	2
				ARCH	65002	PP: Contract & Planning Law	2
				ARCH	65003	PP: Leadership & Office Management	3
				UD	65632	Urban Ecology	1
				UD	66995	ST: Representation in UD II	1
				INTERSE	SSION + SU	MMER II (CUDC)	12
				ARCH	60150	Project Programming	3
				ARCH	60103	Graduate Design Studio III	9

# Program Graduation Requirements MArch 44 Professional Degree with an emphasis in Urban Design / offered at the CUDC Fall semester in Florence, Italy

Students in the M Arch program must earn at least a total of 44 credit hours, 35 from core courses and 9 from elective courses. The core courses are as follows:

M Arch				FALL (Flo	rence)		18
ARCH	66995	ST: Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	ARCH	55707	Representation in Design	1
ARCH	60102	Graduate Design Studio II	4	UD	66995	ST: FLD Study Cities/Europe	4
ARCH	60103	Graduate Design Studio III	9	UD	66995	ST: History of Public Realm	3
ARCH	60301	Theories of Architecture	3	UD	66995	ST: Modern Cities (elective)	1
ARCH	60922	Methods of Inquiry in Architectural Studies	2				
ARCH	65001	PP: Real Estate & Development	2	SPRING	(CUDC)		15
ARCH	65002	PP: Contract & Planning Law	2	UD	60703	Urban Design Studio III	4
ARCH	65003	PP: Leadership & Office Management	3	ARCH	60922	Methods of Inquiry in Architectural Studies	2
PP : Prof	essional Pra	actice		ARCH	65001	PP: Real Estate & Development	2
				ARCH	65002	PP: Contract & Planning Law	2
				ARCH	65003	PP: Leadership & Office Management	3
				UD	65632	Urban Ecology	1
				UD	66995	ST: Representation in UD II	1
				INTERSE	SSION + SU	MMER II (CUDC)	12
				ARCH	60150	Project Programming	3
				ARCH	60103	Graduate Design Studio III	9

## Program Graduation Requirements MArch 44 Professional Degree & Master of Urban Design Dual Degree / offered at the CUDC

M Arch				FALL (CU	IDC)		15
ARCH	66995	ST: Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	UD	55705	Forces that Shape Cities	3
ARCH	60102	Graduate Design Studio II	4	UD	65102	Urban Systems	3
ARCH	60103	Graduate Design Studio III	9				
ARCH	60301	Theories of Architecture	3	SPRING	(CUDC)		14
ARCH	60922	Methods of Inquiry in Architectural Studies	2	UD	60703	Urban Design Studio III	6
ARCH	65001	PP: Real Estate & Development	2	ARCH	60922	Methods of Inquiry in Architectural Studies	2
ARCH	65002	PP: Contract & Planning Law	2	ARCH	65001	PP: Real Estate & Development	2
				ARCH	65002	PP: Contract & Planning Law	2
ARCH	65003	PP: Leadership & Office Management	3	UD	65632	Urban Ecology	1
PP : Prof	PP : Professional Practice				66995	ST: Representation in UD II	1
				INITEDAGE		MANATO II (CUDO)	4.2
MUD		5 11 101 011				MMER II (CUDC)	12
UD	55705	Forces that Shape Cities	3	ARCH	60150	Project Programming	3
UD UD	65102	Urban Systems	3			• •	
UD UD UD	65102 65101	Urban Systems Community Development Process	3 1	ARCH ARCH	60150 60103	Project Programming	3 9
UD UD	65102	Urban Systems	3	ARCH ARCH	60150 60103	Project Programming Graduate Design Studio III	3 9 <b>5</b>
UD UD UD UD	65102 65101 65632	Urban Systems Community Development Process Urban Ecology	3 1 1	ARCH ARCH FALL (CU UD	60150 60103 IDC) 60705	Project Programming Graduate Design Studio III  Capstone Project Preparation	3 9
UD UD UD UD	65102 65101 65632 60703	Urban Systems Community Development Process Urban Ecology Urban Design Studio III	3 1 1	ARCH ARCH FALL (CU UD UD	60150 60103 DDC) 60705 66995	Project Programming Graduate Design Studio III  Capstone Project Preparation ST: Community Design Charrette	3 9 <b>5</b> 3 1
UD UD UD UD UD	65102 65101 65632 60703 66995	Urban Systems Community Development Process Urban Ecology  Urban Design Studio III ST: Community Design Charrette	3 1 1 6 1	ARCH ARCH FALL (CU UD	60150 60103 IDC) 60705	Project Programming Graduate Design Studio III  Capstone Project Preparation	3 9 <b>5</b>
UD UD UD UD UD UD UD UD	65102 65101 65632 60703 66995 60705	Urban Systems Community Development Process Urban Ecology  Urban Design Studio III ST: Community Design Charrette Capstone Project Preparation	3 1 1 6 1 3	ARCH ARCH FALL (CU UD UD UD	60150 60103 IDC) 60705 66995 65101	Project Programming Graduate Design Studio III  Capstone Project Preparation ST: Community Design Charrette	3 9 <b>5</b> 3 1
UD	65102 65101 65632 60703 66995 60705 60704	Urban Systems Community Development Process Urban Ecology  Urban Design Studio III ST: Community Design Charrette Capstone Project Preparation Urban Design Studio IV (Capstone)	3 1 1 6 1 3 9	ARCH ARCH FALL (CU UD UD UD SPRING	60150 60103 DC) 60705 66995 65101	Project Programming Graduate Design Studio III  Capstone Project Preparation ST: Community Design Charrette Community Development Process	3 9 <b>5</b> 3 1 1
UD	65102 65101 65632 60703 66995 60705	Urban Systems Community Development Process Urban Ecology  Urban Design Studio III ST: Community Design Charrette Capstone Project Preparation Urban Design Studio IV (Capstone) ST: Urban Development & Finance	3 1 1 6 1 3 9 3	ARCH ARCH FALL (CU UD UD UD SPRING UD	60150 60103 IDC) 60705 66995 65101 (CUDC) 60704	Project Programming Graduate Design Studio III  Capstone Project Preparation ST: Community Design Charrette Community Development Process  Urban Design Studio IV	3 9 <b>5</b> 3 1 1 <b>15</b> 9
UD	65102 65101 65632 60703 66995 60705 60704	Urban Systems Community Development Process Urban Ecology  Urban Design Studio III ST: Community Design Charrette Capstone Project Preparation Urban Design Studio IV (Capstone)	3 1 1 6 1 3 9	ARCH ARCH FALL (CU UD UD UD SPRING	60150 60103 DC) 60705 66995 65101	Project Programming Graduate Design Studio III  Capstone Project Preparation ST: Community Design Charrette Community Development Process	3 9 <b>5</b> 3 1 1

# Program Graduation Requirements MArch 44 Professional Degree & Master of Urban Design Dual Degree CUDC + Fall semester in Florence, Italy

M Arch				FALL (FI	orence)		18
ARCH	66995	ST: Topics in Professional Practice	1	ARCH	60101	Graduate Design Studio I	6
ARCH	60150	Project Programming	3	ARCH	60301	Theories of Architecture	3
ARCH	60101	Graduate Design Studio I	6	ARCH	55707	Representation in Design*	1
ARCH	60102	Graduate Design Studio II	4	UD	66995	ST: FLD Study Cities/Europe*	4
ARCH	60103	Graduate Design Studio III	9	UD	66995	ST: History of Public Realm	3
ARCH	60301	Theories of Architecture	3	UD	66995	ST: Modern Cities (elective)	1
ARCH	60922	Methods of Inquiry in Architectural Studies	2				
ARCH	65001	PP: Real Estate & Development	2	SPRING	(CUDC)		14
ARCH	65002	PP: Contract & Planning Law	2	UD	60703	Urban Design Studio III	6
ARCH	65003	PP: Leadership & Office Management	3	ARCH	60922	Methods of Inquiry in Architectural Studies	2
PP : Profe	essional Pra	ctice		ARCH	65001	PP: Real Estate & Development	2
				ARCH	65002	PP: Contract & Planning Law	2
MUD				UD	65632	Urban Ecology	1
UD	55705	Forces that Shape Cities	3	UD	66995	ST: Representation in UD II	1
UD	65102	Urban Systems	3				
UD	65101	Community Development Process	1	INTERSE	SSION + SU	MMER II (CUDC)	12
UD	65632	Urban Ecology	1	ARCH	60150	Project Programming	3
UD	60703	Urban Design Studio III	6	ARCH	60103	Graduate Design Studio III	9
UD	66995	ST: Community Design Charrette	1				
UD	60705	Capstone Project Preparation	3	FALL (C	UDC)		5
UD	60704	Urban Design Studio IV (Capstone)	9	UD	60705	Capstone Project Preparation	3
UD	66996	ST: Urban Development & Finance	3	UD	66995	ST: Community Design Charrette	1
UD	elective		2	UD	65101	Community Development Process	1
				SPRING	(CUDC)		15
				UD	60704	Urban Design Studio III	9
				ARCH	65003	PP: Leadership and Office Management	3
				ARCH	66995	Urban Development & Finance	3

# Program Graduation Requirements MArch Professional & Master of Business Administration Professional Dual Degree

M Arch				Fall			17
ARCH	60101	Graduate Design Studio I	6	ARCH	60101	Graduate Design Studio I	6
ARCH	60102	Graduate Design Studio II	4	ARCH	60301	Theories of Architecture	3
ARCH	60103	Graduate Design Studio III	9	ARCH	65001	Real Estate & Development	2
ARCH	60150	Project Programming	3	ACCT	63037	Financial Accounting-Managerial Action	3
ARCH	60301	Theories of Architecture	3	MIS	64005	Statistics for Management	3
ARCH	60922	Methods of Inquiry in Architectural Studies	2				
ARCH	65001	PP: Real Estate & Development	2	Spring			15
ARCH	65002	PP: Contract & Planning Law	2	ARCH	60102	Graduate Design Studio II	4
ARCH	65003	PP: Leadership & Office Management	3	ARCH	60922	Methods of Inquiry in Arch Studies	2
ARCH	66995	ST: Topics in Professional Practice	1	ACCT	63038	Acctg for Managerial Action & Eval	3
PP : Prof	essional Pra	actice		MIS	64041	Operations Management	3
				MIS	64271	Human Resources Management	3
MBA							
ACCT	63037	Financial Accounting-Managerial Action	3	Summer			12
	63038	Accounting for Managerial Action and Eval	3	ARCH	60150	ST: Project Programming	3
ECON	62021	Business Cond. Analysis and Public Policy	3	ARCH	60103	Graduate Design Studio III	9
	62022	Managerial Economics	3				
FIN	66061	Financial Management I	3	Fall			14
MIS	64005	Statistics for Management	3	ARCH	65002	PP: Contract & Planning Law	2
	64041	Operations Management	3	MIS	64158	Leadership & Managerial Assessment	3
	64042	Management Information Systems	3	MIS	64185	Business Strategy	3
	64158	Leadership and Managerial Assessment	3	ECON	62022	Managerial Economics	3
	64185	Business Strategy	3	ECON	62021	Business Conditions Analysis & Public Polic	су 3
	64271	Human Resources Management	3				
MKTG	65051	Marketing Management	3	Spring			16
	65184	International Business	3	ARCH	65003	PP: Leadership & Office Management	3
				ARCH	66995	ST: Workshop in PP	1
				MIS	64042	Management Information Systems	3
				FIN	66061	Financial Management	3
				MKTG	65051	Marketing Management	3
				MKTG	65184	International Business	3

### **II.2.3 CURRICULUM REVIEW AND DEVELOPMENT**

The curriculum for the NAAB Accredited Architecture Program is periodically reviewed as societal issues, practice requirements, University needs and/or NAAB standards present reasons for modification or revision. Although not performed on a timetable, throughout the past fifty years these reviews have occurred seven times, i.e. 1964, 1968, 1984, 1988, 1996, 1998, and 2002. Other minor adjustments in curriculum have been implemented on numerous occasions, the latest following the previous NAAB visit in 2006, when a course on "Beyond Western Architecture" was added.

### II.2.3.1 The Curriculum Review Process

The process by which curriculum review occurs is built into the Committee structure. That structure and appointment listing is included in Section I.2.2 Administrative Structure and Governance. For curriculum changes to be made the process is stated in the College Handbook, Section X:

### Curricula

Curricular proposals, affecting the University Graduate and Undergraduate Catalogs, may be initiated by any Faculty at the program level. The proposals are reviewed by the program Faculty and forwarded to the College Curriculum Committee for review and approval. Proposals concerning the Graduate Programs are reviewed by the Graduate Studies Committee prior to the CCC approval. Upon approval of the CCC, the proposals are submitted to the Dean. Following approval by the Dean, the proposal shall be forwarded to EPC.

### II.2.3.2 Curriculum review in Long-Range Planning and Self-Assessment

Several curricular reviews currently active within the College are enumerated in Sections I.1.4 Long Range Planning and I.2.2 Administrative Structure and Governance. Curriculum is an essential part of the planning and assessment process. As we have proceeded in the past year, four ad hoc subcommittees of the Curriculum Committee and a task group for a Master of Science degree have been active. This coming year (2011-2012), three ad hoc subcommittees and three task groups will be active with the potential for a fourth subcommittee once the core curriculum group concludes its work. In addition, the College Curriculum Committee itself has approved and the College has implemented one minor in Architectural Studies and recommended two additional ones in Architectural History, and Architectural Preservation.

Although no major shifts in the curriculum or degree structure are anticipated, it is expected that the first year core curriculum currently proposed for implementation in the Fall of 2012, will necessitate a review of the architecture curriculum to insure all of the data sheets for mandatory architecture courses are consistent and comprehensive in meeting all NAAB criteria. This review will be conducted by an ad hoc subcommittee of the College Curriculum Committee, once the first year core proposal is approved.

Also in 2011-2012, the Graduate Study Committee has been charged with reassessing the Master of Architecture degree as it applies to students entering the program from outside the Kent State Bachelor of Science in Architecture Program. Currently those students are reviewed on a course by course basis and specific requirements beyond the KSU Master in Architecture courses are generally imposed. In most cases this includes the "comprehensive project". Since this is an undergraduate course in the fourth year of the Bachelor of Science curriculum, the student, who generally has a Bachelor of Science in Architecture from another institution, enters Kent State as a graduate student but with the need to

augment their education to comply with Kent requirements. In most cases this results in a two and a half year timeframe to achieve the Masters degree, a year of which is classified as prerequisite study. The result is that many who apply for the graduate degree choose not to attend. Thereby, Kent State loses out on educational diversity as well as student enrollment. The intent of this review is not to change the curriculum or the process by which students are reviewed, but to reduce their time at Kent by providing course sequence options to achieve the same outcome.

All curriculum review and development work undertaken in the past year and extending into the 2011-2012 academic year was generated by the long-range planning and self assessment process.

### II.3 EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION

**II.3.1** A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).

### **Admission Requirements:**

Official transcript(s); GRE (or GMAT for the Dual Degree with MBA concentration); goal statement (include intent and background information); three letters of recommendation (one letter should be from a non-academic source); portfolio (design work should clearly indicate role in group projects; and pre-professional degree in architecture (B.A., B.S., or B.Arch.). Applicant must have undergraduate coursework equivalent to Kent State B.S. degree. Conditional admission may be granted with specific additional coursework, such as the Comprehensive Building Design and Technology Studio (ARCH 40102/50102), currently offered in the fourth year of the B.S. in Architecture.

Evaluation of preparatory / pre-professional education is executed by the Graduate Coordinator. During graduate application processing, candidates with pre-professional degrees from NAAB accredited program sequences are separated from those without. Kent State does not admit students to the M.Arch 44 from undergraduate programs that are not part of a NAAB accredited sequence.

"Advanced Standing" is not permitted in the 44 credit hour program at this time. Although in the foreseeable future, if an applicant holds a NAAB Accredited Degree, a Bachelor of Architecture degree from Kent State, for example, advanced standing may be considered through a review of SPC.

SPC expected to have been met in a Kent State Bachelor of Science in Architecture applicant's preprofessional program include:

A.1, A.2, A.3, A.4,A.5, A.6, A.7, A.8, A.9, A.10, B.2, B.3, B.4, B.5, B.6, B.8, B.9, B.10, B.11, B.12, C.1

SPC expected to have been met in a non-Kent applicant's pre-professional program include: A.4, A.8, A.9, A.10, B.2, B.3, B.4, B.5, B.6, B.8, B.9, B.10, B.11, B.12, C.1

For eligible applicants, following a positive admission decision by the Graduate Committee, the candidate's prior degree program is reviewed for conformance to or consistency with the preprofessional program at Kent State as it relates to the completion of SPC. Syllabi and student work are solicited for additional information on SPC at the undergraduate level. When appropriate, the Graduate Coordinator will request the input of faculty on the performance of student work or the content of a syllabus in a particular course. When deficient courses are recognized, the course is added to the student's Graduation Requirements Sheet (GRS). Students sign GRS as the course of study contract. It is used to clear students for graduation. Often students have as much as an additional year of study.

**II.3.2** If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

Please find SPC matrix Part II, Section 1 for the SPC matrix areas defined in grey are handled in the undergraduate program at KSU exclusively, therefore, would warrant pre-requisite coursework if not met in the prior degree program.

### **II.4 PUBLIC INFORMATION**

The following chart addresses the location where Part II, Section 4 – Public Information is made available to the prospective students, parents and the public.

	2009 Conditions for Accreditation PART TWO (II): SECTION 4 - PUBLIC INFORMATION							
II.4.1 Statement on NAAB-Accedited Degrees	http://www.kent.edu/CAED/architecture/accreditation.cfm							
II.4.2 Access to NAAB Conditions and Procedures	http://www.kent.edu/CAED/architecture/accreditation.cfm							
II.4.3 Access to Career Development Information	http://www.kent.edu/CAED/architecture/accreditation.cfm							
II.4.4 Public Access to APRs and VTRs	http://www.kent.edu/CAED/architecture/accreditation.cfm							
II.4.5 ARE Pass Rates	http://www.kent.edu/CAED/architecture/accreditation.cfm							

Where the information is not made digitally available, the URL address notes where the document can be accessed within the College.

### PART THREE III - PROGRESS SINCE LAST VISIT

### III.1 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

### III.1.1 Responses to Conditions Not Met

### 13.9 Non-Western Traditions

- A new required course, "Beyond Western Architecture" Arch 20201 was approved in 2007 and scheduled into the spring semester of the second year curriculum.
- Consideration is being given to redesigning the history sequence into a three semester World Architecture I, II, and III. This would have the advantage of comparing cultures rather than treating non-western as an anomaly.

### III.1.2 Responses to Causes of Concern

1 The team noted that the program, in some cases, inadequately prepared for the accreditation visit. While the APR was a comprehensive and lengthy document was prepared without sectional tabs to differentiate information conveniently, making it difficult to utilize in the evaluative process. The Team Room, while containing an abundance of exhibits, had inadequate computer facilities, tables for layout and discussion, and basic office supplies necessary to conduct the work. While this was remedied in the course of the visit, it posed an unnecessary distraction. Binders for each course were provided, but often were formatted inconsistently with one another. One binder containing a course description and syllabus for Western Traditions did not comply in any credible manner with minimal requirements to ensure a reasonable evaluation of this core subject matter. This binder had clearly not been reviewed by the organizer of the exhibits. The faculty in question demonstrated complete disinterest in directing the team to the additional information needed to render an assessment of this condition.

• The program will strive to correct these criticisms in the 2011 visit.

No faculty exhibit was created. Rather, a collection of binders containing the individual faculty portfolios was present in the Team Room, making it impossible for students, the faculty itself, or visitors to review their work.

Faculty work will be displayed in an appropriate manner.

2 Administrative structure: This is in flux. In the context of a university in transition, having established three colleges from what was formerly a single entity, a new, more efficient, and cogent administrative structure has been defined by the new dean of the CAED (now a college). This new administrative structure better utilizes the limited faculty and administrative resources. It has been presented to the provost for review and is now under discussion with the dean.

- A new Dean was hired in July 2010.
- A revised College structure was implemented in April 2011.
- The following positions have been defined and implemented:
  - o Program Directors for Architecture, Interior Design and Architectural Studies have been appointed to oversee these programs. The persons responsible for

Architecture and Interior Design also serve as Interim Associate Deans, dividing the tasks that are normally performed by an Associate Dean.

- o A Development Officer specifically assigned to the College.
- o A Director of the Cleveland Urban Design Collaborative.
- o An Assistant to the Dean.
- o A coordinator of International Studies.
- Faculty committees have been reinstituted.

3 Facilities: While the existing physical facilities for the CAED are well served and well maintained, the team was concerned about the ambiguity of future growth, change, and accommodation. Specifically, the team was concerned about the following:

The library has reached its capacity for its holdings many years ago. Many of these holdings need to be sent to the university depository because of lack of shelf space. The library would benefit greatly from an area that would serve the dual function of a place to meet and a place to peruse large folios, especially those in the historic and rare book categories.

The College has expanded the library and installed new furniture. Completed 2008.

The team was concerned about the availability of the shop for CAED students. These students are committed, dedicated, and excellent model makers. They work in any flat stock that can be cut with a number 11 X-Acto Blade. However, some students complained that new small electric tools were causing noise and dust in the studios and signs were found posted addressing the issue of where such electric tools could be used. It is obvious that the desire to expand the repertoire of model-making opportunities exists. Some faculty noted that students were going to their own homes where they had shops available. Faculty expressed concern over the safety factor of and staffing required for a dedicated shop and hence the cost for these. Student use shops in art and engineering because there is none dedicated for their own use.

- The College is programming research spaces, including constructability space, into its new facility.
- Three digital laser cutters and a 3d printer have been acquired for model and other constructs.

Students have expressed concerns about computer facilities and computer technology. The team is likewise concerned about the inadequate size of the computer studio, the insufficient amount and location of plotting equipment, and the limited availability of laser cutters. The team has also recognized the students' desire for the availability of faster and more powerful computers that may be used for rendering and for a wider range of software.

- A new full-time IT staff member has been hired.
- Two 16 student digital classrooms have been implemented.
- A student digital commons has been constructed.
- 2 printer areas, an IT staff office, and a computer server room have been added.
- A 16 person digital studio has been constructed.
- A print room has been added in the architecture studios in Tri-Towers.
- All students are required to purchase computers for their own use.

- A variety of digital graphic software has been made available in the classrooms and digital studio.
- All College spaces have WiFi available to students and faculty

The university and the college need to forge a vision for the future facilities of the college. The current condition is not ideal nor will it become so in the near future. The separation between the first 2 years and the upper 3 might only be remedied with a new building, and the 2000 VTR mentioned a long-range goal of actually building a new facility. No such mention was made in the APR intended for the 2006 visit. Rumors abound as the future of the college's physical configuration. It seems possible that more space might be made available when other programs move out of Taylor Hall, and the university administration clearly understands the importance of this concern.

- Tri-Towers Rotunda has been renovated for an additional design studio. (Fourth year)
- 2 faculty offices, pinup areas, a jury area, a 70 person classroom, a paint booth, restrooms, a digital print room, and a room for NAAB student project files were also renovated in Tri-towers.
- Four additional spaces in the Annex have been renovated for NAAB storage, a classroom, a research lab, and an interiors sample library.
- The Cleveland Urban Design Collaborative has relocated and expanded to the new "Design District" in Playhouse Square.
- The University Trustees have committed to erecting new CAED building as part of a \$250,000,000 bond issue for construction on the Kent Campus.
- 4. Faculty Development: Faculty should be encouraged to attend conferences and symposia in support of their research, scholarship, and creative endeavors. A plan and additional revenue sources should be established to support both tenure-track and tenured faculty in professional development activities.
  - Five professional improvement leaves have been granted since the last visit, representing release time of six semesters.
  - Over fifty conferences have been fully or partially funded on behalf of faculty.
  - The program supports faculty to travel to Italy each semester for midterm and final juries. This program involves five to seven faculty per year.
  - The travel/presentation budget has been increased substantially.
- 5. Advising: The students of the CAED are currently without assigned counselors. With the disaggregation of the College of Fine and Professional Arts and the creation of the new College of Architecture and Environmental Design, the counselors previously assigned to the architecture students have been displaced to some of the other colleges. Some students have expressed the desire to have academic advisors within the CAED who can guide them through their educational as well as professional activities, specifically in the field of architecture.
  - The College has implemented the following advising team for academic issues: Sandy Randulac (coordinator), Benjamin J. Stenson (advisor for CAED and the College of the Arts), and Trinidy N. Jeter (academic advisor for the CAED).
  - Faculty advise students on professional questions, career options, and other professional related issues.

6. Development: There seems to be no formal mechanism for attracting financial resources to support or enrich the programs of the CAED. In a time of diminished funds for higher education in Ohio, supplementary financial assistance is clearly needed to support the upgrading of computers, and scholarships that could assist in achieving a more diverse student body. While a cordial relationship appears to exist between the College and its alumni/ae, the administration has not defined either a formal support group or even a program of annual giving. The extent of thinking on entrepreneurial development seems restricted to a culture of just keeping the CAED's head above water and not to the perspective of achieving the objectives of its strategic plan.

- The College has hired Marti Ring as its development officer.
- Development in 2008 was up over 500% from two years prior.
- Scholarship endowments have increased significantly. (See Section I.2.4 Financial Resources).
- The amount of financial resources has increased substantially. (See Section I.2.4 Financial Resources).
- In the 2009-2010 academic year the College raised over \$950,000 in pledges.
- In addition, over \$375,000 was raised for moving and expanding the Cleveland Urban Design Collaborative.
- The alumni operate an annual golf outing which has provided profits of over \$25,000 per year for scholarships while acting as a connector between the College and regional architects, contractors, construction managers, and material suppliers.
- The College, through the Kent State Foundation, is part of an annual giving campaign, with contributions from architecture alumni. (See Section I.2.4 Financial Resources for a listing of the accounts). Spending from these accounts is totally controlled by the CAED.

7. Communications: The lines of communication that are available among the administration, the faculty, and the students remain informal. It is our hope that in conjunction with the finalization of the new administrative structure, the faculty and the student body will be fully incorporated into the dialogs that occur within the administration. We believe that this will give both groups the ability to articulate their own set of concerns formally to the administration.

- Re-implemented College committees which, when appropriate, include students. (See Section I.2.2 Administrative Structure and Governance).
- Appointed advisors to multiple student bodies including AIAS, and Alpha Rho Chi.
- Implemented "First Friday/Wednesday" college wide meetings with students and faculty.
- Implemented "Conversations with the Dean" meetings for students.
- Instituted bi-monthly meetings between the Dean and the AIAS president and the Student Senate Representative.
- Blocked the scheduling of any CAED classes on Wednesdays from 1:00 PM to 3:00 PM in order to provide time for meetings; first Wednesday Program Meetings, second Wednesday Committee Meetings, third Wednesday CAC Meeting, fourth Wednesday Faculty Meeting.

8. Faculty Assessment: the team did not find any record of peer review of course work or faculty performance evaluations. This evaluation deficiency may have contributed to complacency in regards to research and professional development among the ranks of the faculty. It was discovered during faculty meetings that there was no evidence of merit raises. Therefore there were no incentives for the faculty

to pursue scholarly work or research. A faculty performance evaluation would encourage the faculty to attend conferences and engage in research. The proposed architectural director would be responsible for setting up and conducting the evaluation process. A post-tenure review could help keep the tenured faculty abreast of new technology and relevant discoveries.

- Each semester the performance of the faculty member in each course is evaluated by the students. The individual faculty member receives a copy for review and improvement, and a copy is kept in the College records for both merit and tenure/promotion actions.
- Depending on the Faculty Collective Bargaining Agreement, merit raises are periodically awarded. The faculty's record of Teaching, Research, and Service are reviewed by their peers, in a formal session of the CAC, and recommendations made to the Dean. These occurred in the Fall of 2008, 2009 and 2010. This is peer review.
- The team was correct in stating there is no post-tenure review. This is a condition of the collective bargaining agreement.

### III.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB'S CONDITIONS

Responses to the changes in the 2009 Conditions include the alteration of content in coursework as they relate to new or altered Student Performance Criteria.

The addition of SPC A.11 Applied Research tied into the pedagogical purpose of ARCH 60922 Methods of Inquiry in Architectural Studies and its companion ARCH60102 Graduate Design Studio II. The development of an evidentiary basis in the program has been strong among other features are the Building Simulation elective.

The addition of SPC C.9 Community and Social Responsibility is a strength of the students attending the CUDC. UD 65101 Community Development Process and UD 66995 ST: Community Design Charrette are central to the mission of the CUDC, these augment the work in professional practice courses as they relate to this issue. At the Kent Campus the Professional Practice Workshop serves to augment the work in the professional practice courses on this measure. Additionally, service to the University through design occurs in ARCH40101 Fourth Year Design Studio I.

The CAED believes the removal of SPC 23 Building Systems Integration from the NAAB Criteria is unfortunate.

Other alterations include emphasis on long-range planning and assessment and are addressed in the appropriate APR sections.

### PART FOUR (IV): SUPPLEMENTAL INFORMATION

### IV.1 COURSE DESCRIPTIONS

Curricular Level:					☐ Master of Architecture					
Term Offered:	19	st Year	□2nd Ye	ar	☐3rd Year	□4th	n Year	□1s	t Year	□Int
	Fall	□Spring	□Fall	Spring $\Box$	Fall □Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	ARCH 10101 Fi	rst Year Design Stu	udio I Credits 3							
Type and Enrollment:	Required: Stud	io 100 students /	7 sections							
Instructor(s):	Thomas Stauff	er, Coordinator; Cl	harles Graves, Diane	Davis-Sikora; David Th	al; Jason Turnidge; Micha	iel Abrahamson; L	auren Frey; Beth	Bilek-Golias; Jeffr	ey O'Donnell;	
Catalogue Description:			•	•	organization, graphic coletrics and perspectives.	mmunications, his	storical precedenc	e and current dir	ections in architectur	e. Graphic
Pre-requisite:	Architecture N	lajor								
Overview:	Click here to e									
Class Learning Objectives,	Class Teaching	-		NAAB SPC	Student Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	<ul> <li>Design – composit abstract I</li> <li>To construct ontext, on the context of th</li></ul>	evel in two and th uct understanding	ategies of formal and investigated on aree-dimensions. gs of the studio-learni hrough continuous			itrate knowledge o designed to reveal	•	•	strategies through formation.	Individual critique; group discussion; project development
	<ul><li>Theory – theories a</li><li>To under modernis</li></ul>	stand the 20 <sup>th</sup> Cen sm	nt and emerging orm/space constructs	s.		nd are asked to int			ements and trends e discussions in	•
	<ul> <li>Graphics graphic rushich on spoken a instrume and techi</li> <li>To developrojectionshading at tools, and</li> <li>To developrojectionshading at tools, and</li> <li>To developrojectionshading at tools and tools are and tools and tools and tools and tools and tools and tools are and tools and tools and tools and tools and tools and tools ar</li></ul>	epresentation and e may communica nd written languagnts of technical driques of sketching graphic skills in n; freehand sketchind shadowing tecuce formal compod conceptual ideas	hnical and freehand expression through the ideas (beyond the ge) utilizing the awing and the tools g. orthographic hing, poche, texturing hniques isitional strategies, andings of 2-D and 3-	Systems Skills: A.6. Fundamental Design Skills:	Psychomotor  • Students genera course.	te projects in drav	vn and modeled f	orm in several m	edia throughout the	•
Additional Activities	Visual Gramma	ar, LeBorg; Archite	ectural Graphics, Chin	ıg						

Curricular Level:			Bachelor of Scien	ce					ecture	
Term Offered:	1st Year	□2nd Ye	ar □3rd Y	ear	□4th	h Year	□ <b>1</b> s	t Year	□Int	
	□Fall Spring	□Fall	Spring $\Box$	all Spring	□Fall	□Spring	□Fall	□Spring	□Summer	
Title:	ARCH 10102 First Year Design	Studio II Credits 3								
Type and Enrollment:	Required: Studio 100/7section	ns students								
Instructor(s):	Thomas Stauffer, Coordinato	r; Charles Graves, Diane	Davis-Sikora; David Th	al; Jason Turnidge; Micha	el Abrahamson;					
Catalogue Description:	Investigation into the strateg architectures.	ies of form making throu	igh the introduction of	client, type, context, site	and form/space	theories, 2-D and	3-D techniques a	nd analysis of relate	ed reference	
Pre-requisite:	ARCH 10101									
Overview:	Click here to enter text.									
• •	Class Teaching Objectives	Teaching Objectives NAAB SPC Student Requirements and Outcomes Assess								
Class Learning Objectives, Student Requirements and Outcomes, and Assessment	Cognitive Domain (Ability to to tools  To develop design under form/space/surface related to tools  Affective Domain (Ability to tool) To understand the 20 <sup>th</sup> modernism To introduce current di	erstandings of 2-D and 3- erstandings of 2-D and 3- etionships (appreciate") Century traditions of	A.6.	Faculty assess each stu daily review, collective investigation. A primar final culminating projec	class discussion, a	and the quality, rigion at the conclusi	gor and complete on of Part I-A, I-I	eness of design B, and Part II. The		
	Psychomotor Domain (Ability To further develop tech sketching To construct understan learning context of desi	nical graphic skills in dings of the studio	A.3. Visual Communication Skills							
Additional Activities	investigations, discours constructive criticism.  To develop an understa discipline of productivit  Topical lectures/presen Visitations to regional a	e, direction, and and anding of the rigors and any development.								
	<ul> <li>Visitation to Professor S</li> </ul>	Stauffer's studio in Kent								

				Bachelo		☐ Master of Architecture							
	<b>1</b> s	t Year	□2nd \	'ear	□3rd Ye	ar	□4:	th Year	□1	st Year		□Int	
	□Fall	Spring	□Fall	Spring	□Fa	II □Spring	□Fall	□Spring	□Fall	□Spring		□Summer	
ARC	CH 10111 Hi	story of Architectu	ire I Credits 3										
Rec	quired: Lectu	ure 200 students											
Elw	in Robison,	Ph.D.											
Hist	tory of archi	tecture from pre-l	nistory through the	Gothic period	d.								
nor	ne												
Clic	ck here to en	nter text.											
Cla	ss Teaching	Objectives		NAAB SPC Students Requirements and Outcomes							Ass	sessment	
•	Understar canons	nding of the Weste	ern architectural	Traditions	and	To Know  Identify key buildings and monuments  To Do  Skotch key buildings and their composition						Exam 1, 2, Final (65%)	
<ul> <li>Understanding of the parallel and divergent cannonsin the non-Western world</li> <li>Diversity</li> <li>Identify key buildings and monuments</li> <li>To Do</li> </ul>							•	Exam 1, 2, Final (65%)					
•	coherent	and logical argume	ent regarding a	A.5. Invest Skills	tigative	• Demonstrate the <b>To Do</b>	•			rials	•	Paper (20%)	
•				U		To Know • Understand analy To Do	sis techniques fo	or understanding th	e built environr	nent.	•	Paper (20%)	
•	To write o	clear, logical argum	nents	A.1. Communio Skills	cation	To Do					•	Paper (20%)	
•	organized	l building plans, m	•		U	<ul> <li>To Know</li> <li>Identify key buildings and monuments</li> <li>To Do</li> <li>Sketch key buildings and their composition</li> </ul>							
	Red Elw His noi	□ Fall  ARCH 10111 Hi Required: Lectu Elwin Robison, History of archi none Click here to er  Class Teaching  • Understal cannons  • Use resea coherent building c  • Understal critics eva  • To write c	ARCH 10111 History of Architecture Required: Lecture 200 students Elwin Robison, Ph.D. History of architecture from pre-Inone Click here to enter text.  Class Teaching Objectives  Understanding of the Wester canons  Understanding of the parallic cannons in the non-Wester  Use research data bases to a coherent and logical argume building of the student's cheep to the student's cheep	ARCH 10111 History of Architecture I Credits 3 Required: Lecture 200 students Elwin Robison, Ph.D. History of architecture from pre-history through the none Click here to enter text.  Class Teaching Objectives  Understanding of the Western architectural canons  Understanding of the parallel and divergent cannonsin the non-Western world  Use research data bases to assemble a coherent and logical argument regarding a building of the student's choice.  Understand how architectural historians and critics evaluate works of architecture.	□ Fall □ Spring □ Fall Spring  ARCH 10111 History of Architecture I Credits 3 Required: Lecture 200 students Elwin Robison, Ph.D. History of architecture from pre-history through the Gothic period none Click here to enter text.  Class Teaching Objectives  ■ Understanding of the Western architectural canons  □ Understanding of the parallel and divergent cannonsin the non-Western world  □ Understanding of the parallel and divergent cannonsin the non-Western world  □ Understanding of the parallel and divergent cannonsin the non-Western world  □ Understanding of the parallel and divergent cannonsin the non-Western world  □ Understanding of the parallel and divergent cannonsin the non-Western world  □ Understand how architecture in the parallel and divergent cannonsin the non-Western world  □ Understand how architectural historians and critics evaluate works of architecture.  □ Understand how architectural historians and critics evaluate works of architecture.  □ Understand how architectural historians and critics evaluate works of architecture.  □ To write clear, logical arguments  □ A.1. Communic Skills  □ To Understand how architects of the past organized building plans, masses, and why	ard Year  □Fall Spring □Fall Spring □Fall Spring □Fall Spring □Fall Spring □Fall ARCH 10111 History of Architecture I Credits 3 Required: Lecture 200 students Elwin Robison, Ph.D. History of architecture from pre-history through the Gothic period. none Click here to enter text.  Class Teaching Objectives  • Understanding of the Western architectural canons  □ Understanding of the parallel and divergent cannonsin the non-Western world  • Understanding of the parallel and divergent cannonsin the non-Western world  □ Use research data bases to assemble a coherent and logical argument regarding a building of the student's choice.  □ Understand how architectural historians and critics evaluate works of architecture.  □ Understand how architectural historians and critics evaluate works of architecture.  □ A.2. Design Thinking Skills  □ To write clear, logical arguments  □ A.1. Communication Skills  □ To Understand how architects of the past organized building plans, masses, and why	Fall	Ist Year	Spring   Fall   Spring   Fal	Ist Year	Stat Year	Ist Year	

**Additional Activities** 

Topical lectures and presentations; visits to regional art/architecture exhibits;

Curricular Level:			Bachelor of Scien	ce			☐ Master of Architecture		
Curricular Level: Ferm Offered: Fitle: Fype and Enrollment: Instructor(s): Catalogue Description: Pre-requisite: Overview: Class Learning Objectives, Student Requirements and Outcomes, and Assessment	□1st Year	2nd Year	r □3rd Y	ear	□4th Year	□1s	t Year	□Int	
	□ Fall □ Spring	Fall	Spring 🗆 🛭	Fall □Spring	□Fall □Spi	ring □ Fall	$\square$ Spring	$\square$ Summer	
itle:	ARCH 20101 Second Year Design	Studio I Credits 3							
ype and Enrollment:	Required: Studio 100/7sections st	tudents							
structor(s):	Gregory Stroh, Coordinator; Jason	n Turnidge; David Crau	un; Terrence Oden; S	ara Shonk; Andrew McKeov	n; Michael Herpy; Christ	opher Lobas			
	The introduction of a building des shape and space. ARCH 10102	sign process that empl	hasizes the integratio	on of program requirements	with specific form topolo	ogies using line and plan	e as the primary elem	ents to provide	
-									
	Click here to enter text.  Class Teaching Objectives		NAAB SPC	Students Requirements a	and Outcomes			Assessment	
• •		of h: d:	A.2. Design	To Do	illu Outcomes				
utcomes, and	<ul> <li>Introduce students to the produced design</li> </ul>	rocess of building	Thinking Skills	Identify multiple ide	eas, concepts, and parti a cyclical nature of the desi		d enhanced their	Projects 1 (5%) 2 (35%) 3 (50%	
	Develop students' understa interrelationship of building site	•	A.6. Fundamental Design Skills A.2. Design Thinking Skills	<ul> <li>To Do</li> <li>Write a project narrative that explains the impact of site upon building form and program layout</li> <li>Sketch parti and program distribution ("bubble") diagrams</li> <li>Develop appropriate design solutions for projects on both "open" and "closed" (infill) site</li> </ul>					
	Enhance students' verbal ar communication skills	conditions  Enhance students' verbal and graphic communication skills  communication skills  Communication Skills  A.3. Visual  Communication Skills  Skills  Generate architectural drawings and models that demons drawing and model craft						Projects 1 (5%) 2 (35%) 3 (50%	
	Enhance students' design sk utilization of concepts and a introduced in the first year of	esthetic principles	A.6. Fundamental Design Skills A.8. Ordering Systems Skills	To Do  Utilize spatial vocab  Demonstrate an un  Demonstrate an un  sequencing, and cor  To Know	ulary introduced in first y derstanding of point, line derstanding of spatial vol	, plane concepts umetrics, programming,	organization,	Projects 1 (5%) 2 (35%) 3 (50%)	
	Enhance students' research	Enhance students' research and analytic skills  A.5. Investigative Skills  Demonstrate an understanding of the quantitative and qualitative features of given program types  To Do  Research and diagram given behavioral settings						Projects 1 (5%) 2 (35%) 3 (50%	
	<ul> <li>Increase students' apprecia- of contemporary design aes principles</li> </ul>		A.5. Investigative Skills A.7. Use of Precedents	<ul><li>To Appreciate</li><li>Research modern a analysis</li></ul>	nd contemporary archited	ctural precedents for bel	navioral setting	Projects 1 (5%) 2 (35%) 3 (50%)	

Curricular Level:		Вас	nelor of Science		☐ Master of Architecture					
Term Offered:	□1st Year	2nd Year	☐3rd Year	□4th Year	□1st Year	□Int				
	☐ Fall ☐ Spring	□Fall Spring	g □Fall □Sp	ring □Fall □S	pring □Fall □Sp	oring    \text{Summer}				
Title:	ARCH 20102 Second Year Design	Studio II Credits 3								
Type and Enrollment:	Required: Studio 90/6sections st	udents								
Instructor(s):	Gregory Stroh, Coordinator; Jaso	n Turnidge, F. William Lucak,	David Craun, Andrew McKeow	ı, Eric Newland, Diane Davis-Sikor	a, Maurizio Sabini and GAs in AY20	09-10				
Catalogue Description:	and plane and primary configura	• .		,, ,	nat are both influenced and inform	ed by specific site context. Line				
Pre-requisite:	ARCH 20101									
Overview:	Click here to enter text.	NAAB SI	C Chudoute Donu	voments and Outcomes		Assessment				
Class Learning Objectives, Student Requirements and	Class Teaching Objectives			rements and Outcomes						
Outcomes, and Assessment	Introduce students to the p design	rocess of building A.2. Des Thinking	Skills • Identify n	•	alternatives sign process to modify and enhanc	Projects				
	Develop students' understa interrelationship of building and site		ign layout Skills • Sketch pa	<ul> <li>Write a project narrative that explains the impact of site upon building form and program layout</li> <li>Sketch parti and program distribution ("bubble") diagrams</li> <li>Develop appropriate design solutions for projects on both "open" and "closed" (infill) site</li> </ul>						
	Enhance students' verbal as communication skills	nd graphic A.1. Commu Skills A.3. Visu Commu Skills	environm  al • Create ar  nication • Generate	<ul> <li>To Do</li> <li>Students describe their design project and concepts in desk critiques and jury environments</li> </ul>						
	Enhance students' design si utilization of concepts and principles introduced in the sequence	aesthetic Design S	ering  • Demonst Skills  • Demonst sequencii To Know	g, and composition  describe their design concepts thr	, ,	Projects				
	Introduce students to the b material use in building des		s and  Select and ies  Draw a w	l identify building materials for se all section of the selected area design intentions for building faça	lected façade study de materials through color rendere	Projects  ■ 3 (30%)				
	<ul> <li>Increase students' apprecia knowledge of contemporar aesthetics and principles</li> </ul>		of for buildi	and select appropriate modern ar g material and elevation studies	nd/or contemporary architectural p	Projects orecedents • 3 (30%)				
Additional Activities	<ul> <li>Site visits</li> </ul>									

Curricular Level:				Bachel	lor of Science			☐ Master of Architecture				
Term Offered:		☐1st Year	2nd \	/ear	☐3rd Year	•	<b>□</b> 4:	th Year	□1	st Year	□Int	
	□Fall	□Spring	Fall	Spring	□Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer	
Title:	ARCH 20112	2 History of Architecture	II Credits 3									
Type and Enrollment:	Required: Lo	ecture 150 students										
Instructor(s):	Elwin Robis	on Ph.D.;										
Catalogue Description:	History of a	rchitecture from the Med	dieval era throu	gh the 19th c	entury.							
Pre-requisite:	architecture	e (ARCH) or architectural	studies (ARCS)	major or arch	itectural stud	ies (ARCS) minor.						
Overview:	Click here to	o enter text.										
Class Learning Objectives,	Class Teach	ing Objectives		NAAE	B SPC S	tudents Requirements	and Outcomes	1			Assessment	
Student Requirements and Outcomes, and Assessment	Under canon	standing of the Western s	architectural	A.9. Histori Traditions Global Cult	and •	Cognitive Identify key buildie Psychomotor Sketch key buildin	·				Exam 1, 2, Final (65%)	
		stand how cultural value nce the built environmen		A.10. Cultu Diversity	ļ	Cognitive Identify key buildie Psychomotor Sketch key buildin	Exam 1, 2, Final (65%)					
	cohere	esearch data bases to ass ent and logical argument ng of the student's choice	regarding a	A.5. Investigative Skills  Demonstrate the ability to use data bases, indexes, and source materials  Psychomotor  Write a research paper based on peer reviewed materials.						erials	Paper (20%)	
		stand how architectural evaluate works of archit		A.2. Design Thinking Sk	esign <b>Cognitive</b>						Paper (20%)	
	• To wri	ite clear, logical argumen	ts	A.1. <b>Psychomotor</b> Communication • Write a research Skills				Paper (20%)				
Addistant Autobio	<ul> <li>To Understand how architects of the past organized building plans, masses, and why they made those choices.</li> <li>To Understand how architects of the past organized building plans, masses, and why they made those choices.</li> <li>Lidentify key buildings and monuments psychomotor</li> <li>Sketch key buildings and their composition</li> </ul>								Exam 1, 2, Final (65%)			
Additional Activities	•											

Curricular Level:				Bachelor of Scie	ence		☐ Master of Architecture				
Term Offered:		□1st Year	2nd Year	□3rd	Year		4th Year	□1	st Year	□Int	
	□Fall	□Spring	□Fall	Spring	∃Fall □Spri	ng □Fall	□Spring	□Fall	□Spring	□Summer	
Title:	ARCH 2011	3 Credits 3									
Type and Enrollment:	Required: L	ecture 130 students									
Instructor(s):	Kathryn Str	and									
Catalogue Description:	A history of	f 20th century archited	cture.								
Pre-requisite:	ARCH 2011	2 and architecture (Al	RCH) or architectural st	udies (ARCS) majo	r or architectural stu	lies (ARCS) minor					
Overview:	Click here t	Click here to enter text.									
Class Learning Objectives,	Class Teach	ning Objectives		NAAB SPC	Students Require	ments and Outcome	es			Assessment	
Student Requirements and Outcomes, and Assessment	canon	rstanding of Non-Wes		A.9. Historical Traditions and Global Culture	Psychomotor	buildings and monu				Exams Writings Sketchbook Quizzes	
		rstand how cultural vance the built environr		A.10. Cultural Diversity	Psychomotor	buildings and monu				Exams Writings Sketchbook Quizzes	
	and lo	esearch data bases to ogical argument regard nt's choice.		A.5. Investigative Skills	Psychomotor	·	lata bases, indexes, a		erials	Writings	
		rstand how architectu s evaluate works of arc		A.2. Design Thinking Skills	Cognitive <ul><li>Understand</li></ul> <li>Psychomotor</li>	analysis techniques	for understanding th	ne built environi	ment.	Writings Discussions	
	• To wr	ite clear, logical argun	ments	A.1. Communication Skills	<ul><li>Psychomotor</li><li>Write a reso</li></ul>	earch paper based or	n peer reviewed mate	erials.		Writings	
	organ made	nderstand how archite lized building plans, m those choices.	asses, and why they	A.8. Ordering Systems Skills	Psychomotor  Sketch key	buildings and monu				Exams Writings Sketchbook Quizzes	
Text:	Kenneth Fra	ampton <i>, Modern Arch</i>	nitecture: A Critical Hist	<i>ory,</i> 4th Edition [re	quired]						

Kenneth Frampton, Modern Architecture: A Critical History, 4th Edition [required] Ulrich Conrads, *Programs and manifestoes on 20th-century architecture* [optional]

Joan Ockman, Architecture Culture 1943-1968 [optional]

Kate Nesbitt [ed.], Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995 [optional]

Curricular Level:	Bachelor of Science							☐ Master of Architecture					
Term Offered:	□1st Year		2nd Year		☐3rd Year		☐4th Year		☐1st Year		□Int		
		□Fall	□Spring	□Fall	Spring	□Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer	
Title:	AR	CH 20201 Bey	ond Western Ard	hitecture Credits 3									
Type and Enrollment:	Required: Lecture 115 students												
Instructor(s):	David Hughes												
Catalogue Description:	Course introduces students to the broad realm of contributions to world architecture made by cultures and civilizations that were not in the traditional sphere of Western/European influence.												
Pre-requisite:	ARCH 10111 and 20112; and architecture (ARCH) or architectural studies (ARCS) major.												
Overview:	The course focuses on African, Middle Eastern, and Far Eastern Architecture from antiquity to the present												
Class Learning Objectives,	Class Teaching Objectives				NAAB SPC	Stu	udents Requirements a		Assessment				
Student Requirements and Outcomes, and Assessment	•	accomplish	and parallel and onments and control on the control of the control	•	A.9. Histori Traditions a Global Cult A.10. Cultu Diversity	and ure ral Afj	to understand the r west to understand why context fective To appreciate role of affording the studer ychomotor to recognize and na Columbian, Islamic,	such developm  of various cultur  ontribution of v  nt the opportur  me convention	ents occurred in the res and civilization various cultures to nity to develop con s and details of the	neir cultural and s outside of the Western archite nparative relation	environmental west ectural traditions by onships		
		•											
Toyte	_	A CLOBAL	LICTORY OF ARCI	JITECTURE 2nd auth	CHING IAD	ONADER O. D	DVNVCH						

exts • <u>A GLOBAL HISTORY OF ARCHITECTURE</u>, 2ed. auth. CHING, JARZOMBEK & PRAKASH,

Curricular Level:	Bachelor of Science							☐ Master of Architecture				
Term Offered:	☐1st Year		2nd Year		☐3rd Year		□4t	h Year	□1st Year		□Int	
	□Fall	□Spring	□Fall	Spring	□Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer	
Title:	ARCH 20301 Introduction to Building Structures Credits 3											
Type and Enrollment:	Required: 90/3sections students											
Instructor(s):	James Trenta; Hollee Becker; Robert Bunnell											
Catalogue Description: Pre-requisite:	An introduction to building structures, statics, strength of materials, analysis for shear-moment-displacement, loads including dead-live-wind-earthquake and building code requirements for structural safety.  ARCH 10111 and 20112; and architecture (ARCH) or architectural studies (ARCS) major.											
Overview:	Click here to e	nter text.	, ,			•						
Class Learning Objectives, Student Requirements and Outcomes, and Assessment Class Learning Objectives, Student Requirements and Outcomes, and Assessment	Class Teaching	g Objectives		NAAB	SPC Stu	dents Requirements and Outcomes					Assessment	
	covers tr Statics, S Analysis implicati construc solve int beams a member	rse content places of raditional topics ad strength of Materia . Special emphasis ons of structural sy tion logic; "free bo ernal forces on me nd columns as well behavior under va conditions within va	dressed in Is and Structural is directed toward estems, dy diagrams" to mbers in trusses, as to understand rying types of	Primary B.9. Structur Systems	al •	incorporation of computer and manual analyses of trusses and building frames.  To Do						
	selection	rations of economic n of structural elem tability of structure	ents and	Secondary A.2. Design 7 Skills B.10. E Envelope Sy: B.12. Buildin Materials an Assemblies	Thinking Building stems	<ul> <li>To Appreciate</li> <li>Students are expected to demonstrate an understanding of the structural principles wit incorporation of structural systems, construction logic, and preliminary building code considerations with a concurrent studio project (if possible).</li> </ul>					Assessed as part of project grade above.	
Additional Activities:	In class Truss Design Competition by load testing of student models											

Statics and Strength of Materials for Architecture and Building Construction, Third Edition, by Barry S. Onouye with Kevin Kane

Text:

Curricular Level:					Bachelo	r of Science					☐ Master of Archite	cture
Term Offered:		□1st Y	'ear	2nd Ye	ar	□3rd Year		□4t	h Year	□19	st Year	□Int
		Fall	□Spring	Fall	☐ Spring	□Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	ARCH 2	20601 Com	puter Applications	Credits 2								
Type and Enrollment:	Requir	ed: Worksh	nop 100/7sections s	tudents								
Instructor(s):	Willian	n F. Lucak;	Thomas Krejci; Grif	in Morris								
Catalogue Description:	Course	provides a	basic understandir	ng of two-dimens	ional CAD op	erations, parar	netric building desigi	n and building in	formation modelin	ng (BIM).		
Pre-requisite:	archite	cture (ARC	H) or architectural	studies (ARCS) or	interior desig	gn (ID) major.						
Overview:	Click h	ere to ente	r text.									
Class Learning Objectives,	Class T	eaching Ol	ojectives		NAAB SPO	Stu	dent Requirements a	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	a re	mong othe	Ability to use Revit or programs used in ion and Building Inf	digital	A.3. Visua Communi Skills	cation •	Initive  Knowledge of com chomotor  Ability to use the			ailable for learn	ing new information	Assignments
	a	nd method	understanding of the sof learning composing programs.	•		•	Initive Understanding of tective Appreciation for a			ns computer sof	itware programs in	presentations and discussions; assignments
Tour	re	egarding m	the ability to make edia and approach	es to projects	a anh a ahii Dami	•	nitive  To understand the the capacity to cho			dia in specific ci	rcumstances to have	•
Text:	comme	erciai vesig	ın Using Revit Archi	tecture 2010 (Pa <sub>l</sub>	<i>perback)</i> Dani	ei John Stine						

Curricular Level:					Bachelor	of Science	9					☐ Master of Archite	cture
Term Offered:		□1st Y	'ear	2nd Yea	r	□3rd Yea	ar		□4tl	n Year	□1s	t Year	□Int
	□F	all	□Spring	□Fall	Spring	□Fal	II	□Spring	□Fall	□Spring	□Fall	Spring	□Summer
Title:	ARCH 20	0602 Com	puter Applicatio	ns in Architecture II (	Credits 1								
Type and Enrollment:	Require	d: Worksh	nop 100/7section	ns students									
Instructor(s):	William	Lucak; Eri	ic Greenberg										
Catalogue Description:	Principle	es and pra	actices of 3D digi	tal modeling and ren	dering, includ	ing: produ	uction of	geometric surfa	ces and forms u	sing polygon const	ruction, texturin	g, lighting and render	ing.
Pre-requisite:	ARCH20	0601 and a	architecture (ARC	CH) or architectural s	tudies (ARCS)	or interior	r design (	(ID) major.					
Overview:	Click he	re to ente	r text.										
Class Learning Objectives,	Class Te	eaching Ob	bjectives		NAAB SI	PC :	Student	Requirements a	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	Rh	nino, Maya	a among other p	d Autocad 3D Viz, rograms used in digit Information Modelir		nicatio	abo <b>Psychom</b>	owledge of comp out digital tools			ailable for learni	ng new information	Assignments
	m		learning comput	f the techniques and eer drafting and			<b>Affective</b> ● Ap	derstanding of t		re of the media	ns computer soft	ware programs in	presentations and discussions; assignments
	di	gital media	the ability to ma a and approache	ke choices regarding es to projects		,	• To	<i>e</i> understand the		ate computing med ol for a situation	lia in specific cir	cumstances to have	•
Text	<ul> <li>nc</li> </ul>	one											

Curricular Level:				Bachelor of Scien	ce				☐ Master of Archite	ecture
Term Offered:	□19	st Year	□2nd Ye	ar	3rd Year	□4th	Year	□1s	t Year	□Int
	□Fall	□Spring	□Fall	Spring	all Spring	□Fall	□Spring	□Fall	$\square$ Spring	□Summer
Title:	ARCH 30001 Si	te Design Credits :	1							
Type and Enrollment:	Required: Sem	inar 80/5sections	students							
Instructor(s):	Charles Graves	, Coordinator; Tho	omas Stauffer, Diane	Davis-Sikora; Kathryn S	Strand; Daniel Vieyra; Holle	ee Becker; Charle	es Frederick;			
Catalogue Description:	Research comp	onent addressing	technical, cultural ar	nd contextual concerns	, influences and directions	in site design				
Pre-requisite:	architecture (A	RCH) major and a	pproved admission to	advanced study (thire	d year). Corequisite ARCH 3	30101.				
Overview:	Click here to e	nter text.								
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Students Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	Introduce analysis	e the fundamental	s for basic site	A.1. Communication Skills A.2. Design Thinking Skills A.3. Visual Communication Skills A.5. Investigative Skills	Cognitive Identify relevant da Affective Explain the applical Psychomotor Organize and interp	ble landscape pr	ocesses that have	shaped the site	given sites	Research and site analysis report
		e architecture, and	iods of landscapes, d landscape	A.9. Historical Traditions and Global Culture	Cognitive Distinguish historic Affective Summarize fundam Psychomotor Explain the concept	nental theories o	f projects and des	igners		Writing assignments
		e understanding c of landscape arch		A.8. Ordering Systems Skills B.1. Pre-Design B.2. Accessibility B.3. Sustainability B.4. Site Design	Cognitive Summarize elemen Affective Describe the physic Psychomotor Evaluate site design	its of the site des	sign process the site design pr	ocess		Analysis vignettes
		he ethical and mor influence the site (		C.2. Human Behavior C.7. Legal Responsibilities C.8. Ethics and Professional Judgment	Cognitive  Recognize the influctient/project/puble  Affective  Discuss the relation  Psychomotor  Examine the intended	ic (health, safety	, and welfare)	ent and quality o	f life	Writing assignments
	Illustrate discipline	•	between the design	C.6. Leadership C.7. Legal Responsibilities C.8. Ethics and Professional Judgment	Cognitive  Recognize the history  Affective  Describe the content  Psychomotor  Explain the assets a	mporary issues a	and concerns in m	ulti-disciplinary o	design	Writing assignments

Curricular Level:					Bachelor of Scient	nce					☐ Master of Archit	ecture
Term Offered:		□1	Lst Year	□2	nd Year	3rd	d Year	□4t	h Year	□19	st Year	□Int
		□Fall	$\square$ Spring	□Fall	Spring	Fall	$\square$ Spring	□Fall	$\square$ Spring	□Fall	$\square$ Spring	$\square$ Summer
Title:	ARC	H 30101 T	Third Year Design St	tudio I Credits 5	i							
Type and Enrollment:	Req	uired: Stu	dio 80/5sections st	udents								
Instructor(s):	Cha	rles Grave	es, Coordinator; Tho	omas Stauffer, [	Diane Davis-Sikora; Kathryn	Strand;	Hollee Becker; Cha	rles Frederick;				
Catalogue Description:	Stud	lio investi	gation of the simul	taneous concer	ns of program, site, context	t and ma	terials of construct	ion. Specific em	phasis on the unde	erstanding of the	e goals, objectives, in	tentions and
Pre-requisite:	•		f site/context in de (ARCH) majors with		cultural influences. ission to advanced study (tl	hird year	). Corequisite: ARC	H 30001.				
Overview:	Clicl	here to e	enter text.									
Class Learning Objectives,	Clas	s Teachin	g Objectives		NAAB SPC	Stude	ents Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	•		ce the fundamental research and field	•	A.1. Communication Skills A.2. Design Thinking Skills A.3. Visual Communication Skills A.5. Investigative Skills A.9. Historical Traditions and Global Culture A.7. Use of Precedents	Affect • Psych	Identify relevant da	context through	ı field observation		eess	Graphic and written presentation
	•	Focus ar issues	nalysis to inform sp	ecific project	C.7. Legal Responsibilities	Affect • Psych	Establish links betv	t of values that i	inform the decisior	ı process		graphic presentation
	•	Site ana	lysis		B.4. Site Design A.3. Visual Communication Skills	Affect • Psych	Importance of ider	tors influencing		f site to building		Site analysis graphic presentation
	•	Building	Program		A.2. Design Thinking Skills	Cogni • Affect • Psych	<b>itive</b> Recognize influenc	es of functional	•			Written and graphic presentation
	•	Prelimin	aary Design		B.5. Life Safety B.12. Building Materials and Assemblies A.6. Fundamental Design Skills B.2. Accessibility	Affect • Psych	Factors influencing	reconciling issue		ing program		Multiple graphic presentations
	•	Design D	Development		B.12. Building Materials and Assemblies B.2. Accessibility A.3. Visual Communication Skills A.8. Ordering Systems Skills	Affect • Psych	Building design as	aterials and met	hods of constructi		on with the above	Graphic presentation

Curricular Level:				Bachelor of Sc	ience				☐ Master of Ar	chitecture
Term Offered:	□1st	t Year	□2nd	Year	3rd Year	□4t	th Year	□1	st Year	□Int
	□Fall	□Spring	□Fall	Spring	□Fall	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	ARCH 30002 Ur	ban Design Credits	1							
Type and Enrollment:	Required: Semi	nar 75/5sections s	tudents							
Instructor(s):	Charles Graves;	Daniel Vieyra; Pac	ola Gianconia; An	rea Ponsi;						
Catalogue Description: Pre-requisite:	urban form mal			,	H 30102 addressing design o	f form and space	e in cities through s	tudy of precede	nts, traditions an	d current directions in
Overview:	Click here to en	ter text.								
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Students Requirement	s and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	ability "to	e seeks to develop read" a city via a s and field trips per	eries of lectures,	Thinking Skills	<ul> <li>To understand the western urban fall</li> <li>Psychomotor</li> <li>Produce free hand</li> </ul>	e basic western u pric make-up. d sketches, draw	is urban fabric, and on ings, analysis of van nat make-up an urb	rious typologies		The primary assessment process in this course is done through the review of the student's sketchbook. How well can the student process and produce sketches that are analytical and not solely documentation  Final written exam based on the lectures and field trips. Sketchbooks are allowed at the final for reference.

• Topical lectures and presentations; visits to cities

Curricular Level:				Bachelor of Scien	ice				☐ Master of Archi	tecture
Term Offered:	□1st	t Year	☐2nd Year		3rd Year	□4t	h Year	□19	st Year	□Int
	□Fall	□Spring	□ Fall S <sub>l</sub>	oring 🔲 I	Fall Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	ARCH 30102 Th	ird Year Design Stu	udio II Credits 5							
Type and Enrollment:	Required: Studi	o 75/5sections stu	dents							
Instructor(s):	Charles Graves;	Daniel Vieyra; Pad	ola Giancoma; Anrea Po	nsi						
Catalogue Description:	Studio investiga	ition with specific	emphasis on the unders	standing of the goa	lls, objectives, intentions a	nd parameters o	of urban design.			
Pre-requisite:	ARCH 30101. Co	orequisite: ARCH 3	0002.							
Overview:	Click here to en	ter text.								
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Students Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	read" an u methodol	ırban site through	es for designing the	A.2. Design Thinking Skills A.3. Visual Communication Skills A.5. Investigative Skills A.6. Fundamental Design Skills C.1. Collaboration A.7. Use of Precedents A.9. Historical Traditions and Global Culture B.1. Pre-Design B.4. Site Design	Cognitive  How to approach r  Affective  The process is not  Psychomotor  Produce free hand presentation of idea	a linear one sketches, drawi	, ,	am, and an acce	ptable	The student's participation in the studio environment  The student's work relationship with their fellow students  Development of a students' design process  Analysis and execution of this in a sketchbook

<sup>•</sup> Field trip to a large Urban setting other than, and including, Cleveland. Often travel to New York. Projects given will be located in larger urban settings.

Curricular Level:				Bachelor of Scien	nce					☐ Master of Archite	cture
Term Offered:	□1st	t Year	□2nd Yea	r	3r	d Year	□4th	1th Year □1st Year □Spring			□Int
	□Fall	□Spring	□Fall	Spring	Fall	□Spring	□Fall	□Spring	□Fall	Spring	□Summer
Title:	ARCH 30301 Str	ructural Systems	I Credits 3	_							
Type and Enrollment:	Required: Lectu	ire 80/2sections s	tudents								
Instructor(s):	Hollee Becker; J	James Trenta; Rob	bert Bunnell								
Catalogue Description:	A continuation systems.	of building struct	ures, statics strength o	of materials and system	ems ana	lysis. Emphasis is or	elastic materia	ls allowable stress	es and design fo	or wood and steel stru	ctural members and
Pre-requisite:	ARCH 20301 an	d architecture (Al	RCH) major with appro	oved admission to ad	lvanced	study (third year).					
Overview:	Click here to en										
Class Learning Objectives, Student Requirements and	Class Teaching			NAAB SPC		ents Requirements	and Outcomes				Assessment
Outcomes, and Assessment	of statics, structures Specific co or strengt steel, woo (elastic cu	strength of mate s established in prode requirements th design principle and members. Bot	for either allowable es are used to design h approximate nt) and computer	Primary B.9. Structural Systems	Psych •	Students are expecincorporation of co frames. nomotor Students are expec structural systems is strength and stiffne	mputer and ma ted to demonst and elements w ess. ted to demonst d earthquake lo ms ,understand	nual analyses of floor rate an understand ith special emphas rate an understand pads, understandin ling the behavior o	oor and roof sys ding of the beha sis on the concel ding Building Co- g the relationsh f Typical System	vioral theory of ots of stability, de requirements for ip between is, and	Projects 15% Quizzes 10 % Homework 5 % Exam I 20 % Exam II 30 % Comprehensive Final Exam
	selection	tions of economic of structural elem ability of structure	nents and	Secondary A.2. Design Thinking Skills B.10. Building Envelope Systems B.12. Building Materials and Assemblies			uctural systems	s, construction logi	•	tural principles with rry building code	Assessed as part of project grade above.
Additional Activities:	Varies by semes	ster, field trips to	on campus and off ca	mpus construction si	ites and/	or presentations by	industry repres	sentatives associat	ed with steel or	wood systems.	
Text:	Structural Steel	Design, 4th Edition	on", Jack McCormac							•	•

Curricular Level:					Bachelor of Scier	nce					☐ Master of Archite	cture
Term Offered:		□1st	Year	☐2nd Year			rd Year	□4th	ı Year	□1:	st Year	□Int
		□Fall	□Spring	□ Fall	Spring	Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	ARC	CH 30401 Me	ethods and Materi	als I Credits 3								
Type and Enrollment:	Req	լuired։ Lectu	re 80/2sections st	udents								
Instructor(s):	Dav	vid Hughes; J	effrey Grusenmey	er								
Catalogue Description:			_	tion, properties and p	_	ic mat	erials of construction	Primary focus	on wood and maso	onry-appropriat	e use and scale includ	ing code
Pre-requisite:				uction and design cons approved admission to	•	nird ye	ar).					
Overview:	Clic	k here to en	ter text.									
Class Learning Objectives,	Clas	ss Teaching (	Objectives		NAAB SPC	Stu	dents Requirements a	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	•		the system of ord on industry – CSI f	•	A.5. Investigative Skills	To I	ement over time by	Quiz Exam 1				
	•	technical o	the study of soils, consultants and th oundation selectio	e soils effect on	A.3. Visual Communication Skills B.4. Site Design	To E	How soils investigat understanding of bo	and classification ions are conducted the Shallow and one mory the b	on according to the cted by geotechnic Deep foundation pasic Uniform Soils	al consultants. systems.		Quiz Exam 1
	•	requireme	ents including Zoni s, Building Codes,	•	B.2. Accessibility B.5. Life Safety	To I	Familiarity with the Americans with Disactor of Exercises in code re	abilities Act. Typ	oical Zoning condit	ions on propert	у.	Quiz Written report Exam 1
	•	and MASC	_	materials of WOOD e and their use in light tion	A.3. Visual Communication Skills B.12. Building Materials and Assemblies		Know  Wood origins types, Framing detailing ar  CMU, brick, and mo To Do	characteristics nd component r rtar characteris in considerable ents. cations of mate	, products and use names. tics. Study the typ e depth then study rials and Fire resist	s. To understan	d wood Platform ths etc of each. on of materials into a	Multiple Quizzes Exam 2 Exam 3 Sketches
	•	to augmer Roofing, G	nt the basic systen	s, Finish Materials,	B.10. Building Envelope Systems B.12. Building Materials and Assemblies B.3. Sustainability	•	Appreciate The vast quantity of the vast quantity quan	materials and o	options available t	o the designing	architect	Quizzes Exam 4
	•		on of technical dr	nd methodology of awings for building	B.10. Building Envelope Systems B.12. Building Materials and Assemblies	To I	<b>(now</b> The format of const	· · ·		y of preparation	on	Quizzes
Additional Activities:		Field trins	to a Concrete Ma	conny Manufacturer ar		k Mani	ifacturing plant to co	the products b	noing made			

Curricular Level:					Bachelor of Scier	ice				☐Master of Archite	cture	
Term Offered:		□1s	t Year	☐2nd Year		3rd Year	□4tl	h Year	□19	st Year		□Int
		□Fall	□Spring	□Fall □S	pring	Fall Spring	□Fall	□Spring	□Fall	□Spring		Summer
Title:	ARCI	H 30501 En	vironmental Tech	nology Credits 3								
Type and Enrollment:	Requ	iired: Lectu	ure 109 students ir	n two sections, Lab 18-19	per group in 6 gro	oups						
Instructor(s):	Adil :	Sharag-Eld	in									
Catalogue Description:	Basic	principles	of ecological desi	gn and architecture envi	ronmental system	s including lighting, sonic a	nd thermal syste	ems				
Pre-requisition:	Inter	ior design	(ID) majors by spe	ecial approval. Prerequisi	te: PHY 13012 and	architecture (ARCH) major	with approved	admission to adva	nced study (thir	d year)		
Overview:	The o	class offers	a comprehensive	introduction to the impa	act of natural syste	ems (thermal, visual, and a	ural) on human	comfort and deligi	nt within the cor	ntext of the built envir	onme	nt
Class Learning Objectives,	Class	Teaching	Objectives		NAAB SPC	Students Requirements	and Outcomes				Ass	essment
Student Requirements and Outcomes, and	•		sustainable (low-		B. 3.	Cognitive					•	Lab 1
Assessment			and other resour and of the built en	rce management issues	Sustainability	Relate canons of go	• .		design		•	Assignment
		iii tile ues	sign of the built en	wironnient		<ul> <li>Relate energy cons Affective</li> </ul>	ervation to than	nge in lile style			•	1 Exam 1, 2
						<ul> <li>Value the role of th</li> </ul>	ne built environr	ment in preserving	finite resources			
						Assess design decis	sions affecting lo	ow-impact				
						Psychomotor						
						<ul><li>Compute personal</li><li>Suggest behavioral</li></ul>	٠.		•	•		
	•	Elucidate	the relationship b	etween building	B. 3.	Cognitive	patterns arrecti	ing their impact of	the environme		•	Lab 1, 8
		design, or	peration, and mair	ntenance and low	Sustainability	Determine CO2 em	issions using sin	mulation software			•	Assignment
		greenhou	se emission			Choose design stra	tegies to reduce	e CO2 emissions				1, 8
						Affective	ionshin hotwoo	n docian and aroor	shouse are omis	sions		
						<ul> <li>Demonstrate relat</li> <li>Psychomotor</li> </ul>	ionship betwee	ii desigii alid greei	illouse gas elllis	SIOIIS		
						<ul> <li>Connect design to</li> </ul>	building operat	ion and occupants	use patterns			
	•			ate responsive, net-	В. 3.	Cognitive					•	Lab 2, 3, 6, 7
		zero ener	gy and Carbon net	utrality design	Sustainability B. 8	Establish the role o	f responsive des	sign and communi	ty planning on e	nergy and carbon	•	Assignment
					Environmental	neutrality <i>Affective</i>						2, 3, 6, 7 Exam 1, 2
					Systems	<ul> <li>Establish the effect</li> </ul>	of passive solar	r design strategies	on occupants' c	omfort	•	Exam 1, 2
						Psychomotor						
						Illustrate the role of the control of the cont			-			
						<ul><li>Articulate sustainal</li><li>Simulate thermal c</li></ul>	_			:		
	•	Introduce	principles of ther	modynamics and heat	B. 8	Cognitive	omore m relatio	on to childre respe	marke strutegies		•	Lab 8, 9, 10
				d outdoor conditions	Environmental	Evaluate the role or	f envelop impro	vement, thermal r	nass, convective	, and radiative heat	•	Assignment
					Systems	transfer in small st	ructures					8, 9, 10
						<ul><li>Affective</li><li>Relate indoor and</li></ul>	outdoor therma	al conditions to he	at transfer throu	gh envelon	•	Exam 2
						Psychomotor	outuoo. tiiciiiio			.6 се.ер		
						<ul> <li>Compute heat flow</li> </ul>	in or out and of	f a building envelo	р			
	•			daylighting design and	B. 8	Cognitive	Pakata alata da				•	Lab 4, 5
		applicatio	on		Environmental Systems	<ul> <li>Determine the day</li> <li>Predict lighting leve</li> </ul>	•		al and computat	ional modeling	•	Assignment 4, 5
					<b>3</b> ,5te5	Affective	er ana aistribati	on through physics		ional modeling	•	Exam 1
						View daylight in mo	odeled spaces					
						Compare physical a	and computation	nal modeling techr	niques			
						<ul><li> Psychomotor</li><li> Construct Daylight</li></ul>	models					
						Sketch indoor light						

			Simulate indoor daylighting levels and distribution		
•	Introduce principles of architectural acoustics, sound propagation, and room acoustics	B. 8 Environmental Systems	Cognitive  Recognize the relationship between the quality of sound and room surfaces and volume  Affective	•	Lab 11, 12, 13 Assignmen
		.,	<ul> <li>Associate interior space geometry and materials on the quality and quantity of sound levels in spaces</li> </ul>	•	11, 12, 13 Exam 3
			<ul> <li>Psychomotor</li> <li>Simulate sound level and reverberation times indoors</li> </ul>		
			<ul> <li>compute sound pressure levels in small spaces</li> <li>Critique the acoustical design of a small space</li> </ul>		

Curricular Level:				Bachelor of Scien	ce				☐ Master of Archi	tecture	
Term Offered:	□1s	t Year	□2nd Year	•	☐3rd Year	4t	th Year	□1s	st Year		□Int
	□Fall	$\square$ Spring	□Fall	Spring $\Box$	Fall Spring	Fall	$\square$ Spring	□Fall	$\square$ Spring		Summer
Title:	ARCH 40001 Su	ıstainable Design	Credits 1								
Type and Enrollment:	Required: Semi	nar 80/5sections	students								
Instructor(s):	Charles Harker;	; Joseph Ferut; Jac	ck Hawk; Christopher L	obas; Jeffrey O'Donn	ell; Gregory Stroh; Eric Newl	and; James Da	alton				
Catalogue Description:	Research comp	onent addressing	precedents, traditions	, current directions i	n conservation of natural env	vironment. Pr	rinciples and metho	ds of ecological	design in architectu	ire and ι	ırban design.
Pre-requisite:	ARCH 30102 or	ARCH 30112. Cor	equisite: ARCH 40101.								
Overview:	Click here to en	iter text.									
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Students Requirements ar	nd Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment		evelop the studer rrite, listen, and sp	nt's ability to read, beak effectively.	A.1. Communication Skills	Cognitive  Read sustainable des  Listen to lectures and Psychomotor  Participate in discuss  Write paper(s) and e	discussions.				•	Paper(s)
	through i the natura tradeoffs	al environment ar and design conflic site, urban enviro	npact of building on nd the inevitable cts which occur with	A.2. Design Thinking Skills	Psychomotor  Participate in discuss  Use information lear		•			•	Discussions Apply information in studio
		students to Susta resource material	ainability issues and I	A.5. Investigative Skills	<ul><li>Psychomotor</li><li>Gather , assess, and of Apply information in Research sustainable</li></ul>	the tandem s	studio (ARCH 40101	)	ble design	•	Exam Paper Apply information in studio
		urban design and le design precede		A.7. Use of Precedents	<ul><li> Research sustainable</li><li> Use information in st</li></ul>	• .				•	Apply information in studio
		the principles of ctures and reading	sustainable design gs	B.3. Sustainability	<ul><li>Psychomotor</li><li>Listen, read, and lear studio projects</li></ul>	n principles o	gf sustainable design	n, then apply un	derstanding to	•	Papers Application of information in studio
	• Introduce	program writing	structure principles	B.1. Pre-Design	Psychomotor Write qualitative program performance of the buildir	•	s for studio project	with emphasis c	on sustainable	•	Papers

Texts/readings

<sup>•</sup> Topical lectures and presentations by guest lecturers; visits to buildings and project sites; no text, but an extensive reading list from handouts

Curricular Level:  Bachelor of Science	Architecture
Term Offered:   □1st Year   □2nd Year   □3rd Year   4th Year   □1st Year	□Int
☐Fall ☐Spring ☐Fall Spring ☐Fall ☐Spring ☐Fall ☐Spring ☐Fall ☐Spring	□Summer
Title: ARCH 40101 Fourth Year Design Studio I Credits 5	•
Type and Enrollment: Required: Studio 80/5sections students	
Instructor(s): Charles Harker; Joseph Ferut; Jack Hawk; Christopher Lobas; Jeffrey O'Donnell; Gregory Stroh; Eric Newland; James Dalton	
Catalogue Description: Studio investigation of complex formal and spatial constructs addressing the comprehensive concerns of architecture. Special emphasis on understanding the conserv	ation of the natural
environment. CAD is required.	
Pre-requisite: ARCH 30102 or ARCH 30112. Corequisite: ARCH 40001.	
Overview: The studio and its companion WIC course focus on three issues, sustainable design, contextual design, and symbolic design. The studio utilizes and builds on knowledge previous courses and studios. It is the intent for the studio projects to be utilized in Materials and Methods 11 and Environmental Technology 11 courses.	e and skills learned in
Class Learning Objectives, Class Teaching Objectives NAAB SPC Students Requirements and Outcomes	Assessment
Student Requirements and  • Further develop the student's critical thinking A.2. Design Affective	Design projects
Outcomes, and ability through reading and writing assignments  Thinking Skills Participate in discussions  Assessment  In the companion lecture course ARCH 40001  Consider the inquitable conflicts between project site issues, program issues, operations.	
Consider the meyitable conflicts between project site issues, program issues, energy	У
discussions, crits, and juries. concerns, sustainable issues, symbolism issues, and context issues in studio design solutions	
Further develop the students ability to     A.3. Visual     Psychomotor	• Design
communicate verbally and graphically  Communication  Parti diagrams, sketching, project presentations, program development, and comp	
Skills applications	
• Further develop the student's ability to gather A.5. Investigative <b>Psychomotor</b> Skills • Research historical, and contemporary information on issues relating to sustainable.	Design
information to inform studio work.  SKIIIS  Research historical, and contemporary information on issues relating to sustainable design	e projects
<ul> <li>Use above information to inform design studio solutions</li> </ul>	
Further develop design skills     A.6. Fundamental     Psychomotor	<ul> <li>Design</li> </ul>
Design Skills  • Studio design solutions based on issues of context, symbolism, and sustainable des	
<ul> <li>Apply and develop appropriate organizational, spatial, structural, and exterior land design solutions to student exercises with emphasis on sustainable design issues</li> </ul>	scape
Develop ability to collaborate     C.1. Collaboration     Psychomotor  Psychomotor	Project
Collaborative research	programs
Collaborative program development	· -
Develop an understanding of national and     A.9. Historical <b>Psychomotor</b> Traditions and Poscarch the horitage of the region of the project site with regards to landscape at the project site with rea	Program and
regional traditions  Global Culture  Global Culture  Research the heritage of the region of the project site with regards to landscape, upon and architectural design, in order to inform their design process and intent	irban, design solutions
• Further develop the use of precedents in studio A.7. Use of <b>Psychomotor</b> projects Precedents In studio A.7. Use of Precedents In projects In project In In project In	Programs and
projects Precedents • Investigate sustainable design precedents in order to inform design solutions	design solutions
Design all projects to accommodate individuals     B.2. Accessibility     Psychomotor	Design solutions
with physical abilities  • Demonstrate an ability to design both site and buildings to accommodate individual with baring physical abilities	Is
Develop an understanding of sustainable design     B.3. Sustainability     To Understand	Design solutions
issues  • Information from readings, lectures, and precedents presented in ARCH 40001 the	•
Psychomotor	
Use this understanding of sustainable design in the design studio	
<ul> <li>Further develop the student's ability to design</li> <li>B.4. Site Design</li> <li>Psychomotor</li> <li>Site analysis</li> </ul>	Design solutions Site analysis
• Respond to the natural and built site characteristics as determinants for design pro	•
Further develop the student's ability to develop B.1. Pre-Design      Psychomotor  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics as determinants for design pre-  - Respond to the natural and built site characteristics and the natural and built site characteristics and the natural and built site characteristics and the natural and built si	Program
programs, and understand and resolve the needs C.3 Client Role in Interview clients, future users	<del>-</del>
of the client, owner, and user  Architecture  Research case studies	
<ul> <li>Research building systems</li> <li>Expand and develop outline design programs in order to inform of the complexities</li> </ul>	-6

•	Further develop an understanding of methods of	C.2. Human	Ps	chomotor	Projects
	inquiry that seek to clarify the relationship	Behavior	•	Interview clients and future users	Writing
	between human behavior and the physical		•	Research case studies	Case Studie
	environment.		•	Research	
			•	Design projects with human behavior patters in mind	

• Each of the above learning goals are intended to further the students' ability to provide a coherent rationale for the programmatic and formal precedents employed in conceptualization and development of architecture and urban design projects. Students are expected to demonstrate the ability to articulate and clarify basic project goals and objective and to plan appropriate design responses using techniques of programming, analysis, and synthesis.

Curricular Level:					Bachelor of Scien	ice					☐ Master of Archite	ecture
Term Offered:		□1s	t Year	□2nd Y	ear	□3rd Year	•	4th	n Year	□1	st Year	□Int
		□Fall	□Spring	□Fall	Spring $\Box$	Fall [	□Spring	□Fall	Spring	□Fall	□Spring	□Summer
Title:	ARC	CH 40002 Sy	stems Design Cred	its 1								
Type and Enrollment:	Rec	uired: Semi	nar 80/5sections s	tudents								
Instructor(s):	Cha	rles Harker;	Joseph Ferut; Jack	Hawk; Charles Fre	ederick; James Dalton; (	Christopher Lo	bas;					
Catalogue Description:	Lec	ture and res	earch component	addressing compre	ehensive integration of	mechanical, e	lectrical comr	munications stru	ıctural life safety s	ystems and sust	tainable design conce	erns.
Pre-requisite:	ARC	CH 40101. Co	orequisite: ARCH 4	0102.								
Overview:	Clic	k here to en	iter text.									
Class Learning Objectives,	Clas	s Teaching	Objectives		NAAB SPC	Students R	equirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	•	projects	e consultants role	0 0	C.1. Collaboration  B.6. Comprehensive	Affective  To lead designed de	r input on building	Consultant grading of student projects  Faculty				
		regarding	systems integration ocation and system	n including	Design Former SPC (23) Building Systems Integration	<ul><li>Critiq</li><li>Affective</li><li>Quest</li><li>Psychomot</li><li>Desig</li></ul>	tion the practi t <b>or</b> n according to	rules of thumb	ral design and dec	· ·	culations	assessment of building designs in co-requisite design course
	•	Develop a existing be	ibilities to comprel uildings	nensively analyze	A.2. Design Thinking Skills A.3. Visual Communication Skills A.5.Investigative Skills A.7. Use of Precedents B.1. Pre-Design	• To co	mparatively u	nderstand build	or the quality of its ling systems ecisions through te	, and the second		Building pre- design analysis package
Additional Activities and	•	Presentat	ions by consulting	faculty								

Text

• Integrated Buildings, Leonard Bachman (optional)

Curricular Level:				Bachelor of Scien	ice		☐ Master of Architecture				
Term Offered:	□1st	Year	□2nd `	Year	☐3rd Year	4th \	'ear	□1st	t Year	□Int	
	□Fall	□Spring	□Fall	Spring $\Box$	Fall Spring	□Fall	Spring	□Fall	□Spring	□Summer	
Title:	ARCH 40102 Fou	urth Year Design	Studio II Credits 5								
Type and Enrollment:	Required: Studio	80/5sections st	udents								
Instructor(s):	Charles Harker;	Joseph Ferut; Jac	ck Hawk; Charles Fr	ederick; James Dalton; C	Christopher Lobas;						
Catalogue Description:	Studio investigat	tion of the comp	rehensive concerns	s and understanding of b	ouilding systems integration	n. CAD is required.					
Pre-requisite:	ARCH 40101. Co	requisite: ARCH	40002.								
Overview:	utilizes design and detailing. The consolutions, integr	nd analysis problourse intends to ating base knowl	ems to study the ir advance student d ledge from prior co	mpact of detailed technic esign abilities through e	erstanding of architectura cal considerations of buildi mphasis on the design dev s must demonstrate their u f the project.	ng systems, marke elopment process.	t demands and The objective i	in-use criteria on s for students to	building organizatio formulate well-conce	n, expression and eived design	
Class Learning Objectives,	Class Teaching C	Objectives		NAAB SPC	Student Requirements	and Outcomes				Assessment	
Student Requirements and Outcomes, and Assessment	Develop sk collaborati	iills in project ma on	nagement and	C.1. Collaboration A.4. Technical Documentation C.4. Project Management C.6. Leadership	<ul> <li>Cognitive</li> <li>Prepare and mana</li> <li>Organize time and</li> <li>Affective</li> <li>Manage team and</li> <li>Effectively work in</li> <li>Psychomotor</li> <li>Coordinate and properties</li> </ul>	efforts for produc individual efforts team collaboratio	tivity n and coordinat	e efforts focused	productivity on particular goals	Faculty assessment of project process and outcome	
	context	oncepts regarding	, an own contains	Primary B.4. Site Design B.11. Building Service Systems Secondary A.7. Use of Precedents A.9. Historical Traditions and Global Culture	Integration of physical Integration of history     Integration of economy Integration of economy Integration of economy Integration of economy Integration In	orical context as ar	influence in bu	ilding design pro	cess	Faculty team and individual grading of design project and site analysis	
		oilities to design i architecture	in the regulatory	B.2. Accessibility B.4. Site Design B.5. Life Safety	Cognitive Interpret regulation Affective Organize regulator Psychomotor Ability to apply and aspects of building Apply ADAAG design Awareness of mark building design	ry requirements in d design with the I g design gn guidelines in th	to programming nternational (Ohe design of space	nio) Building Code		Faculty team and individual grading of design project	
		of previous stude nsive systems de:	ent course work in sign project	Primary A.1. Communication Skills A.2. Design Thinking Skills B.6. Comprehensive Design B.8 Environmental Systems B.9. Structural Systems B.10. Building Envelope Systems B.11. Building Service Systems B.12. Building	Cognitive Systematically criti Psychomotor Integrate the desig Identify and resolv exterior wall assen ways HVAC distrib Ability to define ar Ability to prelimina Understanding of t Ability to design di the system using ri	gn of multiple syste te the relationships obly decisions imp ution may impact I nd organize a build arily size structural the organization of outer modeling to stribution systems	ems in a building s among systems act building HVA building efficient ing structure ind systems structural draw analyze structur for building ver	g project s through design, C systems or strucy cluding lateral res rings and tables al designs atilation and cool	uctural sizing or istance	Faculty team, individual, and consultant grading of design project and building analysis project	

		Asser Prior (23) I Integ  Seco A.3. \ Com A.8. \ Skills Fund Skills C.2. I B.3. \ B.1. \ C.4.	Building Systems gration  ondary  Visual munication Skills  Ordering Systems 5 A.6.  damental Design	•	Ability to design distribution systems for perimeter heating Ability to effectively layout mechanical rooms for maintenance and access Ability to effectively layout air distribution systems in build-out projects Ability to allocate appropriate space for plumbing systems Ability to develop water supply, soil and vent systems, made evident in system axons or risers Design roof drainage systems Application of principles of use and distribution of wet columns Ability to preliminarily size such systems Introduction to the organization of basic electrical systems in large-scale buildings through the execution of riser diagrams and distribution plans Design utilizing contextual issues and the allocation of space on electrical systems layout Design maintenance and access on electrical room layouts including emergency generation Integrate lighting and power systems in build-out projects	
•	•	presentation and production  Common A.4.	Visual munication Skills Technical umentation	Psyc • •	Further develop all aspects of architectural representation Develop proficiency in application of computer-aided design technology Develop advanced graphic presentation skills	Faculty team and individual grading of project. Design competition jury

• Topical lectures and presentations by clients and project stakeholders; visits to sites and case study structures;

Curricular Level:				Bachelor of Scie	nce					☐ Master of Archite	cture
Term Offered:	□19	st Year	□2nd Year		☐3rd Year	•	4tl	h Year	□1:	st Year	□Int
	□Fall	□Spring	□ Fall Sp	ring $\Box$	Fall	□Spring	□Fall	Spring	□Fall	□Spring	□Summer
Title:	ARCH 40302 St	tructural Systems II	Credits 3					<del></del>			
Type and Enrollment:	Required: Lect	ure 80/2sections st	udents								
Instructor(s):	Hollee Becker;	Robert Bunnell									
Catalogue Description:	members and	•	res, statics, strength of I	materials and syst	tems analysis.	Emphasis is or	n inelastic mate	rials, allowable str	ess and design f	or masonry and concr	ete structural
Pre-requisite:	ARCH 30301										
Overview:	Click here to e										
Class Learning Objectives, Student Requirements and	Class Teaching	•		NAAB SPC		equirements a	and Outcomes				Assessment
Outcomes, and Assessment	statics, st structure code req strength wood me inflection for system	trength of materials is established in pre uirements for eithe design principles alembers. Both apprin point) and compums analysis.	evious courses. Specific er allowable or re used to design steel, oximate (elastic curve ter methods are used	Primary B.9. Structural Systems	incorporation in	poration of co es. for ents are expect tural systems a gth and stiffne ents are expect ead, live, wind rials and syste ding slabs, bea	ted to demonst and elements wess. ted to demonst , and earthquak ms , understand ms, columns, w	nual analyses of flo rate an understand ith special emphas rate an understand se loads, understan ling the behavior o	ding of the beha is on the conce ling of Building ding the relation f and design of and understand	vioral theory of pts of stability,	Projects Quizzes Homework Exams Comprehensive Final Exam
	cast-in-pl		al (formwork, precast, ructural elements and s is addressed.	Secondary A.2. Design Thinking Skills B.10. Building Envelope Systems B.12. Building Materials and Assemblies	incor	poration of str		s, construction logi	•	tural principles with ary building code	Assessed as part of project grade above.
Additional Activities:	Varies by	semester, field trip	os to on campus and off	campus construct	tion sites and/	or presentation	ns by industry	representatives ass	sociated with co	ncrete systems.	

**Text:** "Reinforced Concrete Design," Seventh Edition, by George F. Limbrunner and Abi O. Aghayere

Curricular Level:	Bachelor of Science										
Term Offered:	□1st Y	'ear	☐2nd Year		☐3rd Year	4th Yea	ar	□1s <sup>-</sup>	t Year	□Int	
	□Fall	□Spring	□Fall Sp	ring $\Box$ F	all Spring	□Fall	Spring	□Fall	□Spring	□Summer	
Title:	ARCH 40402 Meth	hods and Materi	als II Credits 3								
Type and Enrollment:	Required: Lecture	80/2sections st	udents								
Instructor(s):	Jack Hawk; Jeffrey	y Grusenmeyer									
Catalogue Description:	systems and build	_	- : :		of the basic materials of c to construction contract d	· ·	focus on cond	crete and steel-a	appropriate use and	scale, including allied	
Pre-requisite:	ARCH 30401										
Overview:	of quality building documentation th lectures, multime conceived, integra	g integration and nrough exposure dia presentation ated architectura	design habits. Attentio to the power of a great s, studio/lab problems, al design. This experience	n is given to existing working drawing a and outside lecture is designed to a	real fundamental concepts ng buildings for their handl and the character of inform ers/experts. The focus of t d the student to understar ts that architecture may co	ling of a variety of contains and the charton design and the chis course is to convend the intertwining of	ontextual conc e execution of ey the central	erns. This course a set of drawing place of materia	e further develops to gs. This course inclu- al and construction p	ne art of construction des classroom process in well	
Class Learning Objectives,	Class Teaching Ob	ojectives		NAAB SPC	Students Requirements	and Outcomes				Assessment	
Student Requirements and Outcomes, and Assessment	concepts in a especially as systems in the Particular endevelopment concrete, steads assemblies.	material and arc s they relate to t he design decision mphasis will be p nt, building code eel and wall syst	s and regulations, ems, building	B.2. Accessibility B.4. Site Design B.5. Life Safety B.10. Building Envelope Systems B.12. Building Materials and Assemblies	<ul> <li>accessibility. (NAAB</li> <li>Basic knowledge of drainage concepts</li> <li>An understanding of (NAAB 24)</li> <li>Basic knowledge ar (NAAB 21)</li> <li>A fundamental knowledge and knowledge ar (NAAB 21)</li> </ul>	d concrete their cir design  ning ordinances and of topography, site e construction.  building envelopes.	Class participation, Quizzes, Exams, homework, in- class assignments, and semester projects				
	quality desig visual dimen generator of Additionally, design and o more than o	gn based upon the sion of architect for architectural for students will be construction are	ecome informed that conditional; there is to the majority of	A.4. Technical Documentation	<ul> <li>Locate and interpret</li> <li>To Appreciate</li> <li>Concepts of quality</li> <li>Introduction to use</li> <li>The application of I</li> <li>To Do</li> <li>Produce an organiz</li> </ul>	ed set of drawings r	ng to materials and reference lity in construct epresentative	standard conception	ots assembly process.	Exams, projects, evaluation of colleagues work	
	resources av materials an Involve stud	vailable to archit nd construction i	to the wide variety of ects in the field of ncluding cost control. ns concerning the role ctural design.	A.5. Investigative Skills A.4. Technical Documentation	<ul> <li>To Appreciate</li> <li>The roles and uses</li> <li>To Do</li> <li>Ability to use CSI m for a given assemble</li> <li>Ability to use archite</li> </ul>	aster format and mo	odel specificati	ons to write a b	asic specification	Projects	

		Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers	A.3. Visual	To Know  Understanding of the Intern Development Program and professional development requirements.  To Do  Investigate the NCARB, IDP website, sign up for IDP if desired	Participation in discussion, exam questions
	•	Provide opportunities for the student to learn from excellent examples of working drawings and attempt to help reveal to the student the nature of the design of exceptional technical documentation integrating the material concepts developed throughout the course.	Communication Skills A.4. Technical Documentation A.5. Investigative Skills B.5. Life Safety B.10. Building Envelope Systems B.12. Building Materials and Assemblies	<ul> <li>Sequences and organization of technical documents</li> <li>Introductory understanding of architectural production practices</li> <li>To Appreciate</li> <li>Construction sequences, techniques and methods</li> <li>To Do</li> <li>Ability to produce an organized set of drawings representative of the building assembly process.</li> <li>Ability to use Construction Specifications Institute's (CSI) Uniform Drawing System (UDS).</li> <li>Ability to use CSI master format and model specifications to write a basic specification for a given assembly.</li> </ul>	Student projects, student also provide mark-up of one another's preliminary drawings based on faculty instruction
Additional Activities:	•	Field trips to construction sites			

Field Trips to curtain wall manufacturers

## Text:

- 1. Fundamentals of Building Construction: Materials and Methods. Fourth Edition. Edward Allen. (Required from third year.) REQUIRED
- 2. <u>Building Construction Illustrated.</u> Fourth ed. Francis D. K. Ching and Cassandra Adams. REQUIRED
- 3. Ohio Building Code. REQUIRED
- 4. Building Codes Illustrated. Francis D. K. Ching.
- 5. <u>Time Saver Details for Exterior Wall Design.</u> Fred Nashed

Curricular Level:				Bachelor of Scier	ce		☐ Master of Architecture				
Term Offered:		☐1st Year	☐2nd Year	□3rd Y	ear	4t	h Year	□19	st Year	□Int	
	[	☐Fall ☐Spring	□Fall Sp	oring 🔲 I	Fall □Spring	Fall	□Spring	□Fall	$\square$ Spring	□Summer	
Title:	ARCI	l 40502/50502 Environment	al Technology II Credits	3							
Type and Enrollment:	Requ	ired: Lecture 79 students (2	sections), Lab 13-14 stud	dents per group (6	sections)						
Instructor(s):	Adil	Sharag-Eldin									
Catalogue Description:	Ecolo	gical design of large building	gs. The investigation and	l analysis of lightin	g, thermal, water, electrica	l and waste syst	tems in urban setti	ngs.			
Pre-requisition:	ARCH	I 30501									
Overview:	The	lass offers a comprehensive	introduction to the role	of mechanical sys	ems on human comfort, h	ealth , and prod	uctivity within the	context of the b	ouilt environment		
Class Learning Objectives,	Class	Teaching Objectives		NAAB SPC	Students Requirements	and Outcomes				Assessment	
Student Requirements and Outcomes, and Assessment	•	Integrate principles of build economics with decision management	0 0,	B. 7 Financial Consideration	<ul> <li>Cognitive</li> <li>Compute LCC, PV, a Affective</li> <li>Justify use of energy Psychomotor</li> </ul>		_	mic analyses		•	
					<ul> <li>Compare LCC for v</li> </ul>						
	•	Address the fundamental p systems for heating, cooling buildings and their design in heating systems for heating their design in heating the systems of the	g, and ventilation of mplications	B. 8 Environmental Systems  B. 8 Environmental Systems	Cognitive  Recognize the interest Relate building fun Recognize role of control Recognize role o	ctions to HVAC sodes and standard design to build and cooling load and cooling of smithods  n power needs siate strategies for codes and ign decisions w	system application ands in determining ding spatial required based on building all building using in for large buildings or electric lighting standards in lightight with evidence-based	for large building HVAC design of the sand uses go design, materindustry standar and those of calling design	ngs onditions s ial, and operational rd and mpuses and ultra	•	
	•	Introduce principles of pow distribution, building electr design Understand the principles g	ical systems and wiring	B. 11. Building Service Systems B. 11. Building	Psychomotor  Balance electrical li Determine lighting Design lighting fixtu Compute and simu  Cognitive Recognize the relat safety systems  Psychomotor Compute electrical Prepare a panel bo Sketch the electrical		•				
	-	and conservation in building		Service Systems	<ul><li>Determine water s</li><li>Determine booster</li></ul>		ipe size, layout, and	d pressure)			

	•	Integrate building systems with fire safety systems	B. 11. Building Service Systems	Cognitive  Recognize the integration between the fire safety system with HVAC, electrical, plumbing, building materials, and site layout  Recognize different fire safety systems in buildings  Affective  Relate building codes to design  Psychomotor  Determine sprinkler system sizing and distribution for a small space	•
	•	Understand application of the effects of building transportation systems on design and energy usages	B. 11. Building Service Systems	Affective  Establish a link between building security and other building systems  Psychomotor  Determine the number, capacity, speed, and type of elevators in a commercial facility	•
Additional Activities:	•	Field trips			

Text:

• MEEB

Curricular Level:					□Bachel	lor of Scienc	Master of Architecture						
Term Offered:		□1	st Year	□2nd Ye	ear	□3rd Ye	ear	□4t	h Year	15	st Year		□Int
	[	□Fall	□Spring	□Fall	Spring	□F	all Spring	□Fall	□Spring	□Fall	Spring		Summer
Title:	ARCI	1 60922 N	Nethods of Inquiry	in Architectural Stud	lies Credits 2	2							
Type and Enrollment:	Requ	ired: Lect	ture 47 students (2	2 sections)									
Instructor(s):	Adil	Sharag-Eld	din										
Catalogue Description:	Prov	ides a con	mprehensive cover	age of architectural	nquiry techr	niques inclu	ding qualitative and quan	titative research	n methods and criti	cal thinking skill:	s to help students b	etter cc	onduct and
		erstand re											
Pre-requisition:	Prer	equisite: A	ARCH 60101 and 6	0301 and graduate s	tanding and	special appi	roval.						
Overview:	The	class offer	rs a comprehensiv	e preview of research			ethods in the study of the						
Class Learning Objectives,	-	Teaching	g Objectives		NAAE		Students Requirements		Ass	sessment			
Student Requirements and Outcomes, and Assessment	•	Develop	Critical thinking sk	kills		Design king Skills	Cognitive  Develop theses an Analyze various ty Affective Persuade audience Psychomotor Originate theses an Assemble argumen Raise well informe Peer-review other			•	Term paper Peer-reviews In-class readings		
	•		tion to epistemolc ture and urban des	ogical approaches in sign	in A.5. Investigative Skills A.11. Applied Research		Cognitive  Analyze argument: Summarize argum  Affective Express ideas from  Psychomotor Conduct advanced Build grounded arg Respond to existin	ents developed n with specific e I research pursui guments	by others pistemological app its	roach		•	Term paper In-class readings
	Develop an advanced graduate research skills					tigative Applied arch	Cognitive  Outline research o  Write abstract  Affective  Establish a clear ar  Psychomotor  Develop research o  Develop theses  Develop potential  Conduct research  Document research  Develop precise title	nd defendable requestions methodological	approaches			•	Paper proposal Term paper
	•	Develop	advanced writing	skills	A.1. Comr n Skil	municatio Is	Cognitive  Analyze literature Reconstruct literat Re-write and recon Affective Express an argum Display knowledge Follow a clear and Psychomotor Write a well thoug	ture arguments to instruct weak argument in written for e of literature on logical line of th	to validate a point guments ormat the subject lought through a pa	aper		•	Paper proposal Term paper Quizzes

•	Develop advanced oral communication skills	A.1.	Cognitive	•	In-class
		Communicatio	<ul> <li>Dissect others arguments to other students</li> </ul>		reading
		n Skills	Relate a reading to a theoretical		
			Affective		
			Answer questions about in-class readings		
			• Share an interpretation of a written article or a chapter of a book with other students		
			Psychomotor		
			<ul> <li>Express strengths and weaknesses of arguments</li> </ul>		

• Students are encouraged to present their papers in academic and professional conferences

Curricular Level:				Master of Architecture							
Term Offered:	□19	st Year	□2nd Year		☐3rd Year	□4t	h Year	<b>1</b> s	t Year		□Int
	□Fall	□Spring	□Fall	Spring $\Box$	Fall □Spring	□Fall	□Spring	Fall	□Spring		Summer
Title:	ARCH 60301 Th	neories of Architect	cure Credits 3					<u> </u>		-	
Type and Enrollment:	Required: Lect	ure 15-20 Students	3 Sections								
Instructor(s):	Maurizio Sabin	i									
Catalogue Description:	In-depth analy	sis and discussion o	of contemporary archit	ectural theories. Cri	itical evaluation of major a	authors and arch	itectural projects				
Pre-requisite:	M.Arch admiss	ion									
Overview:	Click here to e	nter text.									
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requirements	and Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment	•	n appreciation and ge of the theoretica ure	•		<ul><li>To Appreciate</li><li>The presence of t</li><li>The value of a the</li></ul>	heoretical constr	chitecture from Mod ructs behind any arch e for Architecture uches in Architecture	itectural proje		•	Written Exams (45%)
	questions informati	n Ability to raise cl s, use abstract idea on, consider divers II-reasoned conclus t	s to interpret e points of view,	A.1. Communication Skills A.2. Design Thinking Skills	To Appreciate The value of rigor To Do Argument-buildin		ing to build and defe	nd an argumei	nt	•	Written Exams (45%) Presentation (20%) Discussion (10%) Paper (25%)
	Acquire a speak eff	n Ability to read, w ectively	rite, listen, and	A.1. Communication Skills	•	assigned materi	n for an Architect als, writing papers an large group discussio		wer-point	•	Presentation (20%) Discussion (10%) Paper (25%)
	•	relevant information	assess, record, and on for a presentation	A.5. Investigative Skills A.7. Use of Precedents	To Do	ant information	Architecture to substantiate an ar on and write a paper	gument		•	Presentation (20%) Paper (25%)
Additional Activities	<ul> <li>Discussio</li> </ul>	ns with guest lectu	rers								

Curricular Level:				Master of Archite	ecture					
Term Offered:		Lst Year	□2nd Year		☐3rd Year	□4t	h Year	1st Ye	ear	□Int
	□Fall	$\square$ Spring	□Fall	Spring $\Box$	Fall □Spring	□Fall	$\square$ Spring	Fall	Spring	□Summer
Title:	ARCH65001 P	rofessional Practice	e: Real Estate and Deve	lopment Credits 2						
Type and Enrollment:	Required: Lec	ture 30/15 students	S							
Instructor(s):	Jason Carroll,	Beth Kalapos								
Catalogue Description:	Introduction t	to the economic, so	cial, ethical and legal ir	mpact on/of develor	oment projects in both pub	olic and private s	ectors. Computer app	lications and cas	e-study analysis a	re required
Pre-requisite:	M.Arch. unco	nditional admission								
Overview:	The class offe	rs a comprehensive	introduction to the cli	mate of real estate	and development, how it r	elates to the fiel	d of architecture and	the economic fo	rces that impact b	ouilding activities.
Class Learning Objectives,	Class Teachin	g Objectives		NAAB SPC	Student Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	systems	ce real estate termir , and the eight- stag nd development.	•	B.7 Financial Considerations	Cognitive - Comprehen: Affective Who makes up the Psychomotor Read assigned chapters material.	e development to	eam, and the archited	ct's role in the pro	ocess.	Assignment
-		along with the tool	orinciples of market s used in a market	A.5. Investigative Skills C.1. Collaboration	Affective	of a market ana	ne tools used in the a llysis, and how is it us udy as a team.	•	line.	Assignment
		ction to the basic pr nance and investme	•	B.7 Financial Considerations	forma.  Affective  Time value of more After tax cash flow Psychomotor	ney and an invest v and what it me	lculations, net preser tor's discount rate. ans to an investor.		ons, first year pro	Assignments Quiz Midterm Exam
		ction to various soul a development proj	rces and uses used to ject.	C.4. Project Management C.5. Practice Management	Cognitive Sources of financi Affective Economic develop To Do	ng, deal structuri	<u> </u>	are used.		Assignment
		ce urban developme ges including ethics a		C.6. Leadership C.7. Legal Responsibilities C.8. Ethics and Professional Judgment	Cognitive Urban developme Affective Challenges of an u Psychomotor Complete a Histor	rban developme	ent;, brown-field issue	s and gap financi	ing.	Quiz
		ce principles of the p ship in development	•	C.3 Client Role in Architecture	Affective • How public/privat Psychomotor	e development s	of the public/private of a structuring differs from	n conventional d	evelopment.	Final Project- Development Case Study

☐ Bachelor of Science

Master of Architecture

Curricular Level:										
Term Offered:	□1st	Year	□2nd \	Year	☐3rd Year	□4th	Year	19	st Year	□Int
	□Fall	$\square$ Spring	□Fall	Spring $\square$	Fall □Spring	□Fall	$\square$ Spring	Fall	Spring	□Summer
Title:	ARCH 65002 Pro	fessional Practice	e: Contract and Pla	anning Law Credits 2						
Type and Enrollment:	Required: Lectur	e 30/15 students	;							
Instructor(s):	Eric Pempus									
Catalogue Description:	profession. Plan	ning law surveys	•	·	resolution with emphasis ough zoning, variances and			vs of negligenc	e and the standard	of care in the
Pre-requisite:	M.Arch. admission									
Overview:			contracts within t		re and the construction in		d, along with other	legal concerns	in the profession.	A
Class Learning Objectives, Student Requirements and	Class Teaching C			NAAB SPC	Student Requirements	and Outcomes				Assessment
Outcomes, and Assessment	Architect's      Architectur	Administrative R	oles	C.4. Project Management C.5. Practice Management C.6. Leadership  C.4. Project Management C.5. Practice Management	To Know  Students are requi To Appreciate  Students gain an a architectural/engi To Do  Students are requi classmate for arch To Know  Students are requi dispute resolution and litigation. To Appreciate Students gain an a To Do  In the context of ti architectural and a concepts in their p	•				
Additional Activities	Legal Response	onsibilities		C.7. Legal Responsibilities	To Know  Students are requisubdivision ordina To Appreciate  Students gain an a laws. To Do	ired to understan nces. oppreciation for e	d registration laws, nvironmental, histo	ric preservatio	J	•

Curricular Level:				Master of Archite	cture						
Term Offered:		lst Year	□2nd	Year	□3rd Y	'ear	□4tl	h Year	1st	Year	□Int
	□Fall	□Spring	□Fall	Spring $\square$	Fall	$\square$ Spring	□Fall	$\square$ Spring	□Fall	Spring	□Summer
Title:	ARCH 65003 F	Professional Practic	e: Leadership, Ethi	ics and Office Manageme	ent Credit	ts 3					
Type and Enrollment:	Required: Lec	ture 30/15 student	:s								
Instructor(s):	Eric Pempus,	George Novotney									
Catalogue Description: Pre-requisite:		management of an		hip and examines archite ext of the profession as b		ce structures. Ma	anagement appı	roaches, professior	nal registration ar	nd practice, use of co	nsulting engineers,
Overview:		•	•	e is studied through the des of ethics, responsibil		•	. •	•		•	vides the basis for
Class Learning Objectives,	Class Teachin	g Objectives		NAAB SPC	Student	Requirements a	and Outcomes				Assessment
	Ethics are Leadersl	nd Professional Jud	gment	C.3 Client Role in Architecture C.7. Legal Responsibilities C.8. Ethics and Professional Judgment C.9. Community and Social Responsibility  C.6. Leadership	rescontrology of the control of the	udents are requiresponsibilities as pedes by contrast areciate udents gain an apecodes are applithe profession or udents are requirenced in the profession or undents are required in t	oublished by the and comparison. ppreciation for e ied to practical s f architecture. red to prepare a of Architects Con another profes	exercising professions and circular and circular and circular written paper conduction of Ethics and Passion or field of stu	e of Architects, Nonal judgment in a metances that are mparing and controfessional Conducty.	the context of how chitects encounter rasting the uct with any other	Examinations, class participation and written project
				C.9. Community and Social Responsibility	po To Appr  Stu as To Do Stu	sitions not only i reciate udents gain appr in government, i	in their profession the industry and pro	•	nunity that they li	ive and work.	class participation
	Architec	tural Practice		C.4. Project Management C.5. Practice Management C.7. Legal Responsibilities B.7 Financial Considerations	pla To Appr  Stu co ma ou To Do Stu an	udents are expectans, including the seciate udents gain an aproduct an architerangement, and ottoorcing, projectudents are requis	e legal aspects o ppreciation for v ctural practice, t trends that affe ct delivery meth red to prepare a	e various types of r of the business orga- various financial and the tools available ct the practice of a nods, expanding pra- a written contract to an agreement to re	nizations, available daccounting med to architects for the chitecture included the chitecture settings, and the demonstrates.	thods utilized to time and project ding globalization, id diversity.	Examinations project

Curricular Level:			L	Bachelor of Scie	nce			Master of Archit	ecture		
Term Offered:	□19	st Year	☐2nd Year		☐3rd Year	<b>4</b>	th Year	1	st Year		□Int
	□Fall	□Spring	□Fall Sp	ring $\Box$	Fall □Sprir	g 🗆 Fall	□Spring	□Fall	Spring		Summer
Title:	ARCH 66995 ST	Γ: Professional Pra	ctice Workshop Credits	1					<del></del>		
Type and Enrollment:	Required: Wor	kshop 20 Students	2 Sections								
Instructor(s):	Patrick Killen; I	Richard Carlisle; Sc	ott Lukens; James Dalton								
Catalogue Description:	Special topics i	n architecture									
Pre-requisite:	M.Arch. admis	sion									
Overview:	Special topics in architecture  M.Arch. admission  Professional Practice Workshop designed to inform students of traditional and non-traditional practice models through the detailed explanation of specific project structures are by those who have developed a career in particular models. The course asks the student to consider their own future in the context of architecture as a discipline and process of impact. The instructors' role is to question the assumptions of students about their understanding of the practice while engaging them in a discussion of professional responsite service to their communities. The leadership position that architects have as we work to improve our place and the profession. Recent Workshops include: Steelyard Common Brownfield Redevelopment; Entrepreneurship in Design; Sustainable Practice; Professional Marketing.  Class Teaching Objectives  NAAB SPC  Student Requirements and Outcomes  Cognitive  To understand alternative models of practice, including designer/developer, the										
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requiren	ents and Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment					<ul> <li>To understa complexity of Affective</li> <li>To apprecia profession is</li> <li>To recognize Psychomotor</li> </ul>	nd alternative model of difficult project cor te the design of pract one of vision and knopportunities of objectives relating	ntexts tices, and how the p nowledge of self and	problem of defind	ing a future in the	•	Writings
	practice o	•	f stakeholders to the secially in the context of	Primary: C.6. Leadership C.9. Community and Social Responsibility	the develop  Affective  To understa  To appreciat  To recognize built environ  Psychomotor	e knowledge of the siment of places  nd that "architecture e the perspectives of the ways by which coment	is a public act" f the public regardir lesign can be put in	ng architecture to service for th	e betterment of the	•	Writings

Curricular Level:	□ Bachelor of Science Master of Archite										
Term Offered:		Lst Year	☐2nd Year		□3rd Year	□4t	h Year	1st Yea	ar		□Int
	□Fall	$\square$ Spring	□ Fall S	Spring $\square$	Fall □Spring	□Fall	$\square$ Spring	Fall	$\square$ Spring		Summer
Title:	ARCH 60101 (	Graduate Design Stu	ıdio I Credits 6								_
Type and Enrollment:	Required: Stu	dio 12 Students 4 S	ections								
Instructor(s):	Greg Stroh; Ja	son Turnidge; Thor	n Stauffer; Patrick Hylai	nd; Alfonso Femia;							
Catalogue Description:	Architectural	studies related to b	uildings. Emphasis on s	patial, aesthetic, en	vironmental and function	al factors in desi	gn				
Pre-requisite:	M.Arch. admi	ssion									
Overview:	Click here to e	enter text.									
Class Learning Objectives,	Class Teachin	g Objectives		NAAB SPC	Student Requirements	and Outcomes				Asse	essment
Student Requirements and Outcomes, and Assessment	question informa reach w against	the ability to raise on any, use abstract idea tion, consider diver ell reasoned conclurelevant criteria and lop capacity for elegation	as to interpret se points of view, sions, and test them d standards.	A.2. Design Thinking Skills	wicked problems  Affective  Appreciate the control discussion  Psychomotor  Develop a "conce	mplex relationsh n and debate ot/hypothesis" b id that concept t	ough the process of it lips of Environment, T ased on extensive res hrough informal and	echnology, Politic	s and Culture	•	Seminar discussions Concept Statements Mid-Term Presentation Final Presentation
	<ul> <li>Demons media (i compute ideas, ar</li> </ul>	e in the developme tural representatio stration of ability to ncluding freehand er technology), to cond essential formal nming and design.	use appropriate drawing and onvey concepts,	A.3. Visual Communication Skills A.7. Use of Precedents	• The application of <b>Psychomotor</b>	traditional hand	gies for communication d drawing skills in conjud freehand drawing s	unction with com		•	sketching and design drawing Final (Graphic) Presentation
	Problem respons     Refine ti variety o     Demons informa	definition and to ce to a complex set of the ability to gather, of information from stration of the abilitition in the resolution	assess, record a diverse sources y to apply relevant in of a design problem	A.5. Investigative Skills	Cognitive  Understand and a Affective  Utilize research in to respond to tho Define the spatial positions, and hor Psychomotor  Utilize research in needs and identif	pply basic resear the creation of the se conditions requirements of withat leads to the the creation of a	rch techniques  future scenario, devel  that organization and ne Building Program a conceptual basis for positions, and how th	d identifying the standard an organization, o	taffing defining its	•	Research reports
	combine creative complex  • Utilize a architec	or synthetic proces set of design goals t a high level of con	and analysis, with a is to achieve a npetence basic uilding form, interior	A.6. Fundamental Design Skills	Cognitive  Affective  Psychomotor  To generate an agand program	propriate desigr	n proposal in response	to research, cond	cept statement,	•	Final Presentation

Curricular Level:				☐Bachelor of Science	ce				Master of Archite	cture		
Term Offered:		□1st Year	□2nd Ye	ear	☐3rd Year	□4t	h Year	1s	t Year		□Int	
	□Fall	□Spring	□Fall	Spring □ F	all □Spring	□Fall	$\square$ Spring	□Fall	Spring		Summer	
Title:	ARCH 601	.02/UD 60702 Graduat	te Design Studio II/Ur	ban Design Studio II (CL	DC) Credits 4/6							
Type and Enrollment:	Required:	Studio 12 Students 4	Sections									
Instructor(s):	Adil Shara	g-Eldin; Diane Davis; 1	Γhom Stauffer; Daniel	Vieyra; Maurizio Sabini	; Terry Schwarz							
Catalogue Description:	Research	studio aimed at explo	ring advanced design	strategies and techniqu	es							
Pre-requisite:	ARCH 602	101 and 60301 and gra	aduate standing. Co-re	equisite: ARCH 60922								
Overview:	A research-based studio project that explores abstract ideas through interpretation of information gained through research  Class Teaching Objectives NAAB SPC Student Requirements and Outcomes											
Class Learning Objectives,	Class Tea	ching Objectives		NAAB SPC	Student Requirements	and Outcomes				Ass	essment	
Student Requirements and Outcomes, and Assessment	<ul> <li>Develop design thinking skills</li> <li>[A2] Design Thinking Skills</li> <li>Examine conditions supportive of hypothesis         <ul> <li>Raise research questions conducive to deep learning about specific subject</li> <li>Affective</li> <li>Formulate clear pathways supporting of design decisions</li> <li>Arguing validity of design decisions within theoretical construct developed with proposed thesis</li> <li>Psychomotor</li> <li>Construct theoretical framework under which design strategies are formulated</li> <li>Design a project that addresses proposed theoretical constructs</li> </ul> </li> <li>Develop investigative skills</li> <li>[A5]</li> <li>Examine methodologically and critically information for the purpose of developing a</li> </ul>										Intermediate presentation s Term Project	
	<ul> <li>Design a project that addresses proposed theoretical constructs</li> <li>Develop investigative skills</li> <li>[A5]</li> <li>Cognitive</li> </ul>								•	Research- based intermediate presentation		
		ly research to formula	·	[A.11] Applied Research	al frameworks proposed designs sign theses	•	Research- based intermediate Term Project					
Additional Activities	<ul> <li>Develop advanced Visual communication skills</li> <li>[A.3] Visual Communication</li> <li>Communication</li> <li>n Skills:</li> <li>Build complex layered models to articulate formal solutions addressing performative and programmatic strategies</li> </ul>									•	Term Project	

Curricular Level:				☐Bachelor of Scien	ice			Master of Archite	ecture			
Term Offered:	□1st Y	ear	☐2nd Year	•	□3rd Yea	ar	□4tl	n Year	□1:	st Year		□Int
	□Fall	□Spring	□Fall	Spring 🗆 🛭	Fall	□Spring	□Fall	□Spring	□Fall	□Spring		Summer
Title:	ARCH 60103 Grad	luate Design Stud	dio III Credits 9									
Type and Enrollment:	Required: Studio 2	15 Students 3/4 S	Sections									
Instructor(s):	Greg Stroh; Charle	es Harker; James	Dalton; Daniel Vieyra	a; Maurizio Sabini								
Catalogue Description: Pre-requisite:	concentration	Capstone-studio (or "Master Project") aimed at further investigating building design issues both at a greater depth of complexity and by focusing on particular design aspect concentration  ARCH 60102 and ARCH 60150  Click here to enter text.										eas of
Overview:	Click here to ente	r text.										
Class Learning Objectives,	Class Teaching Ob	ojectives			Ass	essment						
Student Requirements and Outcomes, and Assessment	architectura all the know along the combined c studio, the s "mastery" o is here r "knowledge" "creative ed professional	I design project, ledge that the st undergraduate ourse of study. Student is expect of the art of Archimeant beyond and "applicatige" by which an	eloping a complex by putting to use udent has acquired e and graduate At the end of the led to show his/her tecture. ("Mastery" "understanding", on": it implies the y expert, in a given o orchestrate with cipline.)	A.1. Communication Skills A.2. Design Thinking Skills A.3. Visual Communication Skills A.5. Investigative Skills A.6. Fundamental Design Skills A.7. Use of Precedents A.8. Ordering Systems Skills B.4. Site Design B.6. Comprehensive Design C.3 Client Role in Architecture	• The othe othe To Do • Prep addr A. B. C. D. • Pres	ciate complexity of A er disciplines impact of clien pare a compreh ressing all the is Place-Making Image Spatiality Materiality	t's needs, aspira ensive project c ssues related to	sign in its various ations and vision in	n Architecture om site plan to c	es relationship with onstruction detail, gaging in critical	•	Sketch Design & Presentation (30%) Schematic Design & Presentation (30%) Detailed & Final Design & Presentation (40%)

Additional Activities • Guest lectures; desk critique with guest critics and other faculty; juries with "client's" representatives, other faculty and outside experts

Curricular Level:						Master of Arch	itectur	e			
Term Offered:	□1:	st Year	□2nd Year		☐3rd Year	□4t	h Year	□1s	t Year		Int
	□Fall	$\square$ Spring	□Fall	Spring $\Box$	Fall □Spring	□Fall	$\square$ Spring	□Fall	$\square$ Spring		□Summer
Title:	ARCH 60150	Credits 3									
Type and Enrollment:	Required: Sem	inar 15 Students 3	/4 Sections								
Instructor(s):	Greg Stroh; Ch	arles Harker; Jame	es Dalton; Daniel Vieyra	; Maurizio Sabini							
Catalogue Description:	Study and disc	ussion of the notic	on of Program in archite	ecture and the princ	iples of project Programm	ing. Case-study a	analysis and prepa	ration of a comp	rehensive program	for an	architectural
	project										
Pre-requisite:	ARCH 60102										
Overview:	Click here to e										
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requirements	and Outcomes				Asse	ssment
tudent Requirements and Dutcomes, and Issessment	program	for an architecturant complexity (eg a	' '	B.1. Pre-Design	To Know  The state-of-the-a To Appreciate  The relationship b To Do  Prepare a compre	etween Program	and Architectural	_	nificant	•	Project Program Report
					complexity (eg an			ar project or sign	meane		
<del>-</del>	the archi		of the responsibility of rstand, and resolve ner and user	C.3 Client Role in Architecture	To Know  Relevant techniqu To Appreciate  The impact of clie			n Architecture		•	Project Program Report
	Ability to preceder	research and inconts.	rporate relevant	A.7. Use of Precedents	To Do  Research and use	•				•	Case-Study Report Project Program Report
_		acteristics in the d	nd to natural and built evelopment of a	B.4. Site Design	To Know  Relevant techniqu To Appreciate  The impact of site To Do  Prepare a Site Ana	characteristics o				•	Project Program Report
	apply rel	, ,	r, assess, record, and in the development	A.5. Investigative Skills	To Appreciate	ant information	architectural proje to substantiate an		oject	•	Case-Study Report Project Program Report
	question informat reach we	an Ability to raise on Ability to raise of some of the consider divered the conclusive of the conclusion of the conclusive of the conclusi	as to interpret se points of view, isions, and test them	A.2. Design Thinking Skills	To Appreciate The value of critic To Do	al thinking to sub	ostantiate an archi		r an architectural	•	Class Participation Written Exam

Curricular Level:						☐Master of Archi	tecture				
Term Offered:	□1	st Year	☐2nd Yea	ar	3rd	l Year	4t	h Year	□19	st Year	□Int
	□Fall	□Spring	□Fall	Spring [	∃Fall	□Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	Portfolio Cred	its 1									
Type and Enrollment:	Elective: Work	shop 25 students									
Instructor(s):	Michael Abrah	namson									
Catalogue Description:	Architectural o	drawings and other	allied work of the st	udent reproduced ar	nd assemb	led in a profession	al portfolio suit	able for job and gra	duate applicati	on.	
Pre-requisite:	ARCH 40101										
Overview:	identifying and	d targeting potentia	o the characteristics of the characteristics of the character and graduate ganization, graphics.		U		U	U			
Class Learning Objectives,	Class Teaching	g Objectives		NAAB SPC	Stude	nt Requirements a	ind Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	seeking i		es professionals are eting strategies for	A.1. Communication Skills	• # E • !!	Establish short, mid	d, and long term offices compatib	gths and shortcomi professional goals le with professiona			
		e advantages of va		A.1.	•	omotor					<ul> <li>Portfolio</li> </ul>
	commun	icating professiona	ıl abilities	Communication Skills		Appraise and reord					70% of grade
				A.3. Visual Communication Skills	Summarize project issues and versuity communicate reasons for design conclusion						70% OI grade
	• Introduc	e strategies for job	seeking	A.1.	Psychomotor						• Class
				Communication Skills	• [	Discuss with profes	ssionals intern's	r perspective of job goals for the interv	riew		discussions
Additional Activities	•				for the intervie	ws including questi	ons by the inter	n prospect			

Curricular Level:				Bachelor of Scien	ce			Master of Arch	itecture		
Term Offered:		1st Year	□2nd Year		3rd Year	4th	ı Year	19	st Year		□Int
	□Fall	□Spring	□Fall	Spring	all Spring	Fall	$\square$ Spring	Fall	□Spring		Summer
Title:	ARCH 5/4521	0 Renaissance Arch	nitecture Credits 3								
Type and Enrollment:	Elective: Lecti	ure 16 Students 1 S	Sections								
Instructor(s):	Elwin Robison	n PhD									
Catalogue Description:	History and th	neory of Renaissan	ce architecture from 14	00 until 1600							
Pre-requisite:	ARCH 10011 a	and 10012; or ARCI	H 10111 and 20112; or A	ARTH 22006 and 220	07.						
Overview:	The architectu	ure of Renaissance	Italy and it's influence of	on greater Europe.							
Class Learning Objectives,	Class Teachin	g Objectives		NAAB SPC		Ass	sessment				
Student Requirements and Outcomes, and Assessment	Underst canons	anding of the Wes	tern architectural	A.9. Historical Traditions and Global Culture	Cognitive Identify key buildin Psychomotor Sketch key building	•	Exam 1, 2, Final (65%)				
	<ul> <li>Understand how cultural values and choices         influence the built environment.</li> <li>Diversity</li> <li>Identify key buildings and monuments         Psychomotor         <ul> <li>Sketch key buildings and their composition</li> </ul> </li> </ul>								•	Exam 1, 2, Final (65%)	
	and logi		assemble a coherent rding a building of the	A.5. Investigative Skills	• Demonstrate the all Psychomotor • Write a research page.	•			ials.	•	Paper (20%)
		and how architectory are works of an		A.2. Design Thinking Skills	<ul><li>Cognitive</li><li>Understand analysi</li><li>Psychomotor</li><li>Write a research pa</li></ul>	•	· ·		nent.	•	Paper (20%)
<del>-</del> ,	To write	e clear, logical argu	ments.	A.1. Communication Skills	• Write a research pa	aper based on pe	eer reviewed mate	rials.		•	Paper (20%)
	organize	erstand how archite ed building plans, n nose choices.	ects of the past nasses, and why they	A.8. Ordering Systems Skills	Cognitive Identify key buildin Psychomotor Sketch key building	-				•	Exam 1, 2, Final (65%)
Additional Activities	•		·	<del></del>							

Curricular Level:							☐Master of Arch	itecture					
Term Offered:		□1:	st Year	□2nd Year		□3rd	l Year	□41	th Year	□1s <sup>4</sup>	Year		□Int
		□Fall	□Spring	□Fall	Spring $\Box$	Fall	□Spring	□Fall	□Spring	□Fall	□Spring		Summer
Title:	552	211 / 45211	Baroque Architect	ture Credits 3									
Type and Enrollment:	Ele	ctive: Work	shop 16 Students 1	1 Sections									
Instructor(s):	Elw	in Robison	PhD										
Catalogue Description:	His	tory and the	eory of architectur	e in Europe from 1600	through 1750								
Pre-requisite:	ARG	CH 10011 a	nd 10012; or ARCH	1 10111 and 20112; or a	ARTH 22006 and 220	007.							
Pre-requisite:ARCH 10011 and 10012; or ARCH 10111 and 20112; or ARTH 22006 and 22007.Overview:The architecture of Baroque Italy and it's influence on France, Bohemia, Bavaria, and England.													
Class Learning Objectives,	Cla	ss Teaching	Objectives		NAAB SPC	Stude	nt Requirements a	nd Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment	<ul> <li>Understanding of the Western architectural canons</li> <li>Understanding of the Western architectural canons</li> <li>Traditions and Global Culture</li> <li>Global Culture</li> <li>Sketch key buildings and monuments</li> <li>Sketch key buildings and their composition</li> </ul>							•	Exam 1, 2, Final (65%)				
	•		and how cultural va the built environr		A.10. Cultural Diversity	Psych	<b>tive</b> Identify key buildin <b>omotor</b> Sketch key building	J				•	Exam 1, 2, Final (65%)
	•		al argument regard	assemble a coherent ding a building of the	A.5. Investigative Skills	Psych	Demonstrate the a omotor	•	tabases, indexes, an		als.	•	Paper (20%)
	•		and how architectu aluate works of arc		A.2. Design Thinking Skills	Cogni • Psych	<i>tive</i> Understand analysi <i>omotor</i>	is techniques fo	or understanding th	ne built environm	ent.	•	Paper (20%)
	•	To write	clear, logical argun	nents.	A.1. Communicatio n Skills	Psych	omotor		peer reviewed mate			•	Paper (20%)
	<ul> <li>To understand how architects of the past organized building plans, masses, and why they made those choices.</li> <li>A.8. Ordering Systems Skills organized buildings and monuments.</li> <li>Psychomotor organized buildings and monuments.</li> <li>Systems Skills organized buildings and monuments.</li> <li>Sketch key buildings and their composition.</li> </ul>									•	Exam 1, 2, Final (65%)		

Curricular Level:	Bachelor of Science								Master of Architecture				
Term Offered:		∃1st Year	☐2nd Y	ear	3rd	Year	4th	Year	19	st Year		□Int	
	□Fall	□Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring		Summer	
Title:	ARCH 55601	/ 45601 Advanced C	Computer Application	ns Credits 3									
Type and Enrollment:	Elective: Wo	orkshop 18 Students	1 Sections										
Instructor(s):	William Luc	ak											
Catalogue Description:	This course	discusses advanced v	visualization techniq	ues such as raytracin	g, radiosity	and animation, a	nd presents a var	iety of presentati	on issues and op	otions			
Pre-requisite:	admission to	o third year											
Overview:	This course	introduces explores	concepts and metho	ds in digital design u	software program	s related to visu	ualization and fabrica	tion te	chniques.				
Class Learning Objectives,	Class Teach	ing Objectives		NAAB SPC				Ass	essment				
Student Requirements and Outcomes, and Assessment	preser  To und	and existing three-di station skills from sta derstand and apply the ster animation to arcestation.	atic to dynamic. he concepts of	A.3. Visual Communication Skills A.4. Technical Documentation	<ul> <li>Directing the Camera</li> <li>Lighting Strategies: Key, Fill &amp; Back</li> <li>Lighting Strategies: Radiosity</li> <li>Materials &amp; Shading Algorithms (UVW Maps)</li> </ul>							Tutorials Project 1	
	• To lea	rn spline based const	truction techniques	A.2. Design Thinking Skills	<i>Psycho</i> ● N	<i>motor</i> IURBS Constructio	on w/Maya				•	Tutorials Project 2	
	To exp	lore advanced anima	ation techniques	A.3. Visual Communication Skills	Psychomotor  • Forward & Inverse Kinematics in Animation						•	Tutorials	
	<ul> <li>To explore advanced fabrication techniques</li> <li>Documentation</li> <li>Use of processes and techniques employed to use digita prototyping systems</li> </ul>								gital tools as a d	irect interface with	•	Projects	
Additional Activities	•												

Curricular Level:				Bachelor of Scien	ce				Master of Architec	cture
Term Offered:	□1s <sup>-</sup>	t Year	□2nd Year		3rd Year	4th	Year	<b>1</b> st	: Year	□Int
	□Fall	$\square$ Spring	□ Fall S	Spring 🗆 I	Fall Spring	□Fall	Spring	□Fall	Spring	□Summer
Title:	ARCH 45611 / 5	55611 Design Theo	ory and Criticism: Twen	tieth Century Cred	its 3					
Type and Enrollment:	Elective: Semin	ar 15 Students 1 S	ections							
Instructor(s):	Thom Stauffer									
Catalogue Description:	Design theory a	and criticism of arc	chitecture in the 20th co	entury						
Pre-requisite:	Admission to th	nird year.								
Overview:	Click here to en	iter text.								
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	<ul> <li>Understar architect to needs of to Understar determine and regular zooming a environment</li> </ul>	the client, owner, nding of the archit ed by registration ations, profession and sub-division o	nsibility of the nd, and resolve the and user. ect's responsibility as law, building codes al service contracts, rdinances, historic preservation	C.3 Client Role in Architecture C.7. Legal Responsibilities	A preliminary paper an author an expanded pa	• •			ents are required to	•
	<ul> <li>Ability to abstract id diverse por conclusion criteria an</li> <li>Understar provide le constructi developm communit</li> <li>Understar formation</li> </ul>	deas to interpret in control to c	ecise questions, use information, consider himself reasoned against relevant commissions. for architects to wilding design and in issues of growth, as in their ssues involved in the adgment in	A.2. Design Thinking Skills C.4. Project Management C.5. Practice Management C.6. Leadership C.8. Ethics and Professional Judgment						•
Additional Activities	<ul><li>Ability to</li><li>Ability to</li></ul>		and speak effectively. e subjective opinions	A.1. Communication Skills						•

Curricular Level:				Bachelor of Scie	nce				Master of Arch	nitecture
Term Offered:	]	□1st Year	□2nd Yea	r	3rd Year	4t	h Year	19	st Year	□Int
	□Fall	□Spring	□Fall	Spring	Fall □Spring	Fall	□ Spring	Fall	$\square$ Spring	□Summer
Title:	ARCH 4562	0 / 55620 Introduction	to Preservation Cre	edits 3						
Type and Enrollment:	Elective: Se	eminar 15 Students 1 S	ections							
Instructor(s):	Daniel Viey	ra PhD								
Catalogue Description:	An overvie	w of preservation inclu	iding building analysis	s, conservation, adap	otive reuse, economic benef	its of preservat	ion planning as a revi	talizing strate	gy	
Pre-requisite:	Advanceme	ent to third year								
Overview:	To explore	role of the architect in	n preserving significar	nt historical architect	ture					
Class Learning Objectives,	Class Teach	ning Objectives		NAAB SPC	Student Requirements a	ind Outcomes				Assessment
Student Requirements and Outcomes, and Assessment		duce Historic Preserva Ilinary design field	ion as a multi	A.2. Design Thinking Skills	Cognitive The role of the arcl Affective The broader conter Psychomotor Simulate the archite	xt of preservati	on			Reading, writing assignments and project (*graded holistically)
	• Discu	ss the Parameters of P	reservation	A.2. Design Thinking Skills	Affective	ention from res	period room to an hattorive			*graphic and written presentation
		tate the understanding sis of historic architect		A.9. Historical Traditions and Global Culture	Cognitive The periods of hist Affective	oric architectur		d		*reading and writing assignments
	• Introd	duce Preservation Plar	ning	C.7. Legal Responsibilities C.8. Ethics and Professional Judgment B.3. Sustainability	Cognitive The laws and mech	vey, the invento	ory and the National I	Register Histor	rical Places	*Project
	Fabrio histor	rstand Physical interve cs at both the scale of ric district	the building and the	A.3. Visual Communication Skills	Cognitive    Key issues in prese Affective    the role of historic Psychomotor    to design in histori	research	ogy			*Project
Additional Activities	<ul> <li>field t</li> </ul>	rips and a field based	projects which apply	tne principles conve	yea in the sequence					

Curricular Level:					Bachelor of Sc	ience					Master of Archit	tecture
Term Offered:		□1	st Year	□2nd Yea	ır	3rd	d Year	4th	Year	<b>1</b> s	t Year	□Int
		□Fall	$\square$ Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring	□Summer
Title:	AR	CH 55621 /	45621 Current Issu	ues in Historic Preserv	ation Credits 3							
Type and Enrollment:	Ele	ctive: Semi	nar 15 Students 1 S	Sections								
Instructor(s):	Dar	niel Vieyra	PhD									
Catalogue Description:	Cou	ırse in whi	ch practicing profes	ssionals including arch	nitects, planners, d	evelopers a	and government of	ficials present pr	eservation-related	d work		
Pre-requisite:	Adv	/ancement	to third year									
Overview:	Clic	k here to e	enter text.									
Class Learning Objectives,	Cla	ss Teachin	g Objectives		NAAB SPC	Stude	nt Requirements a	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	•		e the concept of "a tof the practice of a	•	A.1. Communication Skills	Affect • Psych	Become aware of t housing" on a natio	onal level s of solutions off	ered by architects	to the challenge	e	research + graphic, analytical case study presentation (*graded holistically)
	•	Provide housing	an overview of the	history of affordable	A.5. Investigative Skills A.7. Use of Precedents	Affect • Psych	the rich history of	s represent a step	o in a continuum		e housing	historical research using primary sources + class presentation
	•	Underta house	ke the design of an	"ideal" affordable	A.2. Design Thinking Skills A.3. Visual Communication Skills A.6. Fundamental Design Skills B.1. Pre-Design	Cogni • Affect • Psych	<b>tive</b> The current progra	mming issues fac	cing affordable ho Juare footage whi	using	quate "spaces for	design an "ideal" affordable housing unit
	•	terms of	and the physical co both its problems gn a unit which res	and opportunities	A.9. Historical Traditions and Global Culture A.10. Cultural Diversity B.4. Site Design	Cogni • Affect • Psych	tive The physical conte	xt for affordable	housing	alization		Design a contextually responsive affordable housing unit
	•		tudents to reconcil hich face the desig	_	B.2. Accessibility B.3. Sustainability B.12. Building Materials and Assemblies B.7 Financial Considerations	Cogni • Affect • Psych	tive that a variety of fa	ctors impact the	construction of af	nance issues	3	Design an overlay which addresses specific issues

Curricular Level:				Bachelor of Sci	ence					Master of Arch	nitecture	
erm Offered:	□1	st Year	□2nd Y	'ear	3r	d Year	41	th Year	1	st Year		□Int
	□Fall	□Spring	□Fall	Spring	Fall	□Spring	Fall	□Spring	Fall	□Spring		Summer
itle:	ARCH 55630/4	15630 Introduction t	to Landscape Archi	itecture Credits 3								
ype and Enrollment:	Elective: Semin	nar 15 Students 1 Se	ections									
structor(s):	Charles Freder	ricks ASLA;										
atalogue Description:	Introduction to	o landscape design	with emphasis upo	on the relationship bet	ween lan	dscape and building	S					
re-requisite:	Advancement	to third year										
verview:	Click here to e	nter text.										
lass Learning Objectives,	Class Teaching	g Objectives		NAAB SPC	Stude	ent Requirements a	nd Outcomes				Ass	essment
etudent Requirements and butcomes, and ssessment		e the traditions of v e shaped landscape		A.9. Historical Traditions and Global Culture	Affec • Psych	Summarize historica tive Establish the role of nomotor	f culture and h	of landscapes and th istory as it has shap national/internation	ed the physical	environment	•	research/desig n/sketch vignettes (10%) class readings/revie ws Project 1 (20%)
	•	the interconnection es, architecture, an		A.9. Historical Traditions and Global Culture	Affec • Psych •	Illustrate current tre tive Explain the influenc nomotor	es of the desig	ape architecture and grandisciplines to each national/regional land	n other	erest and/or	•	class readings/revie ws Project 2 (20%) Final Project (30%)
	relations interpret	e the understanding hips of human perc tation of landscapes ents of the built env	eption and and the	A.2. Design Thinking Skills C.2. Human Behavior A.10. Cultural Diversity	Cogn • Affec • Psych	itive Identify natural/cult tive Contribute personal environment nomotor	l insights as to	l determinants of lar the definition and in local landscapes of i	nterpretations		•	class readings/revie ws research/desig n/sketch vignettes (10%) Final Project (30%)
	commun	methods of effecti ication for understa is and elements		A.1. Communication Skills A.3. Visual Communication Skills A.5. Investigative Skills	Affec • Psych	Summarize research landscapes and the tive Articulate difference to the difference t	built environn	ources) and observa nent ities within the desig	n disciplines	·	•	Project 1 (20%) Project 2 (20%) Final Project (30%)
	• Examine	principles of sustain	nable landscapes	B.3. Sustainability B.4. Site Design	Affec • Psych	Identify trends and tive Determine appropri nomotor	iate levels of re	es in the design of the esponse in design si landscapes of intere	cuations		•	research/desig n/sketch vignettes (10%) Project 1 (20%) Project 2 (20%)

Curricular Level:					Bachelor of Scien	ice				Master of Arch	itecture	
Term Offered:		□1s	t Year	□2nd Ye	ar	3rd Year	4tl	h Year	1	st Year		□Int
		□Fall	$\square$ Spring	□Fall	Spring	Fall Spring	□Fall	Spring	□Fall	Spring		∃Summer
Title:	ARC	CH 55631 / 4	15631 Site Analysi:	s and Design Credits	3							
Type and Enrollment:	Elec	tive: Semin	ar 16 Students 1 S	Sections								
Instructor(s):	Cha	rles Frederi	ck, ASLA									
Catalogue Description:	Ana	lysis of envi	ironmental factors	s as a basis for site se	lection and site plann	ing						
Pre-requisite:	Adv	ancement t	o third year									
Overview:	The	class offers	an introduction t	o the design disciplin	e of landscapes archit	ecture and to the diverse r	ealms of landsc	apes.				
Class Learning Objectives,	Cla	ss Teaching	Objectives		NAAB SPC	Student Requirements a	nd Outcomes				Ass	sessment
Student Requirements and Outcomes, and Assessment	•		the traditions of v shaped landscape		A.9. Historical Traditions and Global Culture	<ul> <li>Cognitive</li> <li>Summarize historic</li> <li>Affective</li> <li>Establish the role of Psychomotor</li> <li>Discover, interpret, importance</li> </ul>	f culture and hi	story as it has shap	ed the physical	environment	•	research/ design /sketch vignettes (10%) class readings /reviews Project 1 (20%)
	•	•	ne interconnection es, architecture, ar		A.9. Historical Traditions and Global Culture	Cognitive  Illustrate current tr Affective  Explain the influence Psychomotor  Discover, interpret, importance	ces of the desig	n disciplines to eac	h other	erest and/or	•	class readings/ reviews Project 2 (20%) Final Project (30%)
	•	relationsh interpreta	the understanding nips of human pero ation of landscape nts of the built en	ception and s and the	A.2. Design Thinking Skills C.2. Human Behavior A.10. Cultural Diversity	Cognitive Identify natural/cu Affective Contribute persona environment Psychomotor Discover, interpret	al insights as to t	the definition and	interpretations		•	class readings/ reviews research/desig n/sketch vignettes (10%) Final Project (30%)
	•		methods of effecti standing landscap	ive communication e processes and	A.1. Communication Skills A.3. Visual Communication Skills A.5. Investigative Skills	Summarize researce landscapes and the Affective     Articulate difference Psychomotor     Discover, interpret	built environm	ent Éies within the desi	gn disciplines	·	•	Project 1 (20%) Project 2 (20%) Final Project (30%)
_		Examine p	orinciples of sustai	inable landscapes	B.3. Sustainability (17) Site Conditions	Cognitive Identify trends and Affective Determine appropries Psychomotor Discover, interpret	riate levels of re	sponse in design s	ituations		•	research/ design/sketch vignettes (10%) Project 1 (20%) Project 2 (20%)

Curricular Level:				Bachelor of Sci	ience					Master of Archi	itecture
Term Offered:	□1	st Year	□2nd Y	ear	3r	d Year	4th	n Year	1s	t Year	□Int
	□Fall	$\square$ Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring	□Fall	Spring	□Summer
Title:	ARCH 45640 /	55640 Developing	Environments for O	older Adults Credits	3						
Type and Enrollment:	Elective: Semi	nar 16 Students 1 S	Sections								
Instructor(s):	Cornelia Hodg	son									
Catalogue Description:	Research of ex	isting built enviror	nments and an inves	stigation of the plann	ing design	process for the eld	derly				
Pre-requisite:	None; major re	equirement for Nu	rsing Home Adminis	stration; elective for A	Arch., ID.,	ARCS, Nursing, Ger	rentonlogy				
Overview:	Course reintro	duced in Spring 20	11.								
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Stude	ent Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	To inform aging pro		oncepts related to t	rhe	Cogn  Affec  Psych						Quizzes and presentations
	construc	tion in the develop To introduce evid	ore-design, design a Iment of elder care Ience based design	nd	Cogn  Affec  Psych						Quizzes and presentations of group assignments
	To introd living.	duce building types	related to senior		Cogn  Affec  Psych						Case studies papers
		luce the history thi the area of senior	rough current indus living facilities.	try	Cogn  Affec  Psych						Quizzes
		luce regulatory and o elder care enviro	d systems concepts inments.		Cogn  Affec  Psych						Group assignments
					• Affec	tive					

Curricular Level:				Bachelor of Scien	ce				Master of Archit	ecture	
Term Offered:	□1s <sup>-</sup>	t Year	□2nd Yea		3rd Year	4t	th Year	1	st Year		□Int
	□Fall	□Spring	□Fall	Spring 🔲 I	all Spring	□Fall	□Spring	□Fall	□Spring		Summer
Title:	ARCH 5/46995	ST: Integrated Pra	ctice vs. Traditional Pr	oject Delivery Credi	ts 3						_
Type and Enrollment:	Elective: Lectur	e 15 students Dis	stance Learning 5 wee	ks Summer							
Instructor(s):	Eric Pempus										
Catalogue Description:	Special topics in	n architecture									
Pre-requisite:	special approva	al; approved admis	ssion to third year								
Overview:	Click here to en	iter text.									
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requirements	and Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment	<ul><li>project delivery</li><li>Traditional</li><li>Build and</li><li>Integrated</li></ul>	•	ethods method	C.4. Project Management C.5. Practice Management C.7. Legal Responsibilities	• Know the proper of Affective	tractual obligati ontract docume	of project delivery ions of differing pro ents for each contra vailable to client/o	act type		•	Exams Written assignments
	•	•	ppropriate methods struction project type	C.4. Project Management C.5. Practice Management C.7. Legal Responsibilities	•	ty to judge the a	ethods of delivery appropriate tool for of differing delivery	-	tion	•	Exams Written assignments
	Relate the ethic method o		l implications of each	C.4. Project Management C.5. Practice Management C.7. Legal Responsibilities	the evolution of particle.  * Affective  Appreciate the leg	oject delivery m		/ methods	nges to them given	•	Exams Written assignments
		ms such as: critica	of project delivery; Il path, Level of	C.4. Project Management C.5. Practice Management C.7. Legal Responsibilities	Cognitive		oility to use the con		and	•	Exams Written assignments
		o the discussion of		A.5. Investigative Skills	• Demonstrate an u	nderstanding of	the context of con	struction contra	acts	•	Written assignments
	Write clear exp structures		erms and contractual	A.1. Communication Skills	Affective     Appreciate the re necessity for clear	•	ntractual obligation	s to the building	g culture and the	•	Written assignments

Curricular Level:					Bachelor of Scie	ence					Master of Arch	itecture
Term Offered:		□1st	Year	□2nd `	Year	31	rd Year	4t	h Year	1:	st Year	□Int
		□Fall	□Spring	□Fall	Spring	Fall	□Spring	Fall	□Spring	Fall	□Spring	□Summer
Title:	ARC	H 56995/469	995 Exploring His	toric Structures I	Credits 3							
Type and Enrollment:	Elec	tive: Semina	r 15 Students 1 S	ections								
Instructor(s):	Eliza	beth Murph	ıy, FAIA									
Catalogue Description:	Spe	cial Topics.										
Pre-requisite:	Adv	ancement to	third year									
Overview:	Intr	oduce stude										
	Clas	s Teaching C	Objectives		NAAB SPC	Stud	ent Requirements ar	nd Outcomes				Assessment
	•	To provide	an overview of the	he HABS process	A.5. Investigative Skills A.3. Visual Communication Skills	Cogn •	<i>nitive</i> Participate in overvi	iew seminars a	nd develop a team r	eport		Basic Research Report
	•	To provide historical p	an in depth awar project	reness of an	A.9. Historical Traditions and Global Culture	Affec • Psych	ctive Team production of homotor Team production of					Development of a HABS Document
	•	•	an in-depth unde locumentation ap ect	•	A.4. Technical Documentation	Psyci	<b>homotor</b> Team production of	HABS Docume	ent			Development of a HABS Document
Additional Activities	•											

Curricular Level:					Bachelor of Sci	ience					Master of Arch	itecture
Term Offered:		□1st	Year	□2nd Y	'ear		3rd Year	4tl	h Year	1	st Year	□Int
•		□Fall	□Spring	□Fall	Spring	Fall	□Spring	Fall	□Spring	Fall	□Spring	□Summer
Title:	ARC	H 56995/469	995 Exploring Hist	toric Structures II	Credits 3							
Type and Enrollment:	Elec	tive: Semina	ir 15 Students 1 Se	ections								
Instructor(s):	Eliza	abeth Murph	ny, FAIA									
Catalogue Description:	Spe	cial Topics.										
Pre-requisite:	Adv	ancement to	third year									
Overview:	Intr	oduce stude										
	Clas	s Teaching C	Objectives		NAAB SPC	St	udent Requirements and C	Outcomes				Assessment
	•	To provide	an overview of th	he HABS process	A.5. Investigative Skills A.3. Visual Communication Skills	e <b>C</b> o	o <b>gnitive</b> Participate in overview	seminars a	nd develop a team r	eport		Basic Research Report
,	•	To provide historical p	an in depth awar project	reness of an	A.9. Historical Traditions and Global Culture	•	ffective Team production of on- sychomotor Team production of HA					Development of a HABS Document
	•	•	an in-depth unde locumentation ap ect	•	A.4. Technical Documentation	P:	sychomotor Team production of HA	BS Docume	nt			Development of a HABS Document

Additional Activities

Curricular Level:				Bachelor of Scien	nce				Master of Archi	tecture					
Term Offered:		1st Year	☐2nd Year	•	☐3rd Year		4th Year	1	st Year		□Int				
	□Fall	□Spring	□Fall	Spring $\Box$	Fall □Spri	ng □Fall	Spring	□Fall	Spring		Summer				
Title:	ARCH 46995	5 / 56995 ST: Materia	ls for Preservation Cr	edits 3			<del>-</del>		<del></del>						
Type and Enrollment:	Elective: Ser	minar 15 Students 1 S	Sections												
Instructor(s):	Elwin Robiso	on PhD													
Catalogue Description:	Historic bui	lding materials and a	ppropriate techniques	for cleaning, repairi	ng, and replacing th	em									
Pre-requisite:	ARCH 30401	and ARCH 40402													
Overview:	A study of e	tudy of early brick, historic mortars, early concrete, wood, stone and its cleaning and repair, terra cotta, and early building systems.  Streaching Objectives NAAB SPC Student Requirements and Outcomes													
Class Learning Objectives,	Class Teachi	ing Objectives		NAAB SPC	Student Require	ments and Outcon	nes			Ass	sessment				
Student Requirements and Outcomes, and Assessment		stand how moisture i als used in envelope	interacts with building s	B.10. Building Envelope Systems	Cognitive • Appropriate	uses of historic b	uilding materials and	their modern cou	unterparts.	•	Exam 1, Final (70%)				
		stand the relationshi aterials.	p between structure	B.12. Building Materials and Assemblies		e knowledge of m actions using mod	aterials interactions, dern techniques.	differing properti	es over time, and	•	Exam 1, 2, Final (65%)				
	and lo		assemble a coherent ding a building of the	A.5. Investigative Skills A.1. Communicatio n Skills	Psychomotor	•	e databases, indexes, on peer reviewed ma		rials.	٠	Paper (20%)				
Additional Activities	•														

Curricular Level:				Bachelor of Scien	ice				■Master of Arch	itecture
Term Offered:	□1st Ye	ear	□2nd Year		3rd Year	4	lth Year	1:	st Year	□Int
	□Fall	□Spring □	∃Fall :	Spring	Fall □Sprin	Fall	□Spring	Fall	□Spring	□Summer
Title:	ARCH 46995 / 569	95 The Skyscraper Cr	redits 3							
Type and Enrollment:	Elective: Seminar 1	16 Students 1 Sections	S							
Instructor(s):	Elwin Robison PhD	)								
Catalogue Description:	The history of the	skyscraper with respe	ect to form, struc	cture, technology, fi	nancing, urban planr	ing, and cultural res	ponse			
Pre-requisite:	ARCH 20113									
Overview:	The skyscraper fro	m Chicago and New Y	ork buildings of	the late 19 <sup>th</sup> century	y through super tall s	tructures of today.				
Class Learning Objectives,	Class Teaching Ob	jectives		NAAB SPC	Student Requirem	ents and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	Understanding canons	ng of the Western arc	hitectural	A.9. Historical Traditions and Global Culture	Psychomotor	ouildings and monur				Exam 1, 2, Final (65%)
		now cultural values ar built environment.	nd choices	A.10. Cultural Diversity	Psychomotor	ouildings and monur				Exam 1, 2, Final (65%)
		databases to assemb rgument regarding a b pice.		A.5. Investigative Skills	Psychomotor	the ability to use da			rials	Paper (20%)
		how architectural hist te works of architectu		A.2. Design Thinking Skills	Cognitive Understand Psychomotor	analysis techniques f	for understanding th	ne built environn	nent.	Paper (20%)
	To write clea	r, logical arguments.		A.1. Communication Skills	Psychomotor	arch paper based on				Paper (20%)
	organized bu made those o	nd how architects of t illding plans, masses, a choices.	•	A.8. Ordering Systems Skills	Psychomotor	ouildings and monur				Exam 1, 2, Final (65%)
Additional Activities	•									

Curricular Level:	☐ Bachelor of Science									☐Master of Archite	ecture	
Term Offered:	□1	Lst Year	□2nd \	'ear	3rd	Year	□4t	h Year	□1:	st Year		□Int
	□Fall	□Spring	□Fall	Spring	□Fall	Spring	□Fall	□Spring	□Fall	□Spring		Summer
Title:	ARCH 46995	ST: Sketching and D	Orawing Credits 3									
Type and Enrollment:	Elective: Work	kshop 25 Students	3 Sections E	lective Course Florence	ce undergra	duate option.						
Instructor(s):	Roberto Nesti	i, Duccio Ferroni; Sy	vlvie Duvernoy;									
Catalogue Description:	Special Topics	in Architecture.										
Pre-requisite:	Advancement	to third year.										
Overview:	On site sketch	ning and drawing in	Florence.									
Class Learning Objectives,	Class Teaching	g Objectives		NAAB SPC	Stude	nt Requirements a	ind Outcomes				Ass	essment
Student Requirements and Outcomes, and Assessment	freehand advice a	nce the students' c d drawing on site b nd instruction from n the setting of the	y providing expert n exceptional	A.3. Visual Communication Skills	Affect • Psycho •	Jnderstand techni ive omotor	nd maintain a s	on to know how to	·	ng or condition	•	Sketchbook submittals
	To devel anew.	lop students ability	to see things	A.2. Design Thinking Skills	i • T • Affect • Psycho	Analytic capacity re n drawn form Fo more deeply un ive Appreciation of ar pomotor	derstand the m	akings of place and	the conditions	·	•	Sketchbook submittals Participation and conversation

Curricular Level:					☐Bachelor of Sci	ence					Master of Archite	cture		
Term Offered:		□1st	Year	□2nd Y	ear		Brd Year	□4t	h Year	19	st Year		□Int	
		Fall	□Spring	□Fall	Spring [	∃Fall	□Spring	□Fall	□Spring	Fall	□Spring		Summer	
Title:	UD 55	5705 Force	s that Shape Citie	s Credits 3										
Type and Enrollment:	Electi	ve: Semina	r 15 Students 1 Se	ections M Arch an	d M Arch/MUD @ CU	DC								
Instructor(s):	Steve	Rugare												
Catalogue Description:	This c	ourse exam	nines the forces tl	nat have shaped ur	ban form through his	tory, ho	w they impact our cit	ties today, and	the challenges they w	ill pose for th	e future			
Pre-requisite:	Gradu	uate Standii	ng - CUDC locatio	n										
Overview:	Click here to enter text.													
Class Learning Objectives,	Class	Teaching O	bjectives		NAAB SPC	Stu	dent Requirements a	nd Outcomes				Assessment		
Student Requirements and Outcomes, and Assessment	<ul> <li>To develop familiarity with the history of urban form, especially as related to the transformation of cities in the 19<sup>th</sup> and 20<sup>th</sup> centuries</li> <li>A.9. Histori Traditions a Global Cult A.10. Cultu Diversity</li> </ul>						• The most important concepts and examples in the history of cities. e Affective							
		and interpr	•	lyze urban patterr cies and constraint spective.	_	How economic, technological, cultural and political developments have formed the cities of the present and of how the traces of these developments can be detected in the present-day urban landscape.      Psychomotor     Be able to research the evolution of American cities.							Oral presentation of research and analysis	
Additional Activities		urban theo rapid social	ry has been prod I and economic ch	how architectural uced in reaction to hange.		• Affe	"bad" design in the chomotor	ext of ideas that studio context	t might be treated in a		ns of "good" and	•	Participation in seminar discussions	

**Additional Activities**• 1. Trace, 2. Archeology, 3. Forensic, 4. Final Essay assignments

Curricular Level:				☐Bachelor of Scien	nce			Master of Architecture				
Term Offered:	□1st	Year	☐2nd Yea	r	☐3rd Year	□4tl	h Year	1st	Year	□Int		
	□Fall	□Spring	□Fall	Spring $\square$	Fall □Spring	□Fall	□Spring	Fall	□Spring	□Summer		
Title:	UD 65101 Comr	nunity Developm	ent Process Credits	1								
Type and Enrollment:	Elective: Semina	ar 15 Students 1 S	Sections M Arch a	nd M Arch / MUD pro	ograms @ CUDC							
Instructor(s):	Patricia Choby;	Teresa Schwarz										
Catalogue Description:	Advanced cours	e on comprehens	sive community devel	opment. Case-study a	analysis, qualitative resear	ch and work with	n community initiativ	es are required				
Pre-requisite:	Graduate stand	ing										
Overview:			on with the Commun		The Community Developn	nent Process cou	rse provides the tool	s for communit	y engagement, and	d the Charrette		
Class Learning Objectives,	Class Teaching	Objectives		NAAB SPC	Student Requirements	and Outcomes				Assessment		
Student Requirements and Outcomes, and	<ul> <li>Understand</li> </ul>	ding of the role of	f a designer in a	C.1.	Cognitive					•		
Assessment	community con	text		Collaboration C.6. Leadership	• Affective							
				C.8. Ethics and	•							
				Professional	Psychomotor							
				Judgment C.9. Community	•							
				and Social								
				Responsibility								
	• Droparing	students to be ast	tive and informed	C.6. Leadership	Cognitive					•		
		he Community De		C.9. Community	•							
		•		and Social Responsibility	Affective							
				Responsibility	• Psychomotor							
					•							
		•	opment models, and	C.6. Leadership	Cognitive					•		
			on that affect public	C.9. Community and Social	• Affective							
	acceptance of d	esign projects		Responsibility	•							
					Psychomotor							
				C.8. Ethics and	• Cognitive					•		
			gies for reconciling ting) preferences	Professional	•					•		
		and often conflict community stake	0, .	Judgment	Affective							
		,			• Development or							
					Psychomotor •							

Curricular Level:					Master of Architecture							
Term Offered:		□1st	Year	☐2nd Year		□3rd	Year	□4tl	n Year	1:	st Year	□Int
	[	□Fall	□Spring	□ Fall S	pring 🗆 🛭	Fall	□Spring	□Fall	□Spring	Fall	□Spring	□Summer
Title:	UD 6	5102 Urbar	n Systems Credits	:3								
Type and Enrollment:	Elect	ive: Semina	ar 15 Students 1 Se	ections M Arch and N	1 Arch / MUD @ CL	JDC						
Instructor(s):	Char	les Frederic	k; Sagree Sharma									
Catalogue Description:	infra	structures	•	ts socio-economic, env	ironmental and eng	gineering	aspects, residenti	al fabric, comm	ercial sector, open	spaces network	k, transportation syste	ms, and
Pre-requisite:		luate standi	J									
Overview:		here to ent			NAAR CRC	Ci d		. 10 1				
Class Learning Objectives, Student Requirements and		Teaching (	-		NAAB SPC		nt Requirements a	nd Outcomes				Assessment
Outcomes, and Assessment	•		he meaning of urb I in the 21 <sup>st</sup> Centur		A.2. Design Thinking Skills	Affecti ● R d Psycho	ead and Critique k i <b>ve</b> ecognize key relat esign	ionships betwe	en social, economi	c ,and political i	nfluences on urban	<ul> <li>Measure of participation and contribution to general class discussion and debate</li> </ul>
Give an underpinning to the elements that shap the three-dimensional form of the city.												Measure of participation and contribution to class discussion
	•	Relate tha design and	•	principles of urban	A.7. Use of Precedents	Cognit.  Cognit.  Affecti  Cognit.  Psychology	e influenced urban	Measure of leadership in selected class session				
Additional Activities	•	•		ons that are possible Irban environment	A.1. Communication Skills	Cognit.  Affecti Psycho	<ul> <li>Participation in class discussion</li> <li>Final written exam</li> </ul>					
Additional Activities	•											

Curricular Level:			Master of Architecture						
Term Offered:	☐1st Year	□2nd Year		☐3rd Year	□4t	h Year	1s <sup>-</sup>	t Year	□Int
	☐ Fall ☐ Spring	□Fall S <sub>i</sub>	oring $\Box$	Fall □Spring	□Fall	□Spring	Fall	□Spring	□Summer
Title:	UD 66995 Community Design	Charrette Credits 1							
Type and Enrollment:	Elective: Workshop 15 Studen	ts 1 Sections M Arch and	M Arch/MUD at C	UDC					
Instructor(s):	Theresa Schwarz; David Jurca								
Catalogue Description:	Special Topics in Urban Design	1.							
Pre-requisite:	Graduate standing								
Overview:	Intense two/three days design interacting with local commun				ns. The workshop	p may be held entire	ly on-site with	a full immersion in th	ie local situation,
Class Learning Objectives,	Class Teaching Objectives		NAAB SPC	Student Requirements	and Outcomes				Assessment
Student Requirements and Outcomes, and Assessment	programming and design communicate, discuss an local communities, within Acquire an Ability to use principles in the design of fabrics and public spaces.  Acquire an Ability to use representational media.  Acquire an Understanding the Architect/Urbanist to resolve the needs of contact Acquire an Ability to rais questions, use abstract information, consider diswell-reasoned conclusio.  Acquire an Ability to reaseffectively	nd building consensus with n a short timeframe basic Urban Design of urban landscapes, appropriate ag of the responsibility of celicit, understand, and numities e clear and precise deas to interpret verse points of view, reach ns, and build an argument d, write, listen, and speak	A.6. Fundamental Design Skills B.4. Site Design A.3. Visual Communicatio n Skills A.5. Investigative Skills C.3 Client Role in Architecture A.2. Design Thinking Skills	<ul> <li>Relevant technique Affective</li> <li>The role of local companies</li> <li>The impact of companies</li> <li>The value of rigoromal</li> <li>The importance of the imp</li></ul>	mes of communities in the munities' needs ous critical think for communication an active role of	cicipatory planning 8 ies' needs evaluation needs evaluation of des 8 & aspirations in Arcing to build and defe of for an Architect/Ur "listener", in the Corin a format approprion in a format approprion in a format approprion of a format appropriate and/or architecturate and of a format appropriate appro	ign ideas about chitecture & Urlend an argumen banist mmunity Develoriate for discuss al and urban de opment Process	popment Process ion with the local ion with the local esign renderings, as	• Final Project & Presentation (100%)
	<ul> <li>Acquire an Ability to reconfound in interdisciplinary professional practice and with other students and of a design team</li> </ul>	design project teams in	C.1. Collaboration	<ul> <li>The value of team discussions and to</li> <li>Psychomotor</li> <li>Work in interdisci</li> </ul>	to generate richer	• Final Project & Presentation (100%)			
	<ul> <li>Acquire an Understandir architects to provide lea growth, development, as communities</li> </ul>	dership on issues of	C.6. Leadership	To Appreciate	J	s of community lead	·	Process	<ul> <li>Final Project</li> <li>&amp;</li> <li>Presentation</li> <li>(100%)</li> </ul>

Curricular Level:					☐Bachelor of Sci	ience				Master of Architecture			
Term Offered:		□1st Y	'ear	□2nd Yea	r	□3r	d Year	□4tl	h Year	19	st Year		□Int
		□Fall	$\square$ Spring	□Fall	Spring	□Fall	$\square$ Spring	□Fall	$\square$ Spring	Fall	$\square$ Spring		Summer
Title:	UD	66995 History	y of the Public Re	alm: Architecture a	nd Politics from An	tiquity to	the Modern Age	Credits 3					
Type and Enrollment:	Elec	tive: Seminar	12 Students 1 Se	ections M Arc	h and M Arch/MU[	option F	orence study abroa	ad					
Instructor(s):	Mai	rcello Fantoni,	, PhD										
Catalogue Description:	Thi	nis course explores representation of socio-political ideas/ideology through architecture and urban design.											
Pre-requisite:	Gra	Graduate admission to Master of Architecture											
Overview:	Аc	A course in which architecture and the urban space of the city is seen as a product of the social and political forces that shape the period and it's mores.											
Class Learning Objectives,	Clas	s Teaching Ob	bjectives		NAAB SPC	Stude	ent Requirements a	and Outcomes				Asse	essment
Student Requirements and Outcomes, and Assessment	To investigate the relationship between politics A.1.  Psychomotic and architecture in Western Europe with Communication emphasis on Italy from the Middle Ages to the Skills politics						Paper 1-The Rebirt politics	•	d the influences of Rei	enaissance reli	igion, society and	•	In class discussion Written papers
	•	•	es of the past in	ty of the present their various	A.2. Design Thinking Skills A.9. Historical Traditions and Global Culture	Thinking Skills  4.9. Historical  Traditions and					•	In class recitation and discussion Written papers	

Additional Activities

• Short field trips with associated lecture: EX. Piazza della Signoria, The Palazzo Vecchio, Palazzo Pitti, and other edifices or urban spaces

Curricular Level:				☐Bachelor of Sci	ence				Master of Architecture				
Term Offered:		1st Year	□2nd Ye	ar		3rd Year	□4tl	h Year	<b>1</b> s	t Year	□Int		
	□Fall	□Spring	□Fall	Spring [	∃Fall	□Spring	□Fall	□Spring	Fall	□Spring	<u></u>	Summer	
Title:	ARCH 55707	Representation in I	Design Credits 1										
Type and Enrollment:	Elective: Sem	inar 12 Students 1 S	ections										
Instructor(s):	Andrea Ponsi												
Catalogue Description:	Course on the	e nature of commun	ication in design and	the representation	al tools	the designer uses to g	ive form to abs	tract ideas and con	verse with clien	ts and colleagues			
Pre-requisite:	Graduate adn	nission to Master of	Architecture										
Overview:	Click here to	enter text.											
Class Learning Objectives,	Class Teachin	g Objectives		NAAB SPC	Stu	dent Requirements ar	nd Outcomes				Assessment		
Student Requirements and Outcomes, and Assessment	photogr ideas • To learn	lop the ability to use raphy in the develop a to understand the hrough analysis and ntation	work of other	A.2. Design Thinking Skills	<i>To !</i>	Do Analysis of an urban feelings, attitudes a To investigate the m watercolor To copy the work of	nd ideas that canateriality of an	apture the essence an architecture, and i	of the experien render it faithfu	ce of the place lly in drawing and	• 5	Digital documentary photography Sketches Drawings Watercolors	
	<ul> <li>To utilize and expand sketching and drawing skills in conjunction with development of skills in watercolor techniques</li> <li>To express the nature of materials through drawing and watercolor</li> <li>(3) Graphics Skills and A.3. Visual communication Skills and Visual Communication Skills and Visual Communication Skills and Expand Sketching and drawing skills in conjunction with development of skills in watercolor techniques</li> </ul>									·	• 1	sketching Finished drawings and watercolors	
Additional Activities	<ul> <li>Coordin</li> </ul>	ated with field stud	y experiences as exp	ressed in sketchbool	k form								

Curricular Level:						☐Master of Archit	ecture				
Term Offered:	□1st	t Year	☐2nd Year		☐3rd Year		□4t	h Year	□1:	st Year	□Int
	□Fall	□Spring	□Fall Sp	ring $\Box$ F	Fall [	Spring	□Fall	□Spring	□Fall	□Spring	□Summer
Title:	UD 60707 Caps	tone Preparation (	Credits 3								
Type and Enrollment:	Elective: Semina	ar 8 Students 1 Secti	ons Required for dua	l M Arch / MUD pr	rogram in fulf	illment of MI	JD requirement				
Instructor(s):	Steve Rugare										
Catalogue Description:	Development o	Development of a rationale and structure for the independent design project to be completed in the final semester of the program									
Pre-requisite:	Master of Urba	n Design admission.									
Overview:	Research and writing of Capstone Project program essay for the combined M.Arch/CUD										
Class Learning Objectives,	•										Assessment
Student Requirements and Outcomes, and Assessment	<ul> <li>To help students formulate and research an independent chosen topic in urban design and architecture.</li> <li>A.1. To Know</li> <li>How to construct a coherent research program organized around a clear methodology and rigorous questions.</li> <li>A.2. Design Thinking Skills</li> <li>A.5. Investigative Skills</li> <li>A.5. Investigative Skills</li> <li>A.1. Applied Research</li> </ul> <li>Write a substantial well-organized and properly sourced research document.</li>							Capstone program essay (100% of grade)			

Additional Activities

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Curricular Level:				☐ Bachelor of Science					☐ Master of Architecture				
Term Offered:	□1st	Year	□2nd Year		☐3rd Year		4th Year	□1:	st Year		□Int		
	□Fall	□Spring	□ Fall S	pring $\Box$	Fall □Spr	ng □Fall	□Spring	□Fall	□Spring		Summer		
Title:	UD 65632 Urbar	n Ecology Credi	its 1										
Type and Enrollment:	Elective: Worksh	hop 15 Students :	1 Sections M Arch an	d M Arch / MUD st	udents @ CUDC								
Instructor(s):	Karen Wise												
Catalogue Description:	Introduction to	urban systems in	its socio-economic, env	rironmental and en	gineering aspects:	esidential fabric, con	nmercial sector, oper	n spaces networ	k, transportation sy	stems, ir	nfrastructures		
Pre-requisite:	Admission to M	Arch / Master of	Urban Design										
Overview:	Click here to ent	ter text.											
Class Learning Objectives,	Class Teaching (	Objectives		NAAB SPC	Student Require	ments and Outcome	s			Ass	sessment		
Student Requirements and Outcomes, and Assessment	resources clean wate		t Ohio's natural providing clean air, ecosystems for plants,	A.2. Design Thinking Skills B.4. Site Design	Cognitive  Affective  Psychomotor					•	Quizzes Discussion participation		
	around an provide ov measurabl	d incorporated in verall value to bui	ns, when planned nto site design, can Ildings and facilities in ming important and services	B.4. Site Design	Cognitive  Affective  Psychomotor					•	Quizzes Discussion participation		
	iabitats into site p	atural, constructed, or blanning and analysis dlife habitat, and/or	B.4. Site Design	Cognitive  Affective  Psychomotor					•	Quizzes Discussion participation			
	and federa natural res on how lar	al regulations and sources and have	g of the local, state, I policies that govern a significant impact nd how buildings and esigned.	C.7. Legal Responsibilities	Cognitive  Affective  Psychomotor					•	Quizzes Discussion participation		

# IV.2 FACULTY RESUMES

**FACULTY RESUME** 

Name: Michael Abrahamson

# Courses Taught (2009-2010 and 2010-2011):

ARCH 10101: First Year Design Studio I ARCH 10102: First Year Design Studio II ARCH 46995: Genres of Architectural Writing ARCH 30022: Urban Design Discourse

#### **Educational Credentials:**

B.Arch (cum laude), Kent State University, 2007 MAS Architecture Criticism, Ohio State University, 2009

# **Teaching Experience:**

Adjunct Faculty, Kent State University, 2010-2011

# **Professional Experience:**

Intern, Beasley Architecture & Design, Bellefontaine, OH 2002, 2005-2006 Intern, MCG Architecture, Independence, OH 2007 Designer, Van Dyke Architects, Cleveland, OH 2009-2010

## **Selected Publications and Recent Research:**

"The Architecture of Mobility: Wireless Technology and the Design of Public Space," Kent State Honors Thesis, 2006-2007 Academic Year

"Browsing for Utopia," Ohio State Masters Thesis, 2008 Academic Year

"Observations on Low Resolution Urbanism" in Log 12 (Spring-Summer 2008): 32.

"A Matter of Opinion: A Conference at the Knowlton School of Architecture," in <u>Constructs: Yale</u> Architecture (Spring 2009).

"Lo-Fi Architecture: A Dialogue," (w/ Theodore Ferringer and Jeremy Smith) presented during Pecha Kucha Cleveland, Volume 3 at MOCA Cleveland, May 2009.

**FACULTY RESUME** 

Name: Hollee Hitchcock Becker

# Courses Taught (2009-2010 and 2010-2011):

ARCH 20301 Introduction to Building Structures

ARCH 30001 Site Design

ARCH 30101 Third Year Studio

ARCH 30301 Structural Systems I

ARCH 30321 Structural Typology

ARCH 30501 Environmental Technology I

ARCH 40302 Structural Systems II

ARCH 40502 Environmental Technology II

ID 34503 Studio Problems in Interior Design III

#### **Educational Credentials:**

MArch Architecture: Kent State University

BS Architecture: Kent State University. Summa cum laude.

BS Civil Engineering: Rensselaer Polytechnic Institute; BSCE, Specialty in Structures, Minor in Architecture.

## **Teaching Experience:**

Assistant Professor Kent State University 2009-present Part-time Faculty Kent State University 2008-2009

#### **Professional Experience:**

1997 - CEO, Owner, Sarand Corporation, Kent, OH. Design and manufacture of industrial and electronic equipment
1981-1997 Consultant: New London, NH Engineering and mathematical problem solving for local manufacturing companies
1979-1981 Engineer II. Computation Engineering, Windson Locks, CT. Spigmic analysis of gractor coolant systems.

1979-1981 Engineer II , Combustion Engineering, Windsor Locks, CT. Seismic analysis of reactor coolant systems.
 1977-1979 Design Engineer, Globe Engineering, Chicago, Illinois. Structural design, site inspections, design review.

#### **Licenses/Registration:**

Architectural Registration in progress

## **Selected Publications and Recent Research:**

Transformative Architecture in Shrinking Cities: Paper accepted for presentation at ARCC Conference in April 2011

Sustainability in Higher Education Curricula: Connecting Learned Strategies with Student Lifestyle Presented to the AASHE Conference in Denver, CO, October 2010. Paper published with proceedings.

The Order of Business: Presented to the Honors Class, College of Architecture and Environmental Design, March 2010.

**BioCellar Project:** Proposal for the conversion of foundations from demolished homes in Cleveland, OH into BioCellars housing greenhouses, fisheries, bike storage, solar cells, or storm water detention basins.

60dB Acoustic Partition Panel: development of a thin, acoustic partition panel for office conversation privacy.

Living Skin Project: development of a responsive building envelope system that will eliminate the need for HVAC systems.

Sustainable Hurricane Housing: Sustainable, affordable, hurricane resistant residential structure.

The potential use of TiAl6V4 in the design of space trusses for long span applications

#### Awards:

Defense Metals Technology Center Grant – Feb 2011. Grant to explore the use of titanium in long span space trusses.

#### **Professional Memberships:**

**SBSE** 

**BTES** 

**AASHE** 

**FACULTY RESUME** 

Name: Beth Bilek-Golias AIA, Allied ASID, LEED AP

## Courses Taught (2009-2010 and 2010-2011):

ARCH 10101 First Year Design Studio I
ARCH 10102 First Year Design Studio II
ARCH 10121 Representation of Design I
ARCH 20121 Studio for Architectural Studies Majors I
ARCH 30421 The Environmental Imperative
ARCH 46995 Service by Transformative Design

# **Educational Credentials:**

BA, Baldwin Wallace College, 1987 BArch, Kent State University, 1991 MArch, Kent State University, 1992

## **Teaching Experience:**

Adjunct Faculty, Cuyahoga Community College, 1995-2008 Teacher, Cleveland Heights/University Heights High School, 2007-2008 Part-time Faculty, Kent State University, 2007-2008 Assistant Professor, Kent State University, 2008-Present

## **Professional Experience:**

Intern, Braun & Steidl Architects; City Architecture; Phillip & Sekanick Architects; Gerald Pearson, Architect and Associates, 1992-1997/Private practice, 1997-Present

## Licenses/Registration:

State of Ohio License, Certificate of Qualification No. 11499, 1996-Present

## **Recent Research:**

Disciplined Professional Learning Community [DPLC], Martha Holdem Jennings Grant research member, 2008-2009 [KSU, as part of doctoral studies in School of Teaching, Learning + Curriculum Studies] Exploring the Magic of Virtual Muse: A Curriculum Alternative to Standardized Education [roundtable presentation, Curriculum + Pedagogy Conference, 2009]

Designing Education: Liberal Arts in a Professional College of Architecture [paper, AAACS, 2010]

Democratic by Design: Architecture Teacher Leaders Building a Liberal Arts Foundation to Support

Transformative Curriculum Leadership [paper, National Conference on the Beginning Design Student, 2011]

#### Awards:

Outstanding Adjunct Faculty, Cuyahoga Community College, 2003

#### **Professional Memberships:**

American Association for the Advancement of Curriculum Studies [AAACS]; American Institute of Architects [AIA]; American Society of Interior Designers [ASID]; International Association for the Advancement of Curriculum Studies [IAACS]; U.S. Green Building Council [USGBC]; National Council of Architectural Registration Boards [NCARB]

**FACULTY RESUME** 

Name: Marco Brizzi

# Courses Taught (2009-2010 and 2010-2011):

ARCH 46995 – ST ARCHITECTURE AND MEDIA (Fall 2009) ARCH 46995 – ST ARCHITECTURE AND MEDIA (Fall 2010)

#### **Educational Credentials:**

Laurea (professional degree), University of Florence, Faculty of Architecture, 1997 PhD, University of Pescara, Faculty of Architecture, 2006

# **Teaching Experience:**

Adjunct Professor, University of Florence (Florence, Italy), 1997-2003
Adjunct Professor, California State University (Florence, Italy), 2000-today
Adjunct Professor, University of Camerino (Ascoli Piceno, Italy), 2002
Adjunct Professor, University of Rome - La Sapienza (Rome, Italy), 2002-2004
Adjunct Professor, University of Ferrara (Ferrara, Italy), 2004-2009
Adjunct Professor, NABA (Milano, Italy), 2006-2008
Adjunct Professor, Kent State University (Florence, Italy), 2009-today

## **Professional Experience:**

arch'it magazine, director (1995-today)
BEYOND MEDIA festival, director (1997-today)
Image (architecture consulting firm), director (1997-today)
FEIDAD Award, jury (2004-today)
Urban Center Metropolitano in Torino, member of the consulting committee (2007-today)
Mies van der Rohe Award, advisor (2006-today)
FFF magazine, editor in chief (2009-today)

## **Selected Publications and Recent Research:**

2a+p, Marco Brizzi, Luigi Prestinenza Puglisi, *GR La generazione della rete. Sperimentazioni nell'architettura italiana* (Castelvecchi, 2002).

Marco Brizzi, "La pubblica intimità dell'immagine digitale", in Livio Sacchi and Maurizio Unali (eds.) *Architettura e cultura digitale* (Skira, 2003).

Marco Brizzi, Paola Giaconia (eds.), INTIMACY (Mandragora, 2004).

Marco Brizzi, Paola Giaconia (eds.), SCRIPT (Compositori, 2009).

Marco Brizzi, Paola Giaconia (eds.), VISIONS (Image PUBLISHING, 2009).

Marco Brizzi, "In un continuum denso di dilagante complessità", in Pino Brugellis (ed.), *Acconci Diller Scodifio Eisenman Friedman Lynn Mayne Tschumi Zenghelis. L'invisibile linea rossa* (Quodlibet, 2010).

## **Awards**

Gold Medal for Architecture Criticism, Triennale di Milano, finalist (2003)

# **Professional Memberships:**

Registered Architect in Italy (Ordine degli Architetti, Firenze, Italy)

**FACULTY RESUME** 

Name: Robert L. Bunnell, P.E.

# Courses Taught (2009-2010 and 2010-2011):

ARCH 20301 Introduction to Building Structures

ARCH 30301 Structural Systems I ARCH 40302 Structural Systems II

# **Educational Credentials:**

None

# **Teaching Experience:**

Lecturer, University of Akron, 1977 - present Assistant Professor (Term), Kent State University, 2009 - present

# **Professional Experience:**

Design Engineer, City of Akron, Bureau of Engineering, Akron, Ohio, 1976-2001 Public Works Manager, Office of the Summit County Engineer, Akron, Ohio, 2001 – 2003 Chief Deputy Engineer, Office of the Summit County Engineer, Akron, Ohio, 2003 - 2008

# **Licenses/Registration:**

Professional Engineer, Ohio

#### **Selected Publications and Recent Research:**

None

## Awards:

None

# **Professional Memberships:**

American Society of Civil Engineers (ASCE)

**FACULTY RESUME** 

Name: Richard L. Carlisle

# Courses Taught (2009-2010 and 2010-2011):

ARCH 66995 ST: Professional Practice Workshop: Brownfield Redevelopment

## **Educational Credentials:**

1978 Master of Architecture and Urban Design, Virginia Tech

1976 Undergraduate degree in Architecture, The Ohio State University

# **Teaching Experience:**

2011 Adjunct Instructor, Kent State University

# **Professional Experience:**

1992-2007	First Interstate Development Company, Cleveland, Ohio. V.P. / Director of Development
1990-1992	Carlisle Development Group / Drake Construction Company, Cleveland, Ohio. Principal
1986-1990	Biskind Development Company, Cleveland, Ohio. Development Manager
1982-1986	Drake Construction Company, Cleveland, Ohio. Project manager
1978-1982	Richard Fleischman Architects, Cleveland, Ohio.
1975	Framing carpenter Wisconsin and Virginia

**Licenses/Registration:** Registered Architect 1982 - 2008

**Selected Publications and Recent Research:** Development manager for project published in June 1986 issue of Architecture magazine.

**Volunteer Professional Services:** Architectural services for renovation of Shaari Tikvah Temple in Beachwood, Ohio, Construction project management services for Pardes School in Beachwood, Ohio, Cleveland's Music School settlement 1991 activity center.

**Awards:** International Council of Shopping Centers International Design and Development Award of Merit to Legacy Village for Innovative Design and Development of a new project.

# **Professional Memberships:**

**FACULTY RESUME** 

Name: Jason R. Carroll

# Courses Taught (2009-2010 and 2010-2011):

ARCH65001 – Real Estate and Development ARCH65001 – Real Estate and Development

## **Educational Credentials:**

B. Arch., magna cum laude, Kent State University, 1996 M.P.S. Real Estate, Cornell University, 2002

## **Teaching Experience:**

Adjunct Professor, Ursuline College, 1998-1999 Adjunct Professor, Kent State University, 2008-present

## **Professional Experience:**

Project Designer, Westlake Reed Leskosky Architects, Cleveland, OH 1995-1998 Associate, Waddell & Associates, Architects, Cleveland, OH 1998-2000 Development Manager, Forest City Enterprises, Cleveland, OH 2003-2005 Director, Mid-America Management Corporation, Cleveland, OH 2005-present

# **Licenses/Registration:**

N/A

## **Selected Publications and Recent Research:**

N/A

# **Volunteer Professional Services:**

N/A

## **Awards**

Honor Award – Metal Architecture Design – Auxitrol Fluid Regulators Award of Merit – Cleveland Interior Design Awards – Murphy Design, Inc. Honorable Mention – Cleveland Interior Design Awards – Auxitrol Fluid Regulators AIA Honor Award – Murphy Design, Inc.

# **Professional Memberships:**

**Urban Land Institute** 

**International Council of Shopping Centers** 

**FACULTY RESUME** 

Name: Ji Young Cho

#### Courses Taught (2009-2010 and 2010-2011):

ID-14501 Studio Problems in Interior Design I ID-41095 Special Topics: Digital Graphics I ID-14512 Interior Design Graphics I ID-41095 Special Topics: Digital Graphics I

#### **Educational Credentials:**

- Ph.D. Candidate, Department of Architectural Studies, University of Missouri, Columbia, MO
- M.S. Arch (1995), Graduate School of Architecture, Pusan National University, South Korea
- B. S. Arch (1993), Department of Architecture, College of Engineering, Pusan National University, South Korea

## **Teaching Experience:**

- Full time Lecturer, Aug 2010-present. Interior Design Program, College of Architecture and Environmental Design, Kent State University, Kent, Ohio
- Graduate Instructor, Jan 2008-May 2010. Architectural Studies, University of Missouri
- Teaching Assistant, Aug 2007-Dec 2007. Architectural Studies, University of Missouri

## **Professional Experience:**

- Researcher, Mar 2006- May 2006. Korea. CREDITS (CREative Design & Intelligent Tutoring System)
   Research Center, Sungkyunkwan University, Korea
- Senior Designer & Project Manager, 1995-2005. Joong Ang Design, Seoul, Korea

#### Licenses/Registration:

LEED-AP (Leadership in Energy and Environmental Design) ID. A8BEBDCC33 (2009)

## **Selected Publications and Recent Research:**

- Yoon, S. Y., Oh, H. J. & Cho, J. Y. (2010). Understanding Furniture Design Choices: An Empirical Approach
  Using a 3D Virtual Showroom. *Journal of Interior Design*, 33(5),33-50
- **Cho, J. Y.** (2009). Pedagogical Examination of an Award-Winning Instructor's Studio Teaching. *Design Principles and Practices: An International Journal*, *3*(3), 387-406.
- **Cho, J. Y.**, Yoon, S. Y, & Nam, K. S. (2010). An Analysis on Topics of Sustainability During the Past Three Years: Reviewing Trends From Recent Conference Proceedings, *2010 IDEC*, Atlanta, GA, USA
- Cho, J. Y. & Yoon, S. Y. (2010). Aesthetics by Laypersons and Designers: Understanding Different Views on Public Building Designs using Virtual Reality Technology, *Proceeding Journal of Design Communication* Association, Bozeman, 331-340, MT, USA

#### **Awards**

- A Study of the Impact of Spatial Ability on Design Creativity in Architectural Design, Research and Sponsored program, Research and Creative Activity Summer Appointment, PI. \$ 6,500, University Research Council, Kent State University (2010)
- Travel Conference Grant, University Teaching Council, Kent State University (2010)
- Graduate Professional Council Travel Awards, University of Missouri, Columbia (2010)
- 1st Place in Creative Scholarship Awards (International), (IDEC 08, Montreal, Canada (2008)
- John D. Bies International Travel Scholarship Awards, University of Missouri, Columbia (2009)
- IDEC Graduate Scholarship Awards (one of eight recipients internationally), IDEC 08, Canada (2008)
- 1st Winner for National Assembly Building Renovation, Seoul, Korea (2005)
- 1st Winner for Seoul City Hall Renovation, Seoul, Korea (2000)

**FACULTY RESUME** 

Name: Patricia Choby

# Courses Taught (2009-2010 and 2010-2011):

**UD 65101 Community Development Process** 

**Educational Credentials:** She received her Bachelor of Arts in Communications and Social Science from Notre Dame College of Ohio and a Master's Degree in Nonprofit Organizations from Case Western Reserve University's Weatherhead School of Management and Mandel School of Applied Social Sciences.

**Teaching Experience:** She has served as a Visiting Instructor at Case Western Reserve University where she received the "Outstanding Adjunct Teacher Award" in May, 2006. Ms. Choby also serves as an Assistant (Part-time) Professor at Kent State University's College of Architecture and Urban Design, and has served as an adjunct faculty at Notre Dame College. Before starting Cobalt Group, Inc., she served as Program Director and Bicentennial Village Project Coordinator at Fairfax Renaissance Development Corporation and Director of Communications and Marketing at the Mandel School of Applied Social Sciences at Case Western Reserve University.

Professional Experience: 1997-present, Cobalt Group, Founding Principal

Ms. Choby has served as project leader for long-term planning and development initiatives in the Cities of Cleveland, Willowick, Ashtabula, Ohio and Naples, Florida. She also has managed a variety of long-term public-private partnership initiatives that have involved representatives from government, universities, foundations, nonprofits and private business. While all of these projects have been comprehensive in scope, facilitation and stakeholder engagement services/processes are generally at the heart of the initiative.

Ms. Choby originally founded Cobalt Group in 1997, and under her leadership the firm has compiled a diverse portfolio of experiences with projects and people. These experiences include coordinating a 10-year, \$200 million-dollar public-private partnership in the Broadway Corridor of the City of Cleveland; serving as a community/economic development consultant to the Cleveland Foundation in the areas of housing and development of economic indicators; and coordinating the design of an innovative leadership development program for the Mandel Foundation.

**Licenses/Registration:** n/a

**Selected Publications and Recent Research:** Currently co-authoring a book on the practice of actionable leadership.

**Volunteer Professional Services:** Ms. Choby's involvement in the community includes being a member of the Board of Trustees at Jennings Center for Older Adults, a member of the Cleveland Clinic Foundation's Women's Health Advisory Board, and Community Advisor to the Board for Cleveland Public Art.

**FACULTY RESUME** 

Name: David W Craun, RA, LEED AP

# Courses Taught (2009-2010 and 2010-2011):

ARCH20101 – Second Year Design Studio I ARCH20101 – Second Year Design Studio I ARCH20102 – Second Year Design Studio II

# **Educational Credentials:**

B.Arch., Kent State University, 2003 M.Arch. [*Urban Design Collaborative* program], Kent State University, 2003

# **Teaching Experience:**

Graduate Assistant, Kent State University, 2002 Assistant Professor, Kent State University, 2005-2006, 2009-present

# **Professional Experience:**

Intern, Gaede Serne Architects, Cleveland, OH 1997-1999
Intern, Joseph Ferut Architects, Elyria, OH 2000
Intern, Bialosky + Partners Architects, Cleveland, OH 2001-2002
Senior Associate, Bialosky + Partners Architects, Cleveland, OH 2003-present

# Licenses/Registration:

Ohio

## **Selected Publications and Recent Research:**

N/A

# **Volunteer Professional Services:**

Ely-Cascade Park Connection – City of Elyria
Citywide Masterplan – City of North Royalton
Clark's Field Recreation Plan – Tremont Neighborhood [Cleveland]
Cleveland Lakefront Competition – Cleveland Port Authority
Hope Village – Lilongwe, Malawi [with Worldview International]
Art Gallery + Print Shop – Zygote Press, Inc. [Cleveland]

# Awards

AIA Honor Award – Cuyahoga Falls Strategic Plan

# **Professional Memberships:**

**NCARB** 

**USGBC** 

# JAMES E. DALTON, FAIA, Professor and Former Dean

# **Courses Taught:**

Arch 46995/56995 Professional Marketing

Arch 40001 - Sustainable Design

Arch 40101 - Fourth Year Fall Studio I

Arch 40002 - Systems Design

Arch 40202 - Fourth Year Spring Comprehensive Studio II

# **Educational Credentials:**

Bachelor of Architecture, Miami University (Ohio), 1964 Master of Architecture, Minor in Urban Design, University of Minnesota, 1965

# **Teaching Experience:**

Texas Tech, 1965-1968, Instructor

Clemson University, 1968-1972, Assistant Professor, 1972-1976, Associate Professor, 1976-1984, Professor

Clemson University, 1971-1984, Assistant to the Dean, College of Architecture

Kent State University, 1984-1999, Director, School of Architecture

Kent State University, 2007-2010, Dean, CAED

# **Professional Experience:**

Munger & Munger, Toledo, Ohio, 1963-1965, Designer

Blum & Sedeen, Newark, Ohio, Summer 1965, Designer

Avery Wood and Associates, Greenville, S.C., 1968-1969, Designer

Neal and Associates Architects, Greenville, S.C., 1969-1970, Architect

Associated Design Consultants Architects, Clemson, S.C., 1970-1973, Partner

Carpenter/Dalton/Jacques Architects and Davis/Brody Architects, New York, 1975-1977, Joint Ventures

Carpenter/Dalton/Jacques, Clemson, S.C., 1973-1977, Partner

Odell and Associates, Greenville, S.C. 1980, Design Consultant, Liberty Life Headquarters

Dalton/Jacques Architects, Pendleton, S.C., 1977-1984

Mayor's Task Force, Cleveland, Ohio, 1991-1992

Professional Advisor, Cleveland Public Library \$95 million capital expansion, 1991-1992

# Licenses/Registration:

South Carolina #1288

## Awards:

AIA Ohio Gold Medal

College of Fellows of the American Institute of Architects

Finalist, American Council on Education Fellow

Outstanding Educator Award, AIA Akron

## **Professional Memberships:**

AIA (AIA Ohio Board Member, AIA Akron Board Member, AIA Ohio Foundation Board Member, Regional Representative for the College of Fellows, 1999-2003)

Tau Sigma Delta Architectural Honorary Society (National President, 1990-1992)

#### KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name:

Diane Davis-Sikora

## Courses Taught (2009-2010 and 2010-2011):

2009-2010

ARCH 10101, ARCH 30001, ARCH 30101, ARCH 20102 Capstone Advisor: Sukant Bhatnagar, Austin Kotting

2010-2011

ARCH 10101, ARCH 30001, ARCH 30101, ARCH 10102, ARCH 60102

Capstone Advisor: Carmen Licate

Course Development:

Sustainability in an Interdisciplinary Design Approach [cross-registered with Fashion Design]

#### **Educational Credentials:**

BArch – Cornell University MArch – Harvard University

#### **Teaching Experience:**

1997 – Present Assistant Professor - Kent State University | CAED
 1995 Instructor - Harvard University, "Career Discovery"

1988 Instructor - Cornell University, "Introduction to Architecture"

Skidmore, Owings & Merrill, New York, NY

### **Professional Experience:**

1999-PresentDDesign Studio, Cleveland OH1997-1998davis/Schwartz Design, San Francisco, CA1995-1997Kaplan McLaughlin Diaz, San Franciso, CA1990-1992Westlake Reed Leskosky, Cleveland, OH

# Licenses/Registration:

OH 0814636

1989-1990

#### **Selected Publications and Recent Research:**

fall 2011[forthcoming] - "The Structure of Air" – Documentary Short [by invitation of Center for Architecture Foundation]

10.2009 -"Urban Script: Constructing Site Through Narrative and Documentary Structures", Mediascape, UCLA's Journal of Cinema and Media Studies <a href="http://www.tft.ucla.edu/mediascape/Fall09">http://www.tft.ucla.edu/mediascape/Fall09</a> UrbanScripts.html
10.2010 -"Repurposing Catholic Churches into Urban Farms", Reclaiming Vacant Properties Conference, Poster Session

#### **Awards**

01.11 - Stewardson Keefe LeBrun Travel Grant, Center for Architecture Foundation New York – Grant Recipient 01.09 & 04.06 - University Research Council Travel & Learning Grant, Kent State University 08.07 - Funded Graduate Design Studio + Filmmaking Workshop with visiting artists Squint/Opera 06.06 - AA visiting Teachers Programme/Selected Participant

## **Professional Memberships:**

01.10 – Present John Hay High School – Board Member

05.08 – Present City of Cleveland Public Art Committee – Committee Member

**FACULTY RESUME** 

Name: Christopher Diehl, AIA

## Courses Taught (2009-2010 and 2010-2011):

Spring 2010 ARCH 60102/UD60703 Graduate Design Studio II,

ARCH 46995 ST: Visual Thinking Critical Architectural Inquiry

Fall 2009 UD66995 Community Design Charette [CRN:19829]

Educational Credentials: 1989 Staatliche Hochschule für Bildende Künste (Städelschule) Frankfurt

1988 M.Arch. Harvard University, Graduate School of Design

1983 B.E.D. Miami University (Ohio)

**Teaching Experience:** 2007-2010 Associate Professor of Architecture at Kent State University

1998-1999 Assistant Professor of Architecture at Penn State University

1991-1993 Adjunct Professor of Architecture, OSU

1992-1994 Adjunct Professor of Architecture, Miami University

Professional Experience: 2010-present Director of Design, URS Corporation, Cleveland

2006-2010 President, diehlio, inc.

2007-2010 Director, Cleveland Urban Design Collaborative
 1999-2007 Director of Design, URS Corporation, Cleveland
 1998 Freelance Architect, Schooley Caldwell Associates
 1989-1990 Architectural Apprentice, Studio Rafael Moneo, Madrid

1985 Apprentice Architect, Don Hisaka Architecture

**Licenses/Registration:** Registered Architect, State of Ohio; No. 9787

# **Selected Publications and Recent Research:**

### **Volunteer Professional Services:**

2011 Panel Moderator for "Don Hisaka, The Cleveland Years" Cleveland Artist Foundation

2006-2011 Board Member at Cleveland Arts Prize

2007-2008 Development Committee for Cleveland Goes Modern Exhibition

2006-2008 Director of Design at Cleveland AIA

#### **Awards**

2011	AIA Ohio Merit Award (Interiors) for the CUDC
2010	Downtown Development Award for the CUDC (Downtown Cleveland Alliance)
2010	Distinguished Award for the Civic Minded Competition (Preservation Pittsburgh)
2007	AIA Honor Award (Interiors) for Cleveland Clinic Toronto Health + Wellness Center
2007	AIA Honor Award + IIDA Merit Award for Corporate College East (Cuyahoga Community College)
2006	AIA Merit Award (Interiors) for URS Cleveland Corporate Offices (IDEACENTER, Cleveland, OH)
2005	Ohio AIA Honor Award for URS Cleveland Corporate Offices (IDEACENTER, Cleveland, OH)
2005	AIA Honor Award for the renovation of the IDEACENTER (Cleveland, OH)
2004	AIA Honor Award Simmons Hall of Student Affairs (University of Akron)
2007	First Place Prize for Gateway Art Competition (Shaker Towne Centre; Shaker Heights, OH)
2002	AIA Merit Award for Student Recreation Center (Cleveland State University)
2001	AIA Merit Award for the Youth Intervention Center (Cuyahoga County)

**Professional Memberships:** American Institute of Architects

#### **KENT STATE UNIVERSITY**

## **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

#### Name:

Marcello Fantoni

#### Courses Taught (2009-2010 and 2010-2011):

UD 66995 996 History of the Public Realm (fall 2009)

ARCH 46995 Forces that Shaped Cities (spring 2010)

UD 66995 996 History of the Public Realm (fall 2010)

ARCH 46995 Forces that Shaped Cities (spring 2011)

#### **Educational Credentials:**

MA, Early Modern History, University of Florence, 1986

Ph.D., Department of History and Civilization, European University Institute, 1991

#### **Teaching Experience:**

Kent State University, Director, Florence Center, Palazzo Cherchi (2004-present)

Georgetown University, Renaissance History (1995-2002)

Università Cattolica (Milan), European History (2002-2003)

University of Teramo (Italy), Early Modern World History (2004-2010)

#### **Selected Publications and Recent Research:**

Fès et Florence en quête d'absolu (with C. Cambazard-Amahan and A. Amahan), Mohammedia (Marocco), Senso Unico Éditions, 2008.

Cecil Pinsent and his Gardens in Tuscany (with H. Flores and J. Pfordresher), Firenze, EDIFIR, 1996.

Gli Anglo-Americani a Firenze. Idea e costruzione del Rinascimento, Roma, Bulzoni, 2000.

Carlo V e l'Italia, Roma, Bulzoni, 2000.

Il "Perfetto Capitano". Immagini e realtà (secc. XV-XVII), Roma, Bulzoni, 2001.

The Art Market in Italy: 15<sup>th</sup>-17<sup>th</sup> centuries (with S. Matthews-Grieco and L. Matthew), Modena, Panini, 2002.

Storia e storiografia, vol. I of Il Rinascimento Italiano e l'Europa, Treviso, Angelo Colla Editore, 2005.

Catholicism as Decadence (with C. Continisio), Florence, Polistampa, 2007

Le parole che noi usiamo. Categorie storiografiche e interpretative dell'Europa moderna, (with A. Quondam), Roma, Bulzoni, 2007.

The Politics of Space: European Courts c.a. 1500-1750 (with G. Gorse and M. Smuts), Rome, Bulzoni, 2009.

I gesti del potere, Firenze, Le Cariti, 2011

Symbols and Rituals in Medieval and Renaissance Italian Cities (with S. Cohn Jr., F. Franceschi, F. Ricciardelli), Turnhout, Brepols Publishers, in the press

### **Awards**

Award from the Italian "Ministero per i Beni e le Attività Culturali" for the 1997, 1999 and 2000 issues of the Journal "Italian History & and Culture".

## **Professional Memberships:**

President of "Center for the Study of Italian History and Culture", Georgetown University in Florence, 1998-2004

Vice President, "Istituto di Studi Rinascimentali", Ferrara, 2001-2006

Director of "Centro studi Europa delle Corti", since 2004

Scientific committee of research centre "Il Rinascimento italiano e l'Europa", since 2005

Member of "Centre de recherche du château de Versailles", Versailles, since 2007

Founder and President of "Court Studies Forum", since 2007

Scientific commette of Istituto universitario "La Corte en Europa", Università Autonoma de Madrid, since 2009.

Coordinator (with Prof. José Martínez Millán), Master Interdisciplinar en Humanidades y Ciencias Sociales, *La corte en Europa. El modelo político-cultural europeo (Siglos XIII-XIX)*, Università Autonoma de Madrid, since 2009

Board of the journal "Cheiron", Rome, since 2009

Board of the journal "The Court Historian", since 2009

Editor of journal "Italian History & Culture", Cadmo ed. (Florence), 1995-2007

Founder and director of the book series "Quaderni di Villa Le Balze", Bulzoni (Rome), 2004-2007

# KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: DUCCIO GUIDO FERRONI

# Courses Taught (2009-2010 and 2010-2011):

ARCH46995-994 sketching & drawing

ARCH46995-997 reading cities

ARCH46995-994 sketching & drawing

ARCH46995-997 reading cities

#### **Educational Credentials:**

1992 Cad Course IIT Chicago, USA

1985 Master to the profession with the Italian State Board

1984 Degree in Architecture University of Florence

# **Teaching Experience:**

1997 Lecturer at Texas A&M University, Santa Chiara Study Center, Castiglion Fiorentino, Arezzo
1998- 2002 Assistant Professor at the Architectural University of Florence in Design and thought process

course 3

2008- present Adjunct Professor at Kent State University of Florence (Spring Session)

## **Professional Experience:**

1991/1989 Perkins and Will Chicago

1995-1994 Architectural Teknikaria Firm. Kuala Lumpur (Malaysia)

1995- present Ferroni architectural firm Florence

Licenses/Registration: Italy

#### **Selected Publications and Recent Research:**

1999 "The city non existing border" "authors G.Cavallina, D.Ferroni, P.Di Nardo - Ed. A-Linea.

1994 Dossier .Urban Planning Magazine article "The Burhnam Chicago Plan actuality"

### **Awards**

1997 International competition for a new 43.0000 sq.ft hospital in Elbasan

with Arch. Benaim group (mentioned) Albania

1996 National Competition for a new design and urban planning concept of the historical center in Alcamo, Sicily Arch. Maffei Cardellini Group Sicily (third place)

# **Professional Memberships:**

Italian Architects Board (Florence)

**FACULTY RESUME** 

Name: Joseph Ferut, Jr.

# Courses Taught (2009-2010 and 2010-2011):

Environmental Technology I Fourth Year Design Studio Sustainable Systems Design

### **Educational Credentials:**

University of Illinois-Chicago, Illinois, Master of Architecture 1987 Kent State University-Kent, Ohio, Bachelor of Science in Architecture 1979 European Studies Program, Florence, Italy 1979

# **Teaching Experience:**

Kent State University 1988-1994, 2006-presnet

# **Professional Experience:**

Ferut Architects 1992 -present Ellis-Myers Architects 1985-1992

Schmidt-Copeland Associates 1983-1985

ocililiar-coheigia Associates 1905-1905

Dalton, van Dyke, Johnson & Partners 1980-1983

Blunden-Barclay & Associates, Architects 1979-1980

# **Licenses/Registration:**

Registered Architect, State of Ohio, 1986

### **Selected Publications and Recent Research:**

"The Charleston Single House" - Association of Collegiate Schools of Architecture, Southeast Regional Conference, Savannah, Georgia, 1992

#### **Awards**

At Kent State University, Kent, Ohio:

Honorary Member, Tau Sigma Delta,

Alpha Rho Epsilon Chapter

National Collegiate Honor Society for Architecture

Second Place, Ohio Edison Competition

# At the University of Illinois, Chicago:

Faculty Citation for Excellence in Design, 1986

American Institute of Architects Scholarship Award, 1986

Harold Raemer Scholarship Award, 1987

Chancellor's Award, 1987

Faculty Traveling Fellowship Award, 1987

### **Exhibits**

"Being There", Exhibit of Work, Kent State University School of Architecture, February-March, 1991 "Recent Works", Exhibit of Work, Kent State University School of Architecture, March-April, 1991 "DESIGN SPOTLIGHT EXHIBIT", Cleveland Urban Design Collaborative, 2004

# **Professional Memberships:**

Society of Building Science Educators Northeast Sustainable Energy Association American Solar Energy Association

#### **KENT STATE UNIVERSITY**

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: Jonathan Paul Fleming

### Courses Taught (2009-2010 and 2010-2011):

ARCH40001/ARCH40101; ARCH40002/40102 Fourth

Year Design Studios, Coordinator only

ARCH40402 Methods and Materials II, Coordinator HONR20297 Colloquium in Architectural Theory

ARCH30122 Architectural Studies Studio II Master Thesis Commitee Member UD 60704 MUD Capstone Advisor

#### **Educational Credentials:**

Master of Architecture (Post-Professional Degree), Virginia Polytechnic Institute and State University, 1998 Bachelor of Architecture; (Professional Degree), Kent State University, 1996 Bachelor of Science in Architecture; Minor: Philosophy, Kent State University, 1996

### **Teaching Experience:**

#### Kent State University, College of Architecture and Environmental Design

Interim Associate Dean and Architecture Program Coordinator/Director, 2009-present Tenured, Assistant Professor of Architecture, 2007-present Tenure Track, Assistant Professor of Architecture, 2001-2007 Full-time Non-Tenure Track, Assistant Professor of Architecture, 1999-2001 Part-time, Assistant Professor of Architecture, 1997-1999

Virginia Polytechnic Institute and State University, Graduate Assistant, 1996-1997

#### **Professional Experience:**

Jonathan Paul Fleming, Architect, Uniontown, Ohio. 2005-present
Jonathan Paul Fleming, Residential Design, Uniontown, Ohio. 1997-2005
TDA Architects, Willoughby, Ohio. contract 2004-2008
Margaret Carney, AIA Architect, Akron, Ohio. 1999
Thom Stauffer Architects, Cleveland, Ohio. 1994-1999
Lawrence, Dykes, Goodenberger, and Clancy Architects, Canton, Ohio. 1995-1996 and 2001
Stephen Roberts Holt, A.I.A. Architect, Manchester-by-the-Sea, Massachusetts. 1994-1995

### Licenses/Registration:

Registered Architect: State of Ohio Credential ARC.05 – 13935. 2005 Leadership in Energy and Environmental Design, Accredited Professional. 2009

#### **Selected Publications and Recent Research:**

"Building Community Partnerships"; University of Akron. 2009.

"Towards a Rust Belt Regionalism: The Fulton Machine Company "Sawtooth", a Case Study"; ACSA Regional; 2006 "Integrative approaches in architectural education" Published proceedings 2004. Enhancing Curricula: towards the scholarship of teaching in art, design and communication in Higher Education. The Centre for Learning and Teaching in Art and Design; Paper presented: Enhancing Curricula Conference. Barcelona, Spain.

# **Selected Awards**

Lake Chamber of Commerce Award: Lake Press Box, 2005

Cleveland Chapter, American Institute of Architects Design Award: Akron Office Building, 1995 Akron Office Building featured in Cleveland Chapter, A.I.A. newsletter model on cover. June 1996

# **Professional Memberships:**

Constructin Specifications Institute, Akron/Canton Chapter, Board Member 2003-2007

**FACULTY RESUME** 

Name: Charles Frederick, RLA+LEED AP

# Courses Taught (2009-2010 and 2010-2011):

Arch 30001 Site Design

Arch 30101 Third Year Design Studio I

Arch 40002 Systems Design

Arch 40102Forth Year Design Studio II

Arch 45631/55631 Site Analysis and Design

Arch 45630/55630 Introduction to Landscape Architecture

UD 60704 Urban Design Studio IV

UD 65102 Urban Systems

#### **Educational Credentials:**

MLA., University of Virginia, 1998 B.Arch., Kent State University, 1996

### **Teaching Experience:**

Adjunct Assistant Professor, Kent State University, 1999-2011

### **Professional Experience:**

Landscape Architect, C.M.Frederick, Landscape Architect, LLC., Kent Ohio 2005-2010 Landscape Designer, Kerr+Boron Associates, Brecksville, Ohio, 2001-2005 Environmental Planner, Davey Resource Group, Kent, Ohio, 1998-2001

### **Licenses/Registration:**

Ohio

# **Selected Publications and Recent Research:**

Vacancy Opportunities+Landscape Urbanism, strategies for a shrinking city, Urban Landscape Ecology Conference, Cleveland, Ohio, 2010

Re-Imagining a More Sustainable Cleveland (Ecological Modeling/Watershed Studies), 2008-2009

# **Awards**

**Finalist** Cleveland Lakefront Design Challenge sponsored by Cleveland Plain Dealer. Fall 2003 – "**Festival** of Water"

**Finalist** Cleveland Environmental Center Ecological Fence Design Competition sponsored by Cleveland Public Art. November, 2002 – "**Living Fence**"

# **Professional Memberships:**

American Society of Landscape Architects Society for Ecological Restoration International U.S. Green Building Council Cleveland Restoration Society Greater Cleveland Green Building Coalition

**FACULTY RESUME** 

Name: Christopher A. Gaone, LEED AP

# Courses Taught (2009-2010 and 2010-2011):

ARCH 201 Second Year Design Studio I, Fall 2009 ARCH 102 First Year Design Studio II, Spring 2010 ARCH 101 First Year Design Studio I, Fall 2010 ARCH 102 First Year Design Studio II, Spring 2010

# **Educational Credentials:**

B.A., Marietta College, 2003 B.S., Kent State University, 2005 M.Arch., Kent State University, 2006

# **Teaching Experience:**

Part Time Temporary Adjunct Instructor, Kent State University, 2008-present

# **Professional Experience:**

Intern, ArchiComp Inc., Hudson, OH. 2006-present

#### **Awards**

3<sup>rd</sup> Place, ASHREA 2005 International Student Design Project Competition- Architectural Design

# **Professional Memberships:**

LEED Accredited Professional, 2008

#### KENT STATE UNIVERSITY COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN FACULTY RESUME

Name: Gauri Torgalkar

# Courses Taught (2009-2010 and 2010-2011):

CAED, KSU, M. Arch + MUD, -teaching graduate studio: Design for Healthy Immigrant Communities, Spring 2011

CAED, KSU, Bachelor of Architecture, Architectural Freehand Drawing, Spring 2009

CAED, KSU, M. Arch + MUD, Co-teaching graduate studio in collaboration with KSU's Photojournalism department, Spring 2009

CAED, KSU, M. Arch. + MUD Community Design Charrette, Fall 2005 - present

CAED, KSU, M. Arch. + MUD Urban Design Representation, Spring 2005 - present

Levin College of Urban Affairs, Cleveland State University, Master of Urban Planning, Design and Development (MUPDD), Urban Design Seminar- Graphics for Planners, Fall 2004 - Spring 2009

### **Educational Credentials:**

Master of Architecture Kent State University, 2003

Bachelor of Architecture Sir J. J. College of Architecture, Mumbai University, 2000

### **Professional Experience:**

Cleveland Urban Design Collaborative Urban Designer, 2002 - present

Sanderson Themed Inc., Bombay, India, Division Designer, 2001

IND Advertising Agency, Bombay, India, Graphic Artist, 2000-2001

Keshav Desai Architects, Pune, India, Student Intern, 2000

#### **Selected Publications and Recent Research:**

Re-imaging Cleveland: Ideas to Action Resource Book, Design, 2011

Crooked River Gaming report, contributor/designer, 2010

Urban Infill Vol. 3: Water | Craft, Co-Editor, 2010, Vol. 2: Pop Up City, Design, 2009

# **Presentation/Participation:**

Community Partnership for Arts & Culture: Artist in Residence Program, Neighborhood Selection Committee Member, 2011 Ohio American Society of Landscape Architects Awards, Judge, 2010

Young Audiences - Artworks Panel: Overcoming Brain Drain in Northeast Ohio, Panelist, 2010

Great Lakes Cities: Urban Laboratories Conference, Citizen led Visioning & Organizing Efforts, Panelist, 2010

Eastman Reading Garden Public Art, Selection Committee Member, 2010

Experiential Narrative Designs, Conference presenter, Western Social Science Association, Albuquerque, 2009

# Awards & Honors:

Award for Excellence in Urban Design, AIA Cleveland Chapter, 2003

Plain Dealer- Lakefront Challenge, Distinguished Entry, 2003

Award for Outstanding Academic Achievement 4.0 GPA, Kent State University and the Honor Society for International Scholars, 2003 & 2002

### **Volunteer Professional Services:**

Cleveland Coalition, Founding Member, 2010 - present

Young Audiences of Northeast Ohio, Board Member, 2011 - present

The Reckoning International, Development Committee Member, 2010

Cleveland Bioneers Conference, Steering Committee Member, 2009 – 2010

Arrupe Neighborhood Partnership, Volunteer Art Teacher, 2008 - present

# Research:

BioCellar Prototype Study, American Planning Association Urban Design and Preservation Division, 2010 and Sears-Swetland Foundation, Co-Principal Investigator, 2009

Cleveland Land Lab: Strategies for Urban Vacancy, Sears-Swetland Foundation, 2008

Vacant land Re-utilization Strategies for Strategic Neighborhoods, 2007

Supportive Environments for Mental Illness, Margaret Clark Morgan Foundation, 2007 - present

**FACULTY RESUME** 

Name: Paola Giaconia

# Courses Taught (2009-2010 and 2010-2011):

ARCH 30112-996 3RD YEAR DESIGN STUDIO (spring 2009)

ARCH 46995 996 ST - READING CITIES (spring 2009)

ARCH 30022 3RD YEAR DESIGN STUDIO (fall 2009)

ARCH 45701 URBAN DESIGN STUDIO (fall 2009)

ARCH 30112-995 3RD YEAR DESIGN STUDIO (spring 2010)

ARCH 46995 996 ST - READING CITIES (spring 2010)

ARCH 30112-995 - CRN 21306 3RD YEAR DESIGN STUDIO (fall 2010)

ARCH 30012-995 - CRN 21303 URBAN DESIGN (fall 2010)

ARCH 46995-997 - CRN 21313 READING CITIES (fall 2010)

ARCH 30112-995 - CRN 19551 3RD YEAR DESIGN STUDIO (spring 2011)

ARCH 46995-996 - CRN 19567 READING CITIES (spring 2011)

### **Educational Credentials:**

Laurea (professional degree), Milan Polytechnic, Faculty of Architecture, 1996 MArch, SCI-Arc (Southern California InsVtute of Architecture), 1999

# **Teaching Experience:**

Professor Assistant, Milan Polytechnic (Italy), 2000-2005

Adjunct Professor, ISAD IsVtuto Superiore di ArchiteXura e Design (Milan, Italy), 2002-2004

Adjunct Professor and Coordinator for Architecture Program, California State University (Florence, Italy), 2005-today

Adjunct Professor and Design Studio Coordinator, Kent State University (Florence, Italy), 2007-today

### **Professional Experience:**

Morphosis, Santa Monica, CA, 1998-1999 Massimiliano Fuksas, Rome, Italy, 2000

independent architecture acVvity, 2000-today

# Licenses/Registration:

Italy

### **Selected Publications and Recent Research:**

M. Brizzi, P. Giaconia (eds.), VISIONS (Image PUBLISHING, 2009).

M. Brizzi, P. Giaconia (eds.), SCRIPT (Compositori, 2009).

P. Giaconia, Eric Owen Moss. L'incertezza del fare | The Uncertainty of Doing (Skira, 2006).

P. Giaconia (ed.), SCRIPT. SPOT ON SCHOOLS (Compositori, 2003).

M. Brizzi, P. Giaconia (eds.), INTIMACY (Mandragora, 2004).

P. Giaconia (ed.), INTIMACY. SPOT ON SCHOOLS (Mandragora, 2003).

P. Giaconia, Los Angeles. CiGà unica (Testo&Immagine, 2001).

# **Professional Memberships:**

Registered Architect in Italy (License N. 1182, Ordine degli Archite`, Monza, Italy)

**FACULTY RESUME** 

Name: Charles Graves

### Courses Taught (2009-2010 and 2010-2011):

Summer 2009

GRADUATE DESIGN STUDIO III / ARCH-60103-022-200960 PROJECT PROGRAMMING / ARCH-60150-003-200960 Fall 2009

FIRST YEAR DESIGN STUDIO I / ARCH-10101-003-200980 SITE DESIGN / ARCH-30001-002-200980

THIRD YEAR DESIGN STUDIO I / ARCH-30101-002-200980

Spring 2010

FIRST YEAR DESIGN STUDIO II / ARCH-10102-004-201010 THIRD YEAR DESIGN STUDIO II / ARCH-30102-001-201010 URBAN DESIGN / ARCH-30002-001-201010

Summer 2010

FIRST YEAR DESIGN STUDIO I / ARCH-10101-011-201060 Spring 2011

FIRST YEAR DESIGN STUDIO II / ARCH-10102-004-201010 THIRD YEAR DESIGN STUDIO II / ARCH-30102-001-201010 URBAN DESIGN / ARCH-30002-001-201110

#### **Educational Credentials:**

Bachelor of Architecture / University of Kentucky Master of Architecture / Cornell University

### **Teaching Experience:**

Eidgenössische Technische Hochschule (ETH), Zürich 1985-87 Kent State University, Kent, OH 1987-Present

# **Professional Experience:**

CPG Architects - 1999-2011

Zanuso/Pascoe Architects - 1991

Welton Becket Architects - 1983-85

Stephen Potters, Architects - 1979-83

Coleman/Graves Architects - 1976-77

Shaker Heights, OH

Milano, Italy

New York, NY

New York, NY

Lexington, KY

### **Licenses/Registration:**

Licensed to practice architecture in the state of Ohio

### **Selected Publications and Recent Research:**

- The Genealogy of Cities, The Kent State University Press
- Article in *ArcLos!*, Reflections and press review on architecture, culture and planning, No. 17/18, Mapping, 05/2011 <a href="http://www.arclos.de/">http://www.arclos.de/</a>
- Research and development for a new textbook on urban design *The Urban Genome*

### **Awards**

Graham Foundation Grant for publication of "The Genealogy of Cities"

**FACULTY RESUME** 

Name: Eric J Greenberg

# **Courses Taught:**

# Spring 2010

COMPUTER APPLICATIONS IN ARCHITECTURE II - 14844 - ARCH 20602 - 001 (1 credit)
COMPUTER APPLICATIONS IN ARCHITECTURE II - 14844 - ARCH 20602 - 003 (1 credit)

#### Fall 2010

ST: COMPUTING MEDIA FOR ARCH STUDIES - 25373 - ARCH 46995 - 019 (3 credit)

# Spring 2011

COMPUTER APPLICATIONS IN ARCHITECTURE II - 14844 - ARCH 20602 - 005 (1 credit)
COMPUTER APPLICATIONS IN ARCHITECTURE II - 14844 - ARCH 20602 - 007 (1 credit)
COMPUTER APPLICATIONS IN ARCHITECTURE II - 14844 - ARCH 20602 - 009 (1 credit)

#### Fall 2011

COMPUTER AIDED DESIGN FOR INTERIOR DESIGNERS - 23758 - ID 34515 - 003 (3 credit) (ID) ST: COMPUTING MEDIA FOR ARCH STUDIES - 25373 - ARCH 46995 - 019 (3 credit)

#### **Educational Credentials:**

Master of Architecture, concentration: Urban Design, Kent State University, Kent, Ohio Bachelor of Architecture, Kent State University, Kent, Ohio Bachelor of Science, major: Architecture, Kent State University, Kent, Ohio

### **Teaching Experience:**

Kent State University, Kent, Ohio

### **Professional Experience:**

Anthony Paskevich & Associates 12/10 - presentThe D. H. Ellison Co. 02/07 - 07/09CUPKOVIC architecture 02/05 - 02/07Urban Design Center, Kent State University 06/02 - 02/05

### **Licenses/Registration:**

Registered Architect, State of Ohio, Registration # 111385 NCARB Certificate No. 72353

#### **Professional Memberships:**

Institute of Classical Architecture & Classical America, Ohio & Erie Chapter

**FACULTY RESUME** 

Name: Jeffrey Grusenmeyer

#### Courses Taught (2009-2010 and 2010-2011):

Fall 2009, 2010, 2011 ARCH 40402 Methods and Materials II Fall 2011 ARCH 30401 Methods and Materials I

Educational Credentials: B.Arch. University of Detroit, concentration in Music Theory

**Teaching Experience:** 2009-present Adjunct faculty, Kent State University

#### **Professional Experience:**

1983-present Jeffrey A. Grusenmeyer Architect, Principal,

Prior experience, Albert Kahn Associated Architects and Engineers in Detroit, Michigan; Ventura & Associates, Architects & Engineers in Detroit, Michigan; T.A. Badowski, A.I.A, Architects in Lakewood, Ohio; Argentieri Associates & Planners in Cleveland, Ohio; and the King James Group of Westlake, Ohio.

**Licenses/Registration:** Registered Architect Ohio; NCARB Certified – National/ International certification; Certified as a Chief Building Official by the Council of American Building Officials and the State of Ohio; Certified as a Building Official by the State of Ohio; Certified as a Master Plans Examiner by the State of Ohio; Qualified to be certified as a Residential Building Official, Residential Plans Examiner and Residential Building Inspector by the State of Ohio.

**Selected Publications and Recent Research:** Projects by Jeffrey A. Grusenmeyer & Associates, Inc. have been the feature design of the American Institute of Architects Cleveland Chapter Newsletter and the Steel Joist Institute web site Featured Project, one of four selected nationally for the innovative use of steel joist systems

#### **Volunteer Professional Services:**

- Member of the Fairview Park Chamber of Commerce, having served as the President, member of the Board of Directors, incorporator, and charter member. Member of the Greater Cleveland Growth Association. Former member of the Rocky River and Westlake Chambers of Commerce.
- Served on the City of Fairview Park Planning & Design Commission 1990-2004, serving as chairman for most of those years. Former chairman and member of the City of Fairview Park Architectural Board of Review.
- Served as a member of the Lorain Road Business Development Committee, City of Fairview Park Master Plan Committee, Fairview Park City School District Facilities Committee, and the City of Fairview Park Commercial District Design Guideline Committee.
- Member of the Lakewood Hospital/ Cleveland Clinic Internal Review Board and Bioethics Committee.

#### **Awards**

 Recipient of the North Central Ohio Building Officials Association Associate of the Year in 2003- for Dedication and Service to the Communities in Which the Associate Serves.

#### **Professional Memberships:**

- Served as a member of the American Institute of Architects, the AIA Building Codes and Standards and Committee on Architecture for Education Professional Interest Areas, the Building Officials Conference of Northeast Ohio, FBOA Building Officials Association.
- Member of the North Central Ohio Building Officials Association, and the Ohio Building Officials Association.
- Member of Rotary International, Paul Harris Fellow
- Member: National Trust for Historic Preservation; Nature Conservancy; Cleveland Restoration Society.

**FACULTY RESUME** 

Name: Charles L. Harker

# Courses Taught (2009-2010 and 2010-2011):

ARCH 20101 Second Year Design Studio
ARCH 40001 Sustainable Design (WIC)
ARCH 40101 Fourth Year Design Studio I

ARCH 40002/50002 Systems Design

ARCH 40102/50102 Fourth Year Design Studio II
ARCH 60150 Project Programming
ARCH 60103 Graduate Design Studio III

#### **Educational Credentials:**

B. A., Texas Tech University, 1969B. Arch., Texas Tech University 1969M. Arch., University of Texas 1971

### **Teaching Experience:**

Adjunct Professor, University of Texas 1971-1972 Adjunct/Assistant Professor, University of Texas 1973 Associate Professor, Kent State University, 1986-present

#### **Professional Experience:**

Research Associate (intern), TAO Design Group, Inc., Austin, Texas, 1971-1975 Project Architect, TAO/ONO, Inc., Austin, Texas 1975-1983 Principal, Harker Medley Associates, Inc., Austin, Texas 1984-1986 Sole Practitioner, Charles L. Harker AIA, Kent, Ohio 1987-1996

# Licenses/Registration:

Texas Ohio

#### **Selected Publications and Recent Research:**

"Understanding Urban Space" (research)

"The Third Skin," Aesthetics and Architectural Composition (Proceedings), Dresden, Germany 2004

#### **Awards**

AlA Austin Chapter "Merit Award," Austin, Texas 1984 Phi Beta Delta, Distinguished International Faculty 2002 KSU Distinguished Teaching Award (nominee) 2010

# **Professional Memberships:**

National Council of Architecture Registration Boards (retired) American Institute of Architects (retired)

**FACULTY RESUME** 

Name: Jack L. Hawk, AIA

# Courses Taught (2009-2010 and 2010-2011):

### 2009-2010

Arch 40402 Methods and Materials II (Fall)

Arch 40002 System Design (Spring)

Arch 40102 4<sup>th</sup> Year Design Studio II (Spring)

### 2010-2011

Arch 40001 Sustainable Design (Fall)

Arch 40101 4<sup>th</sup> Year Design Studio I (Fall)

Arch 40402 Methods and Materials II (Fall)

Arch 40002 System Design (Spring)

Arch 40102 4<sup>th</sup> Year Design Studio II (Spring)

Arch 46996 Individual Investigations (Spring)

Hon 40096 Honors Investigation (Spring)

# **Educational Credentials:**

B.Arch., Kent State University, 1977

# **Teaching Experience:**

Adjunct Faculty; Kent State University CAED - 2008-2011

# **Professional Experience:**

Founding and Design Principal of an architectural firm up to 26 person From 1979 - current

# **Licenses/Registration:**

Ohio, 1979

# **Awards**

- 12 local, state and industry design awards
- -Several local civic appreciation awards for service to the arts and children
- -Professional Appreciation awards for service as President to local and state AIA organization

# **Professional Memberships:**

The American Institute of Architects Congress of New Urbanism

**FACULTY RESUME** 

Name: Cornelia C. Hodgson

Courses Taught (2009-2010 and 2010-2011): ARCH 45640 Environments for the Elderly

**Educational Credentials:** Bachelor of Architecture, 1976, University of Illinois, Chicago Circle Campus Bachelor of Arts in Political Science, 1968, University of Illinois, Chicago Circle Campus Urban Studies Graduate Program, 1972, Loyola University, Chicago Graduate School of Design, Summer Short Courses, Harvard University

**Teaching Experience:** Adjunct faculty, Kent State University

Professional Experience: Founder and President of C.C. Hodgson Architectural Group

President of Dorsky Hodgson Parrish Yue Architects

**Licenses/Registration:** NCARB Registered; Licensed Architect in Alabama, Arizona, California, Florida, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Pennsylvania, Puerto Rico, Rhode Island, Texas, Utah, Virginia, West Virginia, Washington D.C., and Wisconsin

#### **Selected Publications and Recent Research:**

"Wii for Wellness: How Five Social Trends are Transforming Senior Living Environments"; September/October 2010; International Council on Active Aging; Developer's Guide 2010

"Dynamic Spaces that Foster Well-Being"; September/October 2008; International Council on Active Aging; Developer's Guide 2008

"The Discovery Period: How to Plan and Develop an Age-friendly Wellness Center"; September/October 2007; International Council on Active Aging; Developer's Guide 2007

# **Volunteer Professional Services:**

Board of Trustees; 2001 The American Institute Visioning Board

of Architects (AIA); Cleveland Chapter Board Jewish Community Housing

Member Menorah Park Center for the Aging

International Council on Active Aging (ICAA), Vincentian Sisters Light of Hearts Villa

Awards: Numerous AIA, Design for the Aging Review; NAHB Awards

# **Professional Memberships:**

American Institute of Architects National Council of Senior Housing

American Society on Aging National Council on Aging

Assisted Living Federation of America National Network of Commercial Real Estate

Congress for the New Urbanism Women

Environmental Design Research Association Society for the Advancement of Gerontological

Federation for Community Planning's Housing Environments

Committee Urban Land Institute: Urban Land Institute – Gerontological Society of America Urban Development and Mixed-Use Council

### KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: David Hughes

### Courses Taught (2009-2010 and 2010-2011):

ARCH 10001 Understanding Architecture ARCH 30401 Methods and Materials I

ARCH 20201 Beyond Western Architecture

#### **Educational Credentials:**

1975 Master of Urban Planning, City University New York, NY

1974 Bachelor of Architecture, Columbia University

#### **Teaching Experience:**

1985-present Associate Professor/Professor, CAED, Kent State University 1979-1981 Instructor (part-time), Cuyahoga Community College

Guest Lecturer and Design Critic at several institutions

### **Professional Experience:**

1977-present	David Hughes, Consultant, Architect / Planner
1983-1985	Project Manager, Madison International Engineers/Planners/Architects, Detroit, MI
1976-1977	Senior Planner, NE Ohio Areawide Coordinating Agency, Cleveland, OH
1975-1976	Senior Transportation Planner, Mayor's Policy and Development Office, Newark, NJ
1974-1975	Junior Urban Planner, City Planning Dept. Brooklyn, NYC
1974	Draftsman, Gruzen and Partners, Architects, NYC
1973	Junior Urban Designer, Office of the Mayor, Downtown Brooklyn Development, NYC
1973	Designer, Brown and Hale AIA, Architects, Newark, NJ
1972-1973	Project Architect, Urban Design Associates, NYC
1965-1972	Draftsman positions in various firms in New York City

# **Licenses/Registration:**

Registered Architect in 7 states; NCARB Certification; Certified Building Official, CABO

#### **Selected Publications and Recent Research:**

Several invited lectures including: 2002, Egypt, Ethiopia and Mesoamerica – Cultural Ties Through Ancient Architectural Precedents" Hofstra University, NY; 2001 "A Journey Through Kemet-Ancient Egyptian Architecture", Oberlin College;

Afrocentric Architecture: A Design Primer, David Hughes, Greyden Press, 1994.

# **Volunteer Professional Services:**

#### Awards

1993 Graham Foundation Grant for Advanced Studies in the Fine Arts 1993 President's Scholarly Contribution Award, Kent State University

1990-1992 Fulbright Scholar Award

# **Professional Memberships:**

American Institute of Architects; Architects Society of Ohio; National Organization of Minority Architects; Society of American Registered Architects; Ohio Association of Minority Architects and Engineers; Construction Specifications Institute; American Institute of Planners (Associate); American Society of Planning Officials; American Planning Association

**FACULTY RESUME** 

Name: Patrick James Hyland, Jr.

# Courses Taught (2009-2010 and 2010-2011): ARCH 60101 Graduate Design Studio I (CUDC)

### **Educational Credentials:**

2004 Master of Architecture, Yale University

1997 Bachelor of Architecture, Pennsylvania State University

# **Teaching Experience:**

2005-2010 Adjunct Instructor, Kent State University

2001-2002 Instructor, Penn State University

# **Professional Experience:**

1997-2001 & 2004-Present Westlake Reed Leskosky, Cleveland, Ohio

2007-present Phylaoffice, Director

### **Licenses/Registration:**

**Registered Architect** 

# **Selected Publications and Recent Research:**

Conflated Urbanisms, A presentation; 2008 Ingenuity Fest, Cleveland, Ohio, 25 July 2008
Parma 2.0: Re-thinking the Suburb, An exhibition of student work from Kent State Fall 2007, CUDC
Cuyahoga Urban Volcanic Archipelago Commission Proposal, MOCA Cleveland Launchpad, 26 July 2007
Influence + Imposition; An exhibition of 4 young Cleveland designers; Cleveland Public Art, Cleveland,
Ohio, Spring-Fall 2007

# **Volunteer Professional Services:**

#### **Awards**

#### **Professional Memberships:**

American Institute of Architects

**FACULTY RESUME** 

Name: David Jurca

# Courses Taught (2009-2010 and 2010-2011):

Spring 2011, UD-60703, Design for Healthy Immigrant Communities Graduate Studio Fall 2010, ARCH-66995, Summit Lake Design Charrette Fall 2009, ARCH-66995, Detroit Superior Bridge Design [Build] Charrette

### **Educational Credentials:**

Master of Architecture, Kent State University, 2006 Bachelor of Science in Architecture, The Ohio State University, 2002

# **Teaching Experience:**

Fall 2010, Part time lecturer, Designing Urban Green Spaces course, Case Western Reserve University Fall 2009 – Present, Capstone Thesis Advisor Spring 2009, Co-instructor, Graduate Design Studio

### **Professional Experience:**

2006 – Present, Urban Designer, Cleveland Urban Design Collaborative 2003 – 2006, Architecture Intern, Herman Gibans Fodor Architects, Inc. 2001, Architecture Intern, Spice Costantino Architects

# Licenses/Registration:

#### **Selected Publications and Recent Research:**

Fall 2010 – Present, Designing Environments for Healthy Immigrant Communities 2009, Experimental Narrative Designs Through the Lenses of Visual Communicators, Western Social Science Association, Albuquerque

#### **Awards**

2009, Winning selection, Pop Up City animation, There Goes the Neighborhood video competition, Museum of Contemporary Art Cleveland

### **Professional Memberships:**

**FACULTY RESUME** 

Name: Beth Kalapos

# Courses Taught (2009-2010 and 2010-2011):

ARCH 65001 Real Estate and Development

# **Educational Credentials:**

2007	Master of Architecture, Kent State University
2003	Certificate in Real Estate Development and Finance, Cleveland State University
1988	Bachelor of Architecture, Kent State University

# **Teaching Experience:**

2003-present	Adjunct Assistant Professor, Kent State University, CAED
1994	Teaching Assistant, Cleveland Institute of Art

# **Professional Experience:**

2005-present	Project Manager, URS Corporation, Cleveland
1995-2004	Principal, Kalapos Architects, Cleveland
1993-1995	Project Architect, Hengst-Streff Architects, Cleveland
1990-1993	Integrated Architectural Services, Pittsburgh
1988-1990	Intern/Designer, Ronald Sarstedt Architects, Cleveland

# Licenses/Registration:

Registered Architect Ohio

# **Selected Publications and Recent Research:**

"Integrated Conservation and Sustainable Development as it Relates to Tourism in the Dubrovnik Region of Croatia." Masters Thesis

### **Volunteer Professional Services:**

#### **Awards**

2002	ULI District Council / Maxine Goodman College of Urban Affairs
	First Place-Urban Development Marketing and Finance Competition
2001	ULI District Council / Maxine Goodman College of Urban Affairs
	Second Place-Urban Development Marketing and Finance Competition

# **Professional Memberships:**

AIA, Cleveland Chapter; CREW Commercial Real Estate Women of Cleveland; BOCA; National Trust for Historic Preservation; Urban Land Institute

**FACULTY RESUME** 

#### Name:

Thomas C. Krejci

# Courses Taught (2009-2010 and 2010-2011):

Computer Applications in Architecture I (Fall 2010)

### **Educational Credentials:**

Bachelor Science Architecture, Kent State University, 1997 Bachelor of Architecture, Kent State University, 1998

# **Teaching Experience:**

Corporate Trainer, Burt Hill Curriculum/Course development, Burt Hill Orientation Instructor, Kent State University

# **Professional Experience:**

Burt Hill, a Stantec Company, 2006-Richard L Bowen + Associates, 1998-2006 Fremont + Associates, 1997 Richard Fleischman Architects, 1996

# Licenses/Registration:

LEED BD+C, 2004

### **Selected Publications and Recent Research:**

Towards A Combined Approach: Phenomenology and Gestalt Concepts in the Analysis of Two Urban Spaces, Kent State University Honors Thesis

### **Volunteer Professional Services:**

Sierpinski's Tetrahedron Competition, Cleveland Metropolitan School District

#### Awards:

Ralph H. Burt Award for Excellence, 2008

# **Professional Memberships:**

#### **KENT STATE UNIVERSITY**

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: Scott Lukens, AIA, LEED AP

### Courses Taught (2009-2010 and 2010-2011):

ARCH 60102 Instructor of architectural graduate studio - Spring 2009

ARCH 46995 Instructor LEED courses, 2009, 2010 and 2011

#### **Educational Credentials:**

2005 Received LEED Accreditation

Master of Architecture Degree, Kent State University, Kent, Ohio 1990-1993

1975 - 1980 Kent State University, Kent, Ohio

> Bachelor of Architecture Degree (1980) Bachelor of Science Degree (1979)

# **Teaching Experience:**

2009- present KENT STATE UNIVERSITY, Instructor of architectural graduate studio; Spring 2009

Instructor LEED courses, 2009, 2010 and 2011

1996 - 1998 STARK STATE COLLEGE OF TECHNOLOGY, North Canton, Ohio

Guest lecturer, Architectural Drafting Courses.

1991-1997 KENT STATE UNIVERSITY, Juror

#### **Professional Experience:**

1997 - Present HASENSTAB ARCHITECTS, INC. Akron, Ohio, Principal, Director of Design

1983&86 & 89-97 TC ARCHITECTS, INC., Akron, Ohio 1986 - 1989 ELLIS-MYERS ARCHITECTS, Medina, Ohio

1981 - 1982 S.S.O.E., INC. Toledo, Ohio

1979-81 & 82 - 83 THE BERNARD CONSTRUCTION COMPANY- Akron, Ohio

Licenses/Registration: Registered architect in in Ohio 1985, NCARB in 1987

Selected Publications and Recent Research: n/a

#### **Volunteer Professional Services:**

American Institute of Architects

AIA Akron Chapter, (past President and former 3 Year Director)

City of Barberton Design Review Board, 2003-2004

University of Akron Interior Design Advisory Board, 2004-2004

#### **Awards**

AIA Akron - Design Excellence Award 2010 - NIHF STEM

AIA Akron Design Award 2000, Depot Crossing AIA Akron – Professional Educator Award – 2001

Cover- Properties Magazine - Dec. 2010

Article Ohio Schools Magazine - 2000

### **Professional Memberships:**

American Institute of Architects **Architects Society of Ohio** 

**USGBC** member

Akron Society of Artists

**FACULTY RESUME** 

Name:

Andrew (Dru) McKeown

# Courses Taught (2009-2010 and 2010-2011):

ARCH-20101 Second Year Design Studio I ARCH-20102 Second Year Design Studio II

# **Educational Credentials:**

BS Arch Kent State University 2002 MArch Kent State University 2003

# **Teaching Experience:**

Adjunct Professor, Kent State University 2010-present

# **Professional Experience:**

Collaborative Artist; TOIstudio, 2002-present
Project Manager, Designer; studioTECHNE architects, Cleveland, Ohio 2004-2005, 2008-present
Contract Artist; Progressive Arts Alliance, Cleveland, Ohio, 2010
Designer; Westlake Reed Leskosky, Cleveland, Ohio, 2005-2008

# **Licenses/Registration:**

LEED AP

### **Selected Publications and Recent Research:**

Glass City, (On Site Review #20, 2008)

### **Awards**

2007 - Honorable Mention "Lifecycle" National Design Competition

2007 - Winner "poto:type" International Design Competition

2007 - AIA Cleveland "Unbuilt Work" award for "poto:type" submission

# **Professional Memberships:**

### **KENT STATE UNIVERSITY**

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: Elizabeth Corbin Murphy, FAIA

Courses Taught: Exploring Historic Structures 1 (Fall 2009)
(most recent two years) Exploring Historic Structures 2 (Spring 2010)
Exploring Historic Structures 1 (Fall 2010)

Exploring Historic Structures 1 (Fail 2010)
Exploring Historic Structures 2 (Spring 2011)

Educational Credentials: Bachelor of Architecture University Of Notre Dame (First Prof. Degree) 1978

Study Abroad – Rome two semesters with U of Notre Dame 1975-1976

Master of Architecture Kent State University (Second Professional Degree) 1985

**Teaching Experience:** Kent State University, Graduate Teaching Assistant, 1984-1985

Kent State University, Adjunct Faculty 1987-1994, 1995-2009

Kent State University, Professor of Practice 2010-2011 Miami University; Ursaline College; Guest Lecturer

Professional Experience: Intern: Barclay Architects, New York City 1978-1979

Construction Engineering: CECO Corporation, New Jersey 1980-1981

Associate: Myers Associates Architects, 1984 to 1987 Principal: Myers Associates Architects, 1987 to 1994

Principal: Chambers, Murphy & Burge Restoration Architects 1993 to present GSA Public Bldgs Design Excellence Prog. Professional Peer Reviewer 2005-present

Licenses/Registration: NCARB, NCIDQ, Reg. Architect in Ohio, Indiana, Michigan, Illinois, New York, Kentucky

Selected Publications and Recent Research:

APT Bulletin -- Peer Reviewer for Published Articles (Technical) -- current.

LaTutella Dell'Ambiente Construito—Le disposizioni in USA. Arkos-Scienza e restauro

A School's Demise, an Architect's Guilt, Akron Beacon Journal

First Hand Knowledge Pays Off in Peterson Prize—KSU Alumni Fall 1997

Repairing and Restoring Historic Roofs (College Planning & Management 2007)

Midwestern Dream Team (Traditional Building Magazine October 2005)

Selected Awards Wright Spirit Award (Frank Lloyd Wright Building Conservancy) 2009

NAWBO Top Ten Women Business Owners (Northeast Ohio) 2005

Charles E. Peterson Prize National Competition for Measured Drawings (Historic American Building Survey)—lead five student teams to earn First Place, five to earn

Second Place and two to earn Honorable Mention Awards, 1996 to 2009.

AIA Ohio Design Award –Kirtland Flats

AIA Ohio Design Award--Ohio Courts Building, Special Team Project w/SCA 2004 Ohio Historic Preservation Office-Award of Merit, First Congregational Church Akron

**Professional Memberships:** 

American Institute of Architects (including National Historic Resources Committee)

selected AIA Ohio Executive Board – 2011 to 2015

College of Fellows (AIA)

American Architectural Foundation 2001 to 2010

AIA Akron – Past President

American Institute for Conservation of Historic and Artistic Works (AIC)

Association for Preservation Technology (APT)

National Trust for Historic Preservation

**Preservation Action** 

Heritage Ohio; Cleveland Restoration Society; Michigan Preservation Network

Name: Roberto Nesti

Courses Taught (2009-2010 and 2010-2011):

2009 on going

Position: Architect- University: Instructor

Description: Kent State University Spring Semester, Sketching and Drawing Course

**Educational Credentials:** 

1974

Maestro d'Arte at the Fine Arts School of Florence Italy

1982

Master's Degree in Architecture University of Florence

Teaching Experience:

1997/2009

Position: Architect- University: Professor

Description: Course on 3d Modelling applied at the industrial design and fashion design at

the Architecture Dept. University of Florence

Assistant for the design and surveys course at the Architecture Department

University of Florence.

2004/2008

Position: Architect-University Professor

Description: Semester course of interior design to beginners, Intermediate, advance

students at SACI Institute Florence.

Professional Experience: Free-lance Architect from 1983, Project of the new Fine Arts School of

Florence on behalf of the Province of Florence (in collaboration ) 1987 Member of Studio Domino Associati: Residence Rivalto 1 , Rivalto 2

tourist -villages Pisa 2004. Competition for the Florence airport park 2005.

Licenses/Registration: Italia-Toscana – Provincia di Firenze

Selected Publications and Recent Research: AAVV Un Piano per Firenze, Firenze 1987, AAVV Ambizioni e

Visioni, Firenze 1992.

**Awards** 

Professional Memberships: 1983 Ordine degli Architetti di Firenze

**FACULTY RESUME** 

Name: Eric Newland, RA, MBA, LEED AP, NCARB

# Courses Taught (2009-2010 and 2010-2011):

ARCH 40101 - 4th Year Design Studio 1. Fall, 2010

ARCH 40001 - Sustainable Design. Fall, 2010

ARCH 10101 - First Year Design Studio 1. Fall, 2010

ARCH 10102 - First Year Design Studio 2. Spring, 2011

ARCH 20102 - Second Year Design Studio 2. Spring, 2011

#### **Educational Credentials:**

Bachelor of Science (Architecture): Kent State University, 2005

Master of Architecture: Kent State University, 2007

Master of Business Administration: Kent State University, 2007

#### **Teaching Experience:**

Adjunct Faculty, Kent State University 2010-Present

#### **Professional Experience:**

President, Newland Developments, LLC. 2009-Present
Vice President, Newland Photo Group, LLC. 2010-Present
Registered Architect, RSA Architects, LLC. 2010-Present
Volunteer/Ambassador, The Cleveland Clinic -Children's Hospital. 2010
Incident Architect, U.S. Dept. of Health and Human Services. 2010
Intern Architect, RSA Architects, Inc. 2007-2009
Intern Architect, Keiser Design Group, Inc. 2001-2007
Intern Architect, Schoch Associates. 2005

# **Licenses/Registration:**

Registered Architect: Ohio (Lic. 15076)

National Council of Architectural Registration Boards (Cert. 70901)

USGBC LEED Accredited Professional (New Construction and Major Renovations)

# **Selected Publications and Recent Research:**

Consultant Architect, Study for Robotic Effects on Early Childhood Development. KSU 2011

### **Awards**

Honorable Mention, Atlantic City Boardwalk Holocaust Memorial Competition. 2010 Best Addition Over &75,000, Cleveland Choice Awards. Levine Addition. 2010 Honorable Mention, American Slavery Memorial Competition. 2009 2nd Place, AIA Ohio Affordable Green Homes Design Competition. 2009

**FACULTY RESUME** 

Name: George Novotney, Jr.

# Courses Taught (2009-2010 and 2010-2011):

ARCH 65002 Professional Practice: Contract and Planning Law

ARCH 65003 Professional Practice: Leadership, Ethics and Office Management

### **Educational Credentials:**

1980 J.D., Cleveland Marshall College of Lav	1980	J.D.,	Cleveland	Marshall	College	of Lav
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1976 Master of Architecture, Kent State University

1973 Bachelor of Architecture, Kent State University

# **Teaching Experience:**

1999-present, Adjunct Assistant Professor, Kent State University

1975-1976 Graduate Assistant, School of Architecture and Environmental Design

# **Professional Experience:**

1981-present	Potts & Novotney, Attorneys at Law, Cleveland, Ohio
1978-present	George C. Novotney, Jr. Architect, Cleveland, Ohio
1979-1981	Van Auken Bridges Inc. Architects, Solon, Ohio
1975-1979	Rauschenbach, Csini & Urab Architects & Engineers, Independence, Ohio
1974-1975	Bender, Grindle & Raike Architects & Engineers, Ashland, Ohio
1973-1974	Williams, Patterson Architects, Cleveland, Ohio

# **Licenses/Registration:**

Ohio Licensed Attorney at Law Ohio Registered Architect

# **Professional Memberships:**

Ohio State Bar Association Cuyahoga County Criminal Defense Association Association of Trial Lawyers of America

**FACULTY RESUME** 

Name: Eric O. Pempus, AIA, LEED GA, Attorney at Law

# Courses Taught (2009-2010 and 2010-2011):

KSU CAED ARCH 65002 Contract & Planning Law

KSU CAED ARCH 65003 Leadership, Ethics & Office Management

KSU CAED ARCH 46995/56995 Building Project Management

DEVRY UNIV. GM 520 Legal, Political & Ethical Dimensions of Business

DEVRY UNIV. COLL 148 Critical Thinking & Problem Solving

### **Educational Credentials:**

J.D., Southwestern University School of Law, Los Angeles, CA, 1985

M.S. Arch., University of Cincinnati, OH, 1978

B.A., Miami University, Oxford, OH, 1975

# **Teaching Experience:**

Part-Time Faculty, Kent State University, College of Architecture & Environmental Design 1987-Present

Part-Time Faculty, DeVry University, Cleveland, OH, 2008-Present

Cuyahoga Community College, Course in Construction Engineering Technology, 1994–1995

# **Professional Experience:**

Selvaggio Teske + Associates, Professional Liability Insurance & Risk Managers, Cleveland, OH, 2005-Present R.L. Bowen + Associates, Inc., Architects, Engineers & Construction Managers, Cleveland, OH, 1985-2005 Acret & Perrochet, Attorneys at Law, Los Angeles, CA, 1983-1985 Skidmore, Owings & Merrill, Los Angeles, CA, 1981-1983

Skidifiore, Owings & Merrill, Los Angeles, CA, 1961-196.

Architectural Firms, Cincinnati, OH, 1987-1980

# **Licenses/Registration:**

Architecture - California, Ohio, North Carolina

Law - Ohio

### **Selected Publications and Recent Research:**

Solar Access Research Website - creator (www.solaraccessresearch.org)

University of Cincinnati Maters Thesis (1978) - Architectural Design and Solar Rights: Legislation or Vernacular

Design/Build Student Housing Program, December, 2010, Miami University, Oxford, Ohio

2010 AIA National - New Technologies/Alliances/Practices, Current Trends in Risk Management

Don't Fence Me In: Personal Space Depends Upon Architectural Enclosure, Paper presented at the Annual

Convention of the American Psychological Association, Chicago, IL (1975)

### Awards:

Grant – develop/teach KSU ARCH 46995/56995 Integrated Project Deliver & Design/Build vs. Traditional Practice

# **Professional Memberships:**

American Institute of Architects, National, State & Local Chapters

US Green Building Council, North Eastern Ohio Chapter

Building Environment Council of Ohio, Former Member of Board of Directors

American Planning Association, Ohio Chapter

National Council of Architectural Registration Boards Certificate Holder (NCARB), 1985-Present

American Arbitration Association, Complex Case Panel, 1986-Present

Construction Managers Association of America (CMAA)

Construction Specification Institute (Certified Construction Specifier)

#### **FACULTY RESUME**

Name: Andrea Ponsi

# Courses Taught (2009-2010 and 2010-2011)

995 - Representation in Design Arch. 30112- Design Studio

#### **Educational Credentials:**

Master of Architecture University of Pennsylvania- 1978

AA Graduate Diploma Architectural Association, London- 1977

Laurea in Architettura Faculty of Architecture, University of Florence- 1974

# **Teaching Experience:**

Adjunct Professor- Kent State University Florence, 1988-present
Adjunct Professor- Syracuse University Program in Florence and Syracuse, USA 1991 -2007
Visiting Professor - Universidad Mayor, Santiago, Chile 2001
Visiting Professor- Technion School of Architecture, Haifa, Israel 1999
Adjunct Assistant Professor- California College Of Arts & Crafts 1984 -1988
Lecturer- UC Berkeley, 1983

# **Professional Experience:**

Andrea Ponsi Architect, Principal 1989- present Van Der Ryn, Calthorpe & Associates Sausalito, California 1980- 1983 Mark Mack architects . San Francisco, 1983

# Licenses/Registration:

Licensed Architect, Ordine Architetti Firenze - Italy,

#### **Selected Publications and Recent Research:**

"Florence, A map of perceptions"- University of Virginia Press, 2010 "Andrea Ponsi- Thinking Lines"- Mandragora Editrice, Florence 2002 "Firenze – Changing Viewpoints" Alinea Editrice, Florence 2001 "The Copper House" Alinea Editrice, Florence 2000 "Design Elementare" Edizioni L'Archivolto, Milan 1994

### **Awards**

1<sup>st</sup> prize - Palos Verdes Art Center International Competition, 2000

# **Professional Memberships:**

Ordine degli Architetti di Firenze

**FACULTY RESUME** 

Name: Elwin C. Robison

# Courses Taught (2009-2010 and 2010-2011):

Arch 10111 Architecture History I
Arch 20112 Architecture History II
Arch 4/55011 Baroque Architecture
Arch 4/55010 Renaissance Architecture

Arch 4/56995 The Skyscraper

Arch 4/56995 Systems and Materials for Preservation

#### **Educational Credentials:**

BS Civil Engineering, Brigham Young University, 1978 MA Architectural History, Cornell University, 1983 PhD Architectural History, Cornell University, 1985

### **Teaching Experience:**

Kent State University, 1985-present

### **Professional Experience:**

Senior Consultant, EDI Building Consultants, Inc., 2010-present Senior Engineer, Wiss, Janney, Elstner Associates, Inc., 2003-2009 Principal, Elwin C. Robison and Associates, 1992-2003

# Licenses/Registration:

Professional Engineer in Ohio, Pennsylvania, Michigan, Indiana, Utah

# **Selected Publications and Recent Research:**

"Applying Infrared Thermography to Wood-Framed Buildings in North America," APT Bulletin, vol. 33 (2002), p. 37-44. (with Elisabetta Rosina).

"Structural Implications in Palladio's Use of Harmonic Proportions," Annali di Architettura, vol. 10-11 (1998-99), p. 175-82.

The First Mormon Temple: Design, Construction, and Historic Context of the Kirtland Temple, BYU Press, 1997.

#### **Awards**

Cleveland Restoration Society, AIA Outstanding Interpretive Detail Design Award, 2011

Ohio Historical Society, Preservation Merit Award, 2006

# **Professional Memberships:**

American Society of Civil Engineers Association for Preservation Technology Society of Architectural Historians

**FACULTY RESUME** 

Name: Steven Rugare

# Courses Taught (2009-2010 and 2010-2011):

ARCH 10011/10012 – Survey of Architecture History I & II
UD 55705 – Forces that Shape Cities
UD 60705 – Capstone Project Preparation

ARCH 45291/55291 – Special Topics: World's Fairs and Architecture

#### **Educational Credentials:**

MA (advanced to PhD candidacy), History of Consciousness, University of California at Santa Cruz BA, Political Philosophy, Michigan State University

# **Teaching Experience:**

2009 to present Assistant Professor (NTT), Kent State University
1993-2008 Assistant Professor (adjunct), Kent State University
1992-1994 Visiting Instructor, Art Department, Oberlin College
1989-1992 Lecturer, Art History Program, UC Santa Cruz

# **Professional Experience:**

1999 to present Associate, Cleveland Urban Design Collaborative (public programs) 1993-2000 Resident Caretaker, Weltzheimer-Johnson House, Oberlin, Ohio

#### **Selected Publications and Recent Research:**

"Constructions of a New Picturesque: the Design Challenge of Urban Vacancy," University of Missouri, St. Louis "What Is a City?" conference, 2008

"GM Suburbs in Post-Fordist Age: Parma, Ohio and Warren, Michigan," International Planning History Society, 2008

"Los Angeles: Urban Myths and Counter-Myths," Faculty of Architecture, Dresden University of Technology, 2007

"Frank Lloyd Wright's Vision of Suburbia," Akron Art Museum, 2004

"Retrofitting the Brutalist University," Society for American City and Regional Planning History, 2003 "Dreaming the Suburb at Forest Lawn: the Memorial Park as Urban Planning Prototype," International

Planning History Society, 2002

"After the Architecture of Culture," College Art Association, 1992

"The Advent of America at EPCOT Center," University of New South Wales, Sydney, 1989 (published in Rosalyn Diprose and Robyn Barrett, eds., Cartographies: Mappings of Bodies and Spaces, Sydney: Allen and Unwin, 1990 and Bloomington, Indiana University Press, 1993)

# **Professional Memberships:**

Society of Architectural Historians Society for American City and Regional Planning History International Planning History Society

**FACULTY RESUME** 

Name: MAURIZIO SABINI, PhD, RA

# Courses Taught (2009-2010 and 2010-2011):

ARCH 20102	2 <sup>nd</sup> Year Design Studio II – cultural/wellness facilities [3 cr/hrs, main campus]
ARCH 4/56995	ST: Infrastructure and the Sustainable City – public transit + regionalism [3 cr/hrs, main campus]
ARCH 60103	Graduate Design Studio III – The Master Project: individual architectural projects [9cr/hrs, CUDC]

ARCH 60150 Project Programming – research + program for ARCH 60103 [3cr/hrs, CUDC]

ARCH 60301 Theories of Architecture [3 cr/hrs, 2 sections on main campus + 1 section at CUDC]

UD 60703 Urban Design Studio III – social engagement/poverty [4/6 cr/hrs, CUDC]

#### **Educational Credentials:**

Prof. degree [laurea] in architecture, Istituto Universitario di Architettura, Venice, Italy, 1981 M.Arch. post-prof., State University of New York, Buffalo NY, with a Fulbright Scholarship, 1982 Ph.D., Istituto Universitario di Architettura, Venice, Italy, 1987

#### **Teaching Experience:**

Adjunct Professor, Istituto Universitario di Architettura, Venice, Italy, 1993-98 Visiting Professor, Catholic University, Washington DC, Spring 1999 Assistant [2000-06] and Associate [2006-present] Professor, Kent State University

#### **Professional Experience:**

Own practice [with another partner], Venice, Italy, 1984-88 Consultant architect, Nairobi, Kenya, 1988-92 Architect/designer for "Hermann & Valentiny", Vienna, Austria, 1992-93 Own practice, Rimini, Italy, 1994-97, and Trieste, Italy, 1998-2000

# **Licenses/Registration:**

Italy [since 1983]

### **Selected Publications and Recent Research:**

- Italian translation, with comments, of: Robert Venturi et al., *Learning From Las Vegas*, [ed. or. The MIT Press 1972], Venice: CLUVA 1985, and Macerata, Italy: Quodlibet 2010
- editing [with an essay] of Louis I. Kahn, Barcelona: Ediciones del Serbal 1994
- "Pragmatic Modernism. The Dutch Laboratory on Architecture, Landscape and the City", ACSA Annual Meeting 2006 proceedings, Washington DC: ACSA: 425-432
- "Infrastructure and the Sustainable City" position paper, session: "The Accessible City: Sustainability's Next Move", ACSA Annual Meeting 2009, University of Oregon, Portland OR
- "Wittgenstein's Ladder. The Non-Operational Value of History in Architecture" in *Journal of Architectural Education* 64:2, March 2011: 46-58

Recent research: issues in architectural theory and sustainable urbanism [with a focus on infrastructure]

#### Awards:

Design competition prizes and honorable mentions [from 1983 through 1998]

# **Professional Memberships:**

Ordine degli Architetti [Italian Association of Architects], since 1983 American Association of University Professors, since 2000 Associate AIA, since 2001

**FACULTY RESUME** 

Name: Terry Schwarz

# Courses Taught (2009-2010 and 2010-2011):

Community Design Charrette, MUD/MArch Studio

#### **Educational Credentials:**

Master of Arts in City Planning, Cornell University, 1991 Bachelor of Arts in English, Minor in Architecture, Illinois Institute of Technology, 1987

# **Teaching Experience:**

College of Architecture and Environmental Design, Kent State University, Adjunct Professor, 2004 - present

Levin College of Urban Affairs, Cleveland State University, Lecturer, 2005 Community Design Charrette Workshop, The Ohio State University, Columbus, Instructor, 2004

#### **Professional Experience:**

Cleveland Urban Design Collaborative, Director, 2010 - present; Senior Planner, 2000 - 2009 Shaker Heights, Ohio City Planning Department, Senior Planner, 1998 - 2000; Planner, 1990 - 1998

# Licenses/Registration:

American Institute of Certified Planners (AICP)

### **Selected Publications and Recent Research:**

"Re-thinking the places in between: Stabilization, regeneration, and reuse," in *Shrinking Cities: Strategies for Rebuilding the American Industrial City*, American Assembly, 2011

Water|Craft, co-editor, Urban Infill Volume 3, Cleveland Urban Design Collaborative, May 2010

"Democratic Design: The Enduring Legacy of Community Design Centers" in *Activist Architecture: A Field Guide to Community-Based Design*, Craig Wilkins and Dan Pitera, eds. To be published in 2011

"Ad Hoc Urbanism: Adventures in Temporary Use," *Pop Up City, Urban Infill* Volume 2, Cleveland Urban Design Collaborative, March 2009

"Planning Shrinking Cities," in Progress in Planning, 2009

"The Cleveland Land Lab: Experiments for a City in Transition," *Cities Growing Smaller*, Urban Infill Volume 1, Cleveland Urban Design Collaborative, September 2008

Urban Long Term Research Area Exploratory Grant, focusing on the ecological reclamation of vacant land, National Science Foundation, co-principal investigator. 2009-2011

Sustainable Strategies for Communities Affected by Persistent Population Loss, American Planning Association Urban Design and Preservation Division, 2008

Sustainable Infrastructure in Shrinking Cities, Northeast Ohio Research Consortium, 2007-2009 Right Sizing America's Shrinking Cities policy charrette, National Vacant Properties Campaign, 2007

#### **Awards**

Cleveland Arts Prize, 2009

Ohio Chapter of the American Association of Landscape Architects Honor Award, 2005, for the Cleveland State Master Plan

# KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: Matthew Setzekorn

# Courses Taught (2009-2010 and 2010-2011):

ARCH 40502 Environmental Technologies II Fall 2009&2010

ARCH40002/ARCH40102 Systems Design and Fourth Year Design Studio II (IDC consultant)

### **Educational Credentials:**

BS in Mechanical Engineering, University of Akron
AE Mechanical Engineering Technology, Wentworth Institute of Technology

# **Teaching Experience:**

2009-2010 Instructor, Kent State University, CAED

# **Professional Experience:**

2010-present Principal, Integrated Engineering Consultants, Inc., Cleveland, Ohio.

Mr. Setzekorn has ten years' experience in the design/engineering, and commissioning of mechanical and plumbing systems that include central systems, geothermal, and stand-alone systems. He has previously held positions as Project Engineer, Senior Project Engineer, and Project Manager. Mr. Setzekorn has experience in all phases of construction and engineering that include system analysis and design, preparation of construction documents and specifications, field supervision, and construction administration for a wide range of new and renovation projects in commercial, healthcare, retail, educational, institutional, hospitality, and industrial type projects.

# **Licenses/Registration/Certifications:**

Registered Professional Engineer: Multiple States

American Society of Heating Refrigeration and Air-Conditioning Engineers:

Building Energy Modeling Professional (BEMP)

Association of Energy Engineers:

Certified Building Commissioning Professional (CBCP)

U.S. Green Building Council – LEED Accredited Professional

### **Selected Publications and Recent Research:**

#### **Volunteer Professional Services:**

Cleveland MetroParks Zoo – Administrative Office Renovation

#### **Awards**

#### **Professional Memberships:**

Northeast Ohio USGBC High Performance Building Committee
U.S. Environmental Protection Agency Energy Star Service and Product Provider
Member of the Advisory Committee for ITT Technical Institute, School of Drafting and Design

**FACULTY RESUME** 

Name: James P. Shannon, Jr.

# Courses Taught (2009-2010 and 2010-2011):

ARCH 10001 - Understanding Architecture: 8 sections.

#### **Educational Credentials:**

Bachelor of Architecture, Ohio University College of Fine Arts, 1969. Master of Architecture, Kent State University School of Architecture, 1989.

# **Teaching Experience:**

1988- : Kent State University, Assistant Professor, College of Architecture & Regional Campuses.

1978-1995: Lakeland Community College, Instructor, Division of Engineering.

### **Professional Experience:**

1988- : J. Peter Shannon – Architect , Madison Ohio

1976-1987: Francis & Shannon Associated Architects, Madison Ohio

1974-1976: Rice & Stewart Architects, Painesville, Ohio. 1972-1974: Dalton, Dalton, Little, Newport, Cleveland, Ohio

1967-1972: The Austin Company, Cleveland Ohio

1959-1966: Green, Smith, Francis Architects, Painesville, Ohio

# **Licenses/Registration:**

Registered Architect: OHIO ARC 745302

### **Selected Publications and Recent Research:**

Encyclopedia article: 'Architecture, Building and Homes' in "Exploring American History: from colonial times to 1877". Lansford & Woods eds., Marshall Cavendish publisher, 2008.

Chapter: 'The City Builds' in "Introduction to Urban Studies" editions 2 & 3, Steinbacher & Benson eds, Kendall / Hunt publisher, 1997 & 2006.

#### Awards:

1961 scholarship, The Architects Society of Ohio.

# **Professional Memberships:**

**FACULTY RESUME** 

Name: Adil Sharag-Eldin

### Courses Taught (2009-2010 and 2010-2011):

ARCH 30501 Environmental Technology I ARCH 40502 Environmental Technology II ARCH 60102 Graduate Design Studio II ARCH 60922 Methods of Inquiry in Architectural Studies

#### **Educational Credentials:**

B.Arch. (1st Class with honors), University of Khartoum, Sudan, 1983 S.M.Arch.S, Massachusetts Institute of Technology, 1988 Ph.D., University of California, Berkeley, 1998

# **Teaching Experience:**

Assistant Professor, University of Nevada, Las Vegas, 1998-2002 Assistant Professor, Kent State University, 2002-2006 Associate Professor, Kent State University, 2006-present

#### **Professional Experience:**

Intern, TEDMAN Consultants, Khartoum Sudan, 1980-1983 Project Architect, TEDMAN Consultants, Khartoum Sudan, 1983-1986 Registered Architect, Khartoum Sudan, 1983-present Environmental Design Consultant, Berkeley, California, 1990-1998 Sustainable Design Consultant, Kent, OH, 2008-2010

# Licenses/Registration:

Sudanese Institute of Architects, Sudan

# **Selected Publications and Recent Research:**

Sharag-Eldin, A, 2010. Natural Ventilation in Urban and Shielded Environments: a Parametric Predictive Tool. VDM Verlag, Germany

Sharag-Eldin, A. 2010. "A Simple Model to Predict Natural Ventilation in Shielded Environments." Cooling India Magazine

Sharag-Eldin, A. & Nawari, N. 2010. "BIM in AEC Education." Published in the Proceedings of the Structures Congress, ASCE, held in Orlando, FL, May 12-15<sup>th</sup>, edited by by Sivaji Senapathi, Kevin Casey, and Marc Hoit, pp. 1676-1688.

Sharag-Eldin, A. & Nawari, N. 2011. "Building Information Modeling (BIM) in Education" STRUCTURES Magazine, March.

# **Professional Memberships:**

Green Energy Ohio, Board Member
USGBC NEO chapter
Network for Comfort and Energy Use in Buildings, UK
Society of Building Science Educators
ASHRAE
American Solar Energy Society

**FACULTY RESUME** 

Name: Sara N. Shonk

# Courses Taught (2009-2010 and 2010-2011):

ARCH 10101 First Year Design Studio I ARCH 10102 First Year Design Studio II ARCH 20101 Second Year Design Studio I ID 34515 CAD for Interior Designers

#### **Educational Credentials:**

Bachelors of Science in Architecture, Kent State University, 2007 Masters of Architecture, Kent State University, 2009 Masters of Business Administration, Kent State University, 2009

### **Teaching Experience:**

Part Time Instructor, Kent State University, 2010-2011

# **Professional Experience:**

Project Captain, Van Auken Akins Architects, Cleveland, OH 2010-Current Draftsman, Fabo Enterprises, Cleveland, OH 2010
Designer, G.M. Rembowski Architect, Fairlawn, OH 2007-2010
Intern, Mann Architects, Akron, OH 2006-2007
Intern, Cedarwood Architectural, Akron, OH 2006

# Licenses/Registration:

LEED AP BD&C

### **Selected Publications and Recent Research:**

None

# **Awards**

None

# **Professional Memberships:**

The American Institute of Architects

#### KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: James J. Stadelman, P.E.

# Courses Taught (2009-2010 and 2010-2011):

Fourth Year Design Studio II (Integrated Design Competition) and Systems Design, ARCH 40002/40102

### **Educational Credentials:**

Bachelor of Science in Electrical Engineering – The University of Akron 1974 Master of Business Administration – The University of Akron 1982

# **Teaching Experience:**

Kent State University School of Architecture - Fourth Year Design Studio II
(Integrated Design Competition) 1997 to Present

The University of Akron College of Engineering – Illumination (1980 to 1982)

#### **Professional Experience:**

Over 37 Years Experience in Industrial, Commercial and Institutional Electrical Systems Design and Installation

Electrical Systems experience includes Lighting, Power Distribution (both normal and emergency), Fire Alarm, Security, Communication, and Energy Management Systems

# **Licenses/Registration:**

Registered as a Professional Engineer in all States, except Alaska Registered as a Professional Engineer in the District of Columbia

Selected Publications and Recent Research: None

#### **Volunteer Professional Services:**

Electrical Engineering Advisory Council for the University of Akron

#### Awards:

Outstanding Electrical Engineer by the Akron District of the American Subcontractors Association

Finalist: American Council of Engineering Consultants (ACEC) Outstanding Design Award Competition

#### **Professional Memberships:**

National Society of Professional Engineers (NSPE) National Fire Protection Association (NFPA)

**FACULTY RESUME** 

Name: Thom Stauffer

# Courses Taught (2009-2010 and 2010-2011):

ARC 10101 Design Studio I

ARC 60101 Graduate Studio I

ARC 10102 Design Studio II

ARC 60102 Graduate Studio II

ARC 10101 Design Studio I

ARC 10102 Design Studio II

ARC 10101 Design Studio I

ARC30101 Site Design/Third Year Design Studio I

ARC 10102 Design Studio II

ARC 46995/66995 Building Theory

#### **Educational Credentials:**

Master of Architecture, University of Pennsylvania Master of City Planning, University of Pennsylvania

Bachelor of Architecture, Kent State University, Cum Laude, Honors College

# **Teaching Experience:**

1989 - present Professor, Kent State University

1983 - 1988 Associate Professor tenured, Kent State University

1978 - 1983 Assistant Professor, Kent State University

1977 - 1978 Instructor, Kent State University

### **Professional Experience:**

1998 - present Thom Stauffer, Architects, Kent

1995-1998 Allen, Klamert/Stauffer, Allen - Sarasota/Cleveland

1992-1998 Klamert/Stauffer Architects

1982-1992 Thom Stauffer Architect

1980-1982 Guda/Stauffer Architects

1978-1979 Curtis and Rasmussen

1976-1978 Keith Haag Associates

# **Licenses/Registration:**

Ohio/NCARB

### **Selected Publications and Recent Research:**

Numerous Commissioned/Built Work

#### Awards:

26 AIA Awards (7 AIA Ohio Awards)

Cleveland Arts Prize, 2002

Architect Magazine, 2006, House of the Year

Distinguished Honors alumnus, 2002, Kent State University

### **Professional Memberships:**

AIA

**RESUME** 

Name: Douglas L Steidl, FAIA, Dean

# Courses Taught (2009-2010 and 2010-2011):

None

### **Educational Credentials:**

Bachelor of Architecture, Carnegie-Mellon University 1971
Naval Officer Candidate School-Commission-Distinguished Naval Graduate 1972
Civil Engineer Corps Officers School-Distinguished Graduate 1972
University of Central Florida-Masters of Business Administration (No degree) 1973-1974
University of Akron-Masters of Business Administration (No degree) 1975-1976

# **Professional Experience:**

Braun & Steidl Architects, Akron OH 1983-2007
John David Jones & Associates, Cuyahoga Falls OH 1975-1983
United States Navy, Civil Engineer Corps 1971-1975
Allegheny County Redevelopment Authority, Pittsburgh, PA 1970-1971
Goodyear Tire and Rubber Company, Akron, OH Summers 1966-1969 and 1971

# Licenses/Registration:

Ohio/NCARB Certificate Holder
22 additional jurisdictions previously held

### **Selected Publications and Recent Research:**

"The Value of Values", AlArchitect, December 2005

"Redevelopment of Brownfield Sites", *Congressional Testimony*, Federal Document Clearing House, April 2005

"Architects as Stewards", Almanac of Architecture & Design, Seventh Edition 2006

"Professionalism and Ethics in Architectural Education", Design Intelligence, December 2009

# **Recent Presentations**

"Achieving Caring Cities by Design", World Architecture Congress at Cityscape Dubai 2008

"Ethics in Architecture", AIAS Annual Board Meeting 2009

"Architecture, the Economic Downturn, and the Pending Recovery", AIA Ohio 2009

#### **Awards**

Fellow of the American Institute of Architects

AIA Ohio Gold Medal

Eleven AIA Component Design Awards

Citation of Special Recognition by the Ohio House of Representatives

Honorary Fellow of the Korean Institute of Architects

Honorary Member of the Royal Architectural Institute of Australia, Federation de Colegios de Arcqutectos de la Republica Mexicana, Japan Institute of Architects, Royal Architectural Institute of Canada

### **Professional Memberships/Service:**

American Institute of Architects (AIA) 1978-Present-President National 2005, Ohio 1995, Akron 1989 International Union of Architects (UIA) Co-Director of the Professional Practice Commission 2008-Present National Architectural Accrediting Board (NAAB) President 2009

**FACULTY RESUME** 

Name: Kathryn Strand

#### Courses Taught (2009-2010 and 2010-2011):

ARCH 10101 First Year Design Studio ARCH 30101 Third Year Design Studio ARCH 30001 Site Design ARCH 20113 Architecture History III

#### **Educational Credentials:**

B. Science, Art and Art History, University of Wisconsin – Madison, 1999 M. Arch., University of Pennsylvania, 2002

#### **Teaching Experience:**

Adjunct Professor of Architecture, Kent State University, 2003
Assistant Professor of Architecture, Kent State University, 2003-2010
Associate Professor of Architecture, Kent State University, 2010-present
Architectural Studies Program Director, Kent State University, 2011-present

#### **Professional Experience:**

Intern, *Ai*, Washington, DC 2001 Design Associate, *Thom Stauffer Architects*, Kent, Ohio 2002-2006 Principal, *Design Correspondence*, Kent, Ohio 2006-present

#### **Selected Publications and Recent Research:**

"De-flattening the Gallery Box", presented at Architecture is a Thing of Art ACSA Southeast Fall Conference Savannah College of Art and Design, Savannah, Georgia, 2009.

"Thinking Bland", published in proceedings from Building Designing Thinking 3<sup>rd</sup> International Alvar Aalto Meeting on Modern Architecture, Jyväskylä, Finland, 2008.

"An Argument for Tectonic Blandness" published in *Remapping Tectonics*, a select proceedings from Tectonics Making Meaning, University of Technology, Eindhoven, The Netherlands, 2007.

#### **Awards**

AIA Ohio Award *Quincy Avenue Infill Urban Housing Proposal* with Thom Stauffer and Jason Turnidge, 2007.

Art-City & Peepshow International *Rupture* 'Live' Architecture Competition Honorable Mention with Jason Turnidge, 2006.

AlA Cleveland Award *Quincy Avenue Infill Urban Housing Proposal* with Thom Stauffer and Jason Turnidge, 2006.

Architecture Magazine, House of the Year Award Ceruti House with Thom Stauffer Architects, 2006. AIA Ohio Honor Award Ceruti House with Thom Stauffer Architect[s], 2005.

Infill Urban Housing Proposals on Quincy Avenue *Honorable Mention* with Thom Stauffer and Jason Turnidge, 2005.

**FACULTY RESUME** 

Name: Gregory Stroh

#### Courses Taught (2009-2010 and 2010-2011):

ARCH-20101 SECOND YEAR DESIGN STUDIO I

ARCH-20102 SECOND YEAR DESIGN STUDIO II

ARCH-40101 FOURTH YEAR DESIGN STUDIO I

ARCH-40001 SUSTAINABLE DESIGN

ARCH-40096 INDIVIDUAL HONORS WORK

ARCH-46992 FIELD STUDY

ARCH-60101 GRADUATE DESIGN STUDIO I

ARCH-60150 PROJECT PROGRAMMING

ARCH-60103 GRADUATE DESIGN STUDIO III

#### **Educational Credentials:**

B.Sci., Management Information | Decision Systems, Case Western Reserve University, 1986 M.Arch. I, University of Pennsylvania, 1996

#### **Teaching Experience:**

Associate Professor, Kent State University, 2006 – present Assistant Professor, Syracuse University, 2002 – 2006 Adjunct Professor, Kent State University, 1998 -- 2002

#### **Professional Experience:**

Associate, Thom Stauffer Architects, 1993 -- 2004

#### **Licenses/Registration:**

n/a

#### **Selected Publications and Recent Research:**

Education for Open Architecture International Conference, *Re-Formatting Data | Tools | Labor: Improving the Capacity to Innovate*, October 2008.

6<sup>th</sup> Annual Hawaii International Conference on Arts & Humanities, *INNOVATION: processes | materials*, January 2008

Architect Magazine, House of the Year 2006: Ceruti Residence, Thom Stauffer Architects. Fall 2006

#### **Awards**

AIA Ohio, Design Award: Oakwood House, Thom Stauffer Architects. Fall 2009

AIA Cleveland, Merit Award: Graduate Studio, Collective Housing in UCI, Mika Ito. Fall 2006

Syracuse University, University Scholar Mentor: mentor to 1 student of 11 academically outstanding graduating seniors designated each year as Syracuse University Scholars by a University wide faculty committee from nominated candidates. Spring 2006

#### **Professional Memberships:**

Associate Member, American Institute of Architects

**FACULTY RESUME** 

Name: David M. Thal, AIA

#### Courses Taught (2009-2010 and 2010-2011):

ARCH 10101 First Year Design Studio I
ARCH 10102 First Year Design Studio II
ARCH 10122 Representation of Design II
US-10097 Destination Kent State FYE

#### **Educational Credentials:**

Masters of Architecture, Harvard University, 1992 Bachelor of Architecture, University of Cincinnati, 1988 Foreign Study, Ecole D'Art Americaines, Ecole Des Beaux Arts, France, 1988 Foreign Study, Helsinki University of Technology, Finland, 1986

#### **Teaching Experience:**

Assistant Professor, Kent State University, CAED, Kent, Ohio, 2003-Present Visiting studio critic, Florida International University, Ohio State University Studio Instructor, Boston Architectural Center, Boston, Massachusetts Senior Mentor, University of Cincinnati, Cincinnati, Ohio Civic Vision Advisor, Look up to Cleveland, Cleveland, Ohio

#### **Professional Experience:**

Weber Murphy Fox, Senior Associate, Project Architect/Manager, 1996-Present Various firms nationally/internationally including RTKL, Los Angeles and Conran Design Group, London

#### Licenses/Registration:

Registered Architect, State of Ohio, 1995- Present

#### **Selected Publications and Recent Research:**

<u>Lomond Revitalization Grant</u>, Co-wrote grant for matching grant for historically and architecturally appropriate projects within the Lomond neighborhood in Shaker Heights, OH, resulting in approximately \$500,000 of home improvement projects, 2008-Present

<u>Building Image Treasure Hunt</u>, Self-guided walking tour – an invitation to discover and celebrate Cleveland's architectural heritage, AIA Cleveland Bicentennial event, 1996

Structural Illustrations for <u>Structures</u>, 2<sup>nd</sup> edition, Daniel L. Schodek, Work/Study grant, Graduate School of Design, Harvard University, 1990-92

#### **Awards**

NAIOP, NIRSA & Cleveland Engineering Society awards for: Cleveland State University Recreation Center AIA (American Institute of Architects) and CID (Cleveland Interior Design Awards) for select corporate interior architecture renovations.

#### **Professional Memberships:**

American Institute of Architects (AIA)

**FACULTY RESUME** 

Name: James W. Trenta, P.E.

#### Courses Taught (2009-2010 and 2010-2011):

ARCH 30301 Structural Systems I ARCH 20301 Introduction to Building Structures

#### **Educational Credentials:**

BS Civil Engineering, University of Akron, 1983 MS Civil Engineering, University of Akron, 1987

#### **Teaching Experience:**

Instructor, Kent State University, 2010-2011

#### **Professional Experience:**

Babcock & Wilcox Co., Barberton, OH 1984-1988 Chemstress Consultant Co., Akron, OH 1988-2001 Wheaton & Sprague Engineering, Stow, OH 2001-2009 Louis Perry & Associates, Wadsworth, OH 2009 Trenta Engineering Consultants, Wadsworth, OH 2009-2011

#### **Licenses/Registration:**

Arkansas, California, Colorado, Florida, Kentucky, Michigan, Mississippi, Missouri, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Pennsylvania, Texas, Virginia, Washington, West Virginia

#### **Professional Memberships:**

National Council of Examiners for Engineering and Surveying American Concrete Institute American Society of Civil Engineers American Institute of Steel Construction Structural Engineers Association of Ohio

**FACULTY RESUME** 

Name: Jason Turnidge

#### Courses Taught (2009-2010 and 2010-2011):

ARCH 20101 Second Year Design Studio I

ARCH 20102 Second Year Design Studio I

ARCH 60101 Graduate Design Studio I

ARCH 10101 First Year Design Studio I (summer)

ARCH 46995 ST: Operative Detialing

ARCH 46995 ST: Computing for Architectural Studies

#### **Educational Credentials:**

Master of Architecture, University of Pennsylvania, 2002 Bachelor of Architecture, Kent State University, 2001 Bachelor of Science in Architecture, Kent State University, 2000

#### **Teaching Experience:**

2002-present Assistant Professor, Kent State University

#### **Professional Experience:**

2006-present Principal, *Design Correspondence*, Kent, Ohio 2006-present 2000-present Co-founder arc design + fabrication, Kent, Ohio 1998-2006 Design Associate, *Thom Stauffer Architects*, Kent, Ohio

#### **Licenses/Registration:**

**Pending Ohio** 

#### **Awards**

AIA Ohio Award *Quincy Avenue Infill Urban Housing Proposal* with Thom Stauffer and Kathryn Strand, 2007.

Art-City & Peepshow International *Rupture* 'Live' Architecture Competition Honorable Mention with Kathryn Strand, 2006.

AlA Cleveland Award *Quincy Avenue Infill Urban Housing Proposal* with Thom Stauffer and Kathryn Strand, 2006.

Architecture Magazine, House of the Year Award Ceruti House with Thom Stauffer Architects, 2006. AIA Ohio Honor Award Ceruti House with Thom Stauffer Architect[s], 2005.

Infill Urban Housing Proposals on Quincy Avenue *Honorable Mention* with Thom Stauffer and Kathryn Strand, 2005.

Bachelor of Architecture Award, Kent State University, School of Architecture and Environmental Design, "Inversional Urbanity", 2001.

AlA Cleveland Award *Nester House Addition and Renovation* (member design team) Thom Stauffer Architect, 2000.

AIA Cleveland Award, Tremont Infill Housing, (member design team) Thom Stauffer Architect, 2000.

#### KENT STATE UNIVERSITY

#### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

**FACULTY RESUME** 

Name: Daniel I. Vieyra, Ph.D., A.I.A.

#### Courses Taught (2009-2010 and 2010-2011):

Spring 2011: ARCH-30102-Third Year Design Studio / ARCH-30002 Urban Design / ARCH-4/55621- Current Issues in Historic Preservation

Fall 2010: ARCH-30101-Third Year Design Studio / ARCH-30001 Site Design / ARCH-4/55620-Introduction to Preservation ARCH-45291-Seminar: Modern Architecture in America

Summer 2010: ARCH-60103 Graduate Design Studio III / ARCH-60150 Project Programming / ARCH-66996 Individual Investigation

Spring 2010: ARCH-60102 – Graduate Design Studio II – "Airstream Studio" / ARCH-4/55621- Current Issues in Historic Preservation

Fall 2009: ARCH-30101-Third Year Design Studio / ARCH-30001 Site Design / HONR-40096 – Individual Honors Work ARCH-4/55291 – Seminar: Mid Century Modern

Summer 2009: ARCH-10001 Understanding Architecture / ARCH-10012 Survey of Arch History II

#### **Educational Credentials:**

Ph.D., 1995, Case Western Reserve University, Cleveland, Ohio

M. S. Historic Preservation, 1977, Columbia University, School of Architecture, New York, N.Y.

Bachelor of Architecture, 1977, Bachelor of Arts, 1974, Rice University, Houston, Texas

#### **Teaching Experience:**

Assistant, Associate, Full Professor, 1982-present, Kent State University

Visiting Juror, 2007-present, The Ize Prize, Annual Competition Dedicated to Steven Izenour, Drexel University, Philadelphia, Pa.

Visiting Critic, Fall 1995, Spring 1998, Yale University, School of Architecture, New Haven, Connecticut

Graduate Assistant to James Marston Fitch, Spring - Fall 1976, Columbia University; New York, N. Y.

#### **Professional Experience:**

Principal, Ivory Tower Architects, Ohio, 1986 - present

Architect, City of Trenton, New Jersey, 1978-1982

Assistant Director, South Main Center Association, Houston, Texas, 1977-1978

Skidmore, Owings & Merrill, Chicago, Illinois, 1974 - 1975, Studio of Walter A. Netsch, FAIA

#### Licenses/Registration:

Ohio

#### **Selected Publications and Recent Research:**

Design Review Boards: Safeguarding or Suffocating, AIA Ohio Convention: A Shared Vision from Different Perspectives, Toledo, Ohio, 2010

Back to the Future or the Machine in the Garden; The Airstream Studio @ Kent State University, Association of Collegiate Schools of Architecture, Northeast Fall Conference, "Without a Hitch: New Directions in Prefabricated Architecture," University of Massachusetts, Amherst, Massachusetts, 2008

Preservation + Design: Symbiotic Relationship or Schism?? ... Or ... The Many Guises of Preservation as a Design Discipline, Association of Collegiate Schools of Architecture, National annual meeting, Philadelphia Pennsylvania, 2007 (chair and paper) Airstream: Looking back to the Future; A Report from the Field, "Mobile Living" New York, New York, 2006

#### Awards

Depot Crossing Housing, Barberton, Ohio, A.I.A. Akron Chapter, Design Award (built work award), 2000. Learning from the Wildwoods; Wildwood Workshop, A.I.A. Akron Chapter Design/Research Award, 2000.

Gateway Gasoline Design Competition, National Design Competition, Second Prize, 1990

Preservation of 31-37 N. Erie St., Massillon, Ohio, Massillon Main Street, Inc., Canton Preservation Society Preservation Award, 1989

#### **Professional Memberships:**

American Institute of Architects, Past President, A.I.A. Akron

National Council for Preservation Education, Past Director, current Trustee

Ohio Preservation Alliance, Former Trustee

Society of Architectural Historians, Past President, Western Reserve Architectural Historians, Past President

Society for Commercial Archeology, Former Director

**Kent State University Department of Architecture** 

### **Visiting Team Report**

Bachelor of Architecture [ending spring 2008] (153 undergraduate credit hours)

Master of Architecture (168 credit hours: 124 undergraduate and 44 graduate)

The National Architectural Accrediting Board 15 March 2006

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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#### I. Summary of Team Findings

#### 1. Team Comments

The team extends its appreciation to Kent State University President Carol Cartwright, Ph.D.; Provost Paul Gaston, Ph.D.; Dean Steven Fong; Jim Dalton, FAIA; and the College of Architecture and Environmental Design (CAED) faculty and students for their friendly warmth. It is clear that the university and college devoted a high level of intensity to this accreditation visit by improving the administrative structure and hiring Dean Fong and six new faculty members since the last visit.

The team feels that the university administration, college faculty, and students have high expectations of the new permanent empowered dean of the college. They anticipate that he will provide the necessary leadership, identity, and allocation of resources for the well being and continued growth of the college.

#### Administration

There exists a high level of institutional support of the college by the offices of the president and the provost. The dean's commitment to advancing the college is evident in his implementing several new program enhancements in the last 4 months. The college and its leadership have notable visibility on campus and in the community.

#### **Faculty**

The faculty is devoted and committed and a high level of collegiality exists from top to bottom. The technical support and teaching staffs in the computer lab are technically proficient and highly knowledgeable in their fields. The architecture faculty demonstrates a commitment to teaching and helping their students as evidenced by their open-door accessibility.

#### **Students**

The student body and its student leadership are remarkably high achievers. They are engaged, articulate, and informed. Students are recognized for their scholarly pursuits and community-based accomplishments, as evidenced by their engagement with the Cleveland Urban Design Center (CUDC). They enjoy a positive and accessible relationship with college administration and faculty members. The student organizations AIAS and Tau Sigma Delta and the student chapter of the Akron Canton Construction Specifications Institute (CSI) offer great opportunities for leadership and participation from the student body.

#### Alumni/ae

The college has produced very successful alumni/ae, as evidenced by the two observers, Glen Schultz, AIA, and Carole Olshavsky, FAIA, who were appointed by the school to serve on the NAAB team. The alumni/ae commitment to supporting the college is evident in their provision of internships for students and in their hiring of new graduates. Alumni/ae are involved in state and regional AIA endeavors.

#### 2. Progress Since the Previous Site Visit

#### Taken from the 2002 Focused Evaluation:

- a. The 2000 Team report noted only one "not met" item, namely Criterion 12.11 (Non-Western Traditions). The program has not yet made modifications to address this finding.
- b. The program has addressed the seven concerns of the 2000 Team report as follows:

i) The position of Director of the School remained filled by an Interim Director at the time of this team visit, but a decision on making a regular appointment was anticipated in the week following the visit.

#### Visiting Team Assessment:

Since the last visit, the *School* of Architecture and Environmental Design has become a *College*. During the spring of 2005, the new College of Architecture and Environmental Design conducted a successful search for a Dean and hired Steven Fong from the University of Toronto. Dean Fong joined the College on 1 December 2005. There is every indication that the arrival of Dean Fong will provide a necessary infusion of energy and leadership as the school moves into the 21<sup>st</sup> century.

ii) The program has filled open faculty lines with the addition of a new faculty member in Methods and Materials/Design in 2001, and with offers pending acceptance at the time of the team visit for positions in Environmental Technology/Design, Structural Design and Interior Design. Successful completion of this year's searches will fill the lines available at the time of the 2000 visit.

#### Visiting Team Assessment:

Six new faculty members were hired since the 2000 visit. One of the lines was for Interior Design. One of those hired in 2002 has since returned to practice and this vacated line has become available. Two lines are now available through the retirements of Profs. Ruth Durack and Joseph Schlidlowski. All three lines have been advertised, one has been filled and will be announced before the first of April, 2006 and it is expected that all three lines will be filled by August 2006.

iii) The 2000 Team suggested that there would be an advantage in engaging the undergraduate students in the work of the Cleveland Urban Design Center. The program has focused its attention since 2000 on improving the physical facilities for the Center and in expanding the graduate program at the Center. The Center is currently operating at capacity as a graduate center. The present Team observed that the facilities for the Urban Design Center are of excellent quality and in an ideal location, but can accommodate only a limited number of students.

#### Visiting Team Assessment:

The Cleveland Urban Design Center has become one of the truly great strengths of the College. The facility, already ideally located, has been joined by the Cleveland Chapter of the AIA that has just opened a storefront center of its own 2 blocks away. This makes it even easier to engage local and area professionals in the Center's activities, and vice versa. It is clear that the College is making every effort to involve more students in the activities of the Center. This intent is clear as the capacity of the Center is totally filled. There is a clearly stated intention to expand the opportunities to be involved in the Center and even to expand its capacity so that more graduate students will be able to study in this valuable downtown location. The university and college administrators are committed to supporting this component of the school.

iv) The program has successfully adjusted resources to provide for an improved administrative structure using faculty members released from some teaching to undertake administrative assignments.

#### Visiting Team Assessment:

The administrative structure of the school is currently being reevaluated by the new Dean working in concert with the President and the Provost. The visiting team was privy to the new

organizational chart prepared by the Dean for discussion and approval. The new organization reflects a concern for the evolving development of programs at the Kent campus, the Cleveland Urban Design Center and the international programs, as well as the realities of the College's economics. The team was satisfied that a new, lean and efficient administrative structure would emerge from the current initiatives of the new Dean.

v) The program in Interior Design has been gradually integrated into the School of Architecture and Environmental Design. Interior Design students now participate fully in the Florence program, and the development of new studio space (see below) has allowed Interior Design and Architecture students to work in the same space and to interact fruitfully. Faculty Offices and a Reception Area for Interior Design have been constructed in Taylor Hall Room 301 (which is on the same floor as the offices for Architecture Faculty).

#### Visiting Team Assessment:

The above comment adequately describes the situation. It remains the same.

vi) The program has successfully developed new studio space for 172 students in a building immediately adjacent to its current major physical facility ("The Annex"). This new space also provides two new classrooms (under construction at the time of the visit) and two rooms for the Environmental Technology Lab, as well as space for archives of student work and space to display student work. The Team found the new studio space to be of very high quality and well equipped.

#### Visiting Team Assessment:

All construction in the Annex is complete. The students have acculturated to the space and it is interchangeably referred to as the "Annex" or the "Studio." The third, fourth and fifth year studios take place in the Annex/Studio. The space is of extremely high quality, spacious, well furnished, well equipped and secure. The facility is spacious enough for the construction of full scale projects. There is a plotter room directly connected to the studio space. The building is open to students with swipe cards 24 hours a day.

vii) A comprehensive faculty development program remains an unmet need.

#### Visiting Team Assessment:

There was little evidence that any additional movement had taken place with regard to this issue. However, the team anticipates that the new Dean will make this one of his priorities.

#### 3. Conditions Well Met

- 13.1 Speaking and Writing Skills
- 13.3 Graphic Skills
- 13.4 Research Skills (Pending)
- 13.7 Collaborative Skills
- 13.10 National and Regional Traditions
- 13.15 Sustainable Design
- 13.16 Program Preparation
- 13.18 Structural Systems
- 13.19 Environmental Systems
- 13.26 Technical Documentation

- 13.29 Architect's Administrative Roles
- 13.34 Ethics and Professional Judgment

#### 4. Conditions Not Met

13.9 Non-Western Traditions

#### 5. Causes of Concern

1. Preparation for NAAB Accreditation Visit: The team noted that the program, in some cases, inadequately prepared for the accreditation visit. While the Architecture Program Report (APR) was a comprehensive and lengthy document, it was prepared without sectional tabs to differentiate information conveniently, making it difficult to utilize in the evaluative process. The Team Room, while containing an abundance of exhibits, had inadequate computer facilities, tables for layout and discussion, and basic office supplies necessary to conduct the work. While this was remedied in the course of the visit, it posed an unnecessary distraction. Binders for each course were provided, but often were formatted inconsistently with one another. One binder containing a course description and syllabus for Western Traditions did not comply in any credible manner with minimal requirements to ensure a reasonable evaluation of this core subject matter. This binder had clearly not been reviewed by the organizer of the exhibits. The faculty in question demonstrated complete disinterest in directing the team to the additional information needed to render an assessment of this condition.

No faculty exhibit was created. Rather, a collection of binders containing individual faculty portfolios was present in the Team Room, making it impossible for students, the faculty itself, or visitors to review their work.

- 2. Administrative Structure: This is in flux. In the context of a university in transition, having established three colleges from what was formerly a single entity, a new, more efficient, and cogent administrative structure has been defined by the new dean of the CAED (now a college). This new administrative structure better utilizes limited faculty and administrative resources. It has been presented to the provost for review and is now under discussion with the dean.
- 3. **Facilities:** While the existing physical facilities for the CAED are well served and well maintained, the team was concerned about the ambiguity over future growth, change, and accommodation. Specifically, the team was concerned about the following:
  - The library has reached its capacity for its holdings many years ago. Many of these
    holdings need to be sent to the university depository because of a lack of shelf
    space. The library would benefit greatly from an area that would serve the dual
    function of a place to meet and a place to peruse large folios, especially those in the
    historic and rare book categories.
  - The team was concerned about the availability of the shop for CAED students. These students are committed, dedicated, and excellent model makers. They work in any flat stock that can be cut with a number 11 X-ACTO® blade. However, some students complained that new small electric tools were causing noise and dust in the studios and signs were found posted addressing the issue of where such electric tools could be used. It is obvious that the desire to expand the repertoire of model-making opportunities exists. Some faculty noted that students were going to their own homes

where they had shops available. Faculty expressed concern over the safety factor of and staffing required for a dedicated shop and hence the cost for these. Students use shops in art and engineering because there is none dedicated for their own use.

 Students have expressed concerns about computer facilities and computer technology. The team is likewise concerned about the inadequate size of the computer studio, the insufficient amount and location of plotting equipment, and the limited availability of laser cutters. The team has also recognized the students' desire for the availability of faster and more powerful computers that may be used for rendering and for a wider range of software.

The university and the college need to forge a vision for the future facilities of the college. The current condition is not ideal nor will it become so in the near future. The separation between the first 2 years and the upper 3 might only be remedied with a new building, and the 2000 *Visiting Team Report* (VTR) mentioned a long-range goal of actually building a new facility. No such mention was made in the APR intended for the 2006 visit. Rumors abound as to the future of the college's physical configuration. It seems possible that more space might be made available when other programs move out of Taylor Hall, and the university administration clearly understands the importance of this concern.

- 4. **Faculty Development:** Faculty should be encouraged to attend conferences and symposia in support of their research, scholarship, and creative endeavors. A plan and additional revenue sources should be established to support both tenure-track and tenured faculty in professional development activities.
- 5. Advising: The students of the CAED are currently without assigned counselors. With the disaggregation of the College of Fine and Professional Arts and the creation of the new College of Architecture and Environmental Design, the counselors previously assigned to architecture students have been displaced to some of the other colleges. Some students have expressed the desire to have academic advisors within the CAED who can guide them through their educational as well as professional activities, specifically in the field of architecture.
- 6. Development: There seems to be no formal mechanism for attracting financial resources to support or enrich the programs of the CAED. In a time of diminished funds for higher education in Ohio, supplementary financial assistance is clearly needed to support the discontinued CAED lecture series, faculty professional development, the Florence Program, upgrading of computers, and scholarships that could assist in achieving a more diverse student body. While a cordial relationship appears to exist between the college and its alumni/ae, the administration has not defined either a formal support group or even a program of annual giving. The extent of thinking on entrepreneurial development seems restricted to a culture of just keeping the CAED's head above water and not to the perspective of achieving the objectives of its strategic plan.
- 7. **Communications:** The lines of communication that are available among the administration, the faculty, and the students remain informal. It is our hope that in conjunction with the finalization of the new administrative structure, the faculty and the student body will be fully incorporated into the dialogs that occur within the administration. We believe that this will give both groups the ability to articulate their own set of concerns formally to the administration.
- 8. **Faculty Assessment:** The team did not find any record of peer review of coursework or faculty performance evaluations. This evaluation deficiency may have contributed to complacency in regards to research and professional development among the ranks of the faculty. It was discovered during faculty meetings that there was no evidence of merit raises, therefore there were no incentives for the faculty to pursue scholarly work or research. A

faculty performance evaluation would encourage the faculty to attend conferences and engage in research. The proposed architectural director would be responsible for setting up and conducting the evaluation process. A post-tenure review could help keep the tenured faculty abreast of new technology and relevant discoveries.

#### II. Compliance with the Conditions for Accreditation

### 1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

#### 1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	NOT IVIE
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The new College of Architecture and Environmental Design (CAED), formerly a school, continues to contribute to the university context and benefit from it. The college still has the highest number of honors students receiving scholarships from the University Honors College.

Students in the CAED benefit from the university context by taking the required complement of university Liberal Education Requirements (LERs) outside the CAED, adding breadth to their professional education.

The CAED in turn offers a number of courses, including an Introduction to Architecture course, which satisfy the LER requirements of other programs within the university. These courses are offered in the environment of the CAED and expose the campus to the content and energy of the CAED.

Additional interactions include the sharing of resources between and among other schools and departments, including the use of shops and labs. The CAED students have recently instituted mobile exhibitions of architectural and environmental issues and design projects on three sites to share the discipline's concerns with the rest of the Kent State community. The team was particularly impressed with this initiative as it serves to foster communication on what is otherwise a spread-out, low-density campus. The AIAS students also contribute to the Kent State student newspaper, and the team assumes that the new architecture news bulletin, *traces*, will be distributed on the campus to further inform the campus community about the many important issues and opportunities regarding design and the environment that we are challenged by today.

#### 1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with,

assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The team applauds the efforts of the existing student organizations: the student chapter of the Akron Canton CSI, Tau Sigma Delta, and AIAS. The team recognizes that these organizations offer great opportunities for leadership and participation from the student body.

The Lunch and Learn Lecture Series created by the CSI and the student-run lecture series supported by university funds are impressive efforts on the part of the students. The team encourages the students to continue these endeavors.

The team commends the strong support that Dean Steven Fong is offering to the students. It is our hope that this direct connection between the student leaders and the administration will eventually be formalized.

#### 1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

The educational content of CAED provides the students with a basic background for the transition into an emerging professional status and ultimately licensure. In the second-semester fourth-year design studio, all students are required to complete a comprehensive design project integrating design components of health, safety, and welfare.

However, the following weaknesses were also noted with the program:

- The team observed a lack of student knowledge relative to the Architect Registration Examination (ARE), and the resources available through the AIA and the National Council of Architectural Registration Boards (NCARB). The team hopes to see the AIAS create a CAED AIAS Web site that would post relevant links to national organizations' Web sites to allow students an opportunity to research topics of interests, including a review of sample ARE test materials.
- Although CAED has outperformed national ARE norms from 2001 through 2003, a trend may be developing with the 2004 scores. The 2005 ARE scores need to

be compiled and reviewed to determine if this is in fact a downward trend in CAED emerging professional scores.

- The team feels that although the college invites the executive director of Ohio's
  architectural licensing board to speak annually to the professional practice
  students concerning licensing, IDP, and the registration examination, the students
  would further benefit from an understanding of national trends in uniform
  licensure requirements among the states and not just of Ohio statutes.
- The CAED does not formally encourage all third- and fourth-year students to start IDP files. Moreover, it does not formally inform all second-year students of the IDP program, which would allow students to start to engage in it during their third year of education.

#### 1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Me
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The program curriculum is structured to focus on preparing students to enter the profession of architecture with the tools necessary to be immediately productive interns. It offers required courses that underscore both the canons of the profession (ethics, leadership, and community service) and the fundamentals of the practice of architecture itself (history, design, engineering systems, sustainable design, and practice management). Coursework relative to client and community-based interests is required.

Increasingly, faculty lines are being filled with practicing architects as retirement and/or attrition occurs, in both tenure-track and adjunct positions. In addition, practitioner involvement in studio reviews and the Professional Advisory Group increases linkages with the profession. A strong and collegial relationship exists between the practitioners and the college, with a strongly held opinion that Kent graduates are preferred as intern candidates because of the comprehensiveness of their education and their preparation to enter practice.

The studio culture is both supportive and collaborative. Team studio projects and other cooperative classroom assignments imbue a sense of partnering that also appears as extracurricular activities with the AIAS and other student groups.

Student organizations regularly intersect with professionals through participation in construction industry organizational programs, lectures, and seminars that allow students and faculty alike to become better connected with the overall practice environment.

Maintaining a current listing of professionals and professional firms that work with CAED would allow the creation of a database of practicing professionals to serve as guest speakers and on juries.

CAED could do more to support student participation in student chapters of professional organizations. Increasing this support would provide access to on-campus presentations, and attendance at professional chapter meetings would promote networking with area professionals to foster professional attitudes among the students.

#### 1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

CAED students have an ever-growing understanding of their context and our shared environment. Through coursework in design studios, technology, and history, students are exposed to issues of urbanization and sustainability and the effect these concerns have on the more discrete building design decision-making process. The two courses on ethics and leadership and contract and planning law are indicative of the importance placed on the role that members of the profession play in their social, economic, and political contexts.

Architecture as a social art is reinforced in the selection of studio exercises and field trips. The CUDC program provides opportunities for students to expand and inform their understanding of the social role of architecture by directly engaging challenges facing local communities. Projects require that students meet with elected officials, community stakeholders, special interest groups, and others that comprise the scales of design from the urban to regional environments.

Team members were impressed to hear that students from the college were involved in hands-on reconstruction in New Orleans as well as in Habitat for Humanity projects.

Coursework in urban design, real estate development, environmental technologies, sustainable design, and leadership and ethics provides students with a comprehensive awareness of social and environmental issues and prepares them to address these issues with studio assignments. In addition, the CUDC, which addresses real community issues, presents an opportunity for some students to interact directly with clients, often

from less advantaged circumstances. A solid foundation in the ethical considerations brought to design decision making is a cornerstone of the program.

### 2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Much has been accomplished since the last team visit. The School of Architecture and Environmental Design has become the College of Architecture and Environmental Design. This major change is indicative of the university's very strong support for the college. This action has been augmented by the hiring of a new dean to reinvigorate and provide energetic new leadership for the college. However, the team did not find an explicit record of soliciting peer reviews of specific coursework or faculty performance. Self-assessment was minimally met. With the arrival of the new dean, there should be additional means instituted to accomplish this goal, such as revised or expanded methods of evaluation and faculty retreats as well as other forms of assessment.

#### 3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

The APR includes information from the university catalog describing the Bachelor of Science degree leading to the Master of Architecture as the first professional degree. In addition, the *NAAB Conditions of Accreditation*, 2004 edition, are included verbatim on the opening page of the CAED catalog, including contact information. The accreditation process and NAAB contact information are also included in the CAED orientation handbook. A copy of the APR is available for students to review in the college library.

#### 4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective

faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

Since the foreign studies Florence option is considered an integral aspect of the third-year experience, students who decided not to participate in the Florence option should be provided with equal opportunity for a rewarding third-year spring semester of study while remaining on the Kent State campus.

The college administration needs to assess the distribution and assignment of graduate teaching assistants within the college to ensure equity of assignments regardless of the graduate student's third-year educational experience.

#### 5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[]

A detailed studio culture philosophy and structure appears in the CAED 2005 APR. There is evidence that these policies are being maintained within the studio. The students have expressed that the atmosphere created in the studio encourages optimism, a sense of sharing resources and information, as well as a healthy amount of debate and competition. They have also conveyed to the team that the faculty and the part-time faculty are accessible and remain a strong support system.

The only concern of the team regards the current physical division of students between Taylor Hall and the Annex. The students have expressed that the lack of access into the Annex studio facility for the first- and second-year students has become a major obstacle for those who seek advice from and dialog with the more senior students. The team feels that it would be a great benefit for the student body as well as the state of studio culture for the first- and second-year students if this issue was resolved.

#### 6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The

total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

The new dean is committed to the advancement of the college. Students indicated that since his appointment 4 months ago, several program enhancements have been implemented. A new position of assistant dean for academic affairs has been created to support student services and advisement and to oversee the assessment process. Currently, three vacant tenure-track positions exist that have been advertised and soon will be filled. The team found the student body and its student leadership to be remarkably high achievers who are recognized for their scholarly pursuits and community-based accomplishments, as evidenced in the CUDC. The team feels that acting on the dean's proposal for engaging an architecture director, who would be responsible for the program operation, faculty relations, and curriculum development, would be essential to the development of the college.

#### 7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The team applauds the strong administration and faculty support for and facilitation of student travel abroad and learning opportunities through the Florence Program and See America First. Another excellent growth opportunity is also provided through the CUDC, funded by the Kent State University Foundation. This support provides strong and diverse opportunities to grow within and outside the program. A lecture series is initiated and supported by student representatives with funding solicited from University Student Government.

Numerous students commented positively on the open-door accessibility of faculty and administrators. A substantial number of the students are AIAS members, and a new CSI chapter was established recently, which has already resulted in the initiation of a lecture series by building materials suppliers and representatives. The Tau Sigma Delta has become more active in the last year and is initiating a newsletter to students, staff, and alumni/ae.

Faculty members were unified in their expression of the need for adequate funding to pursue opportunities for personal development. Relatively few of the faculty seems to be maintaining or pursuing research, but they appeared knowledgeable about current theories and practices. The technical support and teaching staff (particularly in the computer lab) were creative and talented, technically proficient, and highly knowledgeable in their fields.

Students are drawn from the Ohio regions, with some international students but very few minority students (and there are no specific efforts in place to recruit such underrepresented students).

#### 8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use

of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The physical resources, including most of Floor 2 and all of Floors 3 and 4 of Taylor Hall, the Gym Annex, the CUDC, and the Florence Studio have not diminished in size nor increased in area since the focused visit in 2002. Students and faculty feel a strong need for additional space to accommodate an exhibit and critique gallery, additional computer laboratory space, a shop, and additional library functions. Meetings with the president and provost have affirmed a solid commitment to support the elevation from a school to a college by funding the design and construction of new space to fulfill identified and future growth needs. This is in compliance with stated objectives of the university's strategic plan. The entire first floor of Taylor Hall and the balance of Floor 2, currently occupied by the Schools of Journalism and Communication and Information, have been identified as the most efficient location for the CAED expansion, as soon as those programs are relocated into their new home.

#### 9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Me
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The team found that the location of the highly specialized architecture library within Taylor Hall is a strong asset to the program and very much hopes that it will be given the opportunity and resources to expand. We have also found that the use of this facility by students and faculty has grown in the last few years and commend the increase of library hours by including Sundays. We recognize the dedication of the library director. We feel that more attention could be focused on the area of visual resources, and an extension of the slide collection into a new digitally based collection would benefit the program.

#### 10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The college is a publicly supported component of a state university system that has suffered financial cutbacks in recent years. Faculty and staff are fully cognizant of the implications of such cuts as they have not received salary increases in the past 4 years. Nonetheless, there was no apparent internal competition for limited resources and, indeed, the college appears financially healthy and almost surprisingly optimistic in its prospects for the future. CAED has benefited from the Kent State University Foundation in funding the CUDC. Clear and precise efforts by the new dean and the development coordinator to raise funds from different foundations in the Cleveland area will be essential for the growth of the CAED.

#### 11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Kent State University is accredited by the NCACS. The executive director has confirmed that KSU accreditation is extended to 2007–08 and, following successful completion of cycles of Strategy Forum and Quality Review in 2007–08, will be extended for another 7 years.

The College of Architecture and Environmental Design was recently elevated from the status of a school that was part of the College of Fine and Professional Arts to that of a college. This elevated status and meetings with the KSU president and provost confirm that the standing of the college is high and that support for the college is sufficient to ensure conformity with the conditions for accreditation.

The college's internal administrative structure is in flux. A draft document for a revised college administrative structure has been prepared by the new dean and is under review. The new structure attempts to make more logical the existing long-term structure that has diffused responsibilities and overloaded the faculty. The new structure would establish directorships for the Master of Urban Design (M.U.D.), the B. Arch., the M. Arch. and the Bachelor of Interior Design (B.I.D.) programs. Each of these positions would then be responsible for carefully defined aspects of their respective programs. These directors would report to the dean through an associate dean and an assistant dean for facilities. The CUDC would report directly to the dean. It should be noted that for reasons of economy the two aforementioned deans would also be serving as directors for two departments. This proposal is with the president and provost and it is hoped that it will be successfully instituted.

#### 12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are

strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The college is in a transition phase as the B. Arch. program is phased out in favor of an accredited M. Arch. degree program, which becomes the accredited professional degree program. After 1 July 2005, the B. Arch. degree was no longer offered by Kent State University's College of Architecture. However, the B. Arch. remains in place through spring 2008, and students who have been admitted into the B. Arch. accredited degree program will be allowed to complete the NAAB-accredited B. Arch. degree. Both degree programs include the requisite components of professional studies, general studies, and electives.

The accredited M. Arch. degree requires a minimum of 168 hours. The accredited B. Arch. degree requires a minimum of 153 hours. These degrees include 46 hours of general studies with the balance of the required hours comprising core professional studies.

The B. Arch. and M. Arch. professional degrees are identified in the college catalog as NAABaccredited professional degrees.

#### 13. **Student Performance Criteria**

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

#### 13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion was well met. Strong writing skills were evident throughout the curriculum.

#### 13.2 **Critical Thinking Skills**

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

While this condition is met, there exist one graduate course and one elective course that offer very comprehensive contexts of architectural theory, which would enhance the theoretical base of all students if incorporated into the core curriculum.

#### 13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

This criterion is well met. A strong balance among freehand, hand-drawn, and computergenerated drawings was exhibited from the early years and throughout the program.

#### 13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

#### 13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[]

#### 13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion is well met. A strong culture of peer collaboration exists not only in the studios, but also in several courses of the core curriculum that require teamwork and partnering.

#### 13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

Although several courses fulfill this requirement, the noted sparseness of the syllabus provided for review and the disinterest of a specific faculty member to identify evidence that would affirm compliance is a cause for concern.

#### 13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

	Met	Not Met
B. Arch.	[ ]	[X]
M. Arch.	[]	[X]

Two comprehensive elective courses exist that would easily satisfy this condition if made a part of the core curriculum.

#### 13.10 National and Regional Traditions

Understanding of *national traditions* and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

This criterion is well met. The team found significant evidence of compliance in this area.

#### 13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

	Met	Not Me
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

#### 13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion is well met. The program exhibits an unusually high commitment to developing an ethic of sustainable design within the student body. Coursework includes not only a specific, required, dedicated class on the subject, but also significant demonstration of the applicability of sustainable design principles in the environmental systems classes and in studio work as well.

#### 13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion is well met. A required course on programming satisfies this requirement in a comprehensive way, as it includes zoning and building code assessment as well as customary client space-utilization requirements.

#### 13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

	Met	Not Met
B. Arch.	[X]	[ ]
M. Arch.	[X]	[]

The program should be complimented for providing a comprehensive understanding of structural systems, which is prevalent throughout the program, constructed on the foundation of three required courses and studio work.

#### 13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.

	Met	Not ivie
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion is well met. One of the exemplary strengths of the program is that the two environmental technology courses weave sustainable design principles deeply into this discipline.

#### 13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress.

	wet	NOT ME
B. Arch.	[X]	[]
M. Arch.	[X]	[]

The meeting of this criterion is well exhibited throughout the studio work.

#### 13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance	e of
building envelope materials and assemblies.	

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

#### 13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

#### 13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

	Met	Not Met	
B. Arch.	[X]	[]	
M. Arch.	[X]	[ ]	

#### 13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

This criterion is well met. A strong foundation in the early years of the program coalesces in the students' ability to provide a comprehensive set of coordinated technical drawings.

#### 13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

#### 13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[]

#### 13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts.

	Met	Not Met
B. Arch.	[X]	[]
M. Arch.	[X]	[ ]

This criterion is well met. The required and more specialized courses in real estate development, contract and planning law, and office and financial management provide an expanded understanding of the administrative role of the architect. The use of practicing professionals as consultants in the fourth-year comprehensive project provides hands-on experience in project management.

#### 13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such

	as globalization, outsourcing, project deliverothers.	ry, expanding prac	ctice setting	gs, diversity, and
	others.		Met	Not Met
		B. Arch.	[X]	[]
		M. Arch.	[X]	ίi
		WI. 7 (1011).	[73]	
13.31	Professional Development			
	Understanding of the role of internship in ob- mutual rights and responsibilities of interns			
			Met	Not Met
		B. Arch.	[X]	[]
		M. Arch.	[X]	[]
	Understanding of internship development at Methods and Materials II in the fourth year (that this understanding needs to occur earlieinitiate the IDP process during their third year)	Course 40402). Her in the program	lowever, th	e team observes
13.32	Leadership			
	Understanding of the need for architects to construction process and on issues of grow communities.			
			Met	Not Met
		B. Arch.	[X]	[ ]
		M. Arch.	[X]	[]
13.33	Legal Responsibilities			
	Understanding of the architect's responsibil codes and regulations, professional service ordinances, environmental regulation, historical description.	contracts, zoning	and subdi	vision
		B. Arch.	[X]	[ ]
		M. Arch.	[X]	[]
13.34	Ethics and Professional Judgment			
	Understanding of the ethical issues involved architectural design and practice.	d in the formation	of professio	onal judgment in
	a.csotarar doorgii arra pradudo.		Met	Not Met
		B. Arch.	[X]	[]
		M. Arch.	[X]	įį

This criterion is well met. The CAED exhibits an unusually high commitment to the discussion of ethics as a foundation of professional practice through a required leadership and ethics course.

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#### III. Appendices

#### Appendix A: Program Information

### 1. History and Description of the Institution

The following text is taken from the 2005 Kent State University Architecture Program Report.

Kent State University was founded in 1910. It is controlled by a board of nine trustees appointed by the governor, subject to confirmation of the state senate, and is supported by legislative appropriations and by student fees.

The University is located in the densely-populated section of northeastern Ohio, an area which includes nearly one-half of the state's population and two-thirds of the state's wealth. Although a proportion of the people in this area are engaged in farming, the majority are employed in industry and commerce.

Kent, a city of some 30,000, rests on the banks of the Cuyahoga River in Portage County. The city offers attractive housing and neighborhoods, an excellent school system, recreational opportunities, and a local park system.

The University is ideally situated for an architectural program. The area has a metropolitan population of approximately 4,000,000 within a one-hour drive from campus, including the cities of Cleveland, Akron, Canton, Youngstown, and Warren.

The University is situated on a campus of 2,264 acres, which includes the Andrew Paton Airport and the 18-hole KSU Meadowview Golf Course.

The student enrollment has increased from 2,700 in 1941 to 24,011 on the main campus and a total of 35,458 including Kent State University's seven regional campuses in 2004.

Kent State University consists of the following academic divisions: The Honors College; the College of Architecture and Environmental Design; College of Arts and Sciences; College of Business Administration; College of Communication and Information; College of Education; College of Fine and Professional Arts; College of Nursing; and the School of Technology; the seven Regional Campuses; and the College of Continuing Studies.

Kent is dedicated to providing a superior university education, to advancing significant research and creative activities, and to furthering the fulfillment of societal goals. The oldest state university in Northeast Ohio, Kent reflects the advantages of the vital cultural and commercial region in which its eight campuses are located.

Kent offers an extensive array of associate, baccalaureate, masters, and doctoral degrees. Undergraduate programs are based on the conviction that a liberal education broadens intellectual perspectives, addresses ethical and humane values, and prepares students for productive and responsible citizenship. Graduate programs provide advanced professional education and intellectual depth. Kent serves a talented, culturally rich student body from Ohio and around the world, including historically underrepresented and non-traditional students. Admission to the residential Kent Campus is selective, while the Regional Campuses offer open admissions. All campuses provide a wealth of services and activities.

Kent's diverse faculty, skilled in the scholarship of teaching, discovery, application and integration, foster the intellectual life of the university. An environment of academic and artistic freedom is enhanced by an excellent research library and numerous opportunities to collaborate with other institutions, public agencies, and the private sector.

At Kent a major focus is responding to social, cultural and economic challenges. In a complex changing world, Kent affirms its position as an essential, dynamic resource for the State of Ohio and beyond.

#### **Kent Institutional Characteristics**

The categories and paragraphs below emanate from and elaborate upon *Mission of Kent State University*. Taken as a whole, these categories and the information contained therein detail Kent institutional characteristics embodied within the University's role and mission statement. The University's annual and multi-year planning efforts are thus guided by the values and goals explicitly and implicitly described by the *Kent Institutional Characteristics* that follow.

**Students:** Kent State University recruits an academically talented and culturally diverse student body. The University affirmatively strives to provide educational opportunities to students from varied backgrounds, including those persons who have been historically under-represented in higher education. While admission to the Kent campus is selective, the seven regional campuses offer open admissions. Through its Honors College, Kent makes a particular effort to attract students who have already demonstrated their capacity to achieve outstanding academic success. For over three decades the University has played a leading role nationally in providing opportunities to students with disabilities. The University also provides special programs that address the needs of students who for socio-economic reasons are under-prepared but who have the ability to achieve academic success.

While undergraduate students from every region of the nation and many foreign countries attend Kent, the majority of its undergraduate students are from Northeast Ohio and reflect the rich diversity of the region's ethnic and cultural communities. A significant proportion of Kent's graduate students come from beyond the boundaries of Ohio and the nation, and their presence on campus contributes significantly to the variety of experiences available to the student body as a whole. The University is placing increasing emphasis on serving nontraditional students through programming at all of its campuses and through selected continuing education programs that complement and logically extend its academic degree programs.

**Faculty:** To promote learning and foster the intellectual life of the University, Kent seeks to attract and retain an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, discovery, application, and integration. The University affords its faculty the fullest possible academic and artistic freedom, including varied opportunities for professional development, collaboration among academic disciplines, and outreach to local, national and international communities. At Kent State University, faculty play an integral role in university-wide planning and governance.

**Curriculum:** Kent State University is accredited by the North Central Association of Colleges and Schools (NCACS) and offers a wide array of associate, baccalaureate, masters, and doctoral degrees. Its programs, provide a balance of academic and professional preparation in accordance with the highest national standards. Kent fosters collaboration and articulation with community colleges and four-year institutions as well as cooperative efforts with secondary and elementary schools to further facilitate

successful transition to and within higher education. The University is committed to providing a living-learning environment that encourages individual growth and promotes the successful and timely completion of degrees.

Undergraduate - All undergraduate programs reflect the University's commitment to a liberal education foundation, which is intended to broaden intellectual and aesthetic perspectives, instill ethical and humane values, and prepare students for lifelong learning and responsible participation in a complex, changing society. The specialized major provides study in depth, which leads to knowledge and understanding in academic and professional fields of study. Undergraduate students are also offered varied opportunities to participate in research, take graduate-level course work, and engage in work outside the classroom.

Graduate - Kent State University, Northeast Ohio's senior public institution of higher education, offers an extensive range of advanced academic programs leading to the master's degree and selected programs leading the doctoral degree. Kent is committed to providing graduate-level programs that compliment and enhance undergraduate education and meet the highest national standards. These programs provide advanced training and knowledge essential to the economic development and general welfare of Ohio and the nation, as well as lead to research with a global impact. The University recruits and retains high-quality students from across the nation and abroad to engage in study under the direction of a distinguished graduate faculty.

**Special Features:** Kent State University was established in 1910 as Kent Normal School. Since its inception, Kent has maintained its commitment to provide national leadership in what have *been Historical Strengths of* the University, professional education and the liberal arts. Kent has a rich tradition in the preparation of teachers and is among the leaders nationwide in research related to teaching and learning. The University stresses the importance of a strong liberal arts base through its Liberal Education Requirements and maintains distinguished doctoral programs in selected areas of the humanities. From the events of May 4, 1970, Kent State University inherits a unique leadership role in promoting the peaceful resolution of conflict through education.

Northeast Ohio is a region with a population of more than four and one-half million, in a geographical area that is both urban and rural. With its Kent Campus and seven Regional Campuses, located at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, the *Kent State University System makes a* university education accessible to all segments of Northeast Ohio.

Because it is home to many corporations and the NASA Lewis Research Center, Northeast Ohio is noted for research and development activities in science and engineering. Its location gives the University a special mission in the *Applied and Basic Sciences* exemplified by the internationally renowned research conducted at Kent's Glenn H. Brown Liquid Crystal Institute.

The broad metropolitan area encompassing Cleveland, Akron, Canton, Youngstown, and Warren has superb medical and health-related research facilities. Kent builds upon these geographical advantages to offer nationally recognized programs of study and research in the *Health and Behavioral Sciences*.

Kent State University has long been devoted to improving the quality of life in the region by emphasizing *Community Development and Design* through the leadership role of the College of Architecture and Environmental Design and the Urban Design Center of Northeast Ohio.

As a major cultural resource for Northeast Ohio and prominent player in fine arts activities at nearby Blossom Music Center and Porthouse Theatre, Kent is committed to maintaining excellent programs in the Visual and Performing Arts.

Telecommunications, information sciences and other communication activities abound in the region, and Kent offers well recognized programs in several fields of *Communications*, including established programs in print and electronic journalism and information sciences.

Northeast Ohio is a major business and commerce center. Kent's programs in *Business and Commerce are designed* to serve area executives and. business professionals as well as prepare students for productive careers in a global economy.

Kent State University stresses *Internationally Related Activities* and participates in a number of study-abroad programs and exchanges of students and faculty. Kent students may explore the history, languages, cultures, and religions of other countries and ethnic groups by taking courses and programs offend by many academic units.

**Teaching:** Kent State University views learning in all its forms as central to its mission. University faculty provide instruction which reflects current knowledge gained through ongoing scholarship and adheres to the highest professional and ethical standards. Faculty members are readily accessible to students, who are encouraged to take an active role in the learning process.. The University promotes excellence in teaching by offering faculty members opportunities for development in the areas of curriculum and instruction; by providing high .quality equipment, materials and facilities; and by maintaining a system of rewards and recognition based on the premise that teaching, research, and creative activity are mutually supportive. Because teaching and learning are not confined to the classroom experience, a high value is placed on such related activities as individual instruction, thesis and dissertation direction, and academic advising.

Research and Creative Activity: A fundamental mission of the University is to enhance the quality of life through research and creative activity. Therefore, Kent State University has among its goals the generation, dissemination, and application of knowledge in all its forms. Moreover, it considers research and creative activity necessary for teaching excellence. Faculty are expected to be actively engaged in a broad spectrum of scholarly activity conducted in accordance with the highest professional and ethical standards. Much of this activity relies upon cooperative efforts with students and staff. The University supports these efforts by fostering an environment of free inquiry; by offering opportunities for research-assigned time; and by providing the material and personnel resources required far high-quality scholarship, including an excellent library with Association of Research Libraries status. Kent State University is committed to strengthening selected research and creative programs that have attained, or hold the promise of achieving, national and international prominence, as well as those that fulfill key societal goals.

Outreach and Community Service: Kent State University is committed to being a catalyst in finding solutions to the social, economic, and cultural challenges facing society. By means of the dissemination of results from basic and applied research conducted by its faculty and graduate students, as well as through programs offered through continuing education and at the Regional Campuses, Kent contributes significantly to the social and economic vitality of Northeast Ohio. The many activities fostered by the University in areas such as art, music, fashion design, theatre, dance, recreation and intercollegiate athletics enrich. the life of the community. Its national

public radio station, university press and museum are important regional and national assets, and the University provides transportation and other important services to a significant number of residents of Portage County.

Campus Environment and Co-curricular Activities: Dedicated to creating an atmosphere in which each individual within its diverse student body can achieve, Kent State University provides a holistic learning environment conducive to the academic and personal growth of each student. Kent's dynamic campus life affords students the opportunity to participate in a wide range of co-curricular activities which promote intellectual, cultural, ethical, physical, aesthetic, and interpersonal development. Facilitated by an able support staff involved in the University's planning and operation, Kent provides strong support services to help ensure the achievement of students and faculty as well as provide for their physical, emotional and social well-being. Kent State University has attained notable success in providing accessibility for persons with disabilities. Student life at the Kent campus is further enhanced by the University's distinctive and attractive residential setting with all of the advantages of major urban centers nearby.

**Diversity:** Kent State University is committed to an environment in *which faculty, staff,* and student body are representative of the cultural and ethnic variety found locally, nationally, and even globally. Diversity at Kent connotes the encouragement, celebration, and support of a rich mixture of people on campus. In an effort to foster an understanding of the strengths and challenges of diversity, the University provides opportunities for the open exchange of ideas and experiences among people diverse in national origin, gender, age, sexual orientation, ethnicity, disability, religion, and veteran status.

**Alumni:** Kent State University recognizes that the many significant contributions of alumni to their professions and to society as a whole represent the practical embodiment of the University's educational philosophy and are a measure of its success. The University takes great pride in the achievements of its alumni and seeks to maintain close working ties with its graduates. The human and financial resources of alumni also provide essential assistance in assuring that the University will be able to continue to serve future generations.

**Evaluation:** Kent State University is committed to self assessment as a tool to evaluate and enhance institutional effectiveness. The foregoing categories provide major areas for assessment, which at Kent involves both internal and external measures of evaluation. Through periodic program review, preparation for external accreditations, special studies, and annual planning activities, academic and support units of the University are involved in an on-going process of self-examination and improvement. Planning at Kent guides future directions and priority setting to which decision-making and resource allocation are linked. Outcomes assessment plays a major role at the University in facilitating academic program improvement and change.

## 2. Institutional Mission

The following text is taken from the 2005 Kent State University Architecture Program Report.

The mission of Kent State University is to prepare students for responsible citizenship and productive careers, broaden intellectual perspectives and foster ethical and humanitarian values. Our faculty and staff are engaged in teaching, research, creative expression, service and partnerships that address the needs of a complex and

changing world: Kent State's eight-campus network, anchored by the largest residential campus in the region, serves as a key resource for economic, social, cultural and technological advancement. Kent State is a supportive and inclusive learning community devoted to teaching excellence and academic freedom. By discovering and sharing knowledge in a broad array of graduate and undergraduate programs, Kent State University meets the dynamic needs of a global society.

## 3. Program History

The following text is taken from the 2005 Kent State University Architecture Program Report.

In 1947, President George Bowman asked Joe Morbito, a young architect, to come to Kent to oversee the planning of a new Industrial Arts building and to teach architectural drawing for the Industrial Arts Department. This quickly grew through student interest into course offerings in residential planning, commercial planning, and theory of construction. These offerings developed into a two-year, pre-professional program.

During the 1950-51 academic year, a four-year architectural program was commenced, and the degree of Bachelor of Science with a major in architecture was first awarded in 1952. During this period there was a great deal of hope in the future for the region. Not only had the second world war ended and the United Nations been formed, but the manufacture of steel, rubber, plastics, and automobiles kept the industries of northeastern Ohio in operation around the clock. There was a large in-migration of people and, thus, a need for architects to *plan and* design the homes, schools, churches, and factories that were needed to accommodate this region's growth. The program in architecture at Kent emerged primarily out of the practical consideration of increasing the availability of architectural services in the rapidly growing metropolitan areas surrounding Kent. The School developed a professional direction at the outset and has maintained this orientation throughout its history.

Two major events occurred in 1956. First, the Division of Architecture in the Department of Industrial Arts became a separate Department of Architecture within the College of Arts and Sciences. Second, the new Department initiated a five-year professional program leading to the degree of Bachelor of Architecture. Professor *Joe Morbito was* appointed Department Head, a position which he held for the next 21 years. In 1959 the Department of Architecture was transferred from the College of Arts and Sciences to the newly formed College of Fine and Professional Arts. The Department received full accreditation for its Bachelor of Architecture program in 1964 from the National Architectural Accrediting Board. The Department of Architecture moved into its current facility in Taylor Hall in January 1967.

A six-year program of study leading to the degree of Master of Architecture was developed in 1968. The program involved completion of the four-year Bachelor of Science degree program plus completion of a two-year graduate program. Kent also offered a one-year graduate program for persons who had completed a five-year professional architectural degree from an accredited program. On December 18, 1969, the Department of Architecture was reorganized into the School of Architecture and Environmental Design.

The School of Architecture and Environmental Design proposed and won approval to focus its graduate options on Urban Design and Preservation in 1984. These

concentrations were viewed as highly appropriate to both the strength of the School and University and the unique economic and environmental needs and opportunities within the northeastern Ohio community.

In 1988 the School faculty reevaluated its programs and voted to merge the 4-2 and 5-1 programs into a 4+1+1 system of education, i.e. the BS-B.ARCH (Professional)-M.ARCH (Post Professional. This system allowed each student to progress as far as his or her skills allow. Each student's initial degree is a Bachelor of Science with a major in architecture. It is not a professional degree but is comprised of a significant number of professional courses.

The Master of Architecture Post Professional Program was designed for students wishing to develop a specialty within the profession and to develop skills in research methodology. Traditionally specialties have included Urban Design, Preservation of the Built Environment, Computer Aided Design and Visualization, and Architectural Design and Technology. In 1996 the graduate faculty voted to focus (but not limit) its educational resources on urban design. As result, a two year sequence of course offerings were developed to build student expertise in urban design.

In November of 1998, the University signed a ten year lease for the 9,000 square foot Pointe at Gateway building in downtown Cleveland. This facility was designated to house the School's graduate urban design studios and the Urban Design Center, its outreach/service center. In December of 1998 the School also received two major foundation "start-up" grants for the proposed Urban Design Collaborative in Cleveland. These grants were for two years, renewable for a third year.

Also in November 1998 a major redesign of the Bachelor of Science, Bachelor of Architecture, and Master of Architecture curricula were approved by the faculty and the University. The Bachelor of Science was changed from a 129 credit hour program to 121 credit hours. Changes within the Bachelor of Science include an increase in art history and a shift in architectural history to include 20<sup>th</sup> Century, diversity courses, a reorganization of the technical courses, and an inclusion of three - one credit hour computer workshops. The Bachelor of Architecture (Professional), 32 credit hour program, was altered to include four professional practice courses - real estate and development, contract and planning law, leadership and ethics, and practice and management courses, along with two professional workshops. The Bachelor of Architecture was modified to provide for elective professional concentrations including history, design theory and studio, technology, and preservation. The graduate urban design option was altered to allow students either to elect a thesis or a capstone project during their final semester of the graduate program.

During AY99-00 the respective faculties of Architecture and Interior Design agreed to join under the administration of the School of Architecture and Environmental Design effective July 2000.

During the summer 2000 the faculty initiated a reorganization process to form a College of Architecture and Environmental Design.

Also in the spring 2000 SAED was allocated 23,000sf in the Gym Annex with the intention to relocate studio space from Lake Olsen and Stopher Johnson dormitories. This space now provides for 172 well equipped studio work stations.

During AY01-02 the architecture faculty proposed and received approval from the university to restructure the professional program into a 4 year Bachelor of Architecture plus 1½ year Master of Architecture. The 1 year Master of Architecture remained a post

professional degree. NAAB accredited the BS + MARCH in July 2002 following the spring 2004 focused site visit.

In January 2004, the university moved into the 13<sup>th</sup> Century Palazzo del Cerchi in Florence, Italy. Kent State University has a 12 year renewable lease on this facility which is in the heart of central medieval Florence. At this time the principal programs in residence are CAED Urban Design (8-10 students) and Fashion Design and Merchandising (40-45 students) in the Fall Semester, and CAED Architecture (45-50) students and, CAED Interior Design (10-15 students) in the Spring Semester.

In the Spring of 2004 CAED was allocated 9,000sf in the Gym Annex with the intention to relocate the remaining Interior Design studio space in Lake Olsen and Interior Design Studios in Nixson Hall. Currently this space is used by Interior Design.

The proposal to form a College of Architecture and Environmental Design was approved by the Kent State University Board of Trustees on January 29, 2004 and the college operation began on July 1, 2004.

## 4. Program Mission

The following text is taken from the 2005 Kent State University Architecture Program Report.

The Architecture Program at Kent State University considers all aspects of the curriculum as design. Courses are conceived as a platform for constructive discourse, critical thinking, design education and evaluation, where teaching and learning is a reciprocal student and faculty experience.

In particular, the design studio is seen as the setting where discovery, integration, and application of diverse studies converge within a highly collaborative spirit. Studios are progressively more advanced in the application of design theory, structural systems, construction methods and materials, environmental technology, building codes, materiality, and infrastructure.

The Architecture Program inspires discourse and debate and continuously revolves around poetics and pragmatics as the substance of architecture.

The Architecture Program has a strong interest in professional registration for the practice of architecture and its balanced curriculum provides students with the opportunity to assess their personal professional direction. The curriculum offers specific business, design/theory, building preservation, landscape design, building technology, and urban design options.

The program's diverse professional faculty includes Registered Architects, Professional Engineers, and Ph.D.s and is dedicated to curricular content as a comprehensive architectural education mandated by accreditation and licensure for professional practice.

Along with the College outreach mission, the Architecture Program is committed to establish collaborations with local communities. Northeast Ohio combines a rich history with dynamic architectural and urban development. The region provides a fertile opportunity for public service, and acts as a resource for learning through student projects, lectures, and public discourse and cultural events.

### 5. Program Strategic Plan

The following text is taken from the 2005 Kent State University Architecture Program Report.

The well recognized strengths of the Kent State Architecture Program are:

The Kent State University Liberal Education Requirement.

Architecture faculty and curriculum with a focus on professional education

- Curriculum which emphasizes both design and integrated technology which is demonstrated in capstone projects at both the BS and MARCH levels.
- Consistently high registration pass rates.
- A strong reputation which is evident in entry data approximately 180 students admitted out of approximately 500 applicants - ACT averages for accepted applicants are 27 Comp and 28 Math - Approximately 35-40% out of state and 35-40% women. Typically 50% matriculate yielding a typical First Year class of 90 students.
- A strong tradition (1972-2005) of study abroad in Florence, Italy
- A consistent record of program improvement supported by strong faculty desire to look to plan for the future.

## Architecture Program Challenges

The Architecture Program has the following concerns:

- Virtually all of the competitive programs in our region have much newer facilities.
- While studio facilities are generally adequate, consideration needs to be given to:

A publicly accessible and secure Gallery
Computer Instructional facilities/labs and IT staff
Technical labs/shop facilities
Library expansion to support the expanding graduate program
Faculty and student organization offices
Administration offices for both the College and Architecture Program

- Strengthening the curriculum of the MARCH Professional Degree through investment of new resources based on a formal agreement with the KSU VP for Financial Affairs.
- Increasing endowed scholarship support to enhance recruitment of the best students, a more diverse student body, and to offset the high cost of study abroad.
- Evaluation of the merit and logistics of implementing a strong program of student career development (internship program).

 Virtually all of the competitive programs in our region have a much lower ratio of full time students to full time faculty.

AY05-06 ARCH Student Enrollment is approximately:

		Arch credits	FTE (basis) 30 cr/FTE
1 <sup>st</sup> Year	90 students	9	27
2 <sup>nd</sup> Year	90 students	18	54
3 <sup>rd</sup> Year	60 students	27	54
4 <sup>th</sup> Year	60 students	27	54
B. Arch.	15 students	32	16
M. Arch.	55 students	32	58
	370		

FT Student / FT Faculty ratio: Based on head count\* 370/14 ARCH TT Fac = 26.4\*

ARCH FTE Net Instructional Faculty is approximately 14-1.67RT = 12.33 FTE

Student / FTE Net Instructional Faculty ratio 263/12.33 = 20.5

A related issue is the current inadequacy of our part time (PT) and information technology (IT) budgets

Management of the increasing cost of the architecture program including tuition and fees, and direct cost to the students for computing hardware/software and studio supplies.

- Securing additional space for current needs and for program growth.
- Improving the administration of the Architecture Program under CAED.
- Establish a 2nd budget line to support delivery of IT computer instruction.

## **College Visionary challenges:**

To provide programmatic breath to curricular offerings within the disciplines related to Environmental Design and to expand interdisciplinary opportunity for students and faculty to include:

Architecture (existing)
Interior Design (existing)
Urban Design (existing)
Landscape Architecture
Construction Science
Facilities Management

<sup>\*</sup> ACSA 7th Edition: The median for all programs is approximately 20:1 Current

## Appendix B: The Visiting Team

Team Chair, Representing the ACSA Dean Ikhlas Sabouni, Ph.D. Prairie View A&M University School of Architecture P.O. Box 4207 Prairie View, TX 77446-4207 936 857-2014 936 857-2350 (fax) i\_sabouni@pvamu.edu

Representing the AIA
Ronald A. Altoon, FAIA
Altoon + Porter Architects
444 South Flower Street
48th Floor
Los Angeles, CA 90071-2901
213 225-1900
213 225-1901 (fax)
raaltoon@altoonporter.com

Representing the AIAS Jesicka Alexander The Cooper Union School of Architecture 7 East 7th Street Third Floor New York, NY 10003 212 203-3906 jesicka@gmail.com

Representing the NCARB Kenneth A. Tobin, AIA Tobin & Associates PC P.O. Box 2420 Cheyenne, WY 82003-2420 307 632-3144 307 632-6645 (fax) tobinassoc@aol.com

Representing the ACSA Lance Jay Brown, FAIA Architecture + Urban Design 147 West 22<sup>nd</sup> Street 10S New York, NY 10011 212 242-7966 212 255-1575 (fax) LBrown147@aol.com Observer (school appointed) Glen Schultz, AIA WTW Architects 1343 N. Highland Avenue Pittsburgh, PA 15206 412 321-0550 x 410

Observer (school appointed) Carole Olshavsky, FAIA 5747 Strathmore Lane Dublin, OH 43017 This page is left blank intentionally.

## Appendix C: The Visit Agenda

Final Draft of NAAB team schedule for Kent State University visit (draft date March 9, 2006)

#### **SATURDAY MARCH 11**

Team arrives at Cleveland Hopkins airport early afternoon. Students/faculty meet team members and give them a tour of downtown Cleveland. Team members are transported to the Cleveland Urban Design Center for a reception with Cleveland professionals.

Dean Ikhlas Sabouni arrives 2 pm flight CO 1544, Dean Fong will pick up at airport

Ronald Altoon, FAIA, arrives @ 2:56pm from Denver airline\_UA6603 Jim Dalton, FAIA and Carol Olshavsky, FAIA will pick up at airport

Lance Jay Brown FAIA, arrives @2:20 on American Eagle flight 4887 Maurizio Sabini, Steve Rugare, and a grad student will pick up at airport

**Kenneth Tobin**, **AIA** arrives @2:56 on United flight # 6630 **Adil Sharag-Eldin**, **Jon Fleming**, and a 4<sup>th</sup> year student will pick up at airport

**Jesicka Alexander**, **AIAS**, arrives @ 8:15 am on Continental flight 451 from New York **John Kim**, will pick her up at the airport, give her a tour of Cleveland then meet **Shannon Misutka**, **and Joe Sisko** at the CUDC and have lunch. **Shannon Misutka and Joe Sosko** will spend the afternoon with Jisicka. 4:00 -6:15 pm, Team reception with Cleveland professionals and informal review of the CUDC and student exhibits. Dean Fong will introduce CUDC concept and introduce Maurizio Sabini and CUDC staff.

(professionals)
Bill Blunden, FAIA -yes
Robert Madison, FAIA -yes
Richard Fleischman, FAIA -yes
Paul Volpe, AIA -yes
Cornelia Hodgson, AIA -?
Robert Maschke, AIA -yes
Courtney Lepene -yes
David Parrish -?
David Potts-yes
Mark Morris -yes
Bill Mason yes
Beth Kalapos -yes
Randy Doi -yes

6:30 -7:30 pm **Dean Fong and Jim Dalton** will transport team to Sheraton Suites, Cuyahoga Falls

team checks in -confirmation numbers 52566-52572

Team only discussions continue at Hotel dinner

#### **SUNDAY, MARCH 12**

- 8 -9 am, Team only breakfast -Sheraton Hotel
- 9:15 -10:30 am, **Dean Fong and Professor Schidlowski** meet team at hotel and transport to Taylor Hall for an overview of team room, exhibit layout and quick tour of facilities (Taylor and Gym Annex).
- 10:30 am -Noon, Initial review of exhibits (team only)
- 12:15 -1:45 pm, Lunch with-Dean Fong, Jim Dalton, the College Advisory Committee, and the College Executive Committee. (Diane Davis-Sikora, Thom Stauffer, Pamela Evans, Maurizio Sabini, Charles Harker, Adil Sharag-Eldin Conrad McWilliams, Terry Uber) Location -F&PA conference room -catered sandwiches
- 2 -2:15pm, Visit Morbito Architecture Library (**Tom Gates**, Architectural Librarian)
- 2:15 -2:45pm, Room 307 for overview of computer operations (Bill Lucak)
- 2:45 -4:30 pm, Team meeting with faculty only -Room 308 Taylor Hall
- 4:30 -6 pm, Team continues review of exhibits (team only)
- 6:30 pm, Team only dinner and debriefing session -Pufferbelly Restaurant (downtown Kent)

## MONDAY, MARCH 13

8 am, Breakfast with **Dean Fong**, Sheraton Hotel

- 9:15 am -10:15Team continues to review team room exhibits. (First year studios in session on 4<sup>th</sup> floor of Taylor Hall)
- 10:30 -11:30 am, Team meeting with **President Carol Cartwright** location -President's office 2<sup>nd</sup> floor University Library
- 12 noon 1:30 pm, Team lunch with part time faculty -Location Conference Suite 3<sup>rd</sup> floor of the Student Center Eric Pempus (professional practice) yes Beth Kalapos (real estate) -yes Bill Mason (design) yes Charles Frederick (landscape architecture) Yes Richard Peterson (materials and methods) yes Martha Ross (design) yes Joe Schilowski (design) yes Glen Dreyer (structures) yes Elizabeth Murphy, FAIA (preservation) yes
- 1:45 -2:45 Team visit with **Dr. Paul Gaston, Provost** location -Provosts office, 2<sup>nd</sup> floor University Library
- 2:45 -4 pm Team continues review of exhibits and (3<sup>rd</sup>, and 4<sup>th</sup>year studios in session in the Gym Annex)
- 4 -5:30 pm, Team entrance meeting with students only -Room 292 Gym Annex
- 6:00 -7:30 pm Team dinner with local professionals at the Conference Suite 3<sup>rd</sup> floor of the Student Center.

Steven Fong, yes Alan Ambuske, AIA, yes Jack Baumann, AIA, yes Dennis Check, AIA, yes Scott Clymire, AIA, yes Bruce Sekanick, AIA, yes Scott Sturm, yes Jim Dalton, FAIA, yes Merle Myers, AIA Paul Ricciuti, FAIA, yes

7:30 pm -Team continues to review exhibits

### **TUESDAY MARCH 14**

- 8 -9 am, Breakfast with Dean Fong
- 9 -10 am, Team continues to review exhibits / visits classes.
- 10:00 -10:30am, Presentation of foreign programs (**Professors Harker and Maurizio Sabini**) in F&PA Conference Room
- 11:40 -12:45pm, Team lunch with student representatives (AIAS officers, Tau Sigma Delta officers, and CSI officers) Location -room 307 Student Center

Jeremy Smith -President AIAS
Robyn Bowman -V.P. AIAS
Kalina Toffolo -Secretary AIAS
Chris Abbott -Treas. AIAS
Amy Florian -President Tau Sigma Delta
Jenn Melnyk -V.P. Tau Sigma Delta
Justin Beagan -Treas. Tau Sigma Delta
Shannon Misutka -President CSI-S
Michael Stirling -V.P. CSI-S
Alan Tansey -Treas. CSI-S
Lydia Stough -Secretary CSI-S
Joseph Sisko -Historian CSI-S

- 1 -1:30 pm, Team meeting with **faculty only** location -room 316 Student Center
- 2 -5 pm, Team completes review of exhibits and visits second year studios (in session on the 4<sup>th</sup> floor of Taylor Hall)

6 pm, Team only dinner at the Bistro Restaurant (rt. 59, reservation confirmed) -writes report

### **WEDNESDAY, MARCH 15**

8 am, Team checks out of hotel

8:30 -9:30 am, Breakfast and exit meeting with Dean Fong

10 -10:45 am, Team exit meeting with **Provost Gaston** -2<sup>nd</sup> floor of University Library

Noon, Team College wide exit meeting with **students, faculty**, **and administration** Williams Hall, room 110 (next to Library)
Lunch and leave for Cleveland Hopkins Airport

Drivers? Lance Jay Brown, FAIA departs 2:41pm from Cleveland American Eagle, flight 4828 Ronald Altoon, FAIA departs 5:45pm from Cleveland, United flight 6694 Ken Tobin, AIA departs 5:45 pm from Cleveland also on flight 6694 Dean Ikhlas Sabouni departs 2:51 pm from Cleveland flight CO 1545 Jesicka Alexander departs 6:45 pm from Cleveland on **Thurs. March 16** Continental flight 1050

.....

# IV. Report Signatures

Respectfully submitted,

Dummin	
Dr. Ikhlas Sabouni	Representing the ACSA
Team Chair	
Rach	
Ronald A. Altoon, FAIA	Representing the AIA
Team member	
Jesicka Alexander	Representing the AIAS
Team member	representing the Aires
Kenneth A. Tobin, AIA	Representing the NCARB
Team member	Representing the NOARD
Cunfulacin	
Lance J. Brown, FAIA	Representing the ACSA
Glen Schlutz, AIA	Observer
Carol Olshavsky, FAIA	Observer

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# IV.4 CATALOG

The URL for the College Catalog is <a href="http://www.kent.edu/catalog/2011/collegesprograms/ae/index.cfm">http://www.kent.edu/catalog/2011/collegesprograms/ae/index.cfm</a>

IV.5	RESPONSE TO THE OFFSITE PROGRAM QUESTIONNAIRE

# The NAAB Procedures for Accreditation, 2010 Edition, Appendix 2

# **Branch Campuses Questionnaire**

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of Institution		Kent State University
Name of Institution:		College of Architecture and Environmental Design Category II:
Title of Degree:		Bachelor of Science + Master of Architecture
Name of Program Ad	ministrator:	Jonathan Fleming
Name of Person Com		Jonathan Fleming
Location of Branch C Teaching Site, Online Abroad Program:	ampus, Additional Site, learning, or Study	Kent State University – Florence, Italy Palazzo dei Cerchi, #5 Vico Cerchi, Florence-Italy
Distance from Main/	Flagship Campus:	4,468 miles
	rom Curriculum Leading d Degree Offered at this	6 courses. 2 required courses shown in grey below. One semester study abroad program.
(List all courses: nun	nber, title, credits offered)	[insert additional rows as necessary]
Course Number	Credits offered	Course Title
ARCH30002	1	Urban Design
ARCH30102	5	Third Year Design Studio II
ARCH46995	3	ST: Reading Cities (elective, required in study abroad option)
ARCH46995	3	ST: Forces that Shape Cities (elective)
ARCH46995	3	ST: Sketching and Drawing (elective)
		A host of non-architecture coursework is available
online program requ the NAAB-accredited	ing site, study abroad or ired for completion of degree program?	No. This is an optional one semester study abroad program in the Spring semester of the third year of the Bachelor of Science in Architecture program.  Architecture Program Director, Jonathan Fleming;
program at the brand	ive responsibility for the champus?	International Studies Coordinator, Maurizio Sabini, PhD; (on site) KSU Florence Director, Marcello Fantoni, PhD
To whom does this ir	ndividual report?	CAED Dean, Doug Steidl
Where are financial of	decisions made?	CAED Dean and Kent State Office of Global Education
Who has responsibili	ty for hiring faculty?	CAED Dean assisted by International Studies Coordinator
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?		The site is operated using adjunct faculty with oversight from the International Studies Coordinator; hiring responsibility ultimately resides with the Dean
Does the branch campus have its own curriculum committee?		No.
Does the branch campus have its own		
admissions committee?		No.
Does the branch campus have its own		
grievance committee?		No.
Does the branch campus have its own		Yes. The facility includes a library and computer resources.

resources for faculty research and scholarship?	
Does the branch campus have its own AIAS or	
NOMAS chapter?	No.
Does the branch campus maintain its own	
membership in ACSA?	No.

## **Additional Comments:**

# The NAAB Procedures for Accreditation, 2010 Edition, Appendix 2

# **Branch Campuses Questionnaire**

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

		V . C II
Name of Institutions		Kent State University
Name of Institution:		College of Architecture and Environmental Design Category II:
Title of Degree:		Bachelor of Science + Master of Architecture
Name of Program Ad	ministrator:	Jonathan Fleming
Name of Person Com		Jonathan Fleming
	ampus, Additional Site,	-
Teaching Site, Online	learning, or Study	Kent State University – Florence, Italy
Abroad Program:		Palazzo dei Cerchi, #5 Vico Cerchi, Florence-Italy
Distance from Main/		4,468 miles
	rom Curriculum Leading	
	d Degree Offered at this	6 courses. 2 required courses shown in grey below. One
site		semester study abroad program.
		[insert additional rows as necessary]
Course Number	Credits offered	Course Title
ARCH60101	6	Graduate Design Studio I
ARCH60301	3	Theories of Architecture
ARCH55707	1	Representation in Design (elective)
UD 66995	2	ST: FLD Study Cities/Europe (elective)
UD 66995	3	ST: History of Public Realm (elective)
UD 66995	3	ST: Modern Cities (elective)
Is attendance at the		
	ing site, study abroad or	No. This is an optional one semester study abroad program
	ired for completion of	offered in the Fall term of the first year at the graduate
the NAAB-accredited	degree program?	level.
Who has administrat	ive responsibility for the	Architecture Program Director, Jonathan Fleming; International Studies Coordinator, Maurizio Sabini, PhD;
program at the branc		(on site) KSU Florence Director, Marcello Fantoni, PhD
To whom does this in		CAED Dean, Doug Steidl
Where are financial of	•	CAED Dean and Kent State Office of Global Education
Who has responsibili		CAED Dean assisted by International Studies Coordinator
	ty for rank, tenure, and	The site is operated using adjunct faculty with oversight
promotion of faculty at the branch campus?		from the International Studies Coordinator
Does the branch campus have its own		
curriculum committee?		No.
Does the branch campus have its own		
admissions committee?		No.
Does the branch campus have its own		No
grievance committee?  Does the branch campus have its own		No.
resources for faculty research and		Yes. The facility includes a library and computer resources.
resources for faculty research and		res. The facility includes a library and computer resources.

scholarship?	
Does the branch campus have its own AIAS or	
NOMAS chapter?	No.
Does the branch campus maintain its own	
membership in ACSA?	No.

### **Additional Comments:**

Above is described a one semester study abroad program in the first semester of the Master of Architecture program. The program is housed in the Palazzo dei Cerchi in Florence, Italy. The palazzo is located in the heart of medieval Florence 50 meters North of the Piazza della Signoria. Please see facilities description in Part I section 2.3 in the APR.

On-site KSU staff includes a director and a full-time staff for facility administration, office management, fiscal records keeping, receptionist and library operations.

# The NAAB Procedures for Accreditation, 2010 Edition, Appendix 2

# **Branch Campuses Questionnaire**

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of Institution:		Kent State University College of Architecture and Environmental Design
ivalle of institution.		Category II:
Title of Degree:		Bachelor of Science + Master of Architecture
Name of Program Adm	inistrator:	Jonathan Fleming
Name of Person Compl	eting this Form:	Jonathan Fleming
Location of Branch Cam	=	
Teaching Site, Online le	earning, or Study	Cleveland Urban Design Collaborative
Abroad Program:		1309 Euclid Avenue, Suite 200 Cleveland, OH 44115
Distance from Main/Fla	agship Campus:	39 miles
Number of Courses from		15 Note: courses shown in grey below are taught by the same faculty at Kent and CUDC. In 2011 ARCH60101 is taught by
site		Charles Frederick who is teaching at both sites.
(List all courses: numb	er, title, credits offered)	[insert additional rows as necessary]
Course Number	Credits offered	Course Title
ARCH66995	1	ST: Topics in Professional Practice
ARCH60101	6	Graduate Design Studio I
ARCH60102/		
UD60702	4/6	Graduate Design Studio II/ Urban Design Studio II
ARCH60103	9	Graduate Design Studio III
ARCH60150	3	Project Programming
ARCH 60301	3	Theories of Architecture
ARCH60922	2	Methods of Inquiry in Architectural Studies
ARCH65001	2	PP: Real Estate & Development
ARCH65002	2	PP: Contract & Planning Law
ARCH65003	3	PP: Leadership & Office Management
UD 55705	3	Forces that Shape Cities
UD 65102	3	Urban Systems
UD 66995	1	ST: Community Design Charrette
UD 65101	1	Community Development Process
UD 65632	1	Urban Ecology
UD 66995	1	ST: Representation in UD II
Is attendance at the branch campus,		
additional site, teaching site, study abroad or		No. The course of study at CUDC emphasizes the urban
online program required for completion of		design elective track for the M.Arch. or the dual Master of
the NAAB-accredited degree program?  Who has administrative responsibility for the		Architecture / Master of Urban Design.
program at the branch campus?		Jonathan Fleming
To whom does this individual report?		Douglas Steidl

Where are financial decisions made?	CAED
	CAED Dean with assistance of Architecture Program
Who has responsibility for hiring faculty?	Director
Who has responsibility for rank, tenure, and	
promotion of faculty at the branch campus?	CAED. The site is not operated by a separate faculty.
Does the branch campus have its own	No. Curricular matters are controlled at by the CAED faculty
curriculum committee?	and administration at the Kent Campus.
	No. CUDC Director is member of the Graduate Studies
Does the branch campus have its own	Committee and in this way is included in the common
admissions committee?	admissions process.
Does the branch campus have its own	
grievance committee?	No.
Does the branch campus have its own	
resources for faculty research and	Yes. Computing resources are provided. OhioLink libraries
scholarship?	are located within five minute walk of the facility.
Does the branch campus have its own AIAS or	
NOMAS chapter?	No.
Does the branch campus maintain its own	
membership in ACSA?	No.

## **Additional Comments:**

Teaching at Cleveland Urban Design Center is done predominantly by faculty with assignments at the Kent Campus as well. The Architecture Program Director is on site one day a week, typically. Please see facilities description in Part I section 2.3 in the APR.