ARCHITECTURE PROGRAM REPORT
for
Spring 2014 NAAB Visit for Continuing Accreditation
Bachelor of Architecture

School of Architecture and Construction Management

Department of Architecture
(153 undergraduate credit hours)

Southern Polytechnic State University

1100 South Marietta Parkway Marietta, Georgia 30060

Year of Previous Visit: Spring 2008
Current Term of Accreditation: Six-year term

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TABLE OF CONTENTS

Part One (I)   Institutional Support and Commitment to Continuous Improvement

I.1.   Identity & Self Assessment

I.1.1.   History and Mission

<u>Institutional History</u>

Southern Polytechnic State University (SPSU) is designated by the University System of Georgia (USG), Board of Regents, as a "special purpose" institution in the public University System of Georgia, charged with the statewide mission to meet the needs of Georgia's citizens and industry for technological and related instruction at the collegiate level. Southern Polytechnic State University is a progressive academic unit of the USG in the historic setting of Marietta, Georgia.

Southern Polytechnic offers undergraduate programs leading to degrees in Architecture, Construction Management, Computer Science, Engineering Technology (Apparel and Textile, Civil, Electrical and Computer, Industrial, and Mechanical), Mathematics, Physics, Surveying, and Technical Communications. The university also offers six master's degrees in the disciples of Construction Management, Engineering Technology and Technical Communications. In 2006, the university added Chemistry, Construction Engineering, Systems Engineering and Mechatronics, under the academic leadership of Dr. Zvi Szafran, Vice President of Academic Affairs.

Founded in 1948 as a two-year division of Georgia Institute of Technology, SPSU was established at the request of Georgia business and industry. Its first classes were held at the Old Naval Station Air Barracks in Chamblee, Georgia, under the name, "Technical Institute," with 116 students. Of the first enrolled class of 116, all but 10 were World War II veterans, and a staff of 12.

In 1949, SPSU became the Southern Technical Institute (STI) and was recognized as a college-level school by the U.S. Department of Education. Less than a decade later, the college moved to its present campus in Marietta, Georgia, about two miles east of the historic downtown Marietta Square.

In 1961, Hoyt McClure, STI Industrial Engineering Technology Department Head and, later, associate dean in the 1970s, was named acting director and led the movement to build eight new buildings on 120 acres of land at the site of SPSU's present location. Since then, SPSU has continued to expand. The present campus encompasses more than 230 acres and has 50 buildings, including dorms, dining hall, athletic facilities, student center, classroom buildings, library, fraternities and sororities and administrative building.

The Architecture Department is currently housed in three buildings on the SPSU campus; the N Building accommodating the 3rd, 4th, and 5th year professional program studios, program office, classrooms, main woodshop and digital fabrication lab; the Design 1 Building with 1st year studio on the upper level and smart classrooms, jury rooms, faculty offices and spaces for Architecture and Construction Management collaboratives on the lower floor. The Design II Building contains the 2nd year studios, faculty offices and an auditorium.

In 1970, SPSU became a SACS (Southern Association of Colleges and Schools) accredited four-year college, and became one of the first colleges in the nation to offer the Bachelor of Engineering Technology (AET) degree. Many programs began offering baccalaureate degrees in 1970 and the following years.

In 1980, SPSU officially became the 14th senior college and 33rd independent unit of the University System of Georgia. 1980 marked the year in which SPSU separated from Georgia Institute of Technology and became an independent, senior college within the University System of Georgia. That same year, 1980, SPSU named its first president, Dr. Stephen R. Cheshire of Purdue University. Dr. Cheshire served with distinction until his retirement as president in June 1997. He saw the university through two name changes from Southern Technical Institute - Southern College of Technology in 1987 and Southern Polytechnic State University in the summer of 1996, when the college was re-designated as a university.

Dr. Daniel S. Papp served as interim president of SPSU from July 1997 to August 1998. In August 1998, Dr. Lisa A. Rossbacher, formerly of Dickinson College, was welcomed as SPSU's second president.

Program History

In 1964, the Architectural Engineering Technology (AET) associate degree program was established. In 1970 the degree was changed to a four-year baccalaureate program. Professors Chester Orvold and Robert Myatt served as department heads, respectively, until 1982, when professor William S. (Dub) Newman became head of the program. Professor Newman along with Professor James Fausett and other faculty, students, and representatives from the profession and state, then began the long process of developing the professional architectural degree program. The Bachelor of Architecture degree program was finally approved by the University System of Georgia, Board of Regents in 1989 and the School of Architecture was established within the Southern College of Technology's organizational structure.

In September, 1990, the Bachelor of Architecture degree program began under the leadership of acting dean, Harry Kaufman, who had led the program's development in his previous role as department head.

In the fall of 1992, professor William S. (Dub) Newman was appointed acting department head. Professor Newman established a comprehensive committee structure and time-line to coordinate the efforts leading towards NAAB accreditation. Professor Harry Kaufman accepted the role of curriculum coordinator, a critically important role as the department continued along the path to accreditation.

During the summer of 1993, professor Harry F. Kaufman was appointed dean, which gave the school stability in its pursuit of excellence in design, theory, and technological application. In the infancy of the program, Architecture was classified as both a school and department and professor Kaufman served as both department head and dean.

In April of 1994, the school hosted an interim candidacy visit and in January 1995, the SPSU Architecture Program received its initial NAAB accreditation. In November of 1995, the University System of Georgia, Board of Regents approved a quarter system to semester system conversion effective in fall quarter 1998. In March 1996, the Board of Regents published a report on the maximum number of semester credit hours that could be required for the completion of degrees. For the Bachelor of Architecture degree, 120 semester credit hours were set as the maximum. The Board of Regents also increased the general studies requirement of the core curriculum by 2 semester credit hours.

In March 1997, the Senior Vice Chancellor of Academics approved a waiver of 150 semester credit hours for the SPSU Bachelor of Architecture program (the only Bachelor of Architecture in the USG). The Bachelor of Architecture degree program in place at the initial NAAB accreditation visit contained 167 semester credit hours, or 250 quarter credit hours.

During the 1996-97 academic year, the architecture faculty worked diligently to maintain the rigor of the current pedagogy, while reducing the curriculum by 19 semester credit hours to complying with the 1995 NAAB Conditions and Procedures. Within a week of the publication of the 1998-99 SPSU catalog, the 1998 NAAB Conditions and Procedures document was received. These new NAAB procedures permitted the faculty to revise the newly created semester curriculum. The number of hours of Architecture Electives was reduced from 30 semester credit hours (20% of the total hours) to 18 semester credit hours. This surplus of hours was used to revise the History-Theory course sequence that had been incorporated into the Studio courses sequence. This proved unsuccessful. At the time Dr. Tony Rizzuto restructured an independent History-Theory core course sequence which was subsequently put into place..

In 1999-2000, this revised program, meeting the mandated semester credit limit of 150 hours, reached full implementation. In 2001, Dr. Lisa Rossbacher, president, SPSU, combined three departments; Architecture, Civil Engineering Technology, and Construction to establish a better collaborative among the departments. This was known on campus as the "strong-dean model."

Each of the three departments in the School of Architecture, Construction Management, and Civil Engineering Technology (School of ACC) were managed by their independent department heads under the leadership of Dr. Wilson Barnes, appointed dean in 2001.

In 2001, Dr. Curtis Sartor was appointed chair of the Architecture Department and successfully managed the department until accepting a position as chair of the Architecture Department at Judson College, Illinois, in 2005.

During the spring of 2002, the Architecture Department moved to the state-of-the-art N-Building (known as the Architecture Building) with 240 students, 10 faculty members, four staff members and two administrators - Dr. Curtis Sartor, Architecture Department chair, and Dr. Wilson Barnes, dean, School of ACC.

In 2004, Dr. Tony Rizzuto, with the assistance of Dawn Ramsey, chaired the committee that developed the Architecture Department's 8 year strategic plan. This was the second of three strategic plans that have guided the department since its inception. The first plan was led by professor Bill Marchant in 1998, and the third was led by professor Richard Cole, now dean, in 2012.

In 2005, Dean Wilson Barnes appointed instructor Jay Waronker as interim chair for six months while a department search and screen committee conducted a search for a permanent department chair. That position was filled by Dr. Ameen Farooq in January 2006.

In the fall of 2011, Professor Richard Cole as chair of the Architecture Program's Academic Council lead the development of the new 2012 SPSU Architecture Program Strategic Plan. This plan, currently in place, is intended to guide the program for the next five to eight years and was successful in its first year of implementation.

The Program's Administrative Changes Since the NAAB Visit of 2008

Dr. Wilson Barnes served as dean of what was then the School of Architecture, Construction Management, and Civil Engineering Technology (ACC) during the NAAB accreditation visit of spring 2008. The school was reorganized in 2011 as the School of Architecture and Construction Management (ACM), as Civil Engineering Technology became part of the School of Engineering. Dean Barnes retired in June 2012 after 17 years with SPSU. Dr. Barnes was appointed dean of ACC in July of 2001 and served in that capacity for eleven years. Dr. Barnes died in his hometown of Pittsfield, Mass. on September 9, 2013. The School of ACC and the Architecture Program experienced dynamic growth during dean Barns' leadership and much of the Program's building inventory was completed under Dr. Barnes' administration.

Following Dr. Barnes' retirement, a national search for the dean of Architecture and Construction Management was conducted in spring 2012. The search resulted in a short list of two external candidates and two internal candidates. The search committee could reach no consensus and thus ended their deliberations in May 2012. After diligent consultation with faculty, administrators, and professionals from the architectural community, the Vice President for Academic Affairs (VPAA), Dr. Zvi Szafran appointed professor C. Richard Cole of the Architecture Program as interim dean to serve two years, until spring 2014. Professor Cole began his teaching career at SPSU as a part-time faculty member in 1982 and joined the tenure-track faculty in 1987.

After a thirty year association with the Program and nearly 26 years as a full-time faculty member, professor Cole was infinitely familiar with the Program and had demonstrated excellence in teaching, service, scholarship, and leadership. Professor Cole chaired the Strategic Plan Committee in its successful, unanimous ratification by the faculty, staff, and administration of the 2012 SPSU Architecture Program Strategic Plan. Professor Cole also had an impressive and long history of architectural practice and was the IDP Educator Coordinator for the Program. Professor Cole was well-qualified for the deanship and began his term as interim dean in July 2012.

After a year of service as interim dean, the VPAA assessed professor Cole's effectiveness at the position through interviews and solicitation for written comments on interim dean Cole's management, vision, relationship with faculty, administration, services, and leadership. As part of the assessment, the faculty of each department of the School of Architecture and Construction Management were interviewed collectively and the department chairs were interviewed separately. The VPAA also solicited written comments and entertained visits from all faculty wishing to make additional comments. The assessment of dean Cole's performance was overwhelmingly positive and it was the consensus of the faculty of both

departments that the VPAA should give positive consideration to changing dean Cole's interim title to permanent.

After a systematic, thorough, and, deliberate procedure by the VPAA that included interviewing and consultation with the Architecture Program's faculty, the Construction Management's faculty, department chairs of Architecture and Construction Management, deans of the university, and consultation with the university's president, vice presidents, various directors and Human Resources, dean Cole's interim position was made permanent on July 1, 2013. The university's legal counsel was also consulted to ensure dean Cole's appointment was in full compliance with the Board of Regents policies and SPSU's internal policies.

Another change in the Program's administration came in June of 2013 when Dr. Ameen Farooq resigned as chair of the Program. Dr. Farooq led the Program as chair from January 2006 until his resignation from the chair to return to teaching and research in June 2012. Dr. Farooq led the successful NAAB accreditation effort of 2008 and is working currently with the present chair, Dr. Anthony (Tony) Rizzuto, and the dean to make a seamless and successful transition in the Program's leadership.

Following the resignation of Dr. Farooq, the dean consulted with a number of the program's faculty, assessed the potential of several members of the faculty for the chair position, and subsequently recommended to the VPAA, Dr. Tony Rizzuto as Program chair. The dean and the VPAA believe, strongly, that Dr. Rizzuto's deep knowledge of the Program, his 20 years of teaching excellence, service, and scholarship combined with his effective and demonstrated leadership and his positive relationship with, and respect from, the faculty made him an ideal choice to lead the department. Dr. Rizzuto was appointed to the chair of the Architecture Program effective July 1, 2013.

Throughout these recent changes in the Program's administration, the previous chair, present chair and dean have worked closely together to provide a smooth transition to new leadership in the Program.

Vision

Building on its strong history of excellence, the Architecture Program at SPSU continues to create an environment supportive of a multidisciplinary approach to learning, creativity, scholarship, application, and engagement. We believe that these components are integral to a strong educational foundation, the creation of an environment that fosters our student's drive to achieve excellence and to contribute to their profession and their communities, and which encourages a greater appreciation of architecture and good design.

Mission

The Architecture Department at SPSU attracts and retains a strong faculty committed to professional excellence and recruits and supports qualified students who desire to learn, achieve and excel in their field. The mission of the ARchitecture Program is to be a prominent leader in architectural education at the national and international levels. It fulfills its mission via a strong commitment to:

Creating and continuously improving a multidisciplinary curriculum that nurtures critical thinking; embraces new technologies and encourages creativity and innovation through the integration of the theory, art, technology and science of the built environment.

Applied learning methods that emphasize hand-on exploration designed to provide the student with the knowledge, skills, and experiences necessary to be productive, contributing leaders in the architectural profession and civic community.

Encouraging outreach programs designed to maintain vital connections with the architectural community, improve effective communication, support continued professional development and build future leaders of the profession.

Advocating an appreciation of good design and the benefits of responsible architecture though the education of its students and the civic community.

Values

In addition to the core values identified in the strategic plans of SPSU and the School of Architecture and Construction Management, the Architecture Program holds the following core values as important:

Professionalism- The Architecture Program values its strong relationship with the professional community and the active role its members play in the Architecture Program, as colleagues with its faculty, participating on design juries and the advisory committee and serving as mentors and role models to its students as they strive to develop design expertise, aesthetic competency and sound contextual responses in their work. We believe that this serves to strengthen our pursuit of the Program's goal to develop and nurture a culture of professionalism and a strong sense of ethics within the program and the profession.

Balancing Theory and Practice- The Architecture Program places great value on balancing theory and practice in its curriculum. We believe that an emphasis on applied learning and hands-on experience combined with theoretical exploration contributes to higher design standards that are evidenced in the quality and technical prowess of our student projects, the challenging studio and community projects we pursue, and the intellectual dialogues that our students and faculty engage in. We believe that this contributes to our student's proficiency and preparedness in addressing issues of professionalism, a commitment to improve the man-made environment, an awareness of environmental issues and sustainability, urbanism, etc.

Diversity- The Architecture Program values diversity in its student body, faculty, supportive interdisciplinary climate, commitment to teamwork, and learning environment. We believe that this encourages collaboration and strong professional relationships among students, faculty, alumni and professionals and strengthens our commitment to encouraging critical thinking, creativity and innovation.

I.1.2   Learning Culture and Social Equity

Learning Culture

Designated a teaching institution within the University System of Georgia, Southern Polytechnic State University and the Architecture Department are proud to provide a student-centered educational experience. Our faculty identify first and foremost as teachers dedicated to student success.

Hands-On Learning

As part of its Mission statement SPSU embraces all aspects of technology, including the practical applied skills (techne) needed to solve today's real-world problems and the theoretical knowledge (logos) necessary to meet tomorrow's challenges. This aligns with the Architecture Program's core value of Balancing Theory and Practice that informs our curriculum. We believe that an emphasis on applied learning and hands-on experience combined with theoretical exploration contributes to higher design standards, critical thinking skills and a more informed learning experience.

This approach toward learning has been embraced and incorporated into many of our courses, most specifically in relation to understanding the nature of materials and structures. This is evidenced throughout the curriculum; in material calisthenics exercises (where students work with and explore the properties of various materials), the use of physical modeling to interrogate structural concepts, and in the encouragement to explore digital media and fabrication as part of the design process.

Diversity

One of the Program's core values, diversity (of student body, faculty and pedagogical method), provides the foundation for understanding the different ethical, social and political forces that make up the cultural context of architecture. Diversity of viewpoints, expertise, and approach are to be encouraged in the faculty, students, visiting critics and lecturers as it encourages respect, collaboration, critical thinking, creativity and innovation. This provides a foundation for dealing with the complex global issues that underlay socially and critically informed work.

Architecture is a Team Sport

The Architecture Program, like SPSU, values the process and results of working together as a community toward shared goals. A critically and socially engaged architecture is strengthened through collaboration and an interdisciplinary approach to problem-solving.

Faculty organize learning modules to involve both individual and collaborative work in preparation for the realities of the professional work environment. Faculty also seek out interdisciplinary opportunities in the learning environment to broaden the students understanding of the interrelatedness and complexity of the built environment.

Students are encouraged to participate in team and collaborative design and learning experiences that introduce them to different perspectives, disciplines, skills sets and levels. The program supports this through collaborative learning modules and its encouragement of participation in the AIA Legacy Charette (a joint charette workshop with SPSU, Georgia Tech and SCAD students and faculty) and through design charettes that include students from all years within the program.

A Focus on Excellence

The Vision and Mission of the Architecture Program calls for the promotion of our students' drive for excellence and an appreciation for good design. As part of the learning culture the program supports exhibits, competitions and awards that celebrate outstanding student work

Expanding the Conversation

A key component of education, critical thinking and the design process, is the free exchange of ideas. This involves both listening with an open mind and communicating clearly and articulately. The learning environment in lecture courses and studios foster and encourage open dialogue and debate in discussion sessions, desk critiques and pin-ups. Faculty educate students how to collect relevant facts, articulate a problem, develop a position and make an argument in a professional manner (either verbally, graphically or through physical modeling).

An important aspect of the learning experience comes in the form of critique: desk critiques with faculty, informal pin-ups with faculty and students and formal juries with outside critics. Faculty seek out critics with a broad range of expertise and backgrounds in order to provide a diversity of viewpoints. Critiques take place in an environment where students are comfortable expressing their thoughts and ideas with each other, the faculty and outside critics. All students are expected to be present and engaged for the duration of the critiques and juries.

The Program makes a concerted effort to extend the conversation by: inviting lecturers with expertise and experience beyond that of the current faculty, staging exhibitions of critical work by faculty, noted professionals and artists and by hosting symposia and panel discussions.

Learning Environment

• Facilities

   Our goal is to provide our students with state-of- the-art facilities and working environments. Studios provide students with professional workspaces. Our woodshops, digital fabrication lab, materials lab, and building systems lab promote creativity and exploration. New renovations to Building I will provide MediaScape classrooms to promote collaborative learning models and distance learning.

• Professionalism and Respect

   Students are expected to maintain a collegial and professional working environment in the studio, classrooms, labs and workshops as all time. Including respecting differences of gender, ethnicity, race, religious affiliation and sexual orientation.

• Safety and Security

SPSU and the Department of Architecture strive to provide a safe and secure working and learning environment. Access to all facilities after 7:00 pm weekdays and all day on weekends and holidays is restricted to key card access. All students are issued ID card's with security access to approved buildings. For their own safety and security students are cautioned against propping open building doors and to report the presence of strangers in the buildings after hours to either faculty, administration or campus police.

Learning Culture beyond the Classroom

The Architecture Program recognizes that not all learning can, or should, take place within the classroom setting. We want our students to embrace all the resources that are available to them locally, nationally and internationally. Field trips, lectures, exhibitions, symposia and travel create engaged learning environments that broaden content while expanding upon the available expertise of the Program. This fosters an attitude of curiosity, exploration, discovery and engagement that supports the Program's Mission to advocate an appreciation of good design and the benefits of responsible architecture.

• Field Trips

Faculty members are urged to invite, lead, and point students toward off-campus learning opportunities. Timely scheduling of the field trips should be conducted with respect to the students' academic schedules in order to allow for the greatest participation.

• Lecture, Exhibition and Symposium

The Architecture Program views the efforts of the Lecture, Exhibition and Symposium committee as an important extension of the curriculum. Its goal is to bring high quality practitioners, researchers and artists and their work to the program to enrich the pedagogy.

• Architecture Travel

The Architecture Program encourages its students to travel in order to gain a better understanding of architecture, urbanism, culture and design. The faculty is encouraged to organize architecture tours and study abroad programs that can support their interests and expertise while enriching the learning experience of our students.

Leadership through Outreach

Part of the Architecture Program's Vision is to foster our students' drive for excellence and to contribute to their profession and their communities. We view this as part of our Mission - to encourage participation in outreach programs as a vital step in building future leaders of the profession. This comes in many layers;

• Lead by Example

The Faculty leads by example through pro bono work in the community and service on academic, professional, neighborhood, and government committees and through professional and social activism.

• Student Leadership

Building future leaders of the profession is part of the Program's mission. The Architecture Program provides opportunities to engage the profession and encourage students to take on leadership roles as a means to success.

• Extending the Reach

The Architecture Program and its faculty take the lead in establishing, facilitating or assisting community outreach initiatives. Of particular interest are design build initiatives, learning programs that promote architecture, social and sustainable awareness, best-practices in the built environment or STEM learning initiatives. Students are encouraged to participate in outreach initiatives as part of the curriculum, through volunteering and through leadership.

Self-Assessment Reports (SARS)

Consistent with the Institutional Effectiveness Handbooks policy to conduct regular Student Learning Assessments for each degree offered in a systematic and cyclical fashion, the faculty and coordinators of the Architecture Program conduct regular Self Assessment Reports (SARS) at the end of each semester.

The SAR report contains the following:

- A copy of the course syllabus.
- An assessment by the faculty of learning objectives and outcomes including strengths and weaknesses.
- Recommendations for overcoming weaknesses and for improvement.
- Examples of student work from the course from that semester.

All SARs are submitted to the course sequence Coordinators who assess the collective outcomes of the courses under their charge and write a comprehensive SAR for their academic tract. The Coordinators SARs, including the individual faculty SARs are then reported to DFN and Professional Program Coordinators who each write a comprehensive assessment of their component. These include the Coordinators assessment, assessments by all Coordinators and individual SARs of the faculty for each course section.

Studio Culture Policy

The Architecture Program at SPSU is committed to instilling and reinforcing a studio culture that provides an innovative, creative and well-rounded education for all of its students. In the 2006-07 academic year then Chair Dr. Ameen Farooq working with the then AIAS President developed a policy consistent with the 2004 AIAS Studio Culture Task Force Report. A copy of the Studio Culture Policy is posted in the Studio areas of all thee buildings. That policy calls for the promotion of 5 values and reads as follows:

- Optimism
  - Design faculty should make efforts to foster a positive confidence among students to generate a strong sense of optimism in them.
  - Design faculty's candid feedback to students during desk critiques and formal juries should be focused toward developing self-reliance in students to successfully finish their projects.
- Respect
  - Design faculty should offer constructive critiques, the value of time management, and should instill a democratic decision-making atmosphere in studios.
  - Design faculty should encourage diversity of ideas among their students.
  - Having a quality workspace is critical to successful studio work; the Architecture Program should maintain sufficient studio space and allied resources.
- Sharing
  - Design faculty should foster collaboration in design studios that can help students later in their professional career.
  - Design faculty should encourage exploring interdisciplinary connections that go beyond the studio settings to enrich the design process.
  - Faculty should encourage students to play a larger role within university communities, student and professional organizations.
- Engagement
  - Faculty should encourage students to make critical decisions as leaders in their design projects.
  - Faculty should make special effort to develop design projects that foster interaction with architectural practitioners and experts in allied disciplines.
  - Innovation

- Faculty should foster critical thinking among students to explore innovative ideas with confidence.
- Faculty should offer alternative design approaches relative to each student's design strengths that instill innovation.

SPSU Policies and Practices that Support Learning Culture

- **Disruptive Behavior and Academic Dishonesty** (2012-13 Catalog p. 23)

  A faculty member reserves the right to remove any student from his or her course if the student's behavior is of a disruptive nature or if there is evidence of academic dishonesty. In instances of disruptive behavior and/or academic dishonesty, the faculty member will discuss the circumstances with the student(s) before taking final action. In the event the student cannot be reached, he or she will be given the grade of "Incomplete" until such time as he or she can be reached. The student shall have the right of appeal of the faculty member's decision;

  - first to the faculty member's Department Chair
  - then to the appropriate school Dean,
  - and, if necessary, to the Vice President for Academic Affairs

  Removal from a course under this provision will result in a grade of "F". A grade of "F" issued under these circumstances shall not be superseded by a voluntary withdrawal, and will be included in the student's cumulative grade point average calculated for graduation purposes.

- **Honor Code**

  Consistent with the Universities values of integrity and responsibility all students sign the university's Honor Code, adopted by the Student Government Association on August 24, 2010 and by the SPSU Faculty on October 28, 2010. The Honor Code reads as follows:

  As a member of the Southern Polytechnic State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. Whether on campus or online, I understand that it is not only my personal responsibility, but also a duty to the entire SPSU community that I act in a manner consistent with the highest level of academic integrity. Therefore, I promise that as a member of the Southern Polytechnic State University community, I will not participate in any form of academic misconduct. I also understand that it is my responsibility to hold others to these same standards by addressing actions that deviate from the University-wide commitment to working, living, and learning in an environment conducive to a quality education. Thus, I affirm and adopt this honor code of Southern Polytechnic State University.

  The Honor Code can be found on-line at the following link: http://www.spsu.edu/honorcode/

- **SPSU Complete College Georgia (CCG) Plan**

  SPSU's Strategic Plan calls for improving graduation and retention rates. The CCG plan builds on this goal by broadening the university's focus from curriculum and enrollment to the larger goal of student success, both for enrolled students and graduates in their professional careers.

  The CCG plan has 6 goals with 15 strategies for planning and implementation:

  1. Increasing middle and high school students' awareness of science and engineering careers and STEM programs at SPSU
     1) K-12 STEM career awareness for underserved populations
     2) K-12 outreach through science-education programs
  2. Improving access for underserved students

3) Articulation programs with the Technical College System of Georgia (TCSG)
4) Improving Access for adult learners
5) Improving access for military learners

3. Restructuring institutional delivery and support
6) Creating engaged learning communities
7) Enhanced advising, tutoring and counseling services
8) Improving success rates in gateway courses
9) Enhance the Early-Warning System
10) Implementation of alternative delivery methods
11) Expand curricular offerings

4. Shorten time to degree completion
12) Implement permanent schedules for course offerings

5. Increase support for academic quality
Utilizing program accreditation as an indicator of quality

6. Expand other forms of support for student success
Continue improving customer service
Increase financial support

The Complete College Georgia Plan for SPSU can be found on-line at the following link:
http://www.spsu.edu/planningassessment/Complete.htm

- **SPSU Institutional Effectiveness Handbook**

As part of its commitment to the Principals of Accreditation: Foundations for Quality Enhancement of the Southern Association of Colleges and Schools (SACS), the Office of Institutional Effectiveness and Planning at SPSU has developed its Institutional Effectiveness Handbook. This document outlines the process of establishing and maintaining ongoing planning/assessment/improvement processes to ensure the university achieves its mission. This policy is applied to specific functions and outcomes at each level of the organization: institutional, school, department or unit, and program. The policy calls for regularly scheduled Student Learning Assessments, this aspect of the policy forms the basis of the Architecture Programs Self-Assessment Reports (SARs).

The complete Institutional Effectiveness Handbook can be found on-line at the following link:
http://www.spsu.edu/planningassessment/handbook1.pdf

Social Equity

SPSU maintains a commitment to Equal Opportunity, Affirmative Action and Americans with Disabilities. The University has also made it a goal of its 2010-13 Strategic Plan to increase the diversity and inclusiveness of the University community (Objective 3.2). The plan also identifies key indicators (pg. 15) including; implementation of a plan to increase female student enrollment, Hispanic and Latino retention rates, increase the percentage of women faculty and to Develop and implement recruitment and professional development strategies so that women and people from underrepresented groups will be eligible for promotion, including senior leadership positions. This goal is also addressed in Strategy/Action Plans 3.2.1 & 3.2.2 (pp. 30-31). The 2010-13 Strategic Plan at be found at the following link:
http://www.spsu.edu/architecture/strategicplan/2010_SPSU_Strategic_Plan.pdf

Specific University policies in support of Social Equity can be found in the list of links in the following section entitled Policies and Practices in Support of Social Equity.

Diversity is one of the Architecture Program's core values this applies to course content, teaching method, faculty and our student body. We take the concept of Social Equity seriously for all faculty, students and

staff, regardless of race, ethnicity, creed, national origin, gender, age, physical ability, sexual orientation, veteran status, religious or political affiliation.

The Architecture Program follows all policies and procedures of SPSU. The University Policy and Procedures Handbook addresses procedures for achieving equity and diversity in faculty appointments (P&P 802.01), re-appointments and promotions & tenure (P&P 803.09 (P&P 803). It also addresses policies and procedures related to grievances (P&P 870.0), sexual harassment (P&P 890.0) and student grade appeals (P&P 304.5). The University has an Equity Officer, who briefs search committees at the beginning of faculty searches.

With faculty hailing from Albania, Bangladesh, Canada, Iran, Malaysia, Pakistan, Philippines, Romania, Turkey and the U.S., we provide our students with a global perspective on education, practice and culture.

This diversity is also present in our student population and is improving. According to IPEDS reports from 2008 to 2012 we have seen an increase in the percentage of minority students entering the program from 37% to 53%. Hispanic students entering the Program have increased from 7% to 10.5%. The percentage of African American students has largely remained constant. We have noticed a slight reduction in Asian students from 6% to 4% but this does not take into account the dramatic increase in Non-Resident Alien students who have increased from 0% to 14.5% the majority of whom are our exchange and transfer students from North China University of Technology. The chart below indicates the changes in diversity relative to race and ethnicity in years 2008 (the last NAAB visit), 2011 and 2012.

	2008	2011	2012
Caucasian	63	57	47
Minority	7	43	53
Hispanic	7	9	10.5
African American	19	15	19
Asian	6	6	4
Non-Resident	0	9.5	14.5
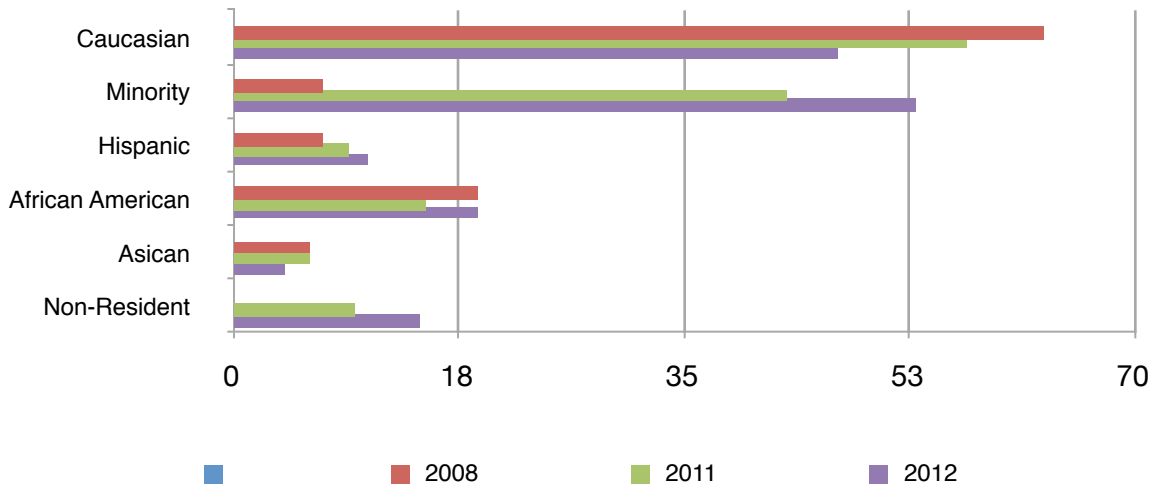
The Program has a long history of strong student organizations. Until fairly recently the Architecture Program had active chapters of the National Organization of Minority Architects (NOMA) and Women in Architecture (WIA). These chapters tended to fade as minority students became more active and took on leadership roles in the student chapter of the American Institute of Architects (AIAS), whose past president was African-American and whose current president is a woman. Recent reconsiderations of the central role of the AIAS in student life have resulted in the creation last year of Alpha Rho Chi (the Architecture Fraternity at SPSU) and plans to restart the SPSU chapter of NOMAS.

SPSU Policies and Practices in Support of Social Equity

The following University policies are in place to ensure social equity as an essential dimension of the academic environment.

- **Reaffirmation of Equal Opportunity and Affirmative Actions Polices**

  SPSU continues to affirmatively implement equal opportunity to all employees and students, applicants for employment or admission and participants in any of the University's programs without regard to race, creed, color, gender, sex, national origin, religion, age, veteran status, political affiliation or disability. Southern Polytechnic affirms the dignity and worth of every individual regardless of sexual orientation or gender identity and will not tolerate harassment or discrimination toward any individual. Affirmative action shall be taken to ensure the fulfillment of this policy, including but not limited to, the following personnel actions:

  - Recruitment, enrollment and educational practice
  - Hiring, Placement, Upgrading, Transfer or Promotion
  - Treatment during employment
  - Recruitment, Advertising or Solicitation for employment
  - Rates of pay or other forms of compensation
  - Selection for Training
  - Layoff or Termination
  - Fringe Benefits

  A complete copy of the policy can be found at the following link:
  http://www.spsu.edu/hr/p_and_p/EEOAAPoliciesStatement-2011.pdf

- **Compliance with Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990**

  Southern Polytechnic State University is a government contractor subject to Section 503 of the Rehabilitation Act of 1973, which requires government contractors to take affirmative action to employ and advance in employment, qualified disabled individuals. The university also is in compliance with Public Law 101-336, The Americans with Disabilities Act of 1990.

  A copy of the University's Invitation to Identify notice can be found at the link below:
  http://www.spsu.edu/hr/p_and_p/AAEEO503Statement_2009.pdf

- **Disability Services- Students (P&P 460.0)**

  It is the policy of Southern Polytechnic State University to seek to make all of its programs and facilities available to all qualified students, including students with disabilities. In an effort to fully comply with the Rehabilitation Act of 1973, any student who because of a disability encounters any barrier to his/her full utilization of Southern Polytechnic programs or facilities is encouraged to contact the disability services coordinator for assistance. The University will, insofar as possible, assist the student in seeking solutions to disability barriers.

  A complete copy of the policy can be found at the following link:
  http://www.spsu.edu/pandp/400/460_0.pdf

- **Compliance with the Vietnam Era Veterans Readjustment Assistance Act of 1974**

  It is the policy of Southern Polytechnic State University to ensure that all Vietnam Era and/or disabled veterans, who are current employees of the University or applicants for employment, are afforded equal opportunity in maintaining a present position and/or being considered for a position provided they are qualified.

  A copy of the University's Invitation to Identify notice can be found at the link below:

http://www.spsu.edu/hr/p_and_p/AAEEOVietnamReadjustmentNotice_2009.pdf

- **Policy and Procedures for Sexual Harassment (P&P 890.0)**

The University views sexual harassment in any situation as reprehensible and believes it subverts the mission of the university, and threatens the careers of students, faculty, and staff. It is viewed as a violation of Title VII of the 1964 Civil Rights Act as amended by the 1991 Civil Rights Act. Sexual harassment will not be tolerated at Southern Polytechnic.

A full copy of the P&P can be found at the following link:
http://www.spsu.edu/pandp/800/890_0.pdf

- **SPSU Ethics and Compliance Reporting Hotline**

In support of efforts to expand alternatives for reporting significant issues, SPSU provides hotline reporting through a service provided by an independent company, Global Compliance. This service is available 24 hours a day, 7 days a week, and it enables employees to voice concerns -- and to remain anonymous if desired.

Additional information regarding this service can be found at the link below:
https://spsu.alertline.com/gcs/welcome

- **Policy and Procedures for Faculty Grievances (P&P 870.0)**

The Faculty Council, a standing committee of the faculty, is responsible for hearing grievances and concerns from any member or members of the faculty. Grievances involving promotion, salary, non-renewal of contracts, or denial of tenure shall be appropriate for the consideration of the Faculty Council only if the aggrieved faculty member reasonably alleges discrimination on the basis of sex, race, religion, national origin, disability, or age.

A full copy of the P&P can be found at the following link:
http://www.spsu.edu/pandp/800/870_0.pdf

- **Policy & Procedures for Student Grade Appeals for Courses** (P&P 304.5, 2012-13 Catalog p. 24)

A student who wishes to appeal a grade must present clear evidence that a grade was assigned by some criteria other than an evaluation of academic performance. Before pursuing a formal appeal, the student should discuss the complaint with the faculty member as soon as possible. If the situation remains unsettled, the student may pursue a formal appeal as outlined in P&P 304.5. Students should only pursue an appeal if they believe they can present clear evidence in writing that a grade was based on criteria other than a fair and impartial evaluation of academic performance.

A full copy of the P&P can be found at the following link:
http://www.spsu.edu/pandp/300/304_5.pdf

- **Appeals Procedures- Student** (2012-13 Catalogue pg. 21)

Student appeals to the Academic Regulations & Administrative Procedures are initiated on petition to the faculty form. Appeal decisions are based on evidence that the student was treated unjustly or was not afforded the same opportunities as other students. The appropriate faculty committee will consider the appeals.

- **Catalogue and Curriculum Appeals- Student** (2012-13 Catalog p. 22)

Students may petition the faculty for consideration for exceptions to policies published in the catalogue or formal institutional Policies & Procedures by completing a Petition to the Faculty form when they feel the academic policies or procedures have not been applied, or will not apply, fairly or appropriately to them.

I.1.3.   Responses to the Five Perspectives

Architectural Education at SPSU has a long tradition of collaboration between academia and the profession, one with a hands-on approach to learning that simultaneously fosters a strong sense of social responsibility and emphasizes the importance of civic leadership.

I.1.3.A. Architectural Education and the Academic Community.

The Department of Architecture, along with the School of Arts and Sciences, balance SPSU's programs in engineering and the applied sciences by bringing a more holistic, practical liberal arts based education to the polytechnic university.

The Architecture Program strives to maintain a similar balance within its own curriculum, combining practical application and hands-on study with an ongoing exposure to the broader cultural milieu that informs the discourse of architecture.

That balance is also reflected in the faculty, where there has been a conscious attempt to hire faculty from both academic and profession-based backgrounds. The expansion of the program over the last ten years has also afforded us the opportunity to double the number of full-time faculty and to increase in its diversity (expertise, ethnicity, gender, nationality).

Faculty members have been given opportunities to participate in governance at all levels by coordinating curricular components, serving on departmental, school and university committees and through representation in the Faculty Senate. In addition the Architecture Faculty contributes to the broader University through the following:

- Teaching Initiatives

  In 2010 the Architecture Department took a leadership role in the sustainable education of the broader student population by creating a new interdisciplinary general university core course entitled *Global Sustainable Practices*. Created by faculty from Architecture (Dr. Shpuza), Civil Engineering Technology (Dr. Oncul) and Construction Management (Dr. Makarechi), the course placed sustainability within the broader human and natural ecologies. It did this not only by teaching how those ecologies work, but how integral they are to the environment, socio-economic and cultural context. This was supported by a selection of case studies that were global in scope, representing localized solutions, maintaining the importance of cultural and ecological diversity.

  The faculty has also sought out more discrete interdisciplinary projects. Some of those have involved the 5th year Thesis where a student from the architecture program is paired with a student from another program working on their respective thesis or capstone project. These have included joint projects with Construction Management and with Computer Game Design and Development. We are currently in the early stages of examining how we might partner with the Biology Program through both a research initiative and collaborative course exercises. There is also great potential in the Biology Program's focus on Urban Ecology and the Architecture Program's UrbanLab.

- Scholarship

  SPSU is a teaching institute, but the faculty is encouraged to pursue scholarship. The Architecture Department values both traditional academic scholarship and the scholarship of practice and creative work.

  1. Academic Scholarship

     Members of the faculty regularly present papers at academic conferences both in the U.S. and abroad. In 2009 Dr. Rizzuto and Professor Martin Co-chaired the symposium *Le Corbusier: Architecture, Urbanism and Theory* organized by the Department of Architecture at SPSU. Professor Choma is currently working on a design guide to mathematical transformations to be published by Laurence King Publishing in 2014. In 2013 Professor Dytoc received an award for his scholarship of teaching, he was named one of the country's *30 Most Admired Educators* by the Design Futures Council.

Professors Dytok and Monaghan are working towards their Ph.D. and Professor Martin has been awarded a Fellowship in Edinburgh, Scotland to begin in 2014.

2. Scholarship of Practice and Creative Work

In 2013 Professor Choma received the Emerging Voices Citation from the YAF Atlanta for his work (he is the fourth member of the faculty to have received this award; Professor Bedette in 2003, Professor Martin in 2006 and Professor Akins in 2008). Dr. Uddin recently won the competition to design the Gulshan Club a multi-purpose facility in Dhaka Bangladesh.

Professor Akins serves as Director of Research and Education for the International Knowledge Research Center for Green Building (IKRC) and Dean Cole sits on the Advisory Board. Created in 2011 as a branch of the Southern Polytechnic Applied Research Center (SPARC), its mission is to research, educate, train and display creative, practical and sustainable solutions for green-building issues and problems worldwide.

An outgrowth of Professor Akins IKRC is the EComponent/EContainer research initiative. Drawing on a $10,000 mini grant, the interdisciplinary research initiative will study the architectural and biological implications of green roofs and walls. Its goal is to give students hands-on experience in modern green design and application of biology to design. The project will get underway in the 2013-14 academic year.

- Community Engagement

Dr. Hashas currently Chairs the Marietta University Enhancement District Livable Centers Initiative (MU2LCI), a collaborative effort between the City of Marietta, Life University and SPSU. The planning initiative aims at transforming the area around SPSU and Life University into a more life-work-play environment with appropriate future land uses, improved visibility for the universities, and strategic multi-modal transportation investments.

Dr. Zamani heads up the SPSU- High Museum Affiliation Committee. In 2011 SPSU entered into an interdisciplinary partnership with the High Museum of Art. Over the past two years faculty and students have played an important role in three exhibitions at the museum: *Modern by Design,* a collaboration between Joris Laarman and mechatronics engineering students, *Choices and Voices,* a collaboration with the English, Technical Communication and Media Arts Department. In 2013 Dr. Zamani and her students in the Architecture program worked with the High to design and install interpretative models as part of the *Frieda and Diego: Passion, Politics and Painting* exhibit.

- Outreach

The Architecture Department and its faculty support outreach initiatives as part of our commitment to social responsibility and leadership.

1. High School Design Competition

Founded in 2006 by faculty member Dr. Bill Carpenter and Architect Jay Silverman of LAS Architects, the competitions goal is to engage students in the design process, raise their awareness of the built environment, and spark their interest in an architecture career. Projects are evaluated on creativity and imagination, practicality of solution, use of site, quality of drawings, and approach to environmental sustainability.

2. Future City

Future City is a cross-curricular educational competition for middle school students, that encourages interest in science, technology, engineering and math (STEM), through hands on applications. Founded in 1992, the competition came to Georgia and the SPSU campus in 2005. In 2011 Dr. Rizzuto became the new Regional Coordinator for Georgia and the competitions operations moved to the Department of Architecture. Several Architecture faculty serve on the Steering Committee and approximately 100 of our students volunteer each year.

3. Science Olympiad

The Science Olympiad is another SPSU funded outreach program that provides rigorous standards based challenges focused on STEM disciplines. Professor Dytoc serves as the Department of Architecture's representative on the Science Olympiad Steering Committee.

I.1.3.B. Architectural Education and Students

Intelligent and driven, SPSU's entering class rank 4th highest in the state on their SAT scores. Average scores of freshmen entering the university have increased from 1112 in 2008 (the time of the last NAAB review) to 1141 in 2012. Freshmen entering the Architecture Program are consistent with a range of 1040 (25th percentile) to 1235 (75th percentile).

The Department of Architecture is proud of the diversity and quality of its students, the close affinity between faculty and students and our development over the years. The Program is committed to our students' education, growth and development as involved civic leaders.

- Leadership

  Building future leaders of the profession is part of the Program's mission. Providing opportunities to engage the profession and to take on leadership roles is critical to our success.

  While students are afforded these opportunities in the classroom through engaged collaborative exercises, the primary venue is through student organizations and outreach opportunities.

  Chief among these have been the AIAS. Consistently recognized as one of the most active chapters in the country, the SPSU AIAS makes important contributions to the Program. They organize and host the South Quad Conference each year, assist in the SPSU Journey Orientation planning events for the incoming architecture students, have organized numerous Freedom by Design competitions, the annual Canstruction Competition, Habitat for Humanity, workshop training in software, bringing in local speakers for their lunch and learn meetings, coordinate a mentorship program and help secure volunteers for the Future City Competition and Science Olympiad.

  The AIAS is also responsible for creating and organizing one of the university's most popular social events, Open Mic Night. This event held in the Pit of the Architecture Building on the night before spring break is an open invitation to students across campus to perform music poetry and stand up. In 2013 they organized a back to school bash with live music, a marshmallow tower competition (based on Tom Wujec's Marshmallow challenge) and a small version of Tadashi Kawamata's Collective Folly as an interactive project.

  2013 saw the creation of the program's newest student organization Alpha Rho Chi, Polyidus Colony, co-ed Architecture Fraternity. Part of their charge is to engage in professional and philanthropic projects, but they have also set up a small wood shop in their house and stock common supplies for architecture students in need after shop hours or when stores close.

  Architecture Students are also active in Student Government. In the 2011-12 academic year one of our students served as SGA President. See I.2.1 Human Resources and Human Development section Student leadership.

  Other opportunities for student leadership include:

    1. Input in the development of the Program's Strategic Plan
    2. Input on Search and Screen Committees
    3. Outreach programs and studio exercises that place students front and center as representatives of the Architecture Program, School of ACM and the University.

- Global Perspectives

  The contemporary state of the profession is increasingly global, diverse and interconnected. The Architecture Program recognizes the responsibility it has to prepare its students to be global citizens.

Part of that responsibility lies in exposing our students to diverse global traditions and cultures, vernacular strategies in design, and the importance of demographics in shaping design solutions.

In 2003, following the hosting of the conference *Bauhaus: Legacy Myth and Revaluation*, the Architecture Program initiated a study abroad program with SPSU's sister school the Hockshule Anhalt University of Applied Science, the site of Walter Gropius' Dessau Bauhaus. Shortly after that the Architecture Program initiated a study abroad program with the school. Every summer students spend 7 weeks exploring modernism by participating in supervised design and drawing studios and taking courses in architecture and German culture. The Dessau program provides students with a better understanding of European cultures, education and practices.

The Architecture Program also participates in urban design workshops in Como Italy through our relationships with Politecnico di Milano. These collaborative urban design workshops bring students from around Europe and the U.S. together along with faculty to address specific planning initiatives. In fall 2013, the Program will again send 6 students and a faculty member to participate.

The Program encourages students to travel to gain a better understanding of Architecture, Urbanism and the diversity of human need and culture. To better facilitate this faculty regularly organize optional travel programs both in the U.S. and overseas. Recent Archi-tours have included Seattle, New York, Chicago, Barcelona and Paris. For a more complete listing see section I.2.1 Human Resources and Human Development section Field Trip Participation.

SPSU has a robust exchange program with the North China University of Technology in Beijing. The Architecture Program benefits from this program through the addition of approximately 10 new exchange students each year, many of whom go on to become transfer students in our program. We are currently working on expanding this program to include summer study abroad programs in China for our students and opening the exchange program to other Chinese Universities.

SPSU sponsors a regular international film series and the Architecture Program has also hosted SPSU sponsored international events like Celebrate Africa: Journey Through the Ages an exhibition of work by African Artists sponsored by the Africa Heritage Center at SPSU and the Africa World Museum.

- In Praise of Excellence

  The Vision and Mission of the Architecture Program calls for the promotion of our student's drive for excellence and an appreciation for good design. As part of our learning culture, the program supports end of semester design competitions at each year level. Following the final juries, outstanding work from each studio section is promoted to a competition judged by a panel of two faculty members and three outside jurors. All winning projects are exhibited in the Architecture Building and remain on display through the following semester.

  The culmination of the competitions is the Thesis Competition. This consists of the 4 following award categories:

  Student Choice Award: Awarded annually to one student for excellence in a design Thesis project. The student body selects the recipient.

  Faculty Thesis Award: Awarded annually to one student by the faculty of the school for superior achievement in a thesis study.

  Archiprix International Nominee: Awarded biannually this nominee is selected by the faculty as the representative of SPSU in the Archiprix worldwide competition in Architecture, Urban Design and Landscape Architecture for best graduation project. The nominees are selected from the winners of Design Eminence Award from the previous two years.

  Design Eminence Award: Awarded annually for outstanding personal growth through thorough and careful development of a provocative thesis idea. The recipients including: First, Second, third and two honorable mention prizes are selected by a four-to-five member invited external jury composed of members from academia and practice.

Past Competition Jury Members have included:

2013- Prescott Muir FAIA (Utah); Behzad Nakhjavan (Auburn); Pari Riahi PhD. (RISD); Martina Decker, AIA (NJIT) and Sonia J. Tonson JD MBA (SPSU/Jury Moderator).

2012- David Rifkind, PhD. (FIU); Adam Ruffin (Thomas Phifer Associates NY); Scott Singeisen (SCAD); Gernot Riether (GaTech); Pablo Castro (Obra Architects NY); Philip Babb (Babb Architects, Atlanta).

2011- Anne Fougeron, FAIA (Fougeron Architects SF); Simone Giostra (Pratt); Patrick Tighe, AIA FAAR (Tighe Architecture LA) and Martha Skinner (Clemson).

Outside Competition Awards

The Architecture Program encourages its students to enter competitions at all levels. Some recent competition winners include:

2013, Clayton Odom, Winner 2013 Design Equilibrium Cover Contest.

2013, John Valentine and Stephanie Baker, First Place- YAF 48 Hours Design Competition

2010, Donald Bryant *Palimpsest,* Winner -Manifestations of Memory Competition

2010, Jake Begnaud *Now and Then,* Honorable Mention, Manifestations of Memory Competition

2010, Berthyves Brouard and Jasmine Kinard Adaptive Reuse War Era Junkers Airplane Shed, Dessau, Second Place

2010, Sebastian Hoffman and Joshua Leonard, Adaptive Reuse War Era Junkers Airplane Shed, Dessau, Third Place

I.1.3.C. Architectural Education and Regulatory Environments

One of the Architecture Programs core values is professionalism. A component of that is making our students aware of the path toward licensure. We encourage our students to register with IDP once they enter the upper division of the program, to become familiar with the process of registration and the issues put forward by the National Council of Architectural Registration Boards and with structure of the ARE. Awareness of these issues and processes is provided in the semester Kick-off meetings of the program.

Associate Professor Chis Welty serves as our NCARB IDP Education Coordinator and attends the annual IDP Coordinators Conference and reports back to faculty and students. A registered Architect Professor Welty also serves on the AIA Georgia Board of Directors as its Treasurer and is a member of the AIA Georgia PAC.

A greater understanding of the regulatory environment that governs the profession is reinforced within the curriculum, most notably in ARCH 4224 Environmental Technology IV: Codes and Technical Documentation and ARCH 5313 Professional Practice and Ethics. ARCH 4224 introduces the Standard Building Code, N.F.P.A. 101 and A.D.A and /or International Building Code. Emphasis is placed on the theory of building safety, code document organization and the application of codes to actual buildings. The learning of codes is further extended by applying the code knowledge to producing an actual set of technical [contract] documentation of an assigned architectural project. ARCH 5313 covers the study of professional ethics, laws governing the practice of architecture, and contractual relationships. Other aspects of the regulatory environment such as energy code compliance is covered in ARCH 3314 Environmental Technology III: Natural and Artificial Lighting, Electrical Systems & Vertical Circulation, while zoning ordinances are introduced in ARCH 4013 Architecture Studio III.

I.1.3.D. Architectural Education and the Profession

Another component of the Programs value of *Professionalism* is preparing students for entry into the profession. The curriculum is designed to provide our students with the tools they need to succeed in a critical practice (critical thinking, foundational skills, technological and material awareness, experience with hands on applications, an understanding of the rich historical and theoretical foundations of the

discourse) and the ability to translate those skills into architectural interventions that are culturally sensitive and socially aware.

We believe it is an important part of our educational mission to make our students aware of the multi-faceted roles and responsibilities of the architect as designer, activist, leader, facilitator and advisor in both the profession and the community. Equally important, is instilling in our students the value of a liberal arts and problem-solving based architectural education and what this provides to our, and other, professions.

Field trips, the lecture and exhibition series, study abroad and architectural travel serve to expose our students to the broader spectrum of the profession beyond its traditional roles. The fifth year Focus Studio brings critically engaged practitioners and researchers to the program allowing our students a more structured and prolonged engagement with practice.

By maintaining close ties with our colleagues in practice and through faculty engagement with and in practice we maintain an active awareness of the challenges and accomplishments of profession. Many of our faculty members are registered Architects, some maintain practices and are AIA members. Dr. Carpenter is a past President of AIA Atlanta and holds the distinction of FAIA. In 2012 the Bernard B. Rothschild Award by the AIA Georgia was added to his list of many awards. The Award is given for distinguished service to the profession of architecture, in the state by an architect who exemplifies the principles of the profession. Professor Emeritus Jim Fausett was also a past President of the AIA Atlanta and he too holds the distinction of FAIA. Senior Lecturer Kemp Mooney has had a distinguished and awarded career. Over the past ten years four of our faculty members (Kathryn Bedette, Liz Martin, Ed Akins and Joseph Choma) have received the AIA Emerging Voices Award. In 2011 Professor Akins received the John A. Busby, Jr. FAIA Medal from the AIA Atlanta, for demonstrated achievement in design, management, education and service. That same year he received the Certificate of Service from the AIA Georgia and the following year 2011 the Special Award of Recognition from the AIA Atlanta.

I.1.3.E.Architectural Education and the Public Good

The Architecture Program acknowledges the central role that architecture plays in the development of the built environment and its impact on human potential. We encourage our faculty to develop exercises and design projects that introduce our students to a wide range of social issues and concerns. We also stress the idea that architects serve many clients including the end user, the neighborhood, the broader community and the greater good. We try to instill in our students that it is in the scope of our obligations to societal needs that architects serve as civic leaders.

ARCH 5593- Thesis Prep introduces students to the idea of architecture as personal and social engagement and its potential for activism as a foregrounding to finding a Thesis topic.

ARCH 5999-R & ARCH 5999-T- In Thesis Research and Thesis Studio the interest in architecture's relationship to the public good is reflected in the topics selected by our students. In the past two years these topics have examined; the socio-economic issues related to slums in Kibera outside Nairobi, Kenya; the problem of child poverty and homelessness in Bogata, Colombia; architecture's response to Cognitive disabilities like Alzheimer's and Autism; the plight of the physically disabled poor in Machachi Ecuador; and the plight of battered women, single mothers living in poverty, homeless single mothers and the oppression of women in Iran. Issues related to cultural identity have also played an important role in the Thesis project including; the collusion of race politics and infrastructure development in the destruction of African-American communities in downtown Atlanta; the sense of place and identity along the Ocmulgee River in Georgia; and the potential of vernacular traditions and craft to revitalize the local architecture of Grand Bassam, Ivory Coast. Sustainability has also been an important topic largely focusing on the impact of urban ecologies including an examination of biophilia: its relationship to the concept of dwelling and potential impact on building and urban typologies; the effect of proposed dredging of the Savannah River and water quality; and brownfield restoration.

SPSU's architecture students routinely exhibit a high interest in architecture's ability to engage social issues and propose problem- solving solutions to some of the world's most egregious concerns.

I.1.4.   Long Range Planning

<u>2012 SPSU Architecture Program Strategic Plan - Guiding the Program through 2020</u>

The 2012 Architecture Program Strategic Plan, in its entirety and with appendix, is published at: http://www.spsu.edu/architecture/strategicplan/

The Architecture Program is guided by the third of its Strategic Plans since its first NAAB accreditation in 1995. The Plans were consecutively, 1998, 2004, and the current 2012 Plan. The Plan was developed with a comprehensive environmental scan, focus groups, consultation with stakeholders, full transparency via open meetings and publication of all meeting Minutes. Although the Plan has only been in effect for approximately a year, action item 4.4 calls for an annual assessment of the Plan and commentary on the assessment for year one of the Plan follows the Plan's Goals and Actions summarized below.

<u>Background</u>

In November of 2010, the SPSU Architecture Program chair appointed an Academic Council of the SPSU Architecture faculty with the charge of the development of the 2012 SPSU Architecture Program Strategic Plan. The Academic Council, with the direction of the Academic Council chair, professor Rich Cole, subsequently organized the membership of the Academic Council into the 2012 SPSU Architecture Program Strategic Plan Committee. The 2012 SPSU Architecture Program Strategic Plan Committee immediately began the research and analysis for preparation of the design of the 2012 SPSU Architecture Program Strategic Plan. The Plan is intended to guide the SPSU Architecture Program for the next five to eight years (2012 through 2020).

<u>Goals of the 2012 Strategic Plan</u>

There are six goals of the plan with action items and implementations for each. Although the complete plan can be viewed online, the summary of the goals and actions with program commentary follow:

<u>Academic</u>

Goal 1: Raise the academic student profile for the Architecture Program.

> Action 1.1: Evaluate and adjust admission standards to admit students who are likely to be successful in our program.

> Action 1.2: Institute a competitive scholarship program for incoming students.

> Action 1.3: Improve the basic college-level skills generally related to academic success such as taking notes, organizing notes, and listening carefully to instructions.

> Action 1.4: Inform prospective students of the intensity and rigor of the SPSU Architecture Program.

> Action 1.5: Continue to strengthen the SPSU Architecture Program International Studies.

Significant steps have been taken to satisfy Goal 1 of the Plan since its ratification in 2012. We have collected data relative to the effectiveness of the Summer Workshop, examined SAT data for incoming students, will establish an ad hoc Academic Admissions Evaluation Committee in academic year 2013-14 to determine if SAT standards should be raised for the program. We have also increased our marketing efforts and have participated in the university's spring 2013 identification and branding campaign.

There are five significant scholarship programs established awarding scholarships for academic merit:

- Lance Linscott Scholarship

- Jimmy Goldgeier Scholarship

- James G. Fausett Scholarship

- John D. Mulford Scholarship

• Dorothy Spence Scholarship

Two additional scholarships are presently in the formative stages with ongoing funding:

• Jeremy Smith Scholarship

• Wilson Barnes Scholarship

<u>Public Relations</u>

Goal 2: Increase the public's and the profession's awareness of the SPSU Architecture Program.

    Action 2.1: Determine and institute innovative curricular development that will help make the SPSU Architecture Program unique and anticipates the skills and knowledge required for students as projected at least 5 years beyond their graduation.

    Action 2.2: Establish a coordinated, consistent image for the SPSU Architecture Program.

    Action 2.3: Investigate the establishment of additional fields of study within the SPSU Architecture Program.

    Action 2.4: Increase the awareness of the SPSU Program amongst the high schools in the State of Georgia.

    Action 2.5: Increase our student's participation in the the IDP (Intern Development Program) of the NCARB.

Since the ratification of the 2012 Strategic Plan, there has been an ongoing conversation and coordination with the SPSU Public Relations department and Marketing Department to coordinate the public, student, and professional exposure to the Program. The Program is investigating the addition of a new program, Interior Architecture, and the revival of a previous program, Architectural Engineering Technology. The Program's administration has made a number of calls on local high schools, as well as playing a significant role in the SPSU Open House sessions for recruiting. The Program is also working with the Director of SPSU Recruiting to ensure that the timing of the Summer Workshop works more seamlessly with the SPSU acceptance date and "move in" date.

<u>Faculty Development</u>

Goal 3: Increase the support for faculty success and development, including scholarship and academic achievement, in the SPSU Architecture Program.

    Action 3.1: Increase funding for faculty travel and release time for long-term, intensive pursuits that increase faculty teaching effectiveness.

    Action 3.2: Increase the faculty's knowledge of applicable and relevant digital media.

    Action 3.3: Support the University's Goal with regard to establishing a sense of community.

The Dean and Department Chair have requested a 37% increase in the 2014 faculty travel budget. The faculty will also have input into the types of digital media instruction offered by the SPSU CTE (Center for Teaching Excellence). Also, the SPSU Business Intelligence initiative will offer training in the Cognos database tool for all interested faculty.

<u>Faculty Governance (i.e. Shared Governance, as architecture administrators are tenured faculty, as well)</u>

Goal 4: Continue to improve processes and efficiencies of faculty governance and resources in the SPSU Architecture Program.

    Action 4.1: Continue to improve upon governance efficiencies.

    Action 4.2: Develop closer communication and coordination between the Full-Time and Part-Time Faculty.

Action 4.3: Establish the Architecture Faculty Committees and Academic Council Task Forces within the Architecture Program as required by this 2012 Strategic Plan.

Action 4.4: Assess the implementation of this 2012 SPSU Architecture Program Strategic Plan.

Shared governance is a cornerstone of the Program. The basic structure of governance is the Academic Council chaired by an elected member of the Program faculty. The Council works closely with the Department Chair to formulate policy and improve procedures and efficiencies. The Academic Council is one of several organization structures. The 2012 Strategic Plan sets forth the committee structure of the Program.

Resources

Goal 5: Increase resources within the SPSU Architecture Program.

Action 5.1: Increase fund raising activities within the Architecture Program.

The Architecture Program presently has approximately $125,000 in endowment and $25,000 in discretionary foundation funds. The Program benefits from the annual Jim Fausett Golf Tournament that provides foundation funds for the Program and the Program has been fortunate to receive gifts from alumni as well as sharing in the general foundation of the University. In accordance with the 2012 Strategic Plan, the Architecture Program Advising Board will play a more energetic role in fund raising.

University Goals

Goal 7: Coordinate, support and contribute to the University's 2010 Strategic Plan with the following Actions and Implementations

Action 7.1: In accordance with the SPSU 2010 Strategic Plan, "The New Plan," coordinate with the University's transition from the internal emphasis on numbers of students and numbers of programs offered to the external measures of success and the value that SPSU graduates bring to their careers and their community.

Action 7.2: In accordance with the SPSU 2010 Strategic Plan, "The New Plan," coordinate with the university's transition from dependence on funding from the state to internally generated resources.

Action 7.3: In accordance with the SPSU 2010 Strategic Plan, "The New Plan," build on the "sense of place" goal of the SPSU 2010 Strategic Plan and support the concept that the most important resource the University has is the people who compose the University community.

Action 7.4: In accordance with the SPSU 2010 Strategic Plan, Strategic Goal One, increase the number of graduates who are well prepared for work and for life.

Action 7.5: In accordance with the SPSU 2010 Strategic Plan, Strategic Goal Two, increase the resources available to support the University's mission.

Action 7.6: In accordance with the SPSU 2010 Strategic Plan, Strategic Goal Three, increase the sense of community within the University and between the University and the region.

The Dean of the School of Architecture and Construction Management and a faculty member from the Architecture Program sit on the UIEC (University Institutional Effectiveness Committee). Their responsibility is to advance the strategic goals of the University, but also to ensure that the Program's strategic goals are compatible with, and support, the University's goals. Having two representatives as advocates of the Architecture Program as well as supporters of the University's goals has made for effective communication and coordination between the Architecture Program and the University.

Critical Dates in the 2012 Strategic Plan Process and Approval

- November 16, 2010: SPSU Architecture Program Chair appointment of 2012 SPSU Architecture Program Strategic Plan Committee and committee charge

- November 16, 2011: Approval of the 2012 SPSU Architecture Program Strategic Plan by the 2012 SPSU Architecture Program Strategic Plan Committee

- December 02, 2011: Approval of the 2012 SPSU Architecture Program Strategic Plan by the SPSU Architecture Program Full-Time Faculty and Architecture Program Administration

History of the Architecture Department Strategic Planning Process

The following are critical dates indicating the relationship of the program's strategic planning effort and NAAB accreditation.

- 1992 NAAB Candidacy for Accreditation

- 1994 NAAB Candidacy for Accreditation Renewed

- **1995 NAAB Accreditation #1 Confirmed (5 Year Term)**

- 1998 Strategic Plan #1 (Professor Bill Marchant, Committee Chair)

- 1999 NAAB Visiting Team for Accreditation #2 (Spring 1999))

- **2000 NAAB Accreditation #2 Confirmed (5 Year Term)**

- 2004 Strategic Plan #2 (Professor Tony Rizzuto, Committee Chair)

- 2005 NAAB Visiting Team for Accreditation #3 (Spring 2005)

- **2006 NAAB Accreditation #3 Confirmed (3 Year Term)**

- 2008 NAAB Visiting Team for Accreditation #4 (Spring 2008)

- **2009 NAAB Accreditation #4 Confirmed (6 Year Term)**

- 2012 Strategic Plan #3 (Professor Rich Cole, Committee Chair)

- **2014 NAAB Visiting Team for Accreditation #5 (Spring 2014)**

Faculty and administrators at the time of the 2012 Strategic Plan

- Wilson Barnes, Ph.D., Dean, School of Architecture and Construction Management
- Ameen Farooq, Ph.D., Chair, Architecture Department, SPSU
- Rich Cole, AIA, Chair, 2012 Strategic Plan and Academic Council

2012 SPSU Architecture Program Strategic Plan Committee Members

- Professor Rich Cole, Chair
- Professors Ed Akins, Rich Becherer, PhD, Kathryn Bedette, Mine Hashas, PhD, Liz Martin, Pete Pittman, Tony Rizzuto, PhD, Ermal Shpuza, PhD, Saleh Uddin, PhD. Chris Welty, and Bill Carpenter, PhD

Environmental Scan - Strengths, Weaknesses, Opportunities, Threats (SWOT)

In order to perform an Environmental Scan (i.e. acquisition and use of information, trends, and relationships in the Architecture Program's environment), the Survey and SWOT Subcommittee held seven Focus Group meetings and published nine Questionnaires to conduct and environmental scan of the program's shareholder groups - students, faculty, staff, advising board

Survey and SWOT Focus Group Meetings

Student Focus Groups

Thesis Students - Focus Group Meeting: Wed, Feb 23, 2011
Third and Fourth Year Students - Focus Group Meeting: Wed, Mar 2, 2011
Second Year Students - Focus Group Meeting: Wed, Mar 16, 3011
First Year Students - Focus Group Meeting: Wed, Mar 30, 2011

Faculty Focus Groups
• Full-Time Faculty - Focus Group Meeting: Wed, Apr 6, 2011
• Part-Time Faculty - Focus Group Meeting: Wed, Apr 13, 2011
• Architecture Program Advisory Board Focus Group
• Advisory Board - Focus Group Meeting: Wed, Apr 20, 2011 (represented stakeholders for the larger community of architects)
• Alumni
• Staff and administrators

Survey and SWOT Subcommittee Procedure

Comments were solicited by the SWOT and Survey Subcommittee at each Focus Group meeting in the categories of Strength, Weaknesses, Opportunities, Threats (SWOT). Comments were taken directly at the meetings, through surveys, and email.

Focus Group Questionnaires

In addition to the Survey and SWOT Focus Group meetings, six online Questionnaires were published to each Focus Group based on the comments made at the respective Focus Group meetings. Additionally, Questionnaires were published to the SPSU Architecture and AET (Architectural Engineering Technology) alumni and the SPSU Architecture Program staff as listed below:

• Student Questionnaire (116 Responses to 342Invitations - 34% response rate)
• Full-Time Faculty Questionnaire(19 Responses to 19Invitations - 100% response rate)
• Part-Time Faculty Questionnaire (8 Responses to 11Invitations - 73% response rate)
• Advisory Board Questionnaire (9 Responses to 11 Invitations - 75% response rate)
• Alumni Questionnaire
• Staff Questionnaire

Brainstorming Session - March 17, 2011

In addition to the seven Survey and SWOT Focus Group sessions and six published Focus Group Questionnaires, the 2012 Strategic Plan Committee held a Brainstorming session on March 17, 2011. The purpose of this session was to generate ideas about the 2012 Strategic Plan and the 2012 Strategic Plan process that would be enlightened by the previous Focus Group sessions (three sessions with students had been held before March 17) and the experience, thus far, of the committee members. In addition to generating ideas and reflecting on the Focus Group sessions to-date, the Brainstorming session was an opportunity for the 2012 Strategic Plan Committee to record their ideas and comments and subsequently compare those with the full body of Architecture Program Faculty, professionals from the SPSU Architecture Program Advising Board, staff, and alumni.

The comments of the Brainstorming Session were not as quantifiable and, therefore, selective as the Focus Group Questionnaires, yet were influential in the design procedure of the 2012 Strategic Plan, the results can be found online at the URL shown at the beginning of the section. The Focus Group Comments and Questionnaires are published in the Appendix to the 2012 Strategic Plan and can be viewed at the same URL. The Agenda and Minutes of all Strategic Plan Committee meetings are, likewise, published at the URL listed at the beginning of this section.

I.1.5. Program Self Assessment

At SPSU assessment is an integral part of the institutional strategy to maintain and continuously improve standards of performance and achievement. Self-assessment is an on-going process and is conducted at multiple levels beginning with self-assessments by faculty and coordinators, student assessment of faculty, departmental assessments as part of the strategic planning process, and institutional assessment as a member of the Southern Association of Colleges and Schools (SACS).

Institutional Requirements for Self-Assessment

1. As part of SPSU policy, students, using the Student Instructional Report II (SIR), evaluate their faculty members. SIRs address the following categories of evaluation:
    a. Course organization and planning
    b. Communication
    c. Faculty/student interaction
    d. Assignments
    e. Exams and grading
    f. Course outcomes
    g. Student effort and involvement.

2. Student responses to the evaluation criteria are used as part of the basis for evaluating teaching in annual evaluations of faculty members and in evaluation for tenure and promotion. Evaluation is based on a numerical scale of 1.0 (poor) to 5.0 (excellent). Generally, it is expected that all faculty achieve evaluation above the university mean of 3.3 (calculated for all faculty including part-time and adjuncts), average evaluations for tenured faculty are closer to 4.0. When evaluations show a pattern of falling below 3.0 it is recommended during annual evaluations that faculty take measures to address the situation. As a teaching institution, SIRs consistently in this lower range will likely not result in promotion or tenure.

3. Annual Activities Report- All faculty members complete an annual activities report that identifies achievement in the four areas of evaluation: Teaching, Academic Achievement, Service and Professional Development. They are also asked to identify goals for the up-coming academic year.

4. Reappointment- All Tenure-Track faculty are evaluated in four areas of evaluation: Teaching, Academic Achievement, Service and Professional Development. Evaluation is by a Peer Review Committee (composed of three members of the Departmental faculty), the Department Chair, the Dean of the School and ultimately, the Vice-President for Academic Affairs, for reappointment. Institutional policies and procedures on promotion and tenure can be found at the following link P&P 803.0 http://www.spsu.edu/pandp/800/803_0.pdf

5. Tenure and Promotion Review- All Tenure- Track faculty are eligible for tenure and promotion beginning in their fifth year of service. Evaluation is in, four areas: Teaching, Academic Achievement, Service and Professional Development. Review is by Peer Review Committee, Department Chair, School Peer Review Committee (composed of one Full professor from each of the Departments of the faculty members School and one from each of the other four Schools at SPSU), the Dean of the School and the Vice President of Academic Affairs. Tenured faculty may seek promotion above their rank after five years of service in rank. Institutional policies and procedures on promotion and tenure can be found at the following link: P&P 803.09 http://www.spsu.edu/pandp/800/803_09.pdf

6. Post- Tenure Review – All Tenured faculty are reviewed every five years and evaluated in four areas of evaluation: Teaching, Academic Achievement, Service and Professional Development. Evaluation is by a Peer Review Committee, the Department Chair, School Peer Review Committee, the Dean and the Vice President of Academic Affairs. Institutional policies and procedures on promotion and tenure can be found at the following link: 803.0905 http://www.spsu.edu/pandp/800/803_0905.pdf

7. Department Chair Evaluation- Chairs are evaluated annually using an approved instrument and activity reports that cover information on progress of the department and personal accomplishment in the areas of Teaching, Scholarship and Service.

8. Southern Association of Colleges and Schools (SACS): Planning and Assessment Reports- In 2011 SPSU underwent Accreditation as a member of the Southern Association of Colleges and Schools (SACS). As part of SACS process the university has each department conduct annual planning and assessment reports. Planning and Assessment Reports for the Department of Architecture between 2009 and 2013 can be found at the following link: http://www.spsu.edu/planningassessment/academicplanning/2010_2011.htm

Departmental Requirements for Self-Assessment

1. SARs

As noted above (I.1.2.) the faculty and coordinators of the Architecture Program conduct regular Self Assessment Reports (SARs) at the end of each semester as part of the policy outlined in the Institutional Effectiveness Handbook.

At the end of the fall and spring semesters, all faculty members preform a self-assessment of their individual courses, these are then submitted to the course sequence Coordinators who assess the collective outcomes of the courses under their charge and write a comprehensive SAR for their academic tract. The Coordinators SARs, including the individual faculty SARs are then reported to DFN and Professional Program Coordinators who each write a comprehensive assessment of their component. These include the Coordinators assessment, assessments by all Coordinators and individual SARs of the faculty for each course section.

The SAR report contains the following:

- A copy of the course syllabus.
- An assessment by the faculty of learning objectives and outcomes including strengths and weaknesses.
- Recommendations for overcoming weaknesses and for improvement.
- Examples of student work from the course from that semester.

2. 5th Year Learning Outcomes Survey

The Architecture Program routinely surveys exiting graduating students on a metric based on the NAAB student performance criteria. The following chart shows the results of the 2013 spring graduating class Learning Outcomes Survey.

Student Performance Criteria	Average
A1 - Communication Skills	3.19
A2 - Design Thinking Skills	3.40
A3 - Visual Communication Skills	3.12
A4 - Technical Documentation	3.12
A5 - Investigative Skills	3.21
A6 - Fundamental Design Skills	3.45
A7 - Use of Precedents	3.19
A8 - Ordering System Skills	2.95
A9 - Historical Traditions and Global Culture	2.81
A10 - Cultural Diversity	2.93
A11 - Applied Research	3.02
B1 - Pre-Design	3.14
B2 - Accessibility	2.98
B3 - Sustainability	3.21

Student Performance Criteria	Average
B4 - Site Design	3.05
B5 - Life Safety	2.98
B6 - Comprehensive Design	3.14
B7 - Financial Considerations	2.31
B8 - Environmental Systems	3.10
B9 - Structural Systems	2.86
B10 - Building Envelope Systems	3.07
B11 - Building Service Systems	2.76
B12 - Building Materials and Assemblies	3.00
C1 - Collaboration	3.10
C2 - Human Behavior	2.98
C3 - Client Role in Architecture	2.60
C4 - Project Management	2.60
C5 - Practice Management	2.50
C6 - Leadership	2.90
C7 - Legal Responsibilities	2.67
C8 - Ethics and Professional Judgment	3.05
C9 - Community and Social Responsibility	3.00

The table above and the related chart below show the exit interview summaries for the spring 2012 graduating class. All averages on a point scale of 0 to 4.0, with 4.0 being the highest rating show a range of 2.50 to 3.45 for students' perception of their understanding and ability relative to each of the 32 criterion of the Student Performance Criteria.

SPC Student Ratings - Spring 2012

Criterion	Rating
A1 - Communication Skills	
A2 - Design Thinking Skills	
A3 - Visual Communication Skills	
A4 - Technical Documentation	
A5 - Investigative Skills	
A6 - Fundamental Design Skills	
A7 - Use of Precedents	
A8 - Ordering System Skills	
A9 - Historical Traditions and Global Culture	
A10 - Cultural Diversity	
A11 - Applied Research	
B1 - Pre-Design	
B2 - Accessibility	
B3 - Sustainability	
B4 - Site Design	
B5 - Life Safety	
B6 - Comprehensive Design	
B7 - Financial Considerations	
B8 - Environmental Systems	
B9 - Structural Systems	
B10 - Building Envelope Systems	
B11 - Building Service Systems	
B12 - Building Materials and Assemblies	
C1 - Collaboration	
C2 - Human Behavior	
C3 - Client Role in Architecture	
C4 - Project Management	
C5 - Practice Management	
C6 - Leadership	
C7 - Legal Responsibilities	
C8 - Ethics and Professional Judgment	
C9 - Community and Social Responsibility	

■ Average

3. 2012 Strategic Plan-

As part of the 2012 Strategic Plan the Strategic Planning Committee conducted a series of questionnaires and a SWOT analysis of the program. The Goals and Action Plans are addressed above in I.1.4. The complete documentation of the questionnaires, analysis and the SWOT are found in the Appendix of the 2012 Strategic Plan. SWOT responses basically fall into three general categories; curriculum, departmental governance and the department's relationship with broader community. The following is a summary of the SWOT:

Program Strengths

Curricula

▪ Curriculum: Students praised the rigor of the program, its continual reassessment by the faculty, small class size and hands-on exercises. They also noted the Focus Studio as allowing space for customization of one's education and the introduction of the M. S. Arch Program as positive aspects of the curriculum. Faculty, note the flexibility in the curriculum, summer workshop jumpstart program, and the Lecture, Exhibition and Symposia series as strengths.

- Balance of Theory and Practice: The program has a positive reputation in the professional community of Georgia for balancing a pragmatic approach with theory. It is recognized for its practice-oriented and application-based curriculum where students learn to think and do- not just think.
- Hands on Learning and Craft: Pedagogy of hand-on approach to making and thinking skills was appreciated, as well as the emphasis on hand drawing and craft.

Learning Culture

- Studio Culture: A strong and social studio culture, where upper level students are willing to help lower level students, and there is a promotion of open-minded thinking. Students also noted the positive impact of the lecture series and outside reviewers.
- Students and Alumni: Enthusiastic alumni and students, who are knowledgeable, dedicated and posses the necessary critical thinking skills. They are eager to learn in the workplace and do well as intern architects.
- Diversity: The diverse cultural background of the faculty, their expertise and skills and the diversity of the students, their background, age groups and notably the foreign exchange students.
- Faculty: Energetic youthful faculty with the potential to define their legacy. Ability to communicate with each other formally and socially in open conversations. Percentage of faculty with Ph.D. The faculty is accessible, responsive to students' needs and work long hours to assist students.
- Advising: Students noted the introduction of the Professional School Advisors by SPSU, Mary Neely in the case of the School of ACM and the Architecture Program, was an added strength to student success.

Governance

- 5-Year Professional Degree: The only 5-year First Professional Degree in the state.
- Educational Value: The Architectural Program provides a high quality education with low tuition costs.
- Student/Teacher Ration: The relatively low teacher/student ratio
- Facilities: Excellent facilities, sufficient space, accessibility and resource equipment.
- Relationship to Broader Community: The Program enjoys a good reputation with the local community and has ample access to outside jurors.
- Collaborations and Partnerships: The partnership with the Atlanta High Museum of Art provides opportunities for collaboration and learning.
- Outreach: High School Design Competition
- International Programs: The addition of the study abroad program in Dessau Germany contributes to quality of education and learning experience.

Program Weaknesses

Curricula

- Curriculum: Several changes in the course flow chart and curriculum left confusion among students and a need for more standardized grading across classes and sequences. Students would like to see more community engagement in their projects.
- Software: There is a need to address the shifting professional requirements for software literacy and the learning environment. Also a need for additional training in software after it is introduced in courses.
- Environmental Tech Sequence: Need to improve coordination between instructors, improve course content, and remove excess lab time.

- Portfolio Review Process: Confusing expectations with regard to the portfolio and the portfolio review was weighted to heavily.
- Consistency in Skill Sets: While there is a general consensus that the Architecture Program is providing a good education, there was an expressed concern that the differential between top and bottom graduates is too disparate.
- Need for More Electives and Minors: Generally there is a need for additional and more diverse elective and minor options.

Learning Culture

- Time Management and Workload: Students and faculty expressed concern with time management ability of students and excessive workloads in some courses that could potentially lower the quality of the work. This combined with a heavy course load left little time for extra curricular activities.
- Improved Diversity of Teaching Methodology: Faculty would like to have more diversity in teaching methodology and question if the numbers of competitions may be leading to homogenization.
- Improve Advising- Need to improve advisement as a means of assisting students and improving retention.

Governance

- Clarity and Transparency of Governance: General call for transparency of governance, increased clarity of departmental policies including fiscal and improved communication with students and faculty. There is a need for more timely distribution of information and a necessity for meeting minutes and voting records.
- Security: Need for improved security measures to limit theft including improved key card access and security cameras.
- Tech Support and Facilities: There is a disparity between the IT infrastructure and support in the three buildings, a need for better training on equipment, more equipment and more regularized maintenance schedule for the equipment. Additionally, there is a growing need for an advanced computing lab and technical labs for testing.
- Entry Standards Low: While SPSU stands as the 4th highest average SAT scores in Georgia at 1100, this is well below our competitor Georgia Institute of Technology at 1400.
- Salaries: Salaries at the institution are lower than the national average this has been compounded by a lack of raises for the past five years and for the coming year.
- Fundraising: While the annual Golf Tournament is a good fundraiser it is insufficient to provide the Architecture Program with the funding it would like for additional initiatives and scholarships. The Department needs to work with the SPSU Foundation to improve fundraising efforts. Additionally, faculty need more training in applying for grants.
- Administration and Support Staff: Given the size and number of buildings, the number of administrative and support staff appear low.

Relationship to Broader Community

- PR and Marketing: Need for greater collaboration with the Marketing Department. The Architecture Program has poor visibility and identity and there is no national or global marketing strategy.
- Relationship with SPSU: Faculty expressed a sense of disconnect with the University, i.e. not enough collaboration or multidisciplinary opportunities, few related disciplines, and that the Architecture Program should assume a greater leadership role in the university community.
- International Studies: Need for a greater collaboration with the International Programs Division, to provide a clearer understanding of criteria for exchange programs and transfer students, and more architecturally focused study abroad programs.

- Alumni: While alumni continue to serve on studio juries there is little formal connection with the Program. Building a stronger alumni bond and creating alumni events was seen as needed.

<u>Program Opportunities</u>

Curricula

- Curriculum: Improve integration of the curriculum across sequences. Consider Focus Tracks within the curriculum to customize degree. Improve the diversity of projects and teaching methods. Expand upon representation skills. Stress architecture as problem-solving holistic design Set the program for the architect of the future - look beyond just buildings

- Balance of Theory and Practice: Use facilities and machines in a more exploratory way to push boundaries of theory and practice.

- Consistency in Skill Sets: Stricter evaluations/grading/ portfolio reviews can raise the standard of the program

- Software: Integrate more emergent technologies into the curriculum and use them to explore making and fabrication. Expand upon the types of software integrated into the classroom.

- Design/Build: Reengage Design / Build and collaborate with other majors, as a source of PR and Marketing.

- New Degrees: Develop new degree programs like Masters of Science in Architecture and consider diversification of degrees into multidisciplinary tracks.

Learning Culture

- Advising: Analyze and improve upon advising methods to improve retention and graduation rates.

- Collaborations and Partnerships: Forge a better partnerships and potential multidisciplinary collaborations with other departments and universities.

- Alumni: Build a better relationship with alumni, create events that engage them with the Architecture Program.

Governance

- Governance: Improve upon departmental governance through greater diversity of meetings, development of a student council, limit the terms of Coordinators to 3 years.

- Funding: Develop more fund raising by emulating corporate funding structures and seek out joint ventures with industry.

- Improved Tracking and Record Keeping: Begin tracking important statistical information using the concept of Big Data- i.e. tracking SAT scores vs. academic performance, strategically evaluating the quality of our students (academic and social demographics compared to how well they succeed), ARE success rates, alumni news and licensure, etc.

Relationship to Broader Community

- PR and Marketing: Improve upon PR and marketing by establishing a clear identity, capitalize on our strengths as a 5-year program to market to elite students and incoming high school students. Promote lectures, exhibitions, symposiums, events and Thesis competition to the public. Enter more public competitions and publications.

- International Programs: Develop more Study Abroad and Exchange opportunities that can lead to fostering more international relationships. Celebrate our international students and those relationships.

- Outreach: Increase community engagement and outreach by reaching out to the cities of Marietta and Atlanta, k-12 schools and organizations to build formal collaborations.

- The Academy and the Profession: Develop an Internship Program to help students gain experience and market the Program, offer continuing education courses.

Program Threats

Curricula

- Curriculum: Lack of summer classes, reduction of the number of 5- year programs nationally, lack of comprehensive archiving of work and Big Data, poor time management, workloads, not thinking 'big' enough in reference to degrees and the future of architecture.
- Consistency in Skill Sets: Lack of quality control and consistency in requirements and need to increase rigor.
- Improved Diversity of Teaching Methodology - Competitions are a threat to creative diversity in the Program
- Software - Keeping up with changes in sophisticated software technology and methods of representation is a challenge. No clear direction from profession.

Governance

- Clarity and Transparency of Governance: Not enough records and accountability, no employee handbook or departmental P&Ps that define how department is structured. Limited research and support for publications and research.
- Economy: Down-turn in the economy threatens profession and makes enrollment a challenge.
- Funding: Budget cuts (legislative) and the economy, changes to Hope Scholarship, not enough funded endowments.
- Faculty Workload: High workload combined with lower salaries presents challenges in faculty moral and hiring competitiveness.
- Administration and Support Staff: Under-staffed Department means more workload on faculty.

Relationship to Broader Community

- PR and Marketing: Little awareness of SPSU, our identity, often a mismatch between the actuality and the perception of the program.
- The Academy and the Profession: Lack of political clout of the AIA and the marginalization of the profession threatens the program.
- Location: Suburban location and poor mass transit isolates the Program and provides little in inspiration.

Initiatives Taken in Response to the SWOT Analysis

The Architecture Program has taken the following actions to address some of the Program Weaknesses identified in the SWOT analysis including the following initiatives and actions.

Curricula

- Environmental Technology Sequence- The ET Coordinator along with faculty revised course content and flow of the sequence, identified redundancies and proposed a reduction in the lab hours of one of the courses. This last change will be submitted to the Undergraduate Curriculum Committee for approve this academic year.
- Portfolio Review Process- Professor Welty and ACM Professional Advisor, Mary Neely, revised the Portfolio Review Process, developing an improved orientation session to the process. They developed a library of portfolio samples to assist students to better understand the criteria of evaluation. Evaluation criteria were adjusted to better reflect a more holistic knowledge of the curricula including more weight added to performance in core sequence classes.
- Need for More Electives/Minors- The Architecture Program encouraged faculty to develop more electives (they receive extra compensation for the added work load) and hired adjuncts to teach courses requested by students when full time faculty were not available.

Learning Culture

- Improved Diversity in Teaching Methodology: The Architecture Program has moved away from

standardizing projects for competitions and focused more on learning objectives. Faculty members are encouraged to develop their own teaching methodologies to satisfy the objectives. Coordinators solicit project ideas from all faculty members to ensure greater diversity of approach, expertise and focus.

- Improve Advising-The introduction of the new ACM Professional Advisor Mary Neely has greatly improved advising in the first two years of the program. In fall 2013 the faculty will participate in a new DegreeWorks training session in preparation for a change in advising structure that will move from central advising to one in which all faculty are assigned to advise individual students. This new approach with build stronger bonds between faculty and students, better equip the faculty to work with students and understand their needs and the larger curricula structure and provide more one on one and focused advising for the students.

Governance

- Clarity and Transparency of Governance- New policies on recording and distribution of meeting minutes were put in place two years ago. The new Dean of ACM has begun an ACM Blog with weekly updates on School news and events. The Architecture Program has recently committed to a policy of better communication between administration and faculty, as well as efforts to better educate the faculty on Departmental business and broader university policy issues that effect it. The Architecture Program also has plans to develop a Handbook and an internal set of P&P's. A Department of Architecture social media page have also been added in the past year.

- Security- New security cameras were installed in Building I2 (Design 2). The Architecture Program is currently pursuing the addition of security cameras in Building N (Architecture Building).

- Tech Support and Facilities- Improvements to IT infrastructure are currently underway in Building I1 including a complete renovation of both the Ethernet and wireless networks. The installation of new 'crystal data closets' (glass enclosed data closets with pedagogical intent) with upgraded server storage in buildings I1 and N. Additionally, new MediaScape collaborative classrooms, the ACM Tech lab and ancillary woodshop have been installed in Building I1.

Relationship to Broader Community

- Relationship with SPSU: The current Dean of ACM and Chair of the Department of Architecture are working on developing a more integrated relationship between the Architecture Program and other departments and divisions on campus. Currently the Architecture Program has two interdisciplinary research/ teaching initiatives. These are collaborative projects between Architecture, Construction Management and Biology, as well as Thesis collaborations with Computer Game Design and Development.

- International Studies: In addition to the Dessau Program, the Architecture Program has increased it relationship with NCUT (North China University of Technology) and has increased the number of exchange and transfer students. The Architecture Program is working closely with the SPSU International Studies Division to develop a new initiatives that will send students to China for a summer Study Abroad Program and to strengthen our relationship with the European Council summer teaching program including sending one of our faculty to teach two courses in France in 2014. We have developed a program for faculty to take students on short two-week trips abroad to various destinations.

- Alumni: The Architecture Program is working with the SPSU Foundation to develop a program to share important news and events with the alumni to keep them better informed and connected. We are also working on plans for an annual Alumni Banquet.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Human Resources - Faculty and Staff

The Architecture Program is composed of a talented and diverse group of individuals including nineteen full-time tenured and tenure-track faculty, one Senior Lecturer and two- full-time lecturers. The Program hires between four-six regular adjunct faculty and an additional four adjunct faculty specifically for the fall Focus Studio. The balance of expertise on the faculty is aligned with the program pedagogy, vision and mission and NAAB requirements for student performance. Their backgrounds provide a balance of academic scholarship and professional experience. See the "Faculty Matrix" at the end of this section for the teaching assignments for the most recent 2 years and a listing of faculty accomplishments and credentials.

Since its last accreditation the Architecture Program has averaged an annual student enrollment of 499. The Programs faculty to student ratios average 1/24 for lecture courses, 1/14 for studios and 1/3 for Thesis.

The Program's administration is organized around a Chair who reports directly to the Dean of the School of Architecture and Construction Management. Academic Department Chairs at SPSU are expected to teach one three credit hour class per fall and spring semesters.

The Architecture Program employs both full-time and part-time, non-academic, staff. In addition to the Program's full-time Administrative Assistant, there are positions of Architecture Shop and Building Operations Manager (with a support staff), Architecture Information Technology Support Manager, and student assistants.

Institutional policies and procedures relative to EEO/AA, diversity and grievances for faculty, staff and students can be found in section I.1.2 Learning Culture and Social Equity. A description of SPSU policies and procedures for faculty appointment, promotion and tenure can be found in section I.1.5 subsection Institutional Requirements for Self-Assessment. The Architecture Program has an additional Departmental P&P regarding promotion and tenure that establishes the requirement of at least one of the following three criteria for consideration of promotion and tenure.

1. Holding the Ph.D.
2. Holding a U.S. architect license
3. Exemplary and peer-recognized creative work

The following table shows the degree held, rank, and tenure status of the 22 full-time faculty in the Program.

		Degree	Rank	Tenure or Tenure Track
1	Tony Rizzuto, Chair	Ph.D.	Associate	Tenure
2	Ed Akins	M.S.	Assistant	Tenure Track
3	Kathryn Bedette	M.S.	Associate	Tenure
4	William Carpenter	Ph.D.	Professor	Tenure
5	Michael Carroll	M.S.	Assistant	Tenure Track
6	Joseph Choma	M.S.	Assistant	Tenure Track
7	Durham Crout	Ph.D.	Associate	Tenure Track

		Degree	Rank	Tenure or Tenure Track
8	Bronne Dytoc	M.S.	Assistant	Tenure Track
9	Ameen Farooq	Ph.D.	Professor	Tenure
10	Mine Hashas	Ph.D.	Assistant	Tenure Track
11	Pyo-Yoon Hong	Ph.D.	Assistant	Tenure Track
12	Elizabeth Martin	M.S.	Assistant	Tenure
13	Marietta Monaghan	M.S.	Lecturer	No
14	Kemp Mooney	M.S.	Sr. Lecturer	No
15	Peter Pittman	M.S.	Associate	Tenure Track
16	Arief Setiawan	Ph.D.	Lecturer	No
17	Ermal Shpuza	Ph.D.	Associate	Tenure
18	Robert Tango	M.S.	Associate	Tenure
19	Saleh Uddin	Ph.D.	Professor	Tenure
20	Manole Voroneanu	M.S.	Assistant	Tenure Track
21	Chris Welty	M.S.	Associate	Tenure
22	Pegah Zamani	Ph.D.	Assistant	Tenure Track

Teaching and Work Loads

Teaching load, relative to faculty/student ratios, have continued to improve since the 2008 NAAB visit. Generally, architecture faculty teach one studio and one lecture course and serve as a co-chair of a Thesis committee in fall and spring semester. Faculty workload hours are calculated on the number of contact hours with students with the exception of studio contact hours, which are calculated at 1/2 of the contact hours per week.

	Catalog Description	Student Credit Hours	Faculty Workload Hours	Notes
Fall Semester				
Studio	0-12-4	0 lecture hours - 12 studio hours - 4 credits	6	2
Lecture	3-0-3	3 lecture hours - 0 studio hours - 3 credits	3	
Thesis Advising	3-0-0	3 lecture hours - 0 studio hours - 3 credits	3	1
			12 Workload Hours	
Spring Semester				
Studio	0-12-4	0 lecture hours - 12 studio hours - 4 credits	6	2
Lecture	3-0-3	3 lecture hours - 0 studio hours - 3 credits	3	
Thesis Advising	3-0-5	3 lecture hours - 0 studio hours - 3 credits	3	
			12 Workload Hours	

		Notes		
		1. Students work independently and faculty are credited with 3 workload hours for Thesis advising		
		2. Faculty are credited at 50% for Studio and lab contact hours.		

With approval of the Department Chair, Faculty may propose special topics electives that would extend their hours beyond the 12 workload hours expected by the University and the Department. Additional workload, when granted, is compensated based on a rate schedule set by the University. Summer employment is also available to full-time and part-time faculty based upon student course demand. Summer pay is prorated based on the number of students enrolled in the class and cannot exceed 1/3 of the faculty members regular annual compensation.

In addition to teaching, tenured and tenure-track faculty members are expected to participate in academic advising, carry on scholarship (see section on Assessing Scholarship below), participate in professional development and serve on committees at the department, school, and university levels. Some faculty members also hold Coordinator assignments within the program and department. See section II.2.3. Curriculum Review and Development sub-section Curricular Responsibilities of Faculty Members within Core Sequences for the complete listing.

Graduate Faculty

In 2010, the University System of Georgia Board of Regents approved a Master of Science in Architecture degree for the Architecture Department, SPSU. The M.S. Architecture degree will debut in fall 2013 with a limited number of students. As of this writing, enrollment is two students. With the small number of students anticipated in the first two years of the new program, their exists ample resources in the instructional corps.

Graduate faculty who are currently teaching two students in the M.S. Architecture Program will be compensated at a rate of $1,200 per semester credit hour. When there are sufficient student enrollment in the master's program, the graduate faculty will be teaching in both the master's program and the bachelor's program, but their teaching workload will remain the same.The vice president of academic affairs is committed to fully staffing the M.S. Architecture program as it grows so that there will be no detriment to the Bachelor of Architecture program.

Presently, there are six faculty who are designated as graduate faculty: Dr. William Carpenter, Dr. Durham Crout, Dr. Saleh Uddin, Dr. Ermal Shpuza, Dr. Ameen Farooq, and Dr. Tony Rizzuto. Dr. Rizzuto is also coordinator of the graduate program.

Human Resource Development

Faculty members are encouraged to engage in continuous professional growth and development. Faculty members are assessed annually, as candidates for promotion and tenure and at post-tenure review with regard to a noteworthy level of professional development.

The faculty is encouraged to seek U.S. licensure as one means, of three available, for consideration for tenure and promotion in the Program. Of the 22 full-time faculty members in the Program, seven hold a U.S. architect license and three hold recognized licensure to practice abroad. Those faculty members that are licensed are required to fulfill their Continuing Education credits. Those working towards licensure continue to study for the ARE.

Professional growth and development opportunities for faculty and staff are budgeted in the general operational budget of the Program and in travel funding. Additionally, the Universities Center for Teaching Excellence provides multiple course options related to teaching, advising, and technologies to assist in the classroom. There are also university funded "minigrants," and Tech Fee opportunities. Students are assessed a technology fee at the university level and the revenues fund collaborative, and competitive,

opportunities for faculty, students, and staff to engage in technology related opportunities for professional development and research.

An example of the SPSU minigrant is the green roof, "ECOmponent/Econtainer" project. Professor Ed Akins, Architecture and professor Matt Weand, Biology were awarded a minigrant for their proposal to study the effects of different planting materials on the roof and walls of a retrofitted shipping container.

Faculty Teaching Matrix
The following matrix identifies the courses taught by each faculty member over the past two years.

**Faculty Teaching Courses
and Type by Term**

Fall 2013 1st Year	Semester	Sm	Fall	Fall	Spg	Spg
	Prefix	DFN	DFN	DFN	DFN	DFN
	Course Number	1000	1241	1001	1002	1111
Tenure/Tenure Track	Course Type	L	LP	S	S	L
Ed Akins						
Kathryn Bedette						
William Carpenter						
Michael Carroll						
Joseph Choma				■		
Durham Crout				■		
Bronne Dytoc						
Ameen Farooq						
Mine Hashas						
Pyo-Yoon Hong						
Elizabeth Martin						
Peter Pittman				■		
Ermal Shpuza						
Robert Tango						
Saleh Uddin						
Manole Voroneanu						
Chris Welty						
Pegah Zamani						
Administration						
Tony Rizzuto, chair						
Rich Cole, dean						
Lecturer/Senior Lecturer						
Marietta Monaghan		■		■		
Kemp Mooney		■				
Arief Setiawan		■		■		
Adjunct						
Albert Lagerstrom						
Thomas Papageorge						
Tony Martin						
FS Visiting Instructor 2013						
Brian Dempsey						
John Stephenson						
Aaron Wilner						

Faculty Teaching Courses and Type by Term

Fall 2013 2nd Year	Semester	Fall DFN	Fall DFN	Fall DFN	Spg DFN	Spg DFN	Spg DFN
	Prefix						
	Course Number	2003	2112	2211	2311	2004	2242
Tenure/Tenure Track	Course Type	S	L	L	LP	S	LP
Ed Akins							
Kathryn Bedette			■				
William Carpenter							
Michael Carroll							
Joseph Choma							
Durham Crout							
Bronne Dytoc				■			
Ameen Farooq							
Mine Hashas							
Pyo-Yoon Hong				■			
Elizabeth Martin							
Peter Pittman							
Ermal Shpuza							
Robert Tango		■					
Saleh Uddin		■					
Manole Voroneanu							
Chris Welty		■					
Pegah Zamani		■					
Administration							
Tony Rizzuto, chair							
Rich Cole, dean							
Lecturer/Senior Lecturer							
Marietta Monaghan			■				
Kemp Mooney							
Arief Setiawan			■				
Adjunct							
Albert Lagerstrom							
Thomas Papageorge							
Tony Martin							
FS Visiting Instructor 2013							
Brian Dempsey							
John Stephenson							
Aaron Wilner							

Faculty Teaching Courses and Type by Term

Fall 2013 3rd Year	Semester	Fall	Fall	Fall	Fall
	Prefix	ARCH	ARCH	ARCH	ARCH
	Course Number	3011	3116	3211	3313
Tenure/Tenure Track	Course Type	S	LS	L	LP
Ed Akins		■			■
Kathryn Bedette					

Faculty Teaching Courses and Type by Term

Fall 2013 3rd Year	Semester	Fall	Fall	Fall	Fall
	Prefix	ARCH	ARCH	ARCH	ARCH
	Course Number	3011	3116	3211	3313
Tenure/Tenure Track	Course Type	S	LS	L	LP
William Carpenter		■			
Michael Carroll		■			■ ■
Joseph Choma					
Durham Crout					
Bronne Dytoc					
Ameen Farooq					
Mine Hashas			■		
Pyo-Yoon Hong				■	
Elizabeth Martin		■			
Peter Pittman					
Ermal Shpuza			■		
Robert Tango					
Saleh Uddin					
Manole Voroneanu			■		
Chris Welty					
Pegah Zamani					■ ■
Administration					
Tony Rizzuto, chair					
Rich Cole, dean					
Lecturer/Senior Lecturer					
Marietta Monaghan					
Kemp Mooney					
Arief Setiawan					
Adjunct					
Albert Lagerstrom				■	
Thomas Papageorge					
Tony Martin					
FS Visiting Instructor 2013					
Brian Dempsey					
John Stephenson					
Aaron Wilner					

Faculty Teaching Courses and Type by Term

Fall 2013 4th year	Semester	Fall	Fall
	Prefix	ARCH	ARCH
	Course Number	4013	4114
Tenure/Tenure Track	Course Type	S	LS
Ed Akins			
Kathryn Bedette			
William Carpenter			■
Michael Carroll			
Joseph Choma			

Faculty Teaching Courses and Type by Term

Fall 2013 4th year	Semester	Fall	Fall
	Prefix	ARCH	ARCH
	Course Number	4013	4114
Tenure/Tenure Track	Course Type	S	LS
Durham Crout			■
Bronne Dytoc			
Ameen Farooq		■	
Mine Hashas		■	
Pyo-Yoon Hong			
Elizabeth Martin			
Peter Pittman			
Ermal Shpuza		■	
Robert Tango			
Saleh Uddin			
Manole Voroneanu		■	
Chris Welty			
Pegah Zamani			
Administration			
Tony Rizzuto, chair			■
Rich Cole, dean			
Lecturer/Senior Lecturer			
Marietta Monaghan			
Kemp Mooney			
Arief Setiawan			
Adjunct			
Albert Lagerstrom			
Thomas Papageorge			■
Tony Martin			
FS Visiting Instructor 2013			
Brian Dempsey			
John Stephenson			
Aaron Wilner			

Faculty Teaching Courses and Type by Term

Fall 2013 5th Year	Semester	Fall	Fall	Fall
	Prefix	ARCH	ARCH	ARCH
	Course Number	5598F	5999R	5313
Tenure/Tenure Track	Course Type	S	Tr	L
Ed Akins			■	
Kathryn Bedette		■	■	
William Carpenter			■	
Michael Carroll			■	
Joseph Choma			■	
Durham Crout			■	
Bronne Dytoc			■	
Ameen Farooq			■	
Mine Hashas			■	
Pyo-Yoon Hong				

Faculty Teaching Courses and Type by Term

Fall 2013 5th Year	Semester	Fall ARCH	Fall ARCH	Fall ARCH
	Prefix			
	Course Number	5598F	5999R	5313
Tenure/Tenure Track	Course Type	S	Tr	L
Elizabeth Martin			■	
Peter Pittman			■	
Ermal Shpuza			■	
Robert Tango			■	
Saleh Uddin			■	
Manole Voroneanu			■	
Chris Welty			■	■
Pegah Zamani			■	
Administration				
Tony Rizzuto, chair			■	
Rich Cole, dean			■	
Lecturer/Senior Lecturer				
Marietta Monaghan				
Kemp Mooney			■	
Arief Setiawan			■	
Adjunct				
Albert Lagerstrom				
Thomas Papageorge				■
Tony Martin				
FS Visiting Instructor 2013				
Brian Dempsey		■		
John Stephenson		■		
Aaron Wilner		■		

Faculty Teaching Courses and Type by Term

Fall Summer 2013 Electives	Semester	Fall ARCH	Fall ARCH	Fall ARCH	Fall ARCH	Fall ARCH	Fall ARCH	SM ARCH	SM ARCH
	Prefix								
	Course Number	3903	3923	3953	3983	4903	4933	4909	5913
Tenure/Tenure Track	Course Type	S	Tr	L	S	Ts	Tr	L	S
Ed Akins									
Kathryn Bedette									
William Carpenter									
Michael Carroll			■						
Joseph Choma									
Durham Crout									
Bronne Dytoc									
Ameen Farooq									
Mine Hashas									
Pyo-Yoon Hong									
Elizabeth Martin									
Peter Pittman									
Ermal Shpuza								■	
Robert Tango									
Saleh Uddin						■			
Manole Voroneanu									

Faculty Teaching Courses and Type by Term

Fall Summer 2013 Electives	Semester	Fall	Fall	Fall	Fall	Fall	Fall	SM	SM
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3903	3923	3953	3983	4903	4933	4909	5913
Tenure/Tenure Track	Course Type	S	Tr	L	S	Ts	Tr	L	S
Chris Welty									
Pegah Zamani									
Administration									
Tony Rizzuto, chair									
Rich Cole, dean									
Lecturer/Senior Lecturer									
Marietta Monaghan									
Kemp Mooney		■		■	■				■
Arief Setiawan									
Adjunct									
Albert Lagerstrom									
Thomas Papageorge									
FS Visiting Instructor 2013									
Brian Dempsey									
John Stephenson									
Aaron Wilner									
Tony Martin							■		
FS Visiting Instructor 2013									
Brian Dempsey									
John Stephenson									
Aaron Wilner									

Faculty Teaching Courses and Type by Term

2012-13 1st Year	Semester	Sm 12	Fall 12	Fall 12	Spg 13	Spg 13
	Prefix	DFN	DFN	DFN	DFN	DFN
	Course Number	1000	1241	1001	1002	1111
Tenure/Tenure Track	Course Type	L	LP	S	S	L
Ed Akins						
Kathryn Bedette						
William Carpenter						
Michael Carroll						
Joseph Choma			■	■	■	
Durham Crout				■	■	
Bronne Dytoc			■	■	■	
Ameen Farooq						
Mine Hashas						
Pyo-Yoon Hong						
Elizabeth Martin						
Peter Pittman						
Ermal Shpuza						
Robert Tango						
Saleh Uddin		■				

Faculty Teaching Courses and Type by Term

2012-13 1st Year	Semester	Sm 12	Fall 12	Fall 12	Spg 13	Spg 13
	Prefix	DFN	DFN	DFN	DFN	DFN
	Course Number	1000	1241	1001	1002	1111
Tenure/Tenure Track	Course Type	L	LP	S	S	L
Manole Voroneanu						
Chris Welty			■			
Pegah Zamani						
Administration						
Tony Rizzuto, chair						
Rich Cole, dean						
Lecturer/Senior Lecturer						
Marietta Monaghan			■	■	■	■
Kemp Mooney						
Arief Setiawan			■	■	■	■
Adjunct						
Harry Kaufman						
Albert Lagerstrom						
Thomas Papageorge						
Gary Parker						
Magdelana Bach				■		
Shani Chabers				■		
Mary Turnipseed			■	■	■	
Jeffrey Collins					■	

Faculty Teaching Courses and Type by Term

2012-13 2nd Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13	Spg 13
	Prefix	DFN	DFN	DFN	DFN	DFN	DFN	DFN
	Course Number	2003	2112	2211	2211	2311	2004	2242
Tenure/Tenure Track	Course Type	S	L	L	L	LP	S	LP
Ed Akins								
Kathryn Bedette		■	■				■	
William Carpenter								
Michael Carroll								
Joseph Choma								
Durham Crout								
Bronne Dytoc				■				
Ameen Farooq								
Mine Hashas								
Pyo-Yoon Hong				■	■			
Elizabeth Martin						■		
Peter Pittman						■		

Faculty Teaching Courses and Type by Term

2012-13 2nd Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13	Spg 13
	Prefix	DFN	DFN	DFN	DFN	DFN	DFN	DFN
	Course Number	2003	2112	2211	2211	2311	2004	2242
Tenure/Tenure Track	Course Type	S	L	L	L	LP	S	LP
Ermal Shpuza								
Robert Tango		■				■	■	
Saleh Uddin		■						
Manole Voroneanu							■	■
Chris Welty		■						■
Pegah Zamani		■					■	
Administration								
Tony Rizzuto, chair							■	
Rich Cole, dean								
Lecturer/Senior Lecturer								
Marietta Monaghan			■					
Kemp Mooney						■		
Arief Setiawan			■					■
Adjunct								
Harry Kaufman				■				
Albert Lagerstrom								
Thomas Papageorge								
Gary Parker								
Magdelana Bach								
Shani Chabers								
Mary Turnipseed								
Jeffrey Collins								

Faculty Teaching Courses and Type by Term

2012-13 3rd Year	Semester	Fall 12	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3011	3116	3211	3313	3012	3113	3212	3314
Tenure/Tenure Track	Course Type	S	LS	L	LP	S	LS	L	LP
Ed Akins		■			■				
Kathryn Bedette							■		
William Carpenter		■				■			
Michael Carroll		■			■	■			
Joseph Choma									
Durham Crout									
Bronne Dytoc									■
Ameen Farooq									

Faculty Teaching Courses and Type by Term

2012-13 3rd Year	Semester	Fall 12	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3011	3116	3211	3313	3012	3113	3212	3314
Tenure/Tenure Track	Course Type	S	LS	L	LP	S	LS	L	LP
Mine Hashas			■						
Pyo–Yoon Hong				■				■	
Elizabeth Martin		■						■	
Peter Pittman		■							
Ermal Shpuza			■			■			
Robert Tango									■
Saleh Uddin									
Manole Voroneanu			■						
Chris Welty						■			
Pegah Zamani					■				■
Administration									
Tony Rizzuto, chair							■		
Rich Cole, dean									
Lecturer/Senior Lecturer									
Marietta Monaghan							■		
Kemp Mooney		■							
Arief Setiawan									
Adjunct									
Harry Kaufman				■					
Albert Lagerstrom				■				■	
Thomas Papageorge									
Magdelana Bach									
Shani Chambers									

Faculty Teaching Courses and Type by Term

2012-13 4th Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	4013	4114	4411	4014	5593	4224
Tenure/Tenure Track	Course Type	S	LS	L	S	LS	LP
Ed Akins					■		■
Kathryn Bedette							
William Carpenter			■				
Michael Carroll							■
Joseph Choma							
Durham Crout			■				
Bronne Dytoc							

Faculty Teaching Courses and Type by Term

2012-13 4th Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	4013	4114	4411	4014	5593	4224
Tenure/Tenure Track	Course Type	S	LS	L	S	LS	LP
Ameen Farooq		■					
Mine Hashas		■					
Pyo–Yoon Hong							
Elizabeth Martin						■	
Peter Pittman							
Ermal Shpuza		■				■	
Robert Tango							
Saleh Uddin			■				
Manole Voroneanu		■					
Chris Welty							
Pegah Zamani							
Administration							
Tony Rizzuto, chair		■	■				
Rich Cole, dean							
Lecturer/Senior Lecturer							
Marietta Monaghan							
Kemp Mooney					■		
Arief Setiawan							
Adjunct							
Harry Kaufman							
Albert Lagerstrom							
Thomas Papageorge				■			
Magdelana Bach							
Shani Chambers							

Faculty Teaching Courses and Type by Term

2012-13 5th Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	5598F	5999R	5313	4414	5999T
Tenure/Tenure Track	Course Type	S	Tr	L	S	Ts
Ed Akins			■			■
Kathryn Bedette			■			■
William Carpenter			■			■
Michael Carroll		■	■			■
Joseph Choma			■			■
Durham Crout			■			■

Faculty Teaching Courses and Type by Term

2012-13 5th Year	Semester	Fall 12	Fall 12	Fall 12	Spg 13	Spg 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	5598F	5999R	5313	4414	5999T
Tenure/Tenure Track	Course Type	S	Tr	L	S	Ts
Bronne Dytoc			■			■
Ameen Farooq			■			■
Mine Hashas			■			■
Pyo–Yoon Hong						
Elizabeth Martin			■			■
Peter Pittman			■			■
Ermal Shpuza			■			■
Robert Tango			■			■
Saleh Uddin			■			■
Manole Voroneanu			■			■
Chris Welty			■	■		■
Pegah Zamani			■			■
Administration						
Tony Rizzuto, chair			■			■
Rich Cole, dean			■			■
Lecturer/Senior Lecturer						
Marietta Monaghan			■			■
Kemp Mooney			■			■
Arief Setiawan			■			■
Adjunct						
Harry Kaufman						
Albert Lagerstrom						
Thomas Papageorge				■	■	
Gary Parker						
Tony Martin						
FS Visiting Instructor 2012						
Jeffrey Collins		■				
Steve Denton		■				
Aaron Wilner		■				

Faculty Teaching Courses and Type by Term

Fall 2012 Electives	Semester	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3903	3923	3933	4903	4933
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective
Ed Akins						

Faculty Teaching Courses and Type by Term

Fall 2012 Electives	Semester	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3903	3923	3933	4903	4933
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective
Kathryn Bedette						
William Carpenter						
Michael Carroll			▅			
Joseph Choma						
Durham Crout						
Bronne Dytoc						
Ameen Farooq						
Mine Hashas						
Pyo–Yoon Hong				▅		
Elizabeth Martin						
Peter Pittman						
Ermal Shpuza						
Robert Tango						
Saleh Uddin					▅	
Manole Voroneanu						
Chris Welty						
Pegah Zamani						
Administration						
Tony Rizzuto, chair						
Rich Cole, dean						
Lecturer/Senior Lecturer						
Marietta Monaghan						
Kemp Mooney		▅				
Arief Setiawan						
Adjunct						
Harry Kaufman						
Albert Lagerstrom						
Thomas Papageorge						
Gary Parker						
Tony Martin						▅
FS Visiting Instructor 2012						
Jeffrey Collins						
Steve Denton						
Aaron Wilner						
Tony Martin						▅
FS Visiting Instructor 2012						
Jeffrey Collins						

Faculty Teaching Courses and Type by Term

Fall 2012 Electives	Semester	Fall 12	Fall 12	Fall 12	Fall 12	Fall 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3903	3923	3933	4903	4933
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective
Steve Denton						
Aaron Wilner						

Faculty Teaching Courses and Type by Term

Spring 2013 Electives	Semester	Spg 13	Spr 13	Spr 13	Spr 13	Spr 13	Spg 13	Spr 13	SM 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3943	3963	3973	3983	3993	4903	4933	4906
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Ed Akins				▮					
Kathryn Bedette									
William Carpenter			▮						
Michael Carroll		▮							
Joseph Choma						▮			
Durham Crout									
Bronne Dytoc									
Ameen Farooq									
Mine Hashas									
Pyo–Yoon Hong									
Elizabeth Martin									
Peter Pittman					▮				
Ermal Shpuza									▮
Robert Tango									
Saleh Uddin							▮		
Manole Voroneanu									
Chris Welty									
Pegah Zamani									
Administration									
Tony Rizzuto, chair									
Rich Cole, dean									
Lecturer/Senior Lecturer									
Marietta Monaghan									
Kemp Mooney									
Arief Setiawan									
Adjunct									
Harry Kaufman									
Albert Lagerstrom									

Faculty Teaching Courses and Type by Term

Spring 2013 Electives	Semester	Spg 13	Spr 13	Spr 13	Spr 13	Spr 13	Spg 13	Spr 13	SM 13
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3943	3963	3973	3983	3993	4903	4933	4906
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Thomas Papageorge									
Gary Parker									
Tony Martin									■	
FS Visiting Instructor 2012									
Jeffrey Collins									
Steve Denton									
Aaron Wilner									
Tony Martin									■	
FS Visiting Instructor 2012									
Jeffrey Collins									
Steve Denton									
Aaron Wilner									

Faculty Teaching Courses and Type by Term

2-11=12 1st Year	Semester	Sm 11	Fall 11	Fall 11	Spg 12	Spg 12
	Prefix	DFN	DFN	DFN	DFN	DFN
	Course Number	1000	1241	1001	1002	1111
		L	LP	S	S	L
Tenure/Tenure Track	Course Type					
Ed Akins						
Richard Becherer						
Kathryn Bedette						
William Carpenter						
Michael Carroll						
Joseph Choma				■	■	
Durham Crout				■	■	
Bronne Dytoc				■	■	
Ameen Farooq						
Mine Hashas					■	
Pyo-Yoon Hong						
Elizabeth Martin						
Peter Pittman		■		■		
Ermal Shpuza						
Robert Tango						

Faculty Teaching Courses and Type by Term

2-11=12 1st Year	Semester	Sm 11	Fall 11	Fall 11	Spg 12	Spg 12
	Prefix	DFN	DFN	DFN	DFN	DFN
	Course Number	1000	1241	1001	1002	1111
		L	LP	S	S	L
Tenure/Tenure Track	Course Type					
Saleh Uddin			■			
Manole Voroneanu						
Chris Welty			■		■	
Pegah Zamani				■		
Administration						
Tony Rizzuto, chair						
Rich Cole, dean						
Lecturer/Senior Lecturer						
Marietta Monaghan			■			■
Kemp Mooney						
Arief Setiawan				■	■	■
Adjunct						
John Dreher			■			
Zamila Karimi				■	■	
Harry Kaufman						
Albert Lagerstrom						
Thomas Papageorge						
Gary Parker						
Magdelana Bach			■	■		
Shani Chabers						
Mary Turnipseed						
Maria Salazar			■			
Jeffrey Collins						

Faculty Teaching Courses and Type by Term

2011-12 2nd Year	Semester	Fall 11	Fall 11	Fall 11	Spg 12	Spg 12	Spg 12	Spg 12
	Prefix	DFN	DFN	DFN	DFN	DFN	DFN	DFN
	Course Number	2003	2112	2211	2211	2311	2004	2242
Tenure/Tenure Track	Course Type	S	L	L	L	LP	S	LP
Ed Akins								
Richard Becherer								
Kathryn Bedette		■	■				■	
William Carpenter								

Faculty Teaching Courses and Type by Term

2011-12 2nd Year	Semester	Fall 11	Fall 11	Fall 11	Spg 12	Spg 12	Spg 12	Spg 12
	Prefix	DFN	DFN	DFN	DFN	DFN	DFN	DFN
	Course Number	2003	2112	2211	2211	2311	2004	2242
Tenure/Tenure Track	Course Type	S	L	L	L	LP	S	LP
Michael Carroll								
Joseph Choma						■		
Durham Crout								
Bronne Dytoc				■				
Ameen Farooq								
Mine Hashas								
Pyo-Yoon Hong				■	■			
Elizabeth Martin						■	■	
Peter Pittman						■		
Ermal Shpuza								
Robert Tango		■				■	■	
Saleh Uddin		■						■
Manole Voroneanu		■					■	■
Chris Welty		■						■
Pegah Zamani								
Administration								
Tony Rizzuto, chair							■	
Rich Cole, dean		■						
Lecturer/Senior Lecturer								
Marietta Monaghan			■					
Kemp Mooney								
Arief Setiawan			■					■
Adjunct								
John Dreher								
Zamila Karimi								
Harry Kaufman				■				
Albert Lagerstrom				■				
Thomas Papageorge								
Gary Parker								
Magdelana Bach								
Shani Chabers								
Mary Turnipseed								
Maria Salazar								
Jeffrey Collins								

Faculty Teaching Courses and Type by Term

2011-12 3rd Year	Semester	Fall 11	Fall 11	Fall 11	Fall 1I	Fall 11	Spg 12	Spg 12	Spg 12	Spg 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	2020	3011	3116	3211	3313	3012	3113	3212	3314
Tenure/Tenure Track	Course Type	LP	S	LS	L	LP	S	LS	L	LP
Ed Akins			■			■				
Richard Becherer										
Kathryn Bedette								■		
William Carpenter			■				■			
Michael Carroll			■			■	■			
Joseph Choma										
Durham Crout										
Bronne Dytoc										■
Ameen Farooq										
Mine Hashas										
Pyo−Yoon Hong					■				■	
Elizabeth Martin			■							
Peter Pittman							■			
Ermal Shpuza							■			
Robert Tango										■
Saleh Uddin										
Manole Voroneanu				■						
Chris Welty							■			
Pegah Zamani						■				■
Administration										
Tony Rizzuto, chair								■		
Rich Cole, dean										
Lecturer/Senior Lecturer										
Marietta Monaghan		■						■		
Kemp Mooney										
Arief Setiawan										
Adjunct										
Harry Kaufman					■				■	
Albert Lagerstrom					■					
Thomas Papageorge										
Gary Parker										
Magdelana Bach										
Shani Chambers										

Faculty Teaching Courses and Type by Term

2011-12 4th Year	Semester	Fall 11	Fall 11	Fall 11	Fall 11	Spg 12	Spg 12	Spg 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	4013	4114	4116	4225	4014	5593	4224
Tenure/Tenure Track	Course Type	S	LS	LS	LP	S	LS	LP
Ed Akins						■		■
Richard Becherer		■	■				■	
Kathryn Bedette								
William Carpenter			■					
Michael Carroll								■
Joseph Choma								
Durham Crout								
Bronne Dytoc					■			
Ameen Farooq								
Mine Hashas		■		■			■	
Pyo-Yoon Hong								
Elizabeth Martin							■	
Peter Pittman								
Ermal Shpuza		■		■				
Robert Tango					■			
Saleh Uddin						■		
Manole Voroneanu								
Chris Welty								
Pegah Zamani								
Administration								
Tony Rizzuto, chair		■	■					
Rich Cole, dean						■		
Lecturer/Senior Lecturer								
Marietta Monaghan								
Kemp Mooney						■		
Arief Setiawan								
Adjunct								
Harry Kaufman								
Albert Lagerstrom								
Thomas Papageorge								■
Gary Parker								
Magdelana Bach								
Shani Chambers								

Faculty Teaching Courses and Type by Term

2011-12 5th Year	Semester Prefix Course Number Course Type	Fall 11 ARCH 5598F S	Fall 11 ARCH 5999R Tr	Fall 11 ARCH 5313 L	Spg 12 ARCH 4414 S	Spg 12 ARCH 5999T Ts
Tenure/Tenure Track						
Ed Akins			■			■
Wilson Barnes			■			■
Richard Becherer			■			■
Kathryn Bedette			■			■
William Carpenter			■			■
Michael Carroll			■			■
Joseph Choma						
Durham Crout			■			■
Bronne Dytoc			■			■
Ameen Farooq			■			■
Mine Hashas			■			■
Pyo–Yoon Hong						
Elizabeth Martin			■			■
Peter Pittman			■			■
Ermal Shpuza			■			■
Robert Tango			■			■
Saleh Uddin			■			■
Manole Voroneanu			■			■
Chris Welty			■			■
Pegah Zamani			■			■
Administration						
Tony Rizzuto, chair			■			■
Rich Cole, dean			■			■
Lecturer/Senior Lecturer						
Marietta Monaghan						
Kemp Mooney		■	■			■
Arief Setiawan			■			■
Adjunct						
Zamila Karimi						
Harry Kaufman						
Albert Lagerstrom						
Thomas Papageorge						
Gary Parker						
Marvin Rhodes						
Tony Martin						
FS Visiting Instructor 2011						
Shani Chambers		■				
Kathryn Johnson		■				
Jay Serwer		■				

Faculty Teaching Courses and Type by Term

Fall 2011 Electives / Tenure/Tenure Track	Semester Prefix Course Number Course Type	Fall 11 ARCH 5313 L	Spg 12 ARCH 4414 S	Spg 12 ARCH 5999T Ts	Fall 11 ARCH 3903 Elective	Fall 11 ARCH 3953 Elective	Fall 11 ARCH 3060 Elective	Fall 11 ARCH 3943 Elective
Ed Akins				■				
Wilson Barnes				■				
Richard Becherer				■				
Kathryn Bedette				■				
William Carpenter				■				
Michael Carroll				■				
Joseph Choma								
Durham Crout				■				
Bronne Dytoc				■				
Ameen Farooq				■				
Mine Hashas				■				
Pyo–Yoon Hong								
Elizabeth Martin				■				
Peter Pittman				■				
Ermal Shpuza				■				
Robert Tango				■				
Saleh Uddin				■				
Manole Voroneanu				■				
Chris Welty				■				
Pegah Zamani				■				
Administration								
Tony Rizzuto, chair				■				
Rich Cole, dean				■				
Lecturer/Senior Lecturer								
Marietta Monaghan								
Kemp Mooney				■	■	■		
Arief Setiawan				■				
Adjunct								
Zamila Karimi								
Harry Kaufman								
Albert Lagerstrom								
Thomas Papageorge								
Gary Parker							■	
Marvin Rhodes								■
Tony Martin								■
FS Visiting Instructor 2011								
Shani Chambers								

Faculty Teaching Courses and Type by Term

Fall 2011 Electives	Semester	Fall 11	Spg 12	Spg 12	Fall 11	Fall 11	Fall 11	Fall 11
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	5313	4414	5999T	3903	3953	3060	3943
Tenure/Tenure Track	Course Type	L	S	Ts	Elective	Elective	Elective	Elective
Kathryn Johnson								
Jay Serwer								

Faculty Teaching Courses and Type by Term

Spring 2012 Electives	Semester	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3901	3903	3913	3933	3943	3953	3983
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Ed Akins								
Wilson Barnes								
Richard Becherer								
Kathryn Bedette								
William Carpenter								
Michael Carroll								
Joseph Choma								
Durham Crout								
Bronne Dytoc								
Ameen Farooq								
Mine Hashas								
Pyo–Yoon Hong								
Elizabeth Martin								
Peter Pittman								■
Ermal Shpuza					■			
Robert Tango								
Saleh Uddin		■						
Manole Voroneanu								
Chris Welty								
Pegah Zamani								
Administration								
Tony Rizzuto, chair								
Rich Cole, dean				■				
Lecturer/Senior Lecturer								
Marietta Monaghan								
Kemp Mooney			■				■	
Arief Setiawan								
Adjunct								

Faculty Teaching Courses and Type by Term

Spring 2012 Electives	Semester	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12	Spg 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3901	3903	3913	3933	3943	3953	3983
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Zamila Karimi								
Harry Kaufman								
Albert Lagerstrom								
Thomas Papageorge								
Gary Parker								
Marvin Rhodes						▰		
Tony Martin								
FS Visiting Instructor 2011								
Shani Chambers								
Kathryn Johnson								
Jay Serwer								

Faculty Teaching Courses and Type by Term

Spring 2012 Electives Continued	Semester	SPG 12	Spg 12	Spg 12	Spg 12	Spg 12	Sm 12
	Prefix	ARCH	ARCH	ARCH	ARCH	ARCH	ARCH
	Course Number	3993	4903	4923	4933	5943	4906
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective
Ed Akins							
Wilson Barnes							
Richard Becherer			▰				
Kathryn Bedette							
William Carpenter				▰			
Michael Carroll						▰	
Joseph Choma		▰					
Durham Crout							
Bronne Dytoc							
Ameen Farooq							
Mine Hashas							
Pyo-Yoon Hong							
Elizabeth Martin							
Peter Pittman							
Ermal Shpuza							▰
Robert Tango							
Saleh Uddin							
Manole Voroneanu							
Chris Welty							

Faculty Teaching Courses and Type by Term

Spring 2012 Electives Continued	Semester Prefix Course Number	SPG 12 ARCH 3993	Spg 12 ARCH 4903	Spg 12 ARCH 4923	Spg 12 ARCH 4933	Spg 12 ARCH 5943	Sm 12 ARCH 4906
Tenure/Tenure Track	Course Type	Elective	Elective	Elective	Elective	Elective	Elective
Pegah Zamani							
Administration							
Tony Rizzuto, chair							
Rich Cole, dean							
Lecturer/Senior Lecturer							
Marietta Monaghan							
Kemp Mooney							
Arief Setiawan							
Adjunct							
Zamila Karimi							
Harry Kaufman							
Albert Lagerstrom							
Thomas Papageorge							
Gary Parker							
Marvin Rhodes							
Tony Martin						▮	
FS Visiting Instructor 2011							
Shani Chambers							
Kathryn Johnson							
Jay Serwer							

Faculty Teaching Expertise
Below is a listing of faculty, courses taught and relevant expertise (two academic years prior to the current upcoming NAAB visit). For a complete list of faculty accomplishments and resumes see section 1.3.3.

Rich Cole, AIA, NCARB, Professor, Dean School of Architecture and Construction Management
Selected Accomplishment Since Last Accreditation Visit
  • Manuscript Review, Technical Drawing; Giesecke, Prentice Hall. Pearson Education Publishers, 2011
  • Manuscript Review, The Fundamentals of Graphics Communications - 6th ed, Ross, Bertoline, Hartman, Wiebe, 2010
  • Manuscript Review, Technical Drawing 101 with AutoCAD: A Multidisciplnary Curriculum for the First Semester, by Smith/Ramirez - Pearson Education, Bookworks Publishing (Lisa Garboski, Editor) - Dec. 4, 2009
  • Abstract Submitted: The Digital Student - Approaches to Architectural Studio Presentations, Co-authored with Professor Chris Welty, 2012 Biannual Conference of the Design Communication Association, Oklahoma State University, 2012
  • AJC Newspaper Article, "Reinvented Life" article by Michelle Hiskey (Oct 18, 2010)
  • Academic Award: Faculty of the Year (Student Government Association) 2012-2013
  • Academic Award: Most Influential Professor, Alpha Chi Honor Society (awarded by two students)
Courses Taught in the Previous Two Years

- ***ARCH 5999R Thesis Research and ARCH 5999T Thesis Studio***

  <u>Expertise</u>

  - M.ARCH degree, 35 years of practice experience founder and principle with 30 years of academic experience teaching studio and support courses.

Tony Rizzuto, Ph.D., Associate Professor, Chair Department of Architecture

<u>Selected Accomplishment Since Last Accreditation Visit</u>

- 6/21/13 "The Future City Competition- An Effective Middle School Outreach Program', WEPAN Conference, June 19- 22, Hyatt Regency Atlanta.
- 6/5/12 'Building Team Participation', Invited Speaker presentation to the Annual Meeting of Regional Coordinators, Future City Competition, Arlington VA.
- 1/19/10- '*Sustainability 2.0 Moving Beyond the Architectural Curriculum'* Invited Speaker, *Architecturally Speaking: Discussions on Staying Current in Architectural Curricula*, sponsored by AIA Georgia, Georgia Institute of Architecture, Atlanta GA.
- 2008 *Le Corbusier,* Tony Rizzuto, Co-Editor, Proceedings from 2008 Annual Dean's Symposium*, Atlanta, Southern Polytechnic State University, 2008.
- 2008 Tony Rizzuto, 'Le Corbusier and the 'mecanique spirituelle' in *Le Corbusier Annual Dean's Symposium Proceedings,* Tony Rizzuto, editor, Atlanta, SPSU, 2008
- 5/1/12- *771 Spring St the Crum and Forster Building Position Paper,* work with the Preservation Center and the Midtown Neighbors Association to save and protect this historic Landmarked building.
- 1/10-3/10- *City Hall East NPU Committee,,* Committee of representatives tasked with outlining the communities concerns and recommendations for the future development of the historic Sears Building on Ponce De Leon Ave in Atlanta Georgia.
- 08- 09 *Atlanta Beltline Recommendations on Master Plan for Subarea 6-* Development of formal recommendations to proposed plan for Beltline Subarea 6.
- 06/17/08 *768 Juniper Street- Preservation of Historic Buildings*, Development of formal recommendations in opposition to the application by St. Marks for the demolition of three historic structures at the corner of 5th Street and Juniper. These homes were part of the only remaining contiguous row of historic properties on Juniper Street.
- 05/20/08 *771 Spring Street- Preservation of the Crum and Foster Building*, Development of formal recommendations in opposition to the application by the Georgia Tech Foundation for the demolition of the Crum and Foster building at 771 Spring Street.

<u>Courses Taught in the Previous Two Years</u>

- ***DFN 2004 Design Foundation Studio IV***

  <u>Expertise</u>

  - 15+ years experience in Architectural Design founder and principle Metastasis design firm. 16 years academic experience teaching design studio.

- ***ARCH 4013 Architecture Studio III***

  <u>Expertise</u>

  - 15+ years experience in Architectural Design founder and principle Metastasis design firm. 16 years academic experience teaching design studio. Research related to ecological urbanism, urban farming, and biophilia. 8+ years practical experience working with architects and developers chairing neighborhood and City of Atlanta land use and development review committees.

- ***ARCH 4114 Architecture Culture IV 1945 to Current***

  <u>Expertise</u>

  - Ph.D. in Architectural History/Theory with minor concentrations in art history, philosophy and aesthetic theory. Published author in research areas related to tectonic theory, renaissance theory and aesthetics. 21 years academic experience teaching history theory.

- ***ARCH 3113 Architecture Culture III 1850 to 1945***

  Expertise

  - Ph.D. in Architectural History/Theory with minor concentrations in art history, philosophy and aesthetic theory. Published author in research areas related to tectonic theory, renaissance theory and aesthetics. 21 years academic experience teaching history theory.

- ***ARCH 5999R Thesis Research and ARCH 5999T Thesis Studio***

  Expertise

  - Ph.D. in Architectural History/Theory with minor concentrations in art history, philosophy and aesthetic theory. Published author in research areas related to tectonic theory, renaissance theory and aesthetics. 21 years academic experience teaching history theory. 15+ years experience in Architectural Design founder and principle Metastasis design firm. 16 years academic experience teaching design studio. Research related to ecological urbanism, urban farming, and biophilia. 8+ years practical experience working with architects and developers chairing neighborhood and City of Atlanta land use and development review committees.

Ed Akins, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- "Becoming a Green Building Professional: A Guide to Careers in Sustainable Architecture, Design, Engineering, Development, and Operations" Henderson, Holley. Hoboken: Wiley, 2012. Contribution to book (pg.376)

- "Living, Learning, Building, and Sharing: One Petal at a time" (Advisor and editor)
  Edited the work of primary student authors: Kristin Tolentino, Stephen Sandberg, Eric Moritz
  Published in TRIMTAB, Issue 13, Spring Issue 2012, pg.34-41 "Experiences: An Architect and Educator Bridges Two Professions",

- Adapted from an online interview with AIA National, Ed Akins, author / Published in MASS2011 Volume01, The Annual Architectural Publication of the YAF, Atlanta, December 2011

- Research to Practice (R2P2) Phase I and Phase II reports
  SPSU/NCUT collaborative campus research for energy efficiency, conducted through IKRC "USGBC Research to Practice: Data + Learning = Behavior Change Workshop" session for campus facilities and faculty interested in participating in the R2P2 research initiative with USGBC. Greening of the Campus IX: Building Pedagogy / Ball State University Muncie, IN, March 18-21, 2012

- SPSU Minigrant ($10K) recipient for ECOntainer project seeking to investigate building wall and roof surfaces with organic and inorganic materials and to determine material performance of various assemblies. Eventual demonstrations field lab will be housed in a shipping container.

Courses Taught in the Previous Two Years

- ***ARCH 3011 Architecture Studio I (3rd Year)***

  Expertise

  - Masters degree in architecture and over 12 years of academic experience as a studio instructor.

  - Registered Architect since 2006 with over 15 years of experience in architectural practice (as project architect, sole practitioner and/or project manager) at a variety of building scales with experience in multiple construction types and program typologies. Research and community involvement centrally focused upon architectural education and practice to reinforce Architectural Thinking in third year. Architectural design and service awards from 2002-2011 for projects and professional involvement.

- ***ARCH 3313 Environmental Technologies II: Human Comfort / Systems***

  Expertise

  - Research, presentations, and leadership in both academic and professional organizations in the field of ecological awareness and sustainable design. Innovative student learning techniques as a result of bridging international competitions, practice, and emerging trends into the academic

realm. Evidenced through student work publication and student integration into environmental research activities. Faculty advisor of the USGBC student chapter at SPSU. Research and Education Officer at the IKRC Green Building Research center. LEED accredited since 2001, a consultant and developer for the City of Atlanta's Sustainable Building Ordinance (ASBO) of 2010, and past Moderator of the 2012 AIA+ARCH2030 sessions in Atlanta. Design-build research underway (ECOmponents).

- **ARCH 4014 Architecture Studio IV (4th Year)**

  <u>Expertise</u>

  - Masters degree in architecture and over 12 years of academic experience as a studio instructor.

  - Registered Architect since 2006 with over 15 years of experience in architectural practice (as project architect, sole practitioner and/or project manager) at a variety of building scales with experience in multiple construction types and program typologies. Experience as project architect and maintaining architectural registration and professional membership provides insight into the required instruction of comprehensive design requirements within the fourth year studio. Expertise gained through practice in mid-rise multi-family mixed use housing assists instruction.

- **ARCH 4224 Environmental Technology IV Codes and Technical Documents**

  <u>Expertise</u>

  - Registered Architect since 2006 with over 15 years of experience in architectural practice (as project architect, sole practitioner and/or project manager) at a variety of building scales with experience in multiple construction types and program typologies. Experience as project architect and maintaining architectural registration and professional membership as well as the required Continuing Education units required within registration, provides expertise in code and practice evolution.

- **ARCH 5999R Thesis Research and ARCH 5999T Thesis Studio**

  <u>Expertise</u>

  - Masters degree in architecture and over 12 years of academic experience. Research application proven through directed elective studies and presentations as well as publications.

- **ARCH 3973 Study Abroad (Paris, France)**

  <u>Expertise</u>

  - Beyond the qualifications listed above, two visits to Paris in 2011 and 2012, prior to teaching the course, established the itenerary and solidified relationships for housing assistance and tour assistance in 2013. Prior Architecture tour experience of the city in 1994 as a student contributed to awareness of sites and course organization.

- **ARCH 3002 Honors (Solar Research)**

  <u>Expertise</u>

  - Beyond the qualifications listed above, multiple papers and presentations on the subject of solar responsiveness in Architecture as well as the development of a course (Natural Systems) at Georgia Institute of Technology focused on sustainable approaches to design as a system operating on ancient and current solar energy. Currently in development of solar architecture apps with the CS department at SPSU.

Kathryn Bedette, Associate Professor, AIA

<u>Selected Accomplishment Since Last Accreditation Visit</u>

- Bedette, Kathryn (2011). *The Cognitive Context of Design*. ARCHTHEO'11, Theory for the Sake of Theory, Mimar Sinan Fine Arts University, Istanbul, Turkey 23-26 November 2011: Conference Proceedings Vol II, ed. 2, pp449-459.

- Bedette, Kathryn (2011). *The Fictionalizing of Built Space in Marc Forster's* Stay. ARCHTHEO'11, Theory for the Sake of Theory, Mimar Sinan Fine Arts University, Istanbul, Turkey 23-26 November 2011: Conference Proceedings Vol I, pp283-291.

- Bedette, Kathryn and Mine Hashas (2011). *Architectural Activism*. First International Congress of ReteVitruvio: Architectural Design Between Teaching and Research, Bari, Italy May 3-7, 2011: Proceedings, Vol. 3.
- Bedette, Kathryn (2011). *Where Are the Wild Things? Introducing Environmental Theory in First-Year Design Studio*. Beginning of / In the End: 27th National Conference on the Beginning Design Student, University of Nebraska, Lincoln, Nebraska March 31-April 2, 2011: Proceedings pp383-388.
- Bedette, Kathryn (2009). *Meaningful Tension Between Plastic and Concrete*. LIVENARCH IV, 4th International Congress in Trabzon, Turkey 09-11 July 2009: Proceedings Vol 1, pp35-44.
- Bedette, Kathryn (2008). *Manfredo Tafuri and Jean-Paul Sartre Walk into a Bar and Order Half a Glass of Beer (Or, Operations of Substance and Meaning for the Beginning Design Student)*. Designing Design Education, Designtrain Congress 2008, Amsterdam, The Netherlands 05-07 June 2008: Proceedings Part I. No. 014, pp160-171.

Courses Taught in the Previous Two Years

- ***ARCH 5998F: Focus Studio***

  Expertise

  - Published author in research area of the *Drawing Motion* Focus Studio. The studio was proposed and granted through a competitive selection process.

- ***ARCH 5999R: Thesis Research and ARCH 5999T: Thesis Design***

  Expertise

  - Published pedagogical research in the area of B.Arch thesis project outcomes. M.Arch degree includes one year thesis project completed at the Städelschule Staatliche Hochschule für Bildende Künste, Frankfurt, Germany.

- ***ARCH 3113: Architecture Culture III-1850 to 1945***

  Expertise

  - Published author in research area of social and cultural constructions in the built environment. Authored and developed course with a historiographic approach.

- ***DFN 2112: Architecture Culture II-Renaissance to 1850***

  Expertise

  - Published author in research area of social and cultural constructions in the built environment. Authored and developed course with a historiographic approach.

- ***DFN 2004: Design Foundation Studio IV***

  Expertise

  - Published pedagogical research in the area of beginning design. Registered Architect in the State of Georgia with award winning and exhibited built work. Recipient of the 2003 Emerging Voices Award, Atlanta, Georgia.

- ***DFN 2003: Design Foundation Studio III***

  Expertise

  - Published pedagogical research in the area of beginning design. Registered Architect in the State of Georgia with award winning and exhibited built work. Recipient of the 2003 Emerging Voices Award, Atlanta, Georgia.

William Carpenter Ph.D., Professor, FAIA, LEEP AP

Selected Accomplishment Since Last Accreditation Visit

- Carpenter, William, Modern Sustainable Residential Design: A Guide for Design Professionals, New York, John Wiley and Sons, 2009 (In collaboration with Dwell Magazine
- Waldrep, Lee, Carpenter, William, Becoming an Architect; A Guide to Careers in Design: Third Edition, New York, John Wiley and Sons, Chapter One, 2012

- Carpenter, William, Design Build Studio, Atlanta, Lightroom Press, 2012
- Carpenter, William, Multidisciplinary Practice, Lightroom Press, 2011
- Carpenter, William, (2009) Modern Sustainable Residential Design the AIA National Convention
- Carpenter, William (2013) Chairman; AIA International Research Summit, Lawrence Technological Institute and Cranbrook Academy
- Carpenter, William (2012) Keynote Speaker, International Conference on Planning and Deign, Taipei, Taiwan
- Carpenter, William (2011) Master Class Professor, University of Alghero College of Architecture and Urban Design, Alghero, Italy
- AIA Georgia, Bernard B. Rothschild Award, Awarded as the highest honor from AIA Georgia; 2012

Courses Taught in the Previous Two Years

- ***ARCH 4114; Cultures IV 1945 to the Present***

  Expertise

  - PhD in architecture. Recognized and published leader in bridging architectural education and practice.

- ***ARCH 3011; Architecture Studio I***

  Expertise

  - PhD in architecture. Recognized and published leader in bridging architectural education and practice and Design Build Education.

- ***ARCH 3012; Architecture Studio II***

  Expertise

  - PhD in architecture. Recognized and published leader in bridging architectural education and practice.

- ***ARCH 5999R Thesis Research and 5999T Thesis Studio***

  Expertise

  - PhD in architecture. Recognized and published leader in bridging architectural education and practice.

- ***ARCH 3963; Design for Humanity - Honors Program***

  Expertise

  - PhD in architecture and urban planning. Recognized and published leader in bridging architectural education and practice.
  - Recognized scholar in Design Build Education and Sustainability, with eleven AIA design awards. (1998-2009)

Michael Carroll, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- Carroll, Michael (2013), "Dynamic ETFE Façade Systems in a Mediterranean Climate." International Conference on Adaptation and Movement in Architecture, Toronto, Canada, October 2013.
- Carroll, Michael (2012), "Market Performance" (Article), Canadian Architect Magazine, September 2012.
- Carroll, Michael (2011), "Materiality of the Infrathin" Article in *Matter: Material Processes in Architectural Production*, Edited by Michael Meredith and Gail Borden, Routledge Press, Taylor & Francis Books, London, England, 2011
- Carroll, Michael (2010), atelier BUILD (Monograph), Michael Carroll and Danita Rooyakkers, Editor: Professor Brian Carter, TUNS Press, Dalhousie University, Halifax, Nova Scotia, Canada, January 2010.

- Carroll, Michael (2010), "Neighbourhood Consolidation: A Series of Interstitial Architectural Interventions, Montreal, Canada." FA5 - Festival of Architecture 2009-2010, Parma, Reggio Emilia, Modena Italy, November, 2010.
- Carroll, Michael (2010), "Rock Star", Feature article on Todd Saunders. Canadian Architect Magazine, October, 2010.

Courses Taught in the Previous Two Years

- ***ARCH 3011: Architecture Design Studio I***

  Expertise

  - 15+ years experience in professional architectural design studios. Founder/Partner of Atelier BUILD. Exhibited and published completed architectural projects in Canada, US, UK and Japan.

- ***ARCH 3012: Architecture Design Studio II***

  Expertise

  - 15+ years experience in professional architectural design studios. Founder/Partner of Atelier BUILD. Exhibited and published completed architectural projects in Canada, US, UK and Japan.

- ***ARCH 3313: Environmental Technology II: Human Comfort and HVAC Systems***

  Expertise

  - Bachelor of Environmental Design Systems. Designed and constructed a series of projects in Montreal, Canada. In particular ECO-CITE, an ecologically designed eight-unit condominium project with super-insulated exterior, a geo-thermal heating/cooling system, in-floor radiant heating/cooling.

- ***ARCH 3943: Materiality in Contemporary Spanish Architecture***

  Expertise

  - Responsible for the creation of SAMPLE (materials library) at SPSU Department of Architecture. Published article in Material Matters. Worked in Sevilla, Spain.

- ***ARCH 3923: Material Matters***

  Expertise

  - Responsible for the creation of SAMPLE (materials library) at SPSU Department of Architecture. Published article in Material Matters.

- ***ARCH 4224: Environmental Technology IV: Building Codes and Technical Documents***

  Expertise

  - 15+ years experience in professional architectural design studios. Founder/Partner of Atelier BUILD. Worked on the technical documents for a number of projects. Graduate thesis focused on the Drawing Templates of Michelangelo and the connection between drawing and architectural thinking.

- ***ARCH 5998F: Focus Studio: Material Misuse***

  Expertise

  - Founder/Partner of Atelier BUILD, a design/build firm based in Montreal, Canada. Responsible for the creation of SAMPLE (materials library) at SPSU Department of Architecture. Published article in Material Matters.

- ***ARCH 5999R: Thesis Research – Committee #7***

  Expertise

  - Number of published articles in professional architecture magazines and publications. Completion of post-professional thesis as part of a Master of Architecture in History and Theory of Architecture.

- ***ARCH 5999T: Thesis Design II – Committee #7***

  Expertise

- Number of published articles in professional architecture magazines and publications. Completion of post-professional thesis as part of a Master of Architecture in History and Theory of Architecture.

Joseph Choma, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- Performative Materials in Architecture and Design, Intellect Books, Page 158-159, August 2013
- Cornell Journal of Architecture Issue 9: Mathematics, *Thickening*, Page 191-199, March 2013
- Testing to Failure, SA+P Press, October 2011, *Contested Boundaries*, Page 158-159
- SIGRADI 2010 Proceedings, November 2010, *Digital Fabrication + Hand Craft*, Page 146-149
- ACADIA 2010 Catalog, October 2010, *Contested Boundaries*, Page 146-149
- Machinic Processes Architectural Biennial Beijing 2010 Students Catalog, October 2010
- Design for the Children Book, May 2010, *Play and Order*, Page 40
- RUNE Journal 31, May 2010, *Exploding Volume Packing*, Page 33
- Design Exchange Magazine, August 2009, *Wide Eyed*, Page 90, 91
- eVolo Magazine, July 2009, *Architecture Redefined*, Page 144, 145
- EMPAC OPEN Book, Fall 2008, *Architecture and Design Exhibition*, Page 60, 61
- Rensselaer Magazine, Fall 2008, *2008 EOY Award*, Page 53

Courses Taught in the Previous Two Years

- *DFN 1001 Design Foundation Studio 1*

  Expertise

  - Awarded the 2013 Emerging Voices Citation from the AIA Atlanta. Received recognition in eleven architecture and design competitions. Including: a Shortlisted Entry in Princeton Architectural Press' Pamphlet Architecture 33 Competition, a Notable Entry in AIA Seattle's Design for the Children Competition, and a Special Mention in the prestigious eVolo 07 Housing Competition.

- *DFN 1241 Design Communications 1*

  Expertise

  - Drawings have been internationally published and exhibited on a regular basis. Author of the forthcoming book: *MORPHING: A Design Guide to Mathematical Transformations*, Laurence King Publishing, which is composed of over 500 drawings generated with mathematics.

- *DFN 1002 Design Foundation Studio 2*

  Expertise

  - Awarded the 2013 Emerging Voices Citation from the AIA Atlanta. Received recognition in eleven architecture and design competitions. Including: a Shortlisted Entry in Princeton Architectural Press' Pamphlet Architecture 33 Competition, a Notable Entry in AIA Seattle's Design for the Children Competition, and a Special Mention in the prestigious eVolo 07 Housing Competition.

- *DFN 2311 Environmental Technologies 1 System Selection and Materials*

  Expertise

  - Multiple publications and exhibitions pertaining to the discourse of digital fabrication. Also, previously worked as a facade researcher for Gage Clemenceau Architects.

- *ARCH 3993 Constrained to be Unconstrained*

  Expertise

  - Studied Design and Computation at Massachusetts Institute of Technology. Previously taught workshops on CATIA/Digital Project to graduate students at Harvard and MIT. Considered an international leader in the field of mathematical modeling. Author of the forthcoming book: *MORPHING: A Design Guide to Mathematical Transformations*, Laurence King Publishing. *MORPHING* will be the first design guide into mathematics. Published and exhibited internationally.

- ***ARCH 5999R Thesis Research ARCH 5999T Thesis Design***

  Expertise

  - Founder of Design Topology Lab, "...the first research practice dedicated to the ontology of space defined by mathematics." -Archinect.com, August 2011. My practice and work is rooted in design epistemology; utilizing design as a means to understand. More specifically, I personally design an understanding of mathematics.

Durham Crout, Ph.D., Assistant Professor, AIA, LEEDAP

Selected Accomplishment Since Last Accreditation Visit

- "The South Carolina Chapter of the American Institute of Architecture and the Curating of Post War Architecture in the Deep South," (Accepted for the SESAH Conference, 2013)
- "Bringing Mockbee Home" (Metropolis, 2008) Work Published in Mary McLeod, "American Education 1968-1990," in Architecture School: Three Centuries of Educating in North America, ed., Joan Ockman (Cambridge: The MIT Press, 2012)

Courses Taught in the Previous Two Years

- ***ARCH 1001 Design Foundation***

  Expertise

  - Registered Architect. PhD in architectural history, theory and criticism.

- ***ARCH 1002 Design Foundation***

  Expertise

  - Registered Architect. PhD in architectural history, theory and criticism.

- ***ARCH 4114 Cultures IV: 1945-Current***

  Expertise

  - Registered Architect. PhD in architectural history, theory and criticism.

- ***ARCH 5593 Thesis Prep/Research***

  Expertise

  - Registered Architect. PhD in architectural history, theory and criticism.

- ***ARCH 5999-R Thesis Research and ARCH 5999T Thesis Studio***

  Expertise

Ameen Farooq Ph.D., Professor

Selected Accomplishment Since Last Accreditation Visit

- Design Education: Development of Pedagogy on Sustainable Architecture and Urban Design
- 2013 | Research and Design | International Urban Workshop in Como, Italy, Sept 15-27
- 2013 | Current research: Social and Spatial Implications of Community-Based Residential Environments on Crime in Urban Settings in Atlanta
- 2008 | Where city border meets landscape: re-drawing urban Boundaries" 12-24 April, 2008, Domodossola, Italy
- Member, Strategic Planning and Implementation Design Consultancy for lower and moderate Income families: Cobb Housing Inc. and City of Marietta

Courses Taught in the Previous Two Years

- ***ARCH 3116/4116 | Urban Design Theory and Planning***

  Expertise

  - Recognized frontrunner in integrating research and practice in architecture with urban design and planning

- ***ARCH 4013 | Urban Design Studio***

Expertise

- Coordinator | International Urban Design Workshops | Italy, Portugal, Germany and Turkey
- Coordinator | Community Outreach projects with City of Marietta

- *ARCH 5998R Thesis Research and ARCH 5999T Thesis Studio*

Expertise

- Developed integrated, collaborative thesis model to enable student-learning outcomes with integrated approach to research, practice and application, effusively recognized by 2008 Accrediting Team

- *ARCH 6150 | Applied Skills and Approaches*

Expertise

- Epistemological reasoning in view of 21st development of thought and application in science, technology and design |

Mine H Hashas-Degertekin, PhD, Assistant Professor, Associate AIA

Selected Accomplishment Since Last Accreditation Visit

- Hashas, Mine (2012). Observation Drawing; to the Full Extent, Design Communication Association Conference, Stillwater, Oklahoma.
- Hashas, Mine (2010). Decoding a detail; where tectonics meets experience, Design Communication Association Conference, Bozeman, Montana.
- Hashas, Mine (2011). Architectural Activism, Rete Vitrivio Conference in Bari, Italy.
- Hashas, Mine and Bedette, Kathryn (2011). Leading Through Architectural Activism, One Architect One Future Symposium by AIA Georgia, Athens, Georgia.
- Hashas, Mine (2011). Beyazit II Asylum, for Legacy Charrette at One Architect One Future Symposium by AIA Georgia, Athens, Georgia.
- Hashas, Mine (2010). Invited lecture of Universal Design; Universal to All Rather Than Specific to a Disability, 5th International Attendant Congress and Social Activities in Istanbul, Turkey.
- Hashas, Mine and Murat Sahin (to be published in Sept 2013). **Individual Experiences of an Urban Environment in a Cross Cultural Study.** Envisioning Architecture, Design, Evaluation, Communication (EAEA) Conference Proceedings, Milan, Italy.
- Hashas, Mine (to be published in Sept 2013). **Moments of Experience in Urban Design Projects**. EAEA Conference Proceedings, Milan, Italy.
- Hashas, Mine and Bedette, Kathryn (To be published 2013). **Activism through Architecture**. Book Chapter in Eds Sengul Gur, "Mimari Gunbcellemeler – Architectural Updates". YEM Publishing, Istanbul, Turkey.
- Hashas, Mine and Bedette, Kathryn (2011). **Architectural Activism**. Proceedings of First International Congress of ReteVitruvio. Bari, Italy

Courses Taught in the Previous Two Years

- *DFN 1002 Design Foundation Studio II*

Expertise

- Published research in the area of training students for an awareness of human occupation in relation to space and tectonics, iterative nature of design process and thinking/learning through drawing and modeling during the first years of architectural education. Southeast Regional Director of the Design Communication Association.

- *ARCH 4013 Design Studios IV Urban Design Studio*

Expertise

- PhD in Community and Environmental Design. Published research in the area of urban perception and attachment, urban design with human experience and social process at the core, at the core,

Initiated and coordinating a collaborative on supporting a local urban design development project around campus with an interdisciplinary team of university faculty and staff. Integrating the Urban Design Studio, Urban Design and Planning Theory Class, and Collaborative Studio students to the project through their class assignments. Founding member of Atlanta Chapter for Charter of the New Urbanism.

- *ARCH-4116 Urban Design and Planning Theory*

  Expertise

  - PhD in Community and Environmental Design. Published research in the area of urban perception and attachment, urban design with human experience and social process at the core, at the core,

  - Initiated and coordinating a collaborative on supporting a local urban design development project around campus with an interdisciplinary team of university faculty and staff. Integrating the Urban Design Studio, Urban Design and Planning Theory Class, and Collaborative Studio students to the project through their class assignments. Founding member of Atlanta Chapter for Charter of the New Urbanism.

- *ARCH 5999R Thesis Research and ARCH 5999T Thesis Project Studio*

  Expertise

  - PhD in Community and Environmental Design. Published research in the area of conditioning the architecture students for taking a position in the real life social issues and approaching architecture through architectural activism.

- *ARCH 5593 Diploma Project Research*

- *ARCH 6030 Research Methods*

  Expertise

  - PhD in Community and Environmental Design. In depth experience of qualitative and quantitative research projects in architecture and urban design and planning domain at various research centers. Published research on the above mentioned areas as well as how to train thesis students to take a socially sensitive position for architectural projects.

- *ARCH 6020 Collaborative Studio*

  Expertise

  - PhD in Community and Environmental Design. Ran and took part in interdisciplinary research where community, various stakeholders and researchers were involved. Initiated and coordinating a collaborative on supporting a local urban design development project around campus with an interdisciplinary team of university faculty and staff, who will also be involved in the studio. Initiated another collaboration with Marietta Square property owner to transform a building into a community-oriented space.

Pyo-Yoon Hong, Ph.D., Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- Pyo-Yoon Hong (2011)"Sweetening Structural Principles for Architectural Students." American Society of Engineering Education, 2011 Annual Conference, Vancover, BC, Canada

- Pyo-Yoon Hong (2013) "Connection between mathematical and visual approaches in structural engineering classes", American Society of Engineering Education, 2013 Annual Conference, Atlanta, GA

- Pyo-Yoon Hong (2013) "Design of Wood Structures, A Primer Workbook", Matthias & Alex Publishing, 2013.

Courses Taught in the Previous Two Years

- *DFN 2211 Architectural Structures I*

  Expertise

- B.S. & M.S. in Architectural Engineering and M.S. & Ph.D. in Structural Engineerig. Licensed Professional Engineer in the field of Structural Engineering. Presented and published in professional conferences on bridging structural principles and architectural forms.

- **ARCH 3211 Architectural Structures II**

  Expertise

  - B.S. & M.S. in Architectural Engineering and M.S. & Ph.D. in Structural Engineerig. Licensed Professional Engineer in the field of Structural Engineering. Presented and published in professional conferences on bridging structural principles and architectural forms.

- **ARCH 3212 Architectural Structures III**

  Expertise

  - B.S. & M.S. in Architectural Engineering and M.S. & Ph.D. in Structural Engineerig. Licensed Professional Engineer in the field of Structural Engineering. Presented and published in professional conferences on bridging structural principles and architectural forms.

- **ARCH 3963 Structures, Form Generators**

  Expertise

  - B.S. & M.S. in Architectural Engineering and M.S. & Ph.D. in Structural Engineerig. Licensed Professional Engineer in the field of Structural Engineering. Presented and published in professional conferences on bridging structural principles and architectural forms

Elizabeth Martin, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- California College of Art, ACSA 101: New Constellations / New Ecologies paper presentation entitled: *"Hedonistic Urbanism: The Beirut Post-War Experience,"* as part of the Urban Geographies of Multiculturalism Session, San Francisco, California, March, 2013.

- Temple University, ACSA Fall Conference, Offsite: Theory & Practice of Architectural Production, presented paper, "*EcoDaptive Architectures*," as part of the Sustainability Session, Philadelphia, Pennsylvania, September 28, 2013.

- IAJC-IJME International Conference, presented paper, "*American Cancer Society: Designing Mobile Health Clinics in the Aftermath of Hurricaine Katrina,"* February, 2010.

- Martin, Elizabeth (2014), "Sonic Infrastructure(s)," New York: Princeton Architectural Press, *forthcoming.*

- Martin, Elizabeth (2011), "Architecture as a Translation of Music", Pamphlet Architecture 11-20, Steven Holl, editor, New York: Princeton Architectural Press, September, 2011.

- Martin, Elizabeth (2008), "Making Differences Big or Small," Design Activism: Expanding Architecture, Bryan Bell and Katies Wakeford, editors, New York: Metropolis Press, November, 2008.

- Visuality, Memory and Text within Cities Fellowship in Cultural Studies
  Multidisciplinary think-tank exploring methodologies of urban research and fieldwork; exhibition design; urban semiotic landscapes, visual knowledges and theories of visuality, visual cultures of cities. My research is exploring the use of urban public and private spaces within contested cities, specifically in Beirut, Lebanon and Jerusalem, Israel. (The University of Edinburgh, Edinburgh, Scotland, UK)

Courses Taught in the Previous Two Years

- **DFN 2311 Environmental Technology I: System Selection & Materials**

  Expertise

  - Published research in the area of bridging practice to education with 20 years experience managing architecture projects both internationally and domestically. Recently appointed editor-in-chief of *Civil Engineering and Architecture Journal* (Horizon Research Publishing).

- **DFN 2004 Design Foundation IV**

Expertise

- Recognized and published leader integrating the many facets of architecture into practice, research and exhibition. Broad exposure in designing, writing, and curating as the US overseas editor of *Monument*, an Australian design magazine, which brings a wide range of architectural dimension enhancing foundation studio experiences.

- ***ARCH 3011 Architecture Studio I***

Expertise

- Master of Architecture (MARCH) focusing in on innovative design strategies and interdisciplinary design methodologies. Involved in the local and national design community as the co-Chair of the Metropolitan Public Arts Coalition (MPACT), serving on the Board of Directors for the AIACC Monterey Design Conference, and a council member of the Association of Art Museum Curators (AAMC).

- ***ARCH 3012 Architecture Studio II***

Expertise

- Master of Architecture (MARCH) focusing in on innovative design strategies and interdisciplinary design methodologies. Published research in the area of bridging practice to education with 20 years experience managing architecture projects both internationally and domestically.

- ***ARCH 5593 Thesis Prep / Research***

Expertise

- Recognized scholarship in research beginning with publishing master's research and thesis within the *Pamphlet Architecture* series to most recently awarded a research fellowship at the University of Edinburgh as part of a multidisciplinary think-tank exploring methodologies of urban research and fieldwork, exhibition design, urban semiotic landscapes, visual knowledges and theories of visuality, visual cultures of cities.

- ***ARCH 5593 01H Honors Diploma Project Research***

Expertise

- Recognized scholarship in research beginning with publishing master's research and thesis within the *Pamphlet Architecture* series to most recently awarded a research fellowship at the University of Edinburgh as part of a multidisciplinary think-tank exploring methodologies of urban research and fieldwork, exhibition design, urban semiotic landscapes, visual knowledges and theories of visuality, visual cultures of cities.

- ***ARCH 5999R Thesis Research***

Expertise

- Recognized scholarship in research beginning with publishing master's research and thesis within the *Pamphlet Architecture* series to most recently awarded a research fellowship at the University of Edinburgh as part of a multidisciplinary think-tank exploring methodologies of urban research and fieldwork, exhibition design, urban semiotic landscapes, visual knowledges and theories of visuality, visual cultures of cities.

- ***ARCH 5999T Thesis Design Committee #3 and #7***

Expertise

- Master of Architecture in urban studies. Recognized and published leader in bridging architectural education and practice with 20 years experience managing architecture projects both internationally and domestically.

Marietta Monaghan, Lecturer

Selected Accomplishment Since Last Accreditation Visit

- Monaghan, Marietta, and Maria Soledad Salazar (2008), "Women in Architecture at Southern Polytechnic State University", Conference on the Beginning Design Student, Atlanta, GA.

- Monaghan, Marietta, (2008), "Film as a Tool in First-Year Studio", Conference on the Beginning Design Student, Atlanta, GA.
- Monaghan, Marietta, (2008), "Working Communities in Alabama; Failure Times Two", Construction History Society (CHS) international symposium, Atlanta, GA.
- Monaghan, Marietta, 2012, "Building a City in the Wilderness: Schools for the Alabama Power Company Construction Camps," SESAH, Athens, GA.
- Monaghan, Marietta. (2102) "A Modern City in the Wilderness: How the Alabama Power Company Devised a Plan for Housing in Worker Villages," ARCHTHEO'12, Istanbul, Turkey.
- Monaghan, Marietta, (2012) "Building a City in the Wilderness: Hospitals in the Alabama Power Company Construction Camps," CHS, Boston, MA.
- Monaghan, Marietta, (2012),"The Hospitals of the Alabama Power Company Construction Camps," ATINER, Athens, Greece.
- Monaghan, Marietta, (2013), " Building a Modern City in the Wilderness: How the Alabama Power Company Devised a Plan for Housing in Worker Villages", SESAH, Charlotte, NC.

Courses Taught in the Previous Two Years

- ***DFN1000 Summer Workshop***

  Expertise

  - BFA in painting and drawing/art history, MS in Architectural History, lifetime of painting and pot making, have been teaching first-year studios since 2005

- ***DFN1001 Design Studio I Fall***

  Expertise

  - BFA in painting and drawing/art history, MS in Architectural History, lifetime of painting and pot making, have been teaching first-year studios since 2005.

- ***DFN 1002 Design Studio II Spring***

  Expertise

  - BFA in painting and drawing/ art history, MS in Architectural History, lifetime of painting and pot making, have been teaching first-year studios since 2005.

- ***DFN1241 Design Communication I***

  - Expertise

  - BFA in painting and drawing/ art history, MS in Architectural History, lifetime of painting and pot making, have been teaching first-year studios since 2005. I worked as a draftsman three years for a mechanical engineer.

- ***DFN1111 Cultures I***

  Expertise

  - BFA in painting and drawing/art history, MS in Architectural History, multiple trips in depth touring across major European cities and n South America. Being present is so much more informative than just reading about a place. Have own extensive photo collection for lectures.

- ***DFN2112 Cultures II***

  Expertise

  - BFA in painting and drawing/art history, MS in Architectural History, multiple trips in depth touring across major European cities and n South America. Being present is so much more informative than just reading about a place. Have own extensive photo collection for lectures.

- ***ARCH3113 Cultures III***

  Expertise

  - BFA in painting and drawing/art history, MS in Architectural History, multiple trips in depth touring across major European cities and n South America. Being present is so much more informative than just reading about a place. Have own extensive photo collection for lectures.

- ***ARCH5999R Thesis Prep***

  <u>Expertise</u>

  - PhD in progress (dissertation nearly completed), research has been ongoing for 10 years. Although I have been teaching DFN1001 for nine years now, I also have sat on many juries and am still learning, but feel confident of informed opinions.

- ***ARCH 6000***

  <u>Expertise</u>

  - PhD in progress (dissertation nearly completed), research has been ongoing for 10 years. Although I have been teaching DFN1001 for nine years now, I also have sat on many juries and am still learning, but feel confident of informed opinions

Kemp Mooney, Senior Lecturer, AIA

<u>Selected Accomplishment Since Last Accreditation Visit</u>

- Fulton County Southwest Art Center, Atlanta, invited group show, July 2012.
- Abernathy Arts Center, Atlanta, invited group show, June 2011, June 2012.
- SPSU School of Architecture Gallery, Marietta GA '58 Years Architecture and Other- Kemp Mooney', solo exhibit and public lecture, March 2012.
- Swan Coach House Gallery, Atlanta "Constructions' Architects as Artists' invited group show, February 2012.
- Signature Gallery, Atlanta, 'Kemp Mooney Constructions' solo exhibition, October 2011.
- Gertrude Herbert Institute of Art, Augusta GA, national juried group show, award recipient, September 2011.
- Museum of Contemporary Art of Georgia, Atlanta, invited group exhibition, April 2008, 2009, 2010, 2011, 2012, 2013.
- Clemson University Art Festival, Clemson SC invited group show, 2011, 2012.
- Kiang Gallery, Atlanta 'After Suburbs' invited group exhibition, January 2011.
- Maryland Federation of Art, Annapolis MD, 'Works on Paper' national juried group show, April 2010.
- Madison- Morgan Cultural Center, Madison GA, 'Drawings' invited solo exhibition, May 2009.
- Visual Arts Society of Texas, Denton TX, '41st National Juried group, Award, April 2009.
- Maryland Federation of Art, Annapolis MD, 'Small Wonders' national juried group show, December 2009.
- Church of the Atonement, Atlanta, invited solo exhibition February 2009.

<u>Courses Taught in the Previous Two Years</u>

- ***ARCH 3011 Architecture Studio I***

  <u>Expertise</u>

  - M.ARCH Yale University. Architectural practice since 1963 including private practice- Kemp Mooney Architects. Four National Design Awards by 1966, additional design awards and design competition success 1966-2012. Design Projects exhibited and published nationally and internationally, including Venice Bienale 1980. Invited design juror for AIA component design awards programs, invited juror and panelist on design, at AIA component conferences. Invited lecturer, exhibitor and visiting design critic at various university programs in architecture. ACSA Topaz Award jury member. Design Studio faculty in architectural programs since 1966. Team leader at design Charettes, focused on educational experiences for the student team members.

- ***ARCH 3903 Visual Arts***

  <u>Expertise</u>

- Exhibitor in national and regional juried and invited art venues, including the Venice Bienale 1980, with awarded citations in some exhibitions. Taught studio art courses at various architectural programs.

- ***ARCH 3953 Skin + Bones***

  Expertise

  - M.ARCH Yale University and Architectural practice since 1963, including building projects of various sizes, functions and constructional systems.

- ***ARCH 4014 Architecture Studio IV***

  Expertise

  - M.ARCH Yale University. Architectural practice since 1963 including private practice- Kemp Mooney Architects. Four National Design Awards by 1966, additional design awards and design competition success 1966-2012. Design Projects exhibited and published nationally and internationally, including Venice Bienale 1980. Invited design juror for AIA component design awards programs, invited juror and panelist on design, at AIA component conferences. Invited lecturer, exhibitor and visiting design critic at various university programs in architecture. ACSA Topaz Award jury member. Design Studio faculty in architectural programs since 1966. Team leader at design Charettes, focused on educational experiences for the student team members.

- ***ARCH 5999R Thesis Research and ARCH 5999S Thesis Studio***

  Expertise

  - M.ARCH Yale University. B.ARCH Thesis completed at Clemson University was awarded the First Prize NAIE National Thesis Competition 1962, auspice of National Institute of Architectural Education New York, NY. Architectural practice since 1963 including private practice- Kemp Mooney Architects.

- ***HNRS 3002 Honors Research (Thesis Students)***

  Expertise

  - M.ARCH Yale University. B.ARCH Thesis completed at Clemson University was awarded the First Prize NAIE National Thesis Competition 1962, auspice of National Institute of Architectural Education New York, NY. Architectural practice since 1963 including private practice- Kemp Mooney Architects.

- ***DFN 2311 Environmental Technology I System Selection and Materials***

  Expertise

  - M.ARCH Yale University. Architectural practice since 1963 in which full range of architectural projects were executed, personal involvement with the design process, construction documents and construction administration. International, national travel and investigations, including over 70 field trips with students reviewing significant architecture. Design courses taught with 'programs abroad' Paris 1985 GaTech, Berlin 1995 GATech, and Modern Europe- Paris, Amsterdam, Berlin, London SPSU 2007 with specificity of design concepts, materiality, structural concepts and construction systems while reviewing significant architectural projects accomplished by noted architects.

Thomas E. Papageorge RA, Part-Time Adjunct

Selected Accomplishments Since Last NAAB Visit

- ***ARCH 4414 DESIGN COST CONSTRUCTION***

  Expertise

  - 43 years experience in design, construction and program management, former Director Building Construction Department at Georgia Institute of Technology. Author *Risk Management for Building Professionals*, Robert S Means Co. 1988.

- ***ARCH 5313 PROFESSIONAL PRACTICE***

Expertise

• 43 years experience in design, construction and program management, former Chair Building Construction Department at Georgia Institute of Technology. Author *Risk Management for Building Professionals*, Robert S Means Co. 1988.

Peter Pittman, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

• 2011-12 Group Gallery Exhibition | a Curated Collection Exhibition | Architects as Artists; the Swan Coach House Gallery; Atlanta, Georgia [12 January-25 February 2012]

• 2008-10 Curated Museum Collection Exhibition: "Material Imaginings" | the Mobile Museum of Art; Mobile, Alabama

• 2007-08 Group Exhibition | a National Curated Sculpture Exhibition: "Found Objects Transfigured" | the City of Atlanta Department of Aviation Art Program; Hartsfield Jackson International Airport

• 2008 | the Museum Collection and Exhibition: Studio Furniture of the Renwick Gallery Smithsonian American Art Museum | Washington, D.C.

• 2012-13 Vice President and current Volunteer Committee Member Capitol Area Neighborhood Development Corporation [CHNDC]; Atlanta, Georgia

• 2008-09 Professional Advisor Design Consultant and Designer | Volunteer for the Inaugural Atlanta Habitat for Humanity Townhouse Developments [programming | planning and project designer

Courses Taught in the Previous Two Years

• *DFN 1001 Architecture Design Foundation Studio I*

Expertise

• M.Arch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice

• *DFN 2311 Environmental Tech I: Systems | Selections + Materials*

Expertise

• M.Arch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice

• *ARCH 3011 Architecture Design Studio I Adaptive Re-use + Low-rise Office Mixed-use Development*

Expertise

• MArch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice. Collaborated with the Atlanta Preservation Center to study and develop design concepts to save the Historic 1927 Crum & Forster Building

• *ARCH 3012 Architecture Design Studio II_Housing + Mid-rise Office Mixed-use Development*

Expertise

• M.Arch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice. Collaborated with the Capitol Hill Neighborhood Development Corporation to study and develop design concepts for a new Mixed-use Office | Residential Development and Master Plan for the Historic Georgia Depot Plaza

• *ARCH 3983 Architecture Special Topics | Furniture Design Seminar-Workshop*

Expertise

• M.Arch in Architecture | Design. Recognized shows , exhibitions, publications, museums and private collections in the United States

• *ARCH 4014 [Comprehensive] Design Studio IV_Museum + High-rise Office Mixed-use Development*

Expertise

- MArch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice

- ***ARCH 5999-R Thesis Collaborative Design Research***

  Expertise

  - M.Arch in Architecture | Design and Professional Practice. Recognized leader in bridging history + theory | architecture | design education and practice

- ***ARCH 5999-T Thesis Collaborative Design Studio***

  Expertise

  - M.Arch in Architecture | Design and Professional Practice. Recognized leader in bridging architecture | design education and practice

Arief Setiawan, Ph.D., Lecturer

Selected Accomplishment Since Last Accreditation Visit

- Setiawan, Arief (2012) "A multiple life of architecture: an Indonesian case," The Traditional Dwellings and Settlements Working Paper Series, Vol. 241: Spaces and Traditions of Remembrance, IASTE, Berkeley, 2013.

- Setiawan, Arief. Uddin, Saleh. Tango, Robert (2010) "Investigating the Surface," Representation, Journal of the Design Communication Association

- Setiawan, Arief. "Iwan," "Mihrab," "Minaret," "Minber," "Muqarnas," "Mushrabeyeh," "Qibla," Islamic Architecture, in the series of The Oxford Companion to Architecture, Patrick Goode, ed., Oxford University Press, 2009

- Setiawan, Arief. "Generative Role of Representations in Studio Teaching" in the 2009 Design Communication Association (DCA) Conference, Marietta, Georgia, USA, 3/2009

- Setiawan, Arief. "Questioning Traditions: The work of Geoffrey Bawa," The Traditional Dwellings and Settlements Working Paper Series, Vol. 201: Architectural Expertise and Tradition, IASTE, Berkeley, 2009

- Developed and led design-research project for a sustainable, low-cost hospital in Borneo, Health in Harmony/Alam Sehat Lestari; sponsored by J. Almont and Lola Pierce and Stanley, Beamon & Sears, 2008-2010.

Courses Taught in the Previous Two Years

- ***DFN 1001 Design Foundation 01***

  Expertise

  - Ph.D. in architecture and architect by training. Research and publication in design foundation.

- ***DFN 1002 Design Foundation 02***

  Expertise

  - Published research in the area of bridging practice to eduction. Partner with Huff and Gooden, Architects and founded the Charleston office.

- ***DFN 1111 Culture 1 – Ancient to the Gothic***

  Expertise

  - Ph.D. in architecture: history, theory, and criticism. Research and publication with a focus on non-Western architecture and contemporary architecture.

- ***DFN 2112 Culture 2 – the Renaissance to 1750s***

  Expertise

  - Ph.D. in architecture: history, theory, and criticism. Research and publication with a focus on non-Western architecture and contemporary architecture.

- ***ARCH 3113 Culture 3 – 1750 through 1945***

  Expertise

- Ph.D. in architecture: history, theory, and criticism. Research and publication with a focus on non-Western architecture and contemporary architecture.

- ***DFN 1241 Design Communication 01***

  Expertise

  - Architect by training. Skills and experiences with digital presentation, drafting and modeling tools. Research and publication in architectural representation.

- ***DFN 1242 Design Communication 02***

  Expertise

  - Architect by training. Skills and experiences with digital presentation, drafting and modeling tools. Research and publication in architectural representation.

- ***ARCH 5999 Thesis***

  Expertise

  - Ph.D. in architecture. Led design research project. Research and publication in history, theory, and criticism, design education, and design presentation.

Ermal Shpuza Ph.D., Associate Professor

Selected Accomplishment Since Last Accreditation Visit

- Shpuza E, 2013, 'Allometry in space syntax descriptions of street networks: Evolution of Adriatic and Ionian coastal cities 1800-2010 ', *Environment and Planning B: Planning and Design*, (Pion), (forthcoming)

- Okcu S, Shpuza E, Ryherd E, Zimring C, 2012, 'Linking acoustics and floor-plate shape qualities of healthcare settings' *Architectural Science Review* (Taylor & Francis), 1-18

- Shpuza E, 2011, 'A Coupled Configurational Descriptions of Boundary Shape Based on Distance and Directionality' in Eds. S Hanna and B. Regli, *AIEDAM: Artificial Intelligence for Engineering Design, Analysis and Manufacturing; Special Issue: Representing and Reasoning About 3D Space*, (Cambridge University Press), vol.25, no.4, 357-374

- Shpuza E, 2013, 'Foreground network during urban evolution: the effect of metric length on street network integration' the Ninth International Space Syntax Symposium, (Seoul Metropolitan Government and Sejong University)

- Shpuza E, 2009, 'Evolution of Street Networks in Adriatic and Ionian Coastal Cities 1769-2007' in Eds. D Koch, L Marcus, J Steen, *Proceedings of the Seventh International Space Syntax Symposium*, (School of Architecture and Built Environment, KTH, Stockholm, Sweden) pp 101.1-101.15

- Brain Gain Programme, United Nations Development Program and Albanian Government grant in support of visiting teaching positions at Polis School of Architecture, Tirana, Albania

Courses Taught in the Previous Two Years

- ***ARCH 3012 Architecture Studio II – Environmental Design Studio***

  Expertise

  - PhD in architecture, practiced as architect, published research in architectural and urban morphology

- ***ARCH 3116 Urban Design and Planning Theory***

  Expertise

  - PhD in architecture, practiced as architect, published research in architectural and urban morphology

- ***ARCH 4013 Architecture Studio III – Urban Studio***

  Expertise

• PhD in architecture, practiced as architect, published research in architectural and urban morphology, post-doctoral research on urban history and evolution

• **ARCH 4909 Study Abroad Germany**

Expertise

• PhD in architecture, practiced as architect, DAAD visiting scholar at Siegen University and Anhalt University of Applied Science, basic knowledge of German

• **ARCH 5593 Thesis Prep Research**

Expertise

• PhD in architecture, practiced as architect, published research in architectural and urban morphology

• **ARCH 5999R Thesis Research and ARCH 5999T Thesis Design**

Expertise

• PhD in architecture, practiced as architect, published research in architectural and urban morphology

Robert Tango, Associate Professor, AIA

Selected Accomplishment Since Last Accreditation Visit

• Thinking Paper: A Solution for Creativity, Design Development and Critical Thinking in the Beginning Design Student, The National Conference on the Beginning Design Student 2013, Tyler School of Art / Temple University, Philadelphia, Pennsylvania, April 11- 16, 2013

• The Pedagogy of Heliocentric Heuristics, Merging of Disparate Technologies to Build a Better Architectural Student, Building Technology Educators Society (BTES) Conference, Toronto, Canada, August 4-7, 2011

• Object in Light - From Power to Purpose, 2011 IAJC-ASEE Conference International Association of Journals and Conferences / America, Society for Engineering Education, University of Hartford, Hartford, Connecticut, April 29-30, 2011

• Metaphorical Illumination, International Journal of Arts and Sciences (IJAS) National Conference for Academic Disciplines., University of Central Florida, Rosen College, Orlando, Florida, Conference: March 21-24, 2011

• Technology Integration into Architecture Building Systems, 2008 International Journal of Modern Engineering and the National Association of Industrial Technology Annual International Conference (IJME & NAIT), Nov. 18-20, 2008, Nashville, Tennessee

Courses Taught in the Previous Two Years

• **DFN2003 Design Foundation III**

Expertise

• 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University.

• **DFN 2004 Design Foundation Studio IV**

Expertise

• 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University.

• **DFN2311 Environmental Technology I**

Expertise

• 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University. LEED AP

• **ARCH3314 Environmental Technology III**

Expertise

- 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University. LEED AP
- ***ARCH 5999R Thesis Research Studio***

  Expertise

  - 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University. LEED AP
- ***ARCH 5999 Thesis Studio***

  Expertise

  - 30 years in the profession as a practicing Architect. Last 12 years as a faculty member at Southern Polytechnic State University. LEED AP

Saleh Uddin Ph.D., Professor

Selected Accomplishment Since Last Accreditation Visit

- Uddin, M Saleh (2012), "3D Animation, Documentary, and Multimedia: It's Placement in Architectural Education". Design Communication Conference, Oklahoma State University, September 22-25, 2012.
- Uddin, M Saleh, Setiawan, Arief, Tango, Robert (2011), Fold in Architecture: A space-making strategy in foundation studios, European Architectural Envisioning Association Conference, Faculty of Architecture, Delft University of Technology, The Netherlands, Sep. 14 -16, 2011.
- Uddin, M. Saleh, (Coauthors: Tango, Robert & Setiawan, Arief), 2010, *Investigating the Surface: Introducing morphogenetic process through folding exercises,* Design Communication Conference, Montana State University, September 8-11, 2010.
- Journal publication. Uddin, M. Saleh (2012) (co-authors: Setiawan, A & Tango, R), *Investigating the Surface: Introducing morphogenetic process through folding exercises* (primary author, Uddin, Representation, the Journal of Design Communication Association, 2011-12.
- Journal publication. Uddin, M. Saleh (2009), "3D Digital Space and People: Extents and Limitations of Integrating Human Figures in Architectural Animation". The AIUB Journal of Science and Technology, Volume 8 No. 1. August 2009. ISSN 1608-3679
- Journal publication. Ibrahim, A Mohammed and Uddin, M. Saleh, (2008), "Pattern of Change: Wall [Reinvented] in 20th Century Architecture", The AIUB Journal of Science and Technology, Volume 7 No. 1. August 2008. ISSN 1608-3679
- Gulshan Club design selected by a jury and exhibited at London Architecture Festival 2013.
- 1st Place winner, Open International Design Competition, Gulshan Club, Dhaka, Bangladesh, coordinated by Institute of Architects Bangladesh, 2011.

Courses Taught in the Previous Two Years

- ***DFN 1241 Design Communication-I and DFN 2242 Design Communication-II***

  Expertise

  - Ph.D. in computer representation and urban design. Recognized scholar in design communication in both manual and digital media. Published four text and reference books on architectural design communication (Published Books: Digital Architecture. McGraw-Hill Inc. ISBN 0-07-065814-5, Hybrid Drawings. John Wiley & Sons. ISBN 0-471-29274-5, Axonometric & Oblique Drawings. McGraw-Hill Inc. ISBN 0-07-065775-1, and Composite Drawing. McGraw-Hill Inc. ISBN 0-07-065749-1). Editor of the national journal of design communication, "Representation" for last 15 years. Actively involved with DCA and is a past president of Design Communication Association.

  Expertise

- ***DFN 2003 2nd Year Design Studio and ARCH 4014 4th Year Design Studio***

  Expertise

- Recognized designer with several design awards, including AIA award in 2005. Recent award winning project "Gulshan Club" was selected by a jury and exhibited during month-long London Architecture Festival in June 2013. Design work and built projects range from stage set & interior design to multi-storied building.

- *ARCH 4903 Digital Animation*

  Expertise

  - Recognized scholar in computer graphics and architectural representation. Author of "Digital Architecture" published by McGraw-Hill, 1999. Have presented several papers in relevant conferences including ECAADE (Education in Computer Aided Architectural design in Europe) and Design Communication Conference

Manole Voroneanu, Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- Voroneanu, Manole Razvan (2013), *Of Urban Islands and Other Archaeologies*, Ground Up, University of California Berkeley, Berkeley, CA
- Voroneanu, Manole Razvan (2013), *Urban Wetlands,* Ampersand, University of Michigan, Taubman College of Architecture and Urban Planning, Ann Arbor, CA
- Voroneanu, Manole Razvan (2012), *In Whose Image: Building a Roma Identity, One Image at a Time*, International Journal on the Image, Common Ground Publishing, New York, NY
- Voroneanu, Manole Razvan (2012), *(Un)Settlement: the Transient Architectures of Roma Settlements*, in ArchHist Proceedings, DAKAM & Mimar Sinan University, Istanbul, Turkey
- Voroneanu, Manole Razvan (2011), *Material Performance*, in NCBDS Proceedings, University of Nebraska, Lincoln, NE
- Voroneanu, Manole Razvan (2009), *Constructing the Space of the Other,* in Livenarch Proceedings, Karadeniz University, Trabzon, Turkey
- Voroneanu, Manole Razvan (2009), *Architectural Studio and the Remaking of Space,* in NCBDS Proceedings, University of Louisiana, Baton Rouge, LA

Courses Taught in the Previous Two Years

- *DFN 2003 and 2004 Design Foundation Studio III and IV*

  Expertise

  - Published research based on student work presented at National Conferences on the Beginning Design Student at University of Louisiana, Baton Rouge and University of Nebraska, Lincoln

- *DFN 2242 Design Communication II*

  Expertise

  - Graphic and design work published, awarded and exhibited at national and international venues. Winner of ENYA & AIA New York international architectural drawing portfolio.

- *ARCH 3116 Urban Design and Planning Theory*

  Expertise

  - Research on urban heterotopias and Roma settlements published extensively and presented at national and international conferences.

- *ARC 4013 Professional Studio III Urban Studio*

  Expertise

  - Research based Urban Design projects published by University of California, Berkeley and University of Michigan in 2013. Ongoing design activity, comprising build work and over thirty un-built competition entries, including seven awarded projects and four exhibitions.

Christopher T. Welty, Associate Professor, AIA

Selected Accomplishment Since Last Accreditation Visit

- Welty, Christopher, (2010) "Action Verses Reaction - The Loss of Drawing Through Digital Media" Design Communication Association Conference, "Crossover" Montana State University, Boseman, Montana, Fall 2010
- Welty, Christopher, (2011) *"Focus Studio: Materiality and Making, Café Design Build, a Movable Kiosk for Freedom By Design"*, Book Self Published through online publisher Lulu.
- Welty, Christopher, (2012) "The Loss of Drawing Through Digital Media " digital publication of the 2011 EAEA (European Architectural Envisioning Association) Conference, Envisioning Architecture Conference, Delft University of Technology, Delft, The Netherlands
- Fall 2010 – SPSU Focus Studio Work Published, *Design Build Studio* by William Carpenter with introduction by Kenneth Frampton
- Licensed Architect in Georgia

Courses Taught in the Previous Two Years

- ### *DFN1241: Design Communications I*

  Expertise

  - My architectural career contains extensive work experience with drawing mediums including both traditional and digital skills. Since 2000 professionally my firm, weltyworld, has been providing architectural visualization services to the profession.

- ### *DFN2242: Design Communications II*

  Expertise

  - My architectural career contains extensive work experience with drawing mediums including both traditional and digital skills. Since 2000 professionally my firm, weltyworld, has been providing architectural visualization services to the profession.

- ### *DFN2003: Design Foundation Studio III*

  Expertise

  - Recognized practitioner and scholar in design for project delivery and implementation through visualization and design build projects.

- ### *ARCH3012: Architecture Studio II*

  Expertise

  - Research and publications on the "nuts and bolts" of architectural development including several design build projects and project detailing within the profession.

- ### *ARCH5999: Thesis*

  Expertise

  - Recognized practitioner and scholar in balancing design and practice. Built works include several small design build projects. Additional my professional experience includes extensive application of technology within architectural practice through animation, visualization and web development as well as project production.

- ### *ARCH5999-R: Thesis Research*

  Expertise

  - Recognized practitioner and scholar in balancing design and practice. Built works include several small design build projects. Additional my professional experience includes extensive application of technology within architectural practice through animation, visualization and web development as well as project production.

- ### *ARCH5313: Professional Practice and Ethics*

  Expertise

  - Nominated and voted to the state executive board as the treasurer with 22 years of experience working in the profession including since early 200 running my own architectural services company specializing in animation, visualization and web development.

Pegah Zamani Ph.D., Assistant Professor

Selected Accomplishment Since Last Accreditation Visit

- Makarechi S, Oncul F, Zamani P, (2010) ' Internationalizing Architecture, Civil Engineering Technology, and Construction Management Students through Sustainability' , ASEE-SE (American Society for Engineering Education - South East Region), 2011 Annual Conference, Charleston, SC

- Zamani P, Peponis J, (2010) ' Co-visibility and Pedagogy: Innovation and Challenge at the High Museum of Art', The Journal of Architecture (published by Routledge), V 15, No 6, Dec. 2010, pp. 853-879

- Research on the Home_Studio of Diego Rivera and Frida Kahlo in Mexico City [La Casa_Estudio de Diego Rivera y Frida Kahlo]; sponsored by High Museum of Art and ACM, Department of Architecture, Southern Polytechnic State University. Spring 2013

Courses Taught in the Previous Two Years

- ***ARCH 3313: Environmental Technology II - Human Comfort, Sustainability and HVAC Systems***

  Expertise

  - PhD in Architecture. M.Phil. research theme: From Organic Orders to Spatial Skins . Awarded Research

  - Abroad Scholarship from Ministry of Sciences, Research and Technology, Iran. M.Phil. research and publication with a focus on Vernacular Architecture.

- ***ARCH 3314: Environmental Technology III_ Natural & Artificial Lighting, Electrical Systems & Vertical Circulation***

  Expertise

  - PhD and M.Phil. in Architecture. M.Phil. research, award and publication with a focus on Vernacular Architecture. Light Design Curator, Exhibition of: Love Nests: Photographs and Objects , Museum of Design Atlanta – MODA. Design Consultant, T-Garden Project, funded in part by the Rockefeller

  - Foundation , Topological Media Laboratory, GVU, Georgia Institute of Technology.

- ***ARCH 5999R Thesis Research and ARCH 5999T Thesis Studio***

  Expertise

  - PhD in Architecture. Teaching and professional experience. Researched and published in various themes.

- ***DFN 1001 Design Foundation I***

  Expertise

  - PhD in Architecture. Teaching and professional experience. Researched and published in various
  - themes.

- ***DFN 1002 Design Foundation II***

  Expertise

  - PhD in Architecture. Teaching and professional experience. Researched and published in various
  - themes.

- ***DFN 2003 Design Foundation III***

  Expertise

  - PhD in Architecture. Teaching and professional experience. Researched and published in various themes.

- ***DFN 2004: Design Foundation IV***

  Expertise

  - PhD in Architecture. Teaching and professional experience. Researched and published in various themes.

<u>Architecture Program Lecture, Exhibition and Symposia Series</u>
The following is a complete list of events sponsored by the Lecture, Exhibition and Symposia committee of the Architecture Program since the last NAAB accreditation visit.

2007 - 2008 Lectures and Exhibitions
- Screening: Lynn Lamousin, Screenwriter, Baton Rouge, Louisiana; Talk and screening of "The Lady of Sockholm," SPSU, February 11, 2008.
- Screening: "Manufactured Landscapes" (documentary film), Edward Burtynsky (Directed Jennifer Baichwal); SPSU, Feb. 18, 2008
- Exhibition: Mass-Market Classics, Curated by Liz Martin (and Curatorial Studies I Class); Jan. 16-28, 2008
- Exhibition: Objects & Fabrications, Curated by Liz Martin (and Curatorial Studies I Class); SPSU, Feb. 9 - Mar. 10, 2008.
- Exhibition: Student Accreditation Show and Faculty Accrediation Show, SPSU, Mar. 21 - 31, 2008.
- Lectures from the Go Slow, Move Quickly Dean's Symposium; SPSU. Mar. 22, 2008
- Lecture and Presentation: "On Speculation...," The CHD Partner Lecture, Neil Denari, Neil M. Denari Architects, Inc., Los Angeles
- Lecture and Presentation: "Recent Works," The SPSU Alumni Association Lecture, Merrill Elam and Mack Scogin, Merrill Elam Architects, Atlanta,
- Lecture and Presentation: "Duality," The Robert Sargent Emeritus Lecture, Trey Trahan, Trahan Architects, Baton Rouge

2008 - 2009 Lectures and Exhibitions
- Lecture: "Houses and Paintings, Anthony Ames, SPSU, Mar. 25, 2009.
- Lecture: "Keynote Design Communication Conference," Lars Spuybroek, SPSU, Mar. 27, 2009.
- Lecture: Improvisation-Jersey Devil and the Next Generation of Designer/Builders," Steve Bandanes, SPSU, Jan. 21, 2009.
- Lecture: "Sustainable Design Methods for Architects," Norbert Lechner, Feb. 4, 2009.
- Lecture: "Vision and Mission of the Center for Human and Civil Rights, Doug Shipman, Jan. 14, 2009, SPSU.
- Presentations: "Center for Human and Civil Rights," CCHR Competition Presentations, Mar., 2009, Atlanta.

2009 - 2010 Lectures and Exhibitions
- Lecture: "Solar Responsive Design," Professor Norbert Lechner, Auburn Univ., at SPSU, Aug. 20, 2009
- Web Seminar: Digital Design for Print and Web: How to Integrate Theory, Principles, and Techniques in the Classroom, by John DiMarco, St. Johns Univ., Wiley Faculty Network, Mar. 11, 2010.
- Lecture: High Octane, Whats Next? - Dean's Symposium April 2, 2010, SPSU (lectures by Andrew P. McCoy, Virginia Tech; John Connell, Yestermorrow Design/Build; Michael Willis, MWA Architects; panel discussion moderated by William Carpenter, SPSU)
- Lecture: "Atelier Build," Professor Michael Carroll, SPSU, at SPSU, Mar. 1, 2010.
- Lecture: "Formal Structure of Design Languages and Design Formulation," John Peponis, Professor and Graduate Program Director at College of Architecture, Georgia Tech, at SPSU, November 19, 2009.
- Film: "Koolhass Houselife" by Ila Beka and Louise Lemoine, screening at SPSU, Apr. 9, 2010.

2010 - 2011 Lectures and Exhibitions
- Lecture: "Structural Ecologies", Tom Wiscombe, Emergent, Los Angeles, Jan. 26, 2011.

- Lecture and Exhibit: "Nanoarchitecture", Peter Yeadon + Martina Decker, Rhode Island School of Design, Decker Yeadon, New York, February 11, 2011.
- Lecture: "Split Agency. Forms, standard and authorship in times of variable media", Mario Carpo, Professor Georgia Institute of Technology, Atlanta GA., February 21, 2011.
- Lecture: "49 Percent", Nader Tehrani, Professor and Head of Department, MIT, Office dA, Boston, February, 28, 2011.
- Lecture: "Multidisciplinarity", Bill Carpenter, Professor SPSU, Lightroom, Decatur GA, March 14, 2011.
- Lecture: "DAM: Digitally Augmented Making" Tristan Al-Haddad Assistant Professor, Georgia Institute of Technology, Atlanta GA., March 28, 2011.
- Lecture: "Liminal Responsive Architecture: the Hylozoic Ground Project" Philip Beesley, Associate Professor, University of Waterloo, Cambridge Ontario, CA April, 18, 2011.
- Lecture: "Design + Build" Dan Harding, Associate Professor Clemson University, Oct. 18, 2010.
- Lecture and Exhibit: "Ghost" Tardio +Dereuil, Atlanta GA, November 30, 2010.

2011 - 2012 Lectures and Exhibitions

- 2011 - 2012 Lectures and Presentations
- Lecture: "Lessons," Michael Boucher, Michael Boucher Landscape Architecture, Freeport, Maine, at SPSU, Mar. 26, 2012.
- Lecture and Exhibit: "Constructions," Kemp Mooney, Senior Lecturer, SPSU, at SPSU, Mar. 14, 2012.
- Lecture: "Foregrounding," Julia Czerniak, Professor, Syracuse Univ., at SPSU, Feb. 20, 2012.
- Lecture and Exhibit: "Celebrate Africa: Journey Through the Ages," Chief Tunde Adetunji, CEO, African Heritage Foundation, at SPSU, Feb. 17, 2012 (accompanying lecture on Feb. 17, 2012- rescheduled).
- Lecture and Exhibit: "Boundaries," Joseph Choma, Professor, SPSU, at SPSU, Jan. 23, 2012.
- Exhibit: "i-Pixel," at SPSU, Dec. 10, 2011.
- Lecture: "Expect the Unexpected and Remember to Forget," Ted Krueger, Professor, Rensselaer, at SPSU, Nov. 14, 2012.
- Lecture: "Second Modern," Jim Burton, at SPSU, Oct. 24, 2011.
- Lecture: "Datascapes," Arol Wolfrod, Smartbim, at SPSU, Oct. 17, 2011.
- Lecture: Architecture in Palimpsest City - Istanbul," Ahmet Eyuce, Professor, Bahcesehir Univ., at SPSU, Oct. 10, 2011.

2012 - 2013 Lectures and Exhibitions

- Mark Goulthorpe: dECUi Architects, Paris and London I Massachusetts Institute of Technology, Sept. 10, 2012
- Catie Newell: Alibi Studio, Detroit I University of Michigan, Sept. 24, 2012
- Peter Pran: Pter Pran + H Architects, New York, Oct. 10, 2012
- Matias Del Campo: SPAN, Vienna I University of Pennsylvania, Nov. 6, 2012
- Joseph Tanney: Resolution: 4 Architecture, New York, Nov. 16, 2012
- Tim Edler: realities:united, Berlin, Dec. 3, 2012
- Frank Ching: University of Washington, Feb. 6, 2013
- Bryan Russell and Staffan Svenson: Dencity, Atlanta, Mar. 18, 2013

SPSU Sponsored Cultural Events and Lectures and Film Series

SPSU, the Cross-Cultural Communications Committee and other Academic Departments of University regularly sponsor lectures, films and cross-cultural events that should be seen as supplemental cultural and educational exposure provided to our students.

A complete list of the Cross-Cultural Communications committee events can be found at the following link: http://www.spsu.edu/vpaa/crosscultural/index.htm

<u>Information on Student Resources</u>
<u>Evaluation for Admissions</u>

The Architecture Program is committed to recruiting a diverse and talented student body. We draw from First-Time-in-College (FTIC) students, as well as transfer students from both pre-professional foundation programs and general education transfers. The Architecture Program, in compliance with University Policy, accepts all FTIC that declare architecture as their major that have been admitted to Southern Polytechnic State University. We do require that FTIC students take the summer Workshop, a three week course designed to improve freshman success rates by introducing them to the tools and skill sets they will need in their freshman studios. While enrollment has reduced over the past five years from previous highs we have seen a leveling off and are currently seeing the beginnings of a rise in FTIC enrollment. Detailed information concerning student characteristics including student demographics and qualifications and enrollment can be found at: **I.3 Institutional Characteristics and 1.3.1 Statistical Reports**.

Students entering the B.ARCH degree program, either FTIC or transfer, are required to take the prescribed curriculum outlined in the Curriculum Matrix. Students with prior course experience may Clep test out of individual courses. All students successfully completing the first two years of the lower division (DFN) architecture courses are eligible to submit a portfolio of work and have their curriculum matrix, grades and GPA evaluated for placement into the upper division (Professional Program). All portfolio submittals are reviewed by a portfolio assessment team composed of five faculty members. Portfolios are reviewed individually by each of the five faculty members of the assessment team, who provide their professional and academic judgement in assessing the student's readiness to progress into the upper division (Professional Program). Portfolio work is evaluated using a Likert scale with regard to Mastery of the following: Design thinking- Design Intent/Concept, Design Process, Craftsmanship and Graphic Skills; Technical Understanding - Context and Programatic Responsiveness, Technical Integration Portfolio-Communication/Documentation, Engagement/Commitment. The assessments of the five faculty members are calculated into an aggregate average (Portfolio Score). In Addition to the portfolio review students seeking advanced placement into the upper division (Professional Program) are evaluated based on the following thee measures. The average of six classes (4 studio and 2 design communications classes) is averaged with the portfolio score. The mean must equal 2.0 or higher. All DFN coursework grades are averaged and must equal a GPA of 2.5 or higher. All Georgia State Core coursework required during the DFN portion (7 courses) must equal a 2.5 or higher. All transfer students with course work from another architectural program are required to enter a portfolio for evaluation, for placement within the 5-Year B.ARCH program.

The B.ARCH degree program provides a strong preparatory program for students seeking an advanced professional degree (M.ARCH), as evidenced by their acceptance and success within the top graduate programs in the U.S. including Harvard, University of Pennsylvania, Columbia and SCI-Arc.

<u>Student Support Services</u>

In an effort to ensure success, Southern Polytechnic State University provides a series of support services for its students as part of their enrollment. Among those are services designed to improve student performance in core course skills. The SPSU Writing Center provides assistance in understanding assignment, developing a process for completing assignments, improve communications skills and provides feedback on drafts of documents. ATTIC, located in the Student Center, provides students with advising, registration assistance, joint enrollment advising and registration, testing services (CPE and MAT), Disability Services, Tutoring (Math and English), International Student processing, ESL assistance. Tutoring assistance for physics I and II are provided by the Physics Program. The Career and Counseling Center (CCC) provides professional personal, career and academic counseling services to

SPSU students. SPSU also provides CO-OP and Internship programs for students through CCC, as well as a Career Link for SPSU students and alumni.

The faculty, through DegreeWorks, provides general academic advising to all students. Since the last NAAB review, SPSU has provided each of the Schools with a professional advisor. Mary Neely serves as the Professional Advisor for the School of Architecture and Construction Management and in that role has the task of addressing the specific needs of the lower division students (DFN) with particular attention to incoming freshmen and transfer students (specifically foreign exchange and transfers). Over the past several years Professor Pittman has taken on the additional workload assignment of providing advising for upper division (Professional Program) students and transfer students.

Student Research

Students are encouraged to take advantage of the multidisciplinary resources of SPSU through elective courses, minor options and potential collaborations with other students on design projects including Thesis. Additionally, individual faculty members are encouraged to seek interdisciplinary opportunities for their courses by engaging with faculty in other programs.

Student scholarship is supported by a highly motivated faculty who introduce high standards of excellence into the classroom in both intellectual content and hands-on teaching exercises. The Architecture Program has more recently taken up investigating how research based modalitites can be brought into the undergraduate classroom. By working with faculty, students engage in 'real world' interventions that provide opportunities to introduce alternate investigative frameworks, establish conceptual feasibility and expand upon learned methodologies that allow for a broader understanding of the architectural context. These investigations occur in both Design Studio (MU2LCI urban research collaborative) and the Environmental Tech sequence labs (ECOmponent/ECOtainer Research project in collaboration with the Biology Department). The Architecture Program is also exploring distance learning models and their appropriateness to the curriculum of the Architecture Program as a means of expanding our scholarship reach. We currently have two faculty investigating on-line learning and getting TADL training for this project. The build out of our broadcast facility will also expedite this move, allowing us to provide course content to new students on the campus of the Georgia Military College. Faculty and students are supported in their efforts with excellent facilities that include 24-hour studio access, a traditional well-appointed woodshop with extended hour access (Bldg. N) and a secondary woodshop (Bldg. I). Production support includes plotters, laser cutters, vacu-form machine and three-axis and five-axis CNC routers.

Field Trip Participation

Architecture Program students regularly participate in one of three forms of field trips 1) Architours-organized by Individual Faculty and open to all Program students wishing to attend; 2) Sequence related field trips organized by the Coordinator and faculty within a core sequence as part of the course curriculum and to be attended by students in all sections; and 3) Section field trips organized by individual faculty and related to specific course content or projects. The following is a short list of field trips scheduled by faculty in the Architecture Program since the last NAAB visit.

1. Architours

   Professor Ed Akins

   • Summer 2013 **Paris**

   Professor Michael Carroll

   • Summer 2013 **Barcelona**

   Professor Kemp Mooney

   • Spring 2013 **New York City**

   • Fall 2012 **Seaside ,FL and Seattle, WA**

   • Spring 2012 **Chicago, IL.**

- Fall 2011 **New York City**
- Spring 2011 **Chicago IL; Clayton County and Madison Ga** (for foreign students)
- Fall 2010 **New York City**
- Spring 2010 **Chicago, IL.**
- Fall 2009 **Cincinnati and Columbus, Ohio**
- Spring 2009 **New York City** (Mar)+ Auburn University **Rural Studio** (Apr)
- Fall 2008 **Chicago, IL.**
- Summer 2008 **Paris; Amsterdam; Berlin; London**
- Spring 2008 **New York City**
- Fall 2007 **Chicago, IL.**

2. Sequence Field Trips

DFN 2311 Env Tech I: System Selection and Materials

- Sustainability Tour- Perkins & Will, Atlanta, GA
  Description: SPSU Alumni and coordinator of project, Matt Finn gives students a tour of their new office achieving LEED Platinum with 95 points.

- Hardwoods, Inc, Smyrna, GA
  Description: Tour covers veneer products, exotic and common hardwoods and engineered wood backup materials of MDF, particle board and plywood. Drying kilns are visited, and lumber grading in the exterior wood yards. The owner gives a 30-minute lecture on the characteristics of wood.

- Georgia Pacific Plywood Tour, Madison, GA
  Description: Students tour a plywood manufacturing plant by learning about a process that utilizes wood veneers and adhesives to form a panel. **Steel Building Canopy Tour**- High Museum, Atlanta, GA
  Description: Field Trip where students document Renzo Piano's entry canopy's kit-of-parts made of steel and glass.

- Welding Workshop- Engineering Metal Shop, on campus, SPSU, Marietta, GA
  Description: Students are given a tour of the metal shop and a safety tour, followed-up with 30-min welding workshop. Students then create steel connections.

- Boral Bricks Manufacturing Plant, Smyrna, GA
  Description: Tour shows step-by-step the brick manufacturing process used in making Boral Bricks. From raw materials delivery to final packaging, students walk through the manufacturing facility learning first hand the steps taken to manufacture bricks.

- ReadyMix Concrete Plant, Woodstock, GA
  Description: Tour covers the making of concrete, starting with a 20-min lecture, and proceed to seeing first hand, the making and testing of concrete.

- Metromont PreCast Plant Tour, Greenville, SC http://www.metromont.com/contact-us/georgia/
  Description: Students tour the manufacturing plant that produces entire structural elements that enable lego-style modular construction. The state-of-the-art facility, was designed to develop a plant to maximize productivity, inspired by an assembly line concept.

ARCH 3313 Env Tech II:Mechanical Equipment and Human Comfort

- Trees Atlanta, Atlanta GA Bldg. Mechanical systems and penthouse tour

ARCH 3314 Env Tech III: Natural and Artificial Lighting, Electrical Systems and Vertical Circulation

- High Museum of Art, Atlanta GA
  Description: Lecture and tour on Renzo Piano's light scoop design on the roof

- Cooper Lighting, Peachtree City, GA

Description: Students tour the manufacturing facilities and showroom. Emphasis is on various types of lighting.

- Masterpiece Lighting, Atlanta, GA
  Description: Students tour the showroom to get an overview of the various types of lighting available in preparation for a lighting design project.

ARCH 4224 Environmental Tech. Building Codes and Technical Documentation

- GSU Natatorium
  Description: Building with viewable protection systems. It is an excellent demonstration of a complex building type with high design. Tour with director of operations and architect of record.

3. Section Field Trips

DFN 2004 Design Foundation Studio IV
  • Goat Farm Art Center, Atlanta, GA, Field trip Pegah Zamani

ARCH 3011 Architecture Studio I
- New Orleans field trip, Liz Martin, 2013
- New York City, Liz Martin studio, 5-international students, and add'l 3rd years students, 2012
- Marfa, TX, Liz Martin, Dr Carpenter also included Tuskegee, Biloxi, New Orleans, Houston, Dallas and Border Station at US-Mexico border, Chinati Foundation, and McDonald Observatory, 2011
- New York City, Liz Martin and Michael Carroll, 2009
  ARCH 3012 Architecture Studio II
- Athens GA and Hotel Indigo, tour of city and award winning hotel, 2012
- Chattanooga, TN Student Regional Competition to design VW Pedestrian Bridge. VW donated $500 to studio for students travel to attend workshops and urban city review, 2010

ARCH 3943 Study Abroad in Barcelona
- Enric Miralles Foundation Barcelona, Michael Carroll, Toured the foundation and offices of Enric Miralles + Benedetta Tagliabue and meet with Benedetta Tagliabue, Summer 2013
- Mies Van der Rohe Foundation Barcelona and Tapies Foundation Barcellona, Michael Carroll, Summer 2013
- Enric Massip-Bosch Architects (EMBA), office tour, Barcelona, Michael Carroll, Summer 2013
- Ceramica Cumella, Granollers, ceramic studio tour, Spain and met with Antoni Cumella Michael Carroll, Summer 2013
- Cloud 9/Enric Ruiz-Geli, tour of studio of, Michael Carroll, Summer 2013

Student Leadership

Architecture Program students are well engaged with professional and collegial organizations and societies including AIAS (American Institute of Architecture Students), APX (Alpha Rho Chi) and SGA (Student Government Association).

AIAS (American Institute of Architecture Students)
The SPSU chapter of the AIAS has a long history of strong and committed activity. The 2013-2014 AIAS administrative leadership is:

  Jessika Nelson, President

  Danielle Towne, Vice President

  Drew McKowen, Treasurer

  Matt Rosenberg, Secretary

  Elwardo Moss, Membership Coordinator

  Patricia Kumsmajaja, Fundraising

Kristin Tollentino, Internal Affairs

Yen Nguyen, Marketing Director

Chris Brown, DFN Coordinator

C.J. Chang, Professional Program Coordinator

APX (Alpha Rho Chi)

Architecture Program students have been active in the past year establishing an SPSU chapter Polydus Colony of the Architecture Fraternity.

Evan Goodwin, President

Kris Peterson, Vice President

Jose Santiago-Padilla, Secretary

Stephanie Martin, Treasurer

Jorge Saravia, Sargent in Arms

SGA (Student Government Association)

Architecture Program students have been active in leadership positions across campus including holding leadership positions within SGA that have included:

Andy Valencia Vice President, 2013-14

Jonathan Greenage Chief Judge, 2013-14

Jasmine Batson, Committee Member, 2013-14

Kevin White, SGA President, 2012-13

Zach Nelson, Election Chair, 2012-13

Karim Jiwani, Committee Member, 2012-13

Adam Thomas, Committee Member, 2012-13

Additional Architecture Program resources and activities that support our students and the academic mission, and the faculty liaisons and or coordinators are listed below:

Architecture Lecture Series: Joseph Choma, Durham Crout, Michael Carroll

ACSA Representative: Kathryn Bedette

IDP Coordinator: Chris Welty , Bob Tango

AIA Liaison: Bill Carpenter, Chris Welty, Bronne Dytoc

Architecture Scholarship Committee: Dr. Mine Hashas, Dr. Pegah Zamani, Bronne Dytoc

Polychrome: Saleh Uddin, Michael Carrol

Thesis Competition Committee: Liz Martin, Dr. Pegah Zamani

Focus Studio Committee: Dr. Pegah Zamani, Manole Voroneanu

SPSU and Student Leadership

Leadership is important to the mission of Southern Polytechnic State University, which maintains a vigorous series of programs to promote skills and potential among its students. Various programs are offered throughout the campus which include:

• Emerging Leaders: aims to educate first year students about leadership topics and aid in developing skill in leading organizations, their peers and their community. Events include First Year Residential Retreat , Social and Service Project Planning, Attending the Georgia Collegiate Leadership Conference and developing skills to help succeed academically and socially.

• Georgia Collegiate Leadership Conference: Designed for students interested in learning about leadership and networking with other college students around the state.

- L3 Summit: six-day program that gathers emerging student leaders from across the state for a custom made curriculum that includes leadership trainings and practical skills.
- Service Leadership Endorsement Program (SLEP): enhances an SPSU degree through coursework that explores qualities of leadership in a global and technological society as well as through service that asks students to implement their leadership skills locally through co-curricular activities. The program implements SPSU's mission through the use of technology to communicate, to analyze, and to solve complex problems that demand ethical service leadership.
- Women's Leadership Initiative: Strives to build and strengthen the skills of women students through leadership workshops and quest speaker presentations.
- Honor Program: SPSU provides students with advanced opportunities through its Honors Program. Eligible students are asked to engage in course work with their professors that address ethical, global and civic inquiry. Honors students work with faculty to develop add-on components to their regular coursework to align it with desired leadership outcomes. Additionally, faculty may develop Honors Program courses or reconfigure standard courses to achieve a set of Honors Program goals.

Architecture Program Advisory Committee

The Advisory Board is composed of architects, alumni, professionals in fields related to architecture, and friends of the University who have shown and interest in supporting the growth and development of the Architecture Program. Appointments to the Advisory Board are made by the Chair of the Architecture Program and approved by the Dean. Advisors serve a two-year term beginning with the Fall Semester of an Academic Year. The Advisory Board meets once each semester and at other times designated by the Chair.

The duties and responsibilities of the Advisory Board are to address issues and offer guidance relating to the Architecture Program. In meeting these objectives, the Board selects a chairperson who has served at least one year on the Advisory Board. The Chairperson appoints committee chairs, which direct the activities of the following committees:

James Fausett Scholarship Committee

This committee oversees the James Fausett Golf Championship that raises money for the James Fausett Endowed Scholarship.

Program Assessment and Evaluation Committee

Working with the Chair and Academic Committee this committee makes recommendations to the Architecture Program regarding changes in the profession and their potential impact on the curricula.

Foundation/Scholarship Committee

Working with the Chair and the SPSU Foundation initiates action to develop funding sources and raise money in support of the Architecture Programs foundation accounts; the Architecture Foundation Account, the Jeremy Smith Architecture Scholarship, James Fausett Endowed Scholarship, Jimmy Goldgeier Endowed Scholarship, and the Lance Linscott Scholarship.

Lecture, Exhibition and Symposia Committee

The committee works with the faculty Lecture, Exhibition and Symposia committee to identify and fund named lecture and exhibition series.

The current members of the Architecture Program Advisory Board are:

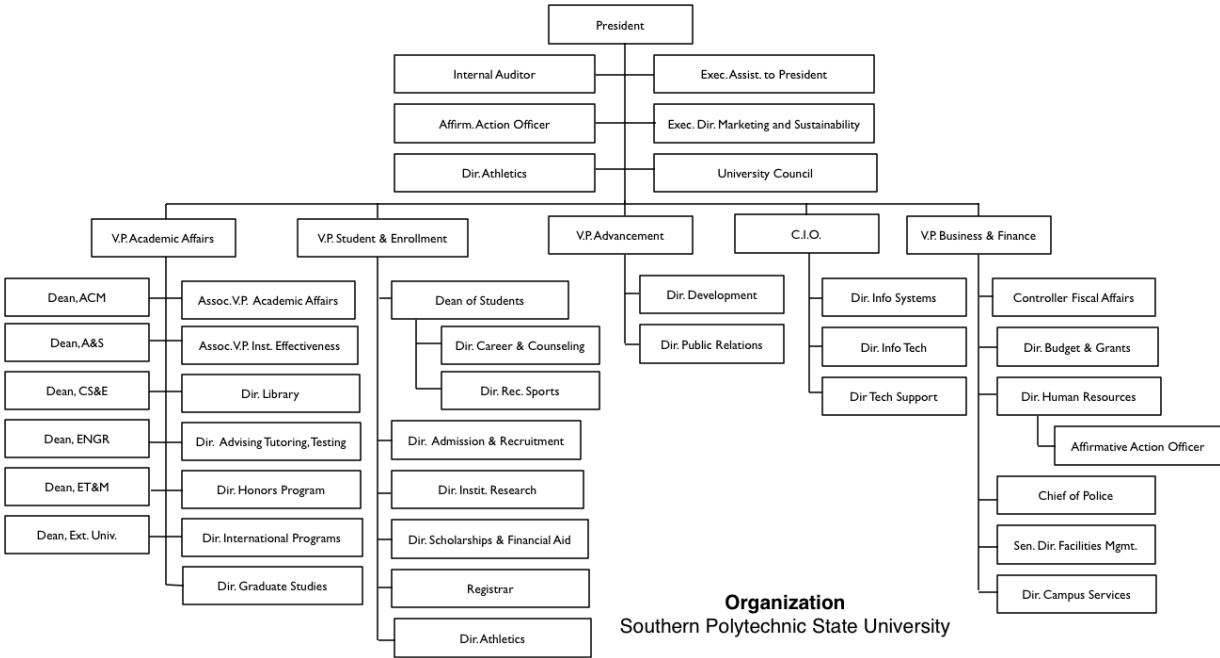William Chegwidden, FAIA, 2013-14 Chair
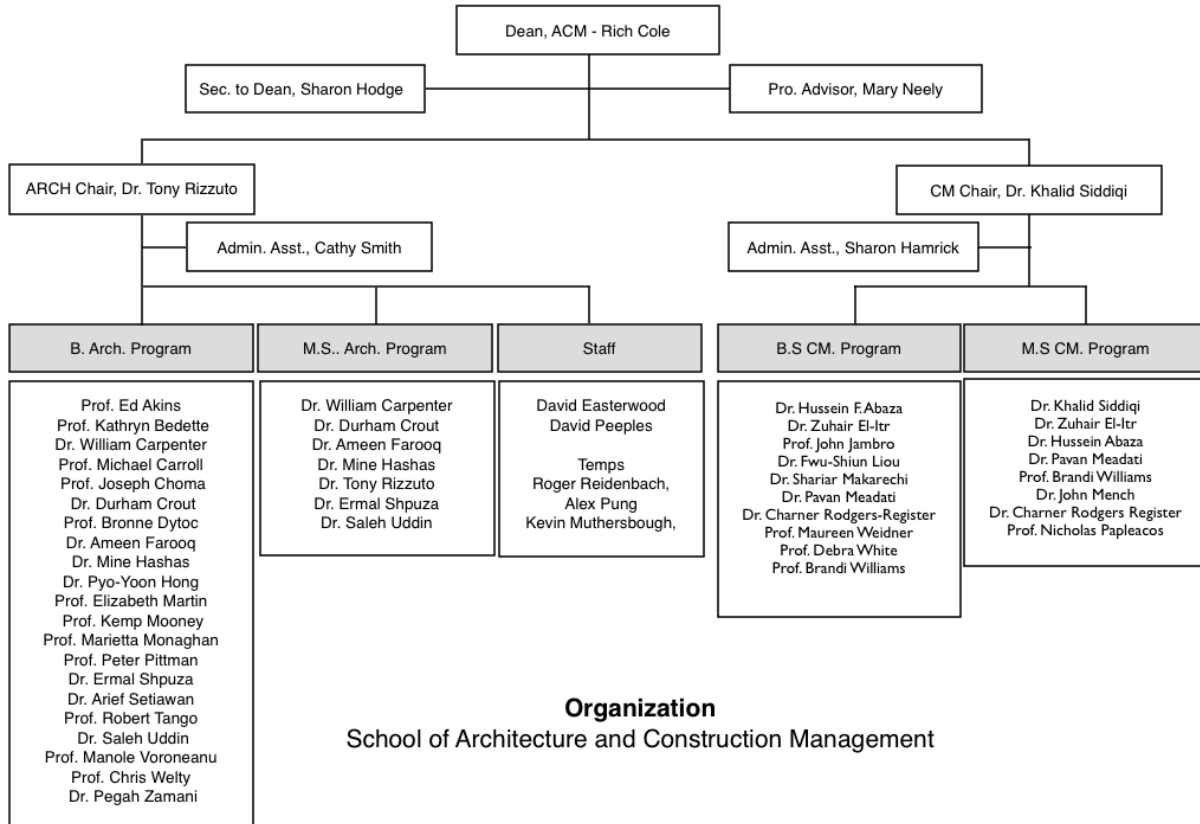
John Busby, FAIA, 2005- 2012 Chair

Edward Bernard, AIA

Ben Darmer, FAIA

Ken Hega, AIA

Leo Alveraz, AIA
Gordon Smith, AIA

Rick Messy, AIA

Foster Lynn, AIA

I.2.2. Administrative Structure & Governance

The SPSU Architecture Program emphasizes shared governance.

President

Internal Auditor	Exec. Assist. to President
Affirm. Action Officer	Exec. Dir. Marketing and Sustainability
Dir. Athletics	University Council

| V.P. Academic Affairs | V.P. Student & Enrollment | V.P. Advancement | C.I.O. | V.P. Business & Finance |

Dean, ACM	Assoc. V.P. Academic Affairs	Dean of Students		Dir. Development	Dir. Info Systems	Controller Fiscal Affairs
Dean, A&S	Assoc. V.P. Inst. Effectiveness		Dir. Career & Counseling	Dir. Public Relations	Dir. Info Tech	Dir. Budget & Grants
Dean, CS&E	Dir. Library		Dir. Rec. Sports		Dir Tech Support	Dir. Human Resources
Dean, ENGR	Dir. Advising Tutoring, Testing	Dir. Admission & Recruitment				Affirmative Action Officer
Dean, ET&M	Dir. Honors Program	Dir. Instit. Research				Chief of Police
Dean, Ext. Univ.	Dir. International Programs	Dir. Scholarships & Financial Aid				Sen. Dir. Facilities Mgmt.
	Dir. Graduate Studies	Registrar				Dir. Campus Services
		Dir. Athletics				

Organization
Southern Polytechnic State University

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                        ┌─────────────────────────┐
                        │   Dean, ACM - Rich Cole │
                        └─────────────────────────┘
        ┌──────────────────────────┐      ┌──────────────────────────┐
        │ Sec. to Dean, Sharon Hodge│     │ Pro. Advisor, Mary Neely │
        └──────────────────────────┘      └──────────────────────────┘

  ┌──────────────────────────────┐              ┌──────────────────────────────┐
  │ ARCH Chair, Dr. Tony Rizzuto │              │ CM Chair, Dr. Khalid Siddiqi │
  └──────────────────────────────┘              └──────────────────────────────┘
        ┌──────────────────────────┐              ┌──────────────────────────────┐
        │ Admin. Asst., Cathy Smith │             │ Admin. Asst., Sharon Hamrick │
        └──────────────────────────┘              └──────────────────────────────┘
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B. Arch. Program	M.S.. Arch. Program	Staff	B.S CM. Program	M.S CM. Program
Prof. Ed Akins Prof. Kathryn Bedette Dr. William Carpenter Prof. Michael Carroll Prof. Joseph Choma Dr. Durham Crout Prof. Bronne Dytoc Dr. Ameen Farooq Dr. Mine Hashas Dr. Pyo-Yoon Hong Prof. Elizabeth Martin Prof. Kemp Mooney Prof. Marietta Monaghan Prof. Peter Pittman Dr. Ermal Shpuza Dr. Arief Setiawan Prof. Robert Tango Dr. Saleh Uddin Prof. Manole Voroneanu Prof. Chris Welty Dr. Pegah Zamani	Dr. William Carpenter Dr. Durham Crout Dr. Ameen Farooq Dr. Mine Hashas Dr. Tony Rizzuto Dr. Ermal Shpuza Dr. Saleh Uddin	David Easterwood David Peeples Temps Roger Reidenbach, Alex Pung Kevin Muthersbough,	Dr. Hussein F.Abaza Dr. Zuhair El-Itr Prof. John Jambro Dr. Fwu-Shiun Liou Dr. Shariar Makarechi Dr. Pavan Meadati Dr. Charner Rodgers-Register Prof. Maureen Weidner Prof. Debra White Prof. Brandi Williams	Dr. Khalid Siddiqi Dr. Zuhair El-Itr Dr. Hussein Abaza Dr. Pavan Meadati Prof. Brandi Williams Dr. John Mench Dr. Charner Rodgers Register Prof. Nicholas Papleacos

Organization
School of Architecture and Construction Management

I.2.3   Physical Resources

The physical resources of the Program have continued to increase since the 2008 NAAB accreditation visit. At the time of the last visit, the University System of Georgia Board of Regents had just approved a 4.9 million dollar renovation to the 50 year-old building where the Architecture Program began in 1994 and the Architectural Engineering Technology program had been housed since the 1960s. This renovation is nearly complete and is a credible demonstration to the Program's commitment to sustainability. The renovated structure is technically the I1-Building, but is referred to by the university community as Design I. This building and name complements the previous addition to the Program's inventory of buildings, the Design II building, just to the south of the Design I building and connected by a landscaped plaza. The following is a description and summary of the functions of each of the Program's three buildings - The Architecture Building (N-Building), Design I (I1-Building), and Design II (I2-Building):

The Architecture Building (N-Building)
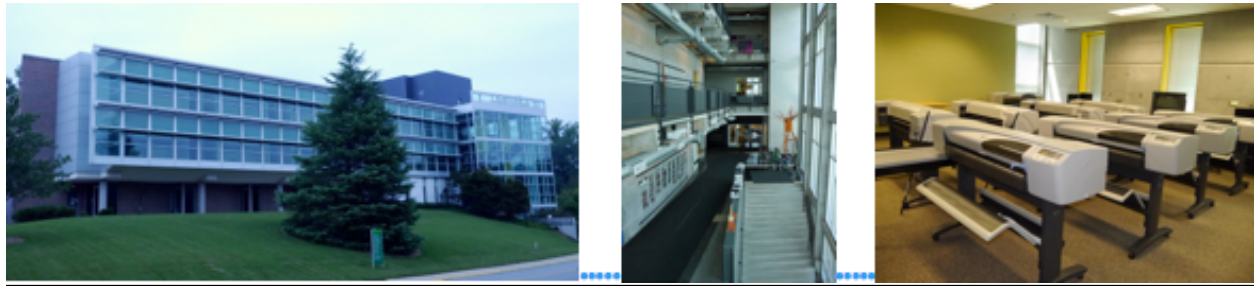
The main office of the of the Architecture Program is located in N-Building, known throughout campus and the community as the Architecture Building. This building was occupied in spring of 2002 and is the home of the Program's 3rd, 4th, and 5th year students. Students in these three years of study are in the professional program portion of the Bachelor of Architecture degree program. This facility was designed by the architectural firm of Heery International and is the centerpiece of the Program's physical presence.

The Architecture Building (N-Building) has 103,000 square feet of classrooms, galleries and support centers, studios, shops and labs, and a 3rd floor studio dedicated to the Master of Architecture program debuting in Fall 2013. The Architecture Building is a State of the Art facility that has won numerous awards from the American Institute of Architects and the Atlanta Business Chronicle. The building's design was intentionally didactic designed to demontrate to the students the integration of materials, systems, and structure as a pedagogical device. As a result of this spatial and tectonic experience, Heery International received a Design Excellence Award for the building.

Since Southern Polytechnic State University is the only public institution in Georgia offering a NAAB accredited Bachelor of Architecture degree, the building significantly increases the university's ability to serve the state. Universities that receive national accreditation are limited in the number of students that can be enrolled by the amount of lab and studio space available and the Architecture Building, Design I, and Design II have facilitated the Program's viability and growth far into the future.
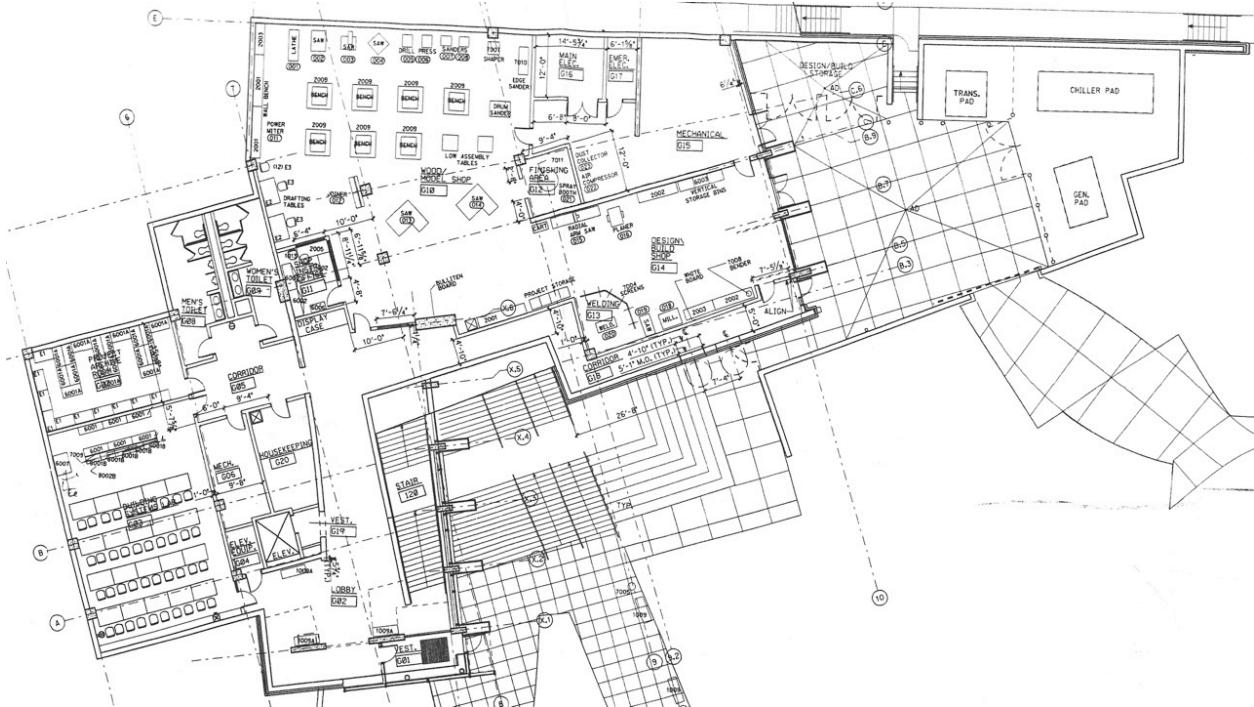
Basement
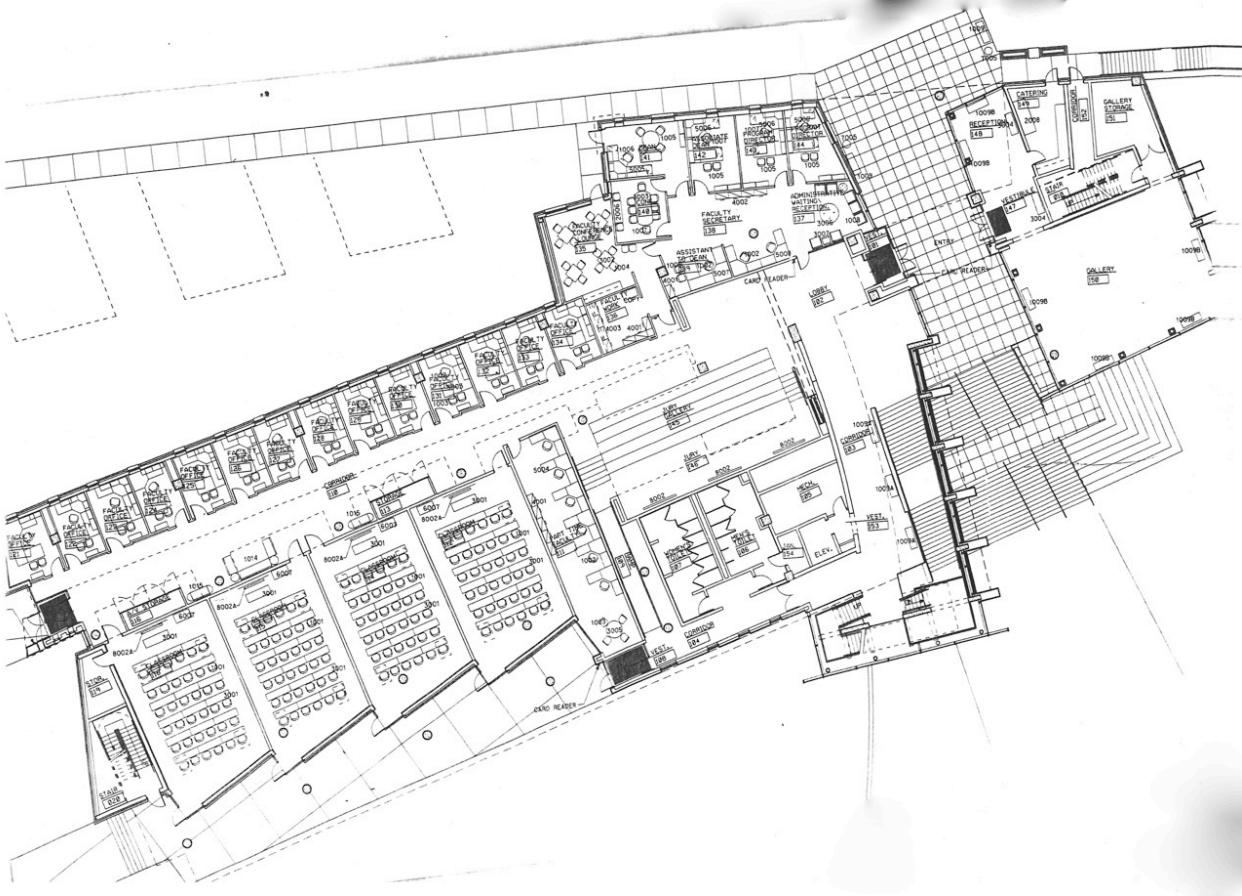
1st Floor
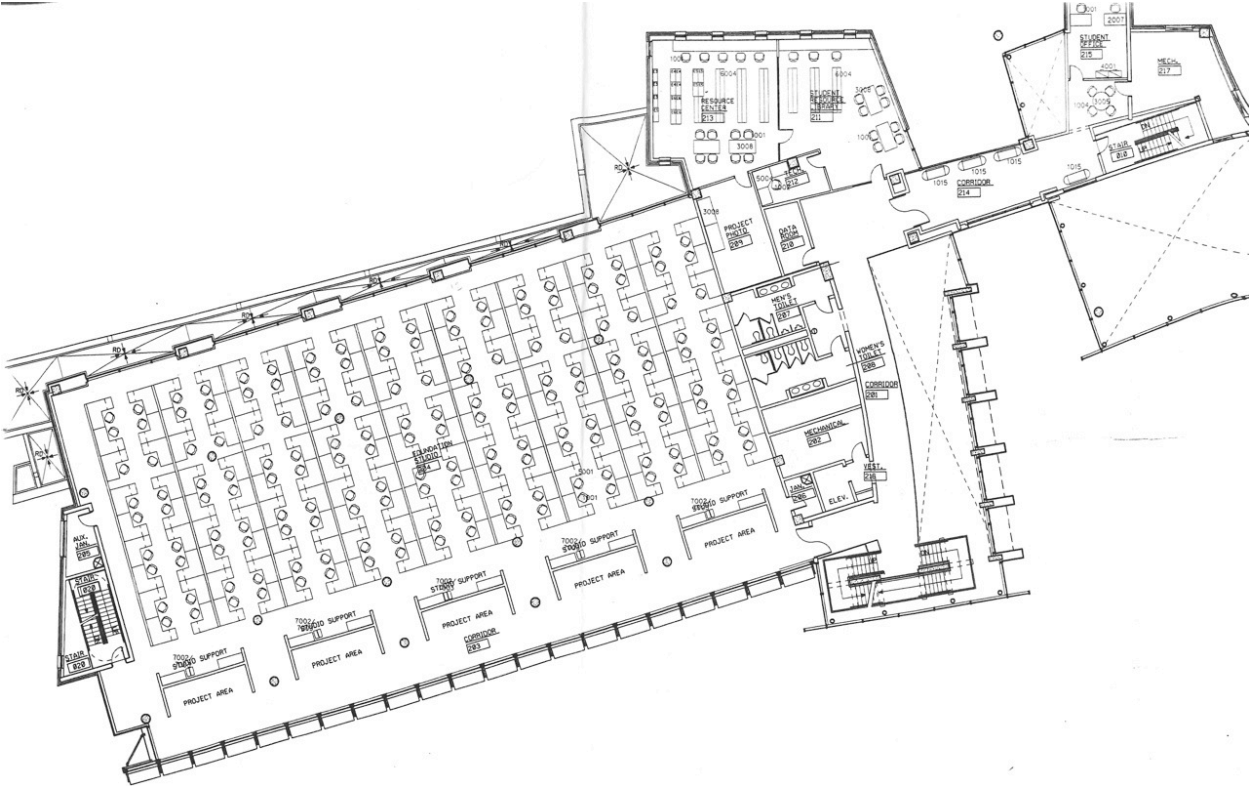
2nd Floor
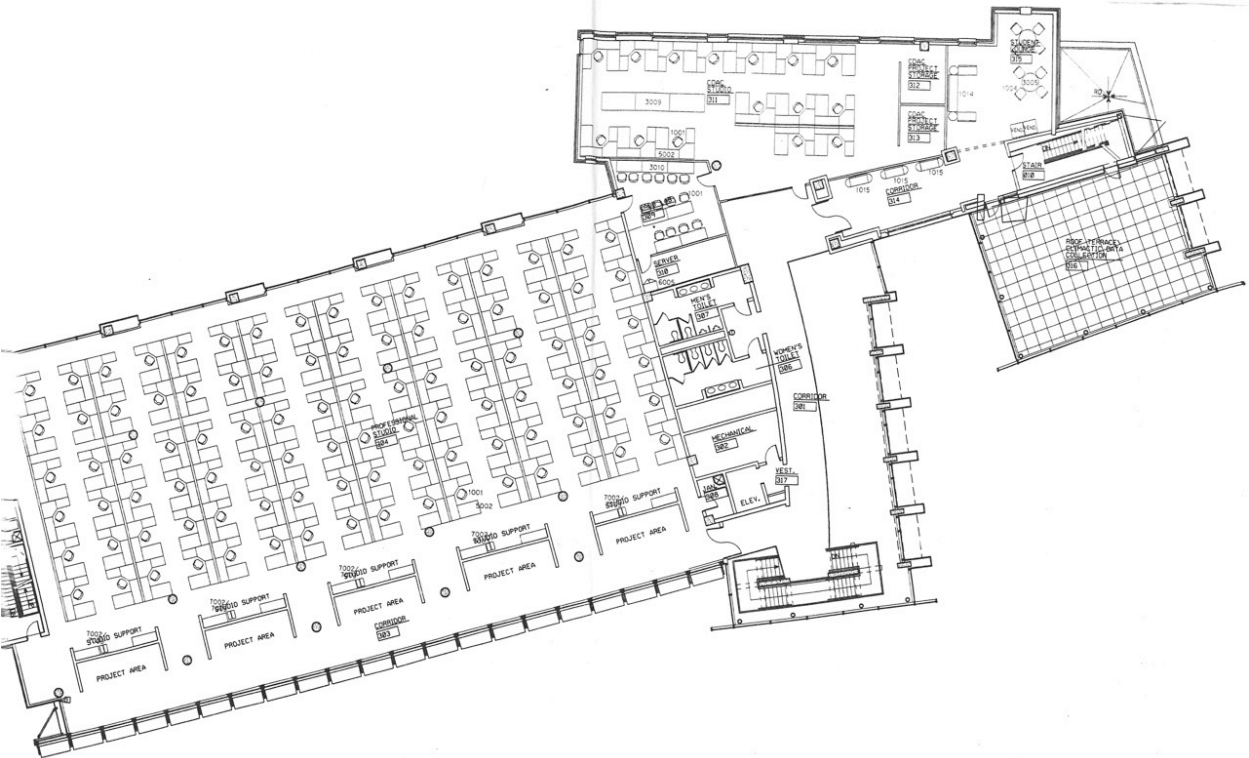
3rd Floor

Design I (I1-Building)

The Design I Building was first occupied shortly following the 2008 NAAB Accreditation visit and has since undergone extensive renovations. This is a 60-plus year-old building that was the home of the previous Architectural Engineering Technology program. The building was abandoned in the late 1990s until an ambitious plan was initiated in 2007 by the Architecture Program and the university administration to renovate and repurpose it for the first year studios. Further renovations to the building beginning in late 2011, and soon to be finished in spring 2014, will feature a state-of-the-art MediaScape studio for collaborative instruction, a School of Architecture and Construction Management (ACM) collaborative suite, an ACM Technology Lab, jury spaces, conference rooms, wood shop, and faculty offices.
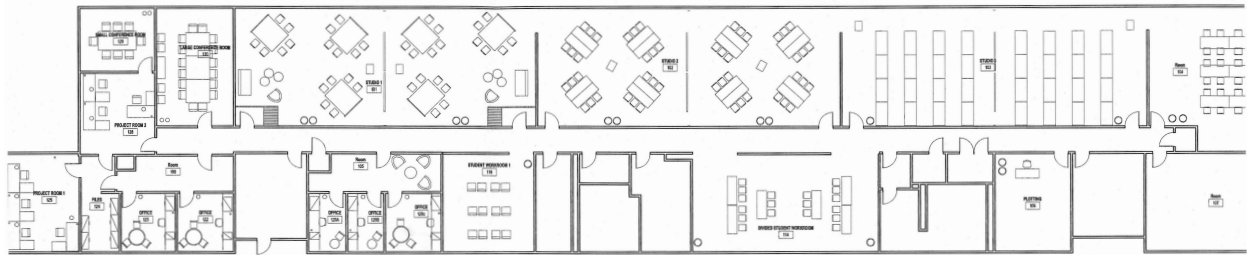
Design II (I2-Building)

The Design II building was in its design stage at the last NAAB visit of 2008. It was occupied in 2010 and can accommodate 96 student workstations, 6 faculty offices, and a state-of-the-art 300 seat auditorium. The building design is consistent with other buildings of the Architecture Program - in its intention to be used as a didactic device. Building systems are exposed in each Architecture Program building and instructors routinely reference the systems to illustrate real examples of the technological aspects of comprehensive design. The Design II building has won five national design awards.

2 UPPER LEV
A2.01 G1.01   SCALE: 1/8" =

1 LOWER LE
A2.01 G1.01   SCALE: 1/8"
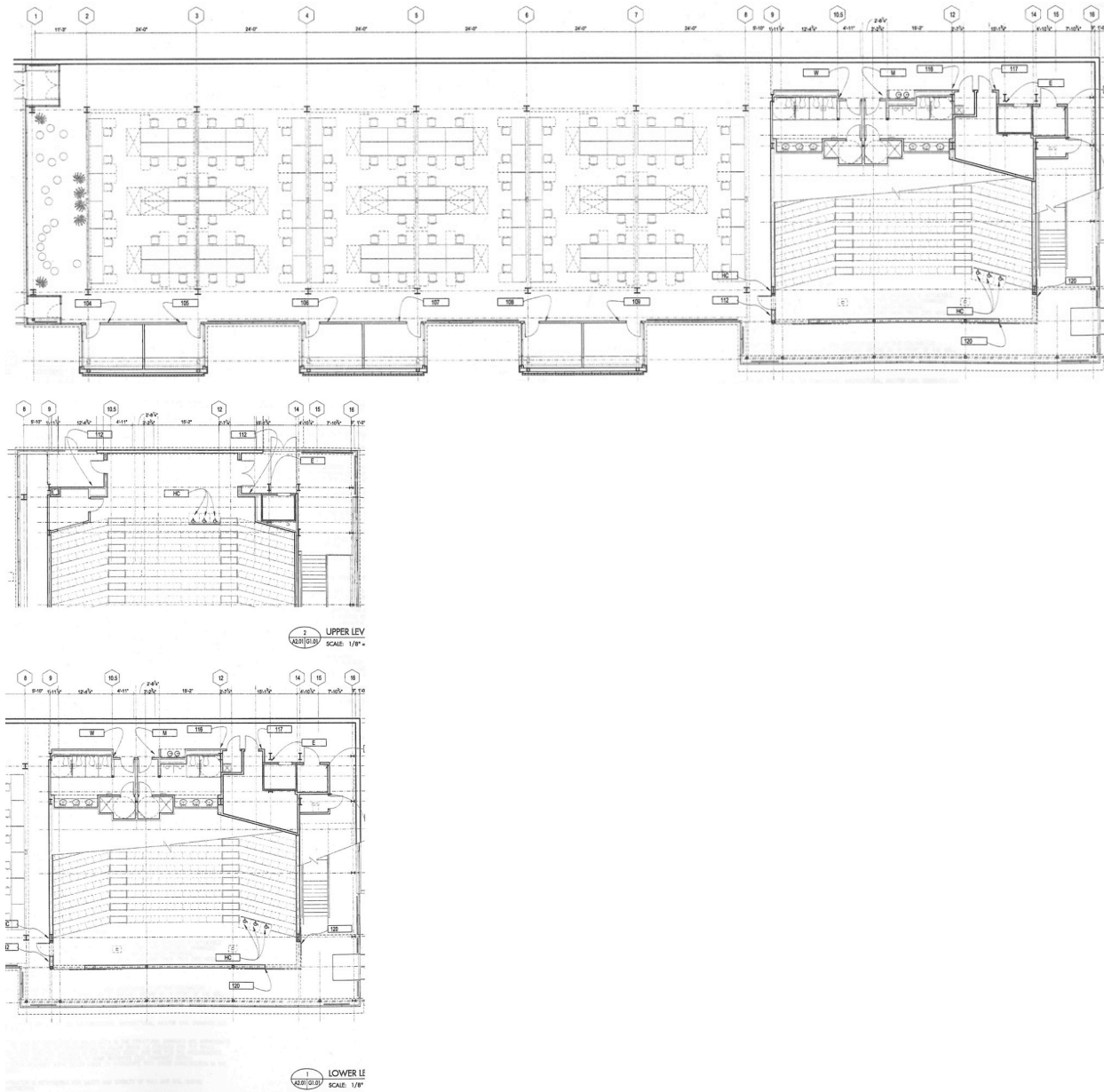
I.2.4   Financial Resources

SPSU's Architecture Program experienced steady and substantial growth in the years leading up to 2009. Although enrollment numbers actually increased slightly in 2012, the effects of the economy on architecture student enrollment has been impactful.

The following table and chart illustrate the fall enrollment totals from 2007 through 2012.

Architecture Program Enrollment (source: Web Report WSFR0125 - Aug. 25, 2013)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
ARCH	184	157	291	154	188	195	160
Pre-ARCH + Pre-DESIGN	316	397	234	335	256	229	206
Totals	500	554	525	489	444	424	366

The SPSU Registrar coding system includes the categories of ARCH, Pre-ARCH, and Pre-Design for Architecture Program enrollment. The Pre-ARCH code is for new students coming into the Architecture Program at any year level. Once coded Pre-ARCH, a student remains Pre-ARCH unless changed to ARCH. Pre-DESIGN is a code used to track specific attributes of students entering the summer Workshop. The codes are not redundant and the CIP code (Board of Regents) codes each student uniquely.

Architecture Program Enrollment (source: Web Report WSFR0125 - Aug 25, 2013)
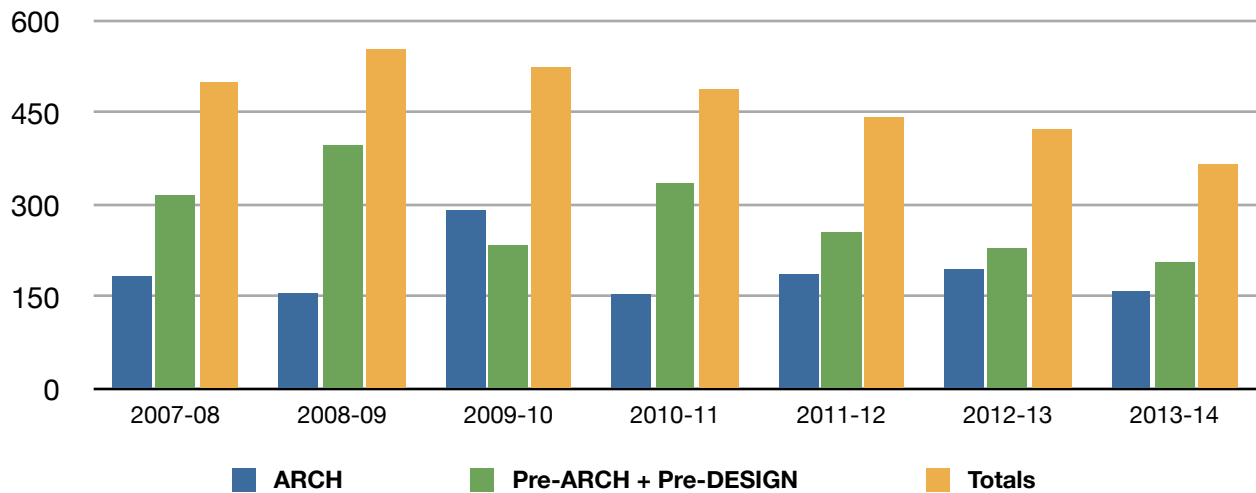
Architecture Program Enrollment Sources - Note 1

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
NAAB Annual Report	-	501	544	527	490	434 Note_2	Note_3
SPSU Fact Book	524	555	547	508	457	434	176
Web Report WSFR0215	500	554	525	489	444	424	366

Note 1: SPSU Fact Book, Web Reports, and NAAB Annual Reports are "snapshots" of enrollment at times requested. Web Report WSFR0215 (Aug. 25, 2013).

Note 2: See letter from Institution Research Officer correcting NAAB Annual Report data. The 434 figure is from Web Report WSFR0215 (Aug. 25, 2013).

Note 3: NAAB Annual Report data for 2013-14 has not been filed as of the submittal of this Report.

Pre-ARCH and Pre-DESISN Enrollment (source: Web Report WSFR0215 - Aug. 25, 2013)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Pre-ARCH	316	369	192	267	198	88	30
Pre-DESIGN	-	28	42	68	58	141	176
Totals	316	397	234	335	256	229	206

Architecture Program Budget

The funding for the Architecture Program has remained relatively static for the past six years as the state revenues have declined consistently with the general U.S. economy since 2009. However, student fees and the flexibility of moving monies from the office of the Dean to the Architecture Program budget has not significantly impacted the effectiveness of the budget and funding of the Program. The anticipated funding for the Program is projected at an overall increase of approximately 25% in the upcoming 2013-14 year.

The requested and projected increase from the 2012-13 budget to the 2013-14 budget reflects the need for:

1) Expanded Program administrative routines and additional building operations support due to the addition of an additional set of classrooms and offices coming online in the newly renovated Design 1 building

2) Additional professional development funding for faculty and staff

3) Additional student assistants to aid in assistance to the Program secretary and to support additional building operations support due to the addition of an additional set of classrooms and offices coming online in the newly renovated Design 1 building

4) Additional travel funding for faculty to bring the total to $1,000 per full-time faculty

Program Budget and Distribution

The Architecture Program Budget is composed of four major categories:

1) Student Assistants

2) OS&E (Operating, Supplies and Equipment)

3) Travel

4) Student Fees

The following table and chart illustrate the Program's budget allocation over the past academic year (2011-12), the present year, (2012-13), and the requested and projected upcoming academic year (2013-14). As noted previously, the budget for the years since the 2008 NAAB visit have been relatively flat with no significant increase (or decrease).

Architecture and Dean's Office Budget 2011-12, 2012-13, (requested) 2013-14

(SA abbreviates Student Assistants and OS&E abbreviates Operating, Supplies, and Equipment)

|	2011			2012			2013 request		
	SA	OS&E	Travel	SA	OS&E	Travel	SA	OS&E	Travel
ARCH Program	$13,000	$62,200	$14,000	$13,000	$58,135	$16,000	$27,000	$60,000	$22,000
Dean's Office	$4,500	$22,800	$4,000	$9,000	$18,500	$4,000	$9,000	$18,500	$7,500
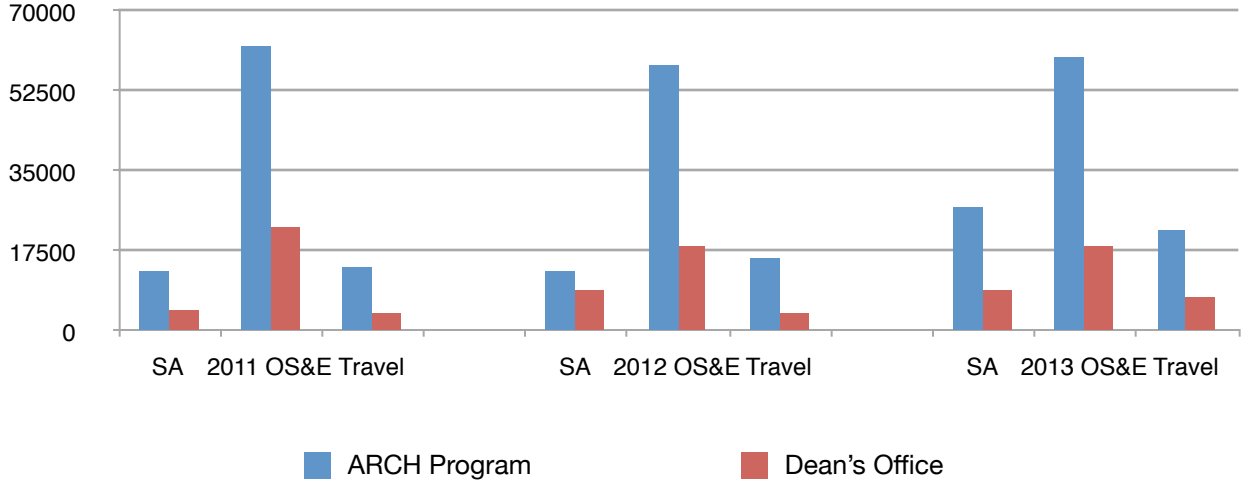
Monies in each of the categories of Student Assistants, OS&E, and Travel can be moved at the direction of the Program chair and approval of the dean to another category. Additionally, monies from the Dean's Office (the dean's budget) can be moved to the Program budget. The dean can also transfer monies between the programs of the School of Architecture and Construction Management. This flexibility has been a fortunate procedural empowerment as the Program has carefully and frugally navigated this difficult period of state funding.

Funding from 2011-12 actually decreased in OS&E (7%), yet the Program funding for travel for the same period increased by 14%.. Whereas OS&E budgeting and funding has not been a detriment to the Program, the travel budget, though increased from 2011-12 to 2012-13 has proven to be challenging.

Architecture and Dean's Office Budget 2011-12, 2012-13, 2013-14 ((requested)
The following table and chart show the total budgets for 2011-12, 2012-13, 2013-14 (requested) for the budget categories of Student Assistants, OS&E, and Travel:

	2011 Total	2012 Total	Requested 2013 Total
ARCH Program	$89,200	$87,135	$109,000
Dean's Office	$31,300	$31,500	$35,000
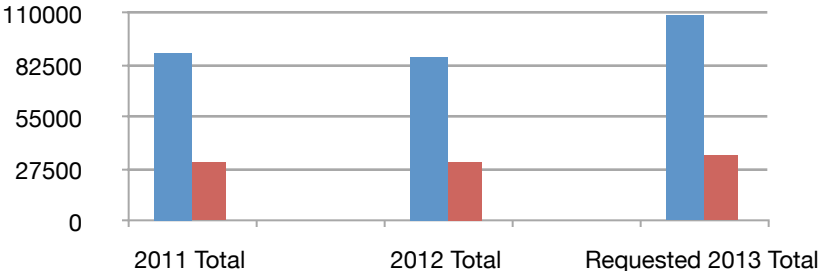
Budgets for all schools and departments for each fiscal year are set by the VPAA at the beginning of Fall term and are based upon the following calculations per department:

1) A baseline cost of $6,000 plus the number of faculty pro-rated at $150 per faculty.

2) Number of graduate students pro-rated at $18 per student.

3) Number of undergraduate students pro-rated at $9 per student.

4) Number of students enrolled in a Type A lab (lab fee) pro-rated at $10 per student.

5) Number of instances of students enrolled in a Type B lab (1st and 2nd yr.) pro-rated at $20 per student.

6) Number of instances of students enrolled in a Type C lab (3rd, 4th, and 5th yr.) pro-rated at $40 per student.

    Student Assistants and Memberships as estimated by the VPAA and dean.

Architecture Program Budget Compared with Other SPSU Departments

School/Department	2011-2012			2012-2013		
	Student Assistants	OS&E	Travel	Student Assistants	OS&E	Travel
ACM						
Dean	$0	$22,800	$4,000	$4,500	$18,500	$4,000
Architecture	$13,000	$62,200	$14,000	$13,000	$58,135	$16,000
Construction Mgt	$8,000	$19,700	$11,000	$8,000	$35,442	$11,000
A&S						
Dean	$4,000	$14,250	$7,850	$2,000	$80,385	$7,850
Biology &Chem	$6,000	$31,439	$7,296	$9,262	$30,571	$9,600
English, TCOM, Media	$10,000	$44,358	$7,645	$10,000	$43,810	$17,600
Mathematics	$20,000	$38,415	$7,993	$20,000	$36,505	$15,200
Physics	$4,000	$14,752	$3,823	$5,000	$17,207	$5,600
Social and Int'l Studies	$11,000	$34,386	$7,993	$11,000	$31,699	$11,200
CSE						
Dean*	$34,000	$35,415	$300	$0	$120,563	$34,500
Computer Sci + SWE	$0	$29,200	$25,750			
Information Techn.	$0	$0	$0			
Engineering						
Dean*	$15,000	$20,000	$20,000	$0	$96,140	$34,000
ETM						
Dean	$7,900	$20,450	$7,500	$7,900	$45,598	$7,500
Business Admin	$8,000	$22,200	$7,500	$8,000	$28,000	$8,800
CET	$3,500	$25,350	$10,000	$3,500	$23,000	$10,000
ECET	$11,700	$51,950	$12,000	$11,700	$36,000	$13,600
IET	$10,500	$31,150	$6,000	$10,500	$26,000	$6,400
MET	$3,000	$31,400	$3,500	$3,000	$27,000	$7,200

Although the budget for the Program has been relatively flat, the enrollment has decreased from 2008 through 2011. There was an increase in enrollment in 2012 and the table and chart show a projected student enrollment for 2013 equal to 2012. Final enrollment numbers for 2013 are not known at the time of this Report. In summary, although enrollment has suffered a general decline from 2008 through 2011, budgets have remained essentially at the same level from 2007 through 2012, resulting in an overall positive dollar per student ratio.

The table and chart illustrate the budget to enrollment ratio from 2001 through (projected) 2013.

	2007	2008	2009	2010	2011	2012	Requested 2013
ARCH Program	$89,200	$89,200	$89,200	$89,200	$89,200	$87,135	$109,000
Enrollment	500	555	526	223	246	336	336
Per Student	$178	$161	$170	$400	$363	$259	$324
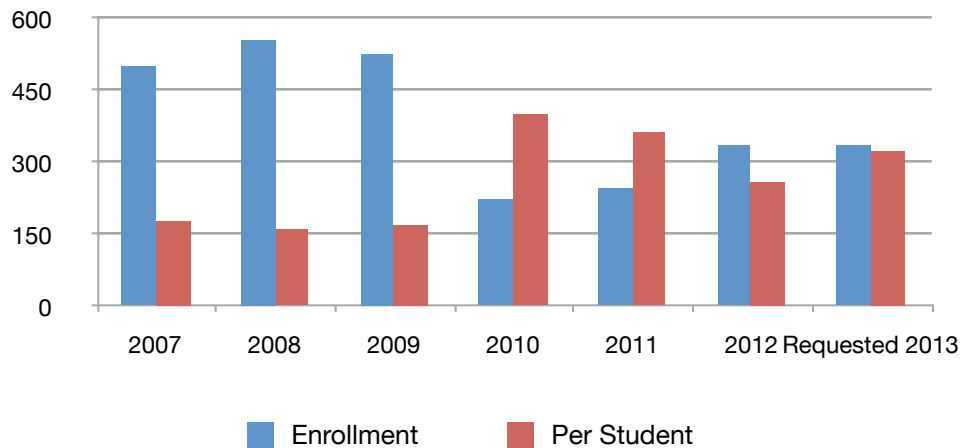
Program Fees

The Architecture Program has initiated four student fees subsequent to the 2008 NAAB accreditation visit:

1) Learning Cultures Fee: $50 per student per semester. The revenue goes to support cultural enrichment of the Program including an annual lecture series.

2) Studio Fee: $75 per student per semester. This fee is assessed to each student registered for a DFN (Design Foundation) or ARCH (Professional Program) design studio. The revenue from this fee goes to support supplies (including printing and plotting), supplies and maintenance of shop equipment, and other equipment in support of the DFN and ARCH studios.

3) Summer Design Workshop Fee: $150 per student and does not include housing or food. The Workshop is three weeks in duration and is held in late July. Residuals from the fee are directed at cultural enrichment and retention of DFN students. For example, the residuals from the 2012 Workshop were used to purchase an extensive collection of DVD media with topics in architectural history, theory, and practice.

4) Travel/Study Abroad Fee: This fee is assessed on an per person, prorated basis to help defray the cost of instruction and to maximize group rates.

Two of the Program Fees listed above - Learning Cultures Fee and Studio Fee - are "per semester per student" fees. The third fee, Summer Design Workshop, is a one-time fee assessed to all prospective students attending the Architecture Program Summer Design Workshop. The Workshop is mandatory for all incoming DFN students. The fourth student fee, Travel/Study Abroad, is assessed to each student prorated relative to the study abroad destination. The revenues from each fee are used as specified by the SPSU president's office.

Faculty Salaries

The average salary for faculty in the Architecture Program, excluding the Department Chair and Dean is $58,130 annually. Below is an itemization of average salaries per rank.

The total payroll for the Architecture Program is $1,371.514 annually.

Rank	Number	Lowest Salary	Highest Salary	Avg. Salary
Professor	3	$65,488	$85,000	$75,244
Associate Professor	6	$57,591	$66,625	$62,108
Assistant Professor	10	$54,000	$63,000	$58,500
Senior Lecturer	1	$60,394	$60,394	$60,394
Temporary Instructor	2	$45,000	$45,000	$45,000

Average University (SPSU) Faculty Salary per Rank

Rank	Number	Lowest Salary	Highest Salary	Avg. Salary
Professor	39	$61,788	$142,815	$96,045
Associate Professor	46	$46,834	$122,487	$75,538
Assistant Professor	73	$40,530	$108,592	$66,708
Lecturer	21	$40,764	$80,502	$56,299

University (SPSU) Faculty Salaries Compared with Architecture Program

Rank	University (SPSU) Avg.	Architecture Avg.	Delta	Notes
Professor	$96,045	$75,244	-$20,801.36	
Associate Professor	$75,538	$62,108	-$13,430.32	
Assistant Professor	$66,708	$58,500	-$8,207.71	
Lecturer	$56,299	$60,394	$4,095.48	Note_1
Temporary Instructor	$10,491	$45,000	Note_2	Note_2

Source: Open Records Response (open.georgia.gov)

Note 1: The University provides no Open Record Response category for Senior Lecturer. Lecturer is listed in the University average as a comparison to the 1 Senior Lecturer in the Architecture Program.

Note 2: Temporary Instructors at the University generally teach only a course or two, making the comparison with the 2 Temporary Instructors in the Architecture Program largely irrelevant, since the 2 Temporary Instructors in the Architecture Program teach 15 Workload Hours and are more similar to Lecturers at the University.

Architecture Program Budget Allocation 2008 - 2012

Year	Architecture Program Salaries w/Benefits	OPS w/Benefits	OS&E, Travel, Student Assistants	Totals (Salary Budget plus OS&E, Travel, Student Assistants)
2007	$1,191,286	$0	$89,200	$1,280,486
2008	$1,656,767	$0	$89,200	$1,745,967
2009	$2,071,238	$0	$89,200	$2,160,438
2010	$1,706,470	$0	$89,200	$1,795,670
2011	$2,065,654	$18,000	$89,200	$2,172,854
2012	$1,995,208	$43,030	$86,200	$2,124,438
2013	$2,113,949	$43,030	$87,135	$2,244,114

OPS abbreviates Other Personnel Expenses, OS&E abbreviates Operating Supplies and Equipment
OPS with Benefits is casual labor employees
Original Budget for FY 2007-2012
Adjusted Original Budget for FY 2013

Revenue Sources

The Architecture Program is funded by allocations from the University's Division of Business and Finance, in coordination with the Vice-President for Academic Affairs, Program fees and gifts and endowments. Program Fees are detailed above.

Undergraduate Tuition and Fees - 2013 - 2014

Credit Hours	In-State Tuition	Out-of-State Tuition
1	$179.60	$639.07
2	$359.20	$1,278.14
3	$538.80	$1,917.21
4	$718.40	$2,556.28
5	$898.00	$3,195.35
6	$1,077.60	$3,834.42
7	$1,257.20	$4,473.49
8	$1,436.80	$5,112.56
9	$1,616.40	$5,751.63
10	$1,796.00	$6,390.70
11	$1,975.60	$7,029.77
12	$2,155.20	$7,668.84
13	$2,334.80	$8,307.91
14	$2,514.40	$8,946.98
15+	$2,694.00	$9,586.00

University Mandatory Fees

Fee Name	Rate
Technology Fee	$75.00
Activity Fee	$49.00
Recreation Fee	$51.00
Athletic Fee	$108.00
Health Fee	$23.00
Transportation/Facilities Fee	$105.00
Institution Fee	$150 (1-4 hours) $300.00 (5 or more hours)
TOTAL FEES:	$561.00 (1-4 hours) $711.00 (5 or more hours)

University Revenues and Expenditures

	Operating and Non-Operating Revenues and Additions	Operating Expenses
FY 2007	$45,419,973	$45,527,864
FY 2008	$54,521,729	$50,016,461
FY 2009	$59,555,871	$56,123,158
FY 2010	$63,779,676	$58,189,289
FY 2011	$116,245,101	$72,305,687
FY 2012	$78,822,738	$74,495,692

Capital Expenditures
School of Architecture and Construction Management Compared to Other SPSU Schools

School	Department	Description	Budget	Phase 1 Capital Expenditures	Phase 2 Capital Expenditures
Architecture and Construction Management	Architecture/ Construction Management	Furniture - 1st Fl; I1-Bldg	$292,000	$292,000	
		ACM Computing Center; N-Bldg	$54,000	$54,000	
		Woodshop Equip; I1-Bldg	$29,000	$29,000	
		Network Renovation - 2nd Fl; I1-Bldg	$190,000		$190,000

School	Department	Description	Budget	Phase 1 Capital Expenditures	Phase 2 Capital Expenditures
		Data Bridge for Crestron Integration - 1st Fl; I1-Bldg	$17,500		$17,500
		A/V and Network Integration - 1st Fl; I1-Bldg	$140,000		$140,000
				$375,000	$347,500
Arts and Sciences				$290,461	
Computing and Software Engineering				$193,251	
Engineering				$151,606	
Engineering Technology and Management				$149,148	

Summary

Public universities in Georgia have suffered reduced funding due to the state economy generally since 2009. The Architecture Program's budget has remained steady in this economy even though student enrollment has dropped from its high in 2008. Additionally, the Program has added 4 student fees that have enriched the student experience and made the Program stronger overall.

I.2.5   Informational Resources

Institutional Context and Administrative Structure
Institutional Context and Administrative Structure of the Library and Visual Resources

The L.V. Johnson Library (commonly called the Johnson Library or Main Library) sits at the center of the SPSU campus and is staffed with seven librarians, who are required to have a Masters' degree in Library and Information Science from an American Library Association accredited Library Program. (The Georgia Highlands librarian works in the SPSU library and provides service, but is not SPSU library staff) Two of seven librarians are tenured with Associate Professor title. Promotion and Tenure of Librarians is guided by the University's library promotion and tenure policy and procedures (see http://www.spsu.edu/pandp/800/803_085.pdf) which follow the same guidelines that are established for institutional faculty members. Librarians hired after 2003 are on non-tenure track but with faculty status. They are reviewed and reappointed annually by the library peer committee. The library has three paraprofessional staff and two of the three are pursuing the Master's degree in Library and Information Science. In addition, there are 15 student assistants working at Circulation, Technical Services and Computer Lab.

There is presently a search for a new director of the Johnson Library. As of this writing, the search committee has narrowed the slate of candidates to those to be interviewed. The emphasis in the search has been on finding a successful candidate that has both a library science degree and extensive knowledge (preferably, a degree) in information science or a closely related field.

The librarians and their positions are:

- Library Director – Retired, the search for a director is currently in place
- Yongli Ma, Interim Director, (Associate Director for Technical Services)
- Li Chen, Assistant Director/System Librarian
- Aaron Wimer, Head of Reference and Outreach
- Amy Coughenour, Reference Librarian
- Erin Grant, Catalog/Archive Librarian
- Morgan Rhetts, Night Reference Librarian
- Mark Gatesman, Georgia Highlands/Reference Librarian

The Johnson Library support staff and their positions are:
- Mark Kirkley, Circulation and Reserves Assistant
- Ann Mills, Acquisitions and Cataloging Assistant
- Donna Coder, Serials Assistant

The Johnson Library has three departments:
- Circulation Services - provides assistance with borrowing books, fines or GIL Express
- Reference Services - provides research assistance and bibliographic instruction classes
- Technical Services – including acquisition, cataloging, interlibrary loan and archives and special collection

There has been a strong relationship between the Johnson Library and the Architecture Program since the initial accreditation of the Program in 1995. Two of the newer librarians have undergraduate degrees in Art and one of them worked as a librarian in an Art school and is pursuing a MA in Art History. Their knowledge of necessary resources will support and strengthen the Architecture Program as it grows and matures. The librarians and support staff have enthusiastically facilitated the needs of the Program at all academic levels and have even facilitated the assessment and cataloging of donated holdings. The librarians and staff of the Johnson library are considered an integral part of the Program's educational team. The Program has an appointed faculty member to coordinate the needs of the Program with the resources and acquisitions of the Library. The portion of the Johnson Library devoted to the Architecture Program is generally referred to as the Architecture Branch.

The librarians have provided general orientation sessions for students and new faculty as well as specialized orientation for any particular faculty needs. The Library includes a classroom for Bibliographic Instruction (B.I.) which is equipped with touch screen technology, PowerPoint, and other digital support for illustrating material from lectures and discussions. Librarians discuss with professors their goals for the class. Each class is designed in collaboration with faculty to meet specified learning outcomes. For advanced classes, library sessions are tailored to meet the research needs of the class and cover specialized subject resources and databases.

<u>Content, Extent and Formats in the Collection</u>
Content, Extent and Formats Represented in the Current Collection

The Library has a sufficient number of volumes to meet the needs of the Architecture Program and the number of students in the Program. The extent of coverage reaches from the Basic Level which includes only the defining works; to the Initial Study Level which contains those materials in support of the Practical Program; to the Advanced Study Level, or those materials that adequately support advanced undergraduate and higher degree programs. In this case, the Advanced Study Level supports SPSU's Professional Program.

There are approximately 6,000 volumes shelved in the Architecture open-stack area of the Johnson Library. GALILEO Interconnected Libraries (GIL) is the primary search engine for users to locate material. In the fall of 2012, the Library launched a new search interface – SPSU Hive Search. Hive Search is designed to be as close to a one-stop shop as we can get with our various database vendors. It is able to

search for books, articles, images, videos, other multimedia, databases, websites, etc., in one search box.

Books outside the generic art and architecture categories that are relevant to the field include those in construction, environmental design, and in general education fields such as philosophy, psychology, or others. In addition, the databases on GALILEO are indexed electronically and full-text journal articles may be accessed and printed. The Johnson Library includes an extensive collection of serial publications such as Global Architecture (GA Documents) or GA Houses.

Resources and Services In Support of the Program
Mission, Planning, Curriculum, and Research Specialties of the Program

The University's teaching, research and service mission is of primary concern. The library has about 128,000 volumes of books and 500 serial publications. Access to the collection is through the online public catalog which is available in the library, on the campus network, and via the web. The online catalog also provides access to over 10 million volumes held in the University System of Georgia.

Use of these collections is available through GIL Express which is offered at all libraries within the University System of Georgia (USG). The service is an innovative resource sharing initiative that allows students, faculty and staff access to all eligible circulating material at all 35 USG libraries. GIL Express (see http://gilexpress.usg.edu) is available to all eligible patrons through both an on site (walk up) requesting service and a remote requesting service. Requested materials are rapidly delivered within 3 days to the home library.

Books outside USG libraries and journal articles not available through GIL Express can be obtained via Interlibrary Loan (ILL). The library offers ILL service among all types of libraries nationwide. The library is also one of the nineteen public and private institutions of higher learning in the Atlanta/Athens area joined together through ARCHE (the Atlanta Regional Council for Higher Education) to foster cooperative endeavors through the sharing of resources. The library issues ARCHE Interlibrary Use Cards that allow direct borrowing privileges at other libraries in ARCHE, such as Emory University.

For research purposes, faculty and students have access to GALILEO, a broad array of full-text and full-image databases. This service is an online library portal to authoritative, subscription-only information that isn't available through free search engines or Web directories. The Architecture Program's students benefit from access to over 100 GALILEO databases indexing thousands of periodicals and scholarly journals. Over 10,000 journal titles are provided in full-text. Other resources include e-books, encyclopedias, business directories, and government publications. The Johnson Library Reference Services department works with the Program's students and faculty to ensure full access to GALILEO. For those rare occasions wherein the Program's students have needed access to materials in other universities' libraries in the USG, GALILEO and GIL Express have been an integral part of their research (http://about.galileo.usg.edu)

The Architecture Program houses its visual media in its own building, the N-Building which is the location of the media library, with an extensive collection of analog slides, archived periodicals, scanners, large format scanners and a heliodon. The media library is also the location of the Program's information technology support technician who also manages the resources and scheduling of the media library.

Although the Johnson Library does not contain the main collection of visual resources such as slides, audiotapes or other similar media for use of the architecture student, there is, however, a historical collection of videotapes/ DVD on European art and architecture used previously by the Art Appreciation courses that were donated to the Library. A variety of architecture renderings and artifacts from historical sites are incorporated into the facades of this building and a fine collection of antiquarian books on architecture, as well as campus blueprints, are housed in Special Collections. Samples of students' design models are displayed in the Library proper for other students to examine and appreciate.

The mission, planning, and curriculum of the Program are facilitated by the extended hours of Library operation and these varieties of access points. Faculty routinely design course content which requires students to access the resources of the Johnson Library and the librarians and staff understand the needs

of the Program's students. The Johnson Library normally offers approximately 80 service hours per week. These hours have been rearranged from time to time to accommodate the needs of students or to comply with administrative changes. Now that resources are available on an around-the-clock basis electronically, there have been fewer requests for extended library hoursThese extended hours of operations plus continuous electronic access to the content of the Johnson Library has facilitated all student learning and research as well as aided in the pursuit of the Program's mission, planning and curriculum.

SPSU has initiated a number of Master of Science degrees over the last decade, including the fall 2013 debut of the Master of Science in Architecture. The graduate level degrees are sufficiently resourced for this level of graduate studies. This level of resources will not be sufficient, however, as SPSU continues its pursuit of Ph.D. Programs.

To supplement the cooperative agreements SPSU has with all University System of Georgia libraries for student access to the collection of all other university libraries, the students may also obtain access cards to borrow materials from private universities through the Atlanta Regional Consortium for Higher Education (ARCHE). The Reference Services Department maintains statistics on ARCHE cards issued and the Architecture Program's students are amongst the heaviest users of the service.

Also, two technical colleges in the area have Cooperative Agreements with the Johnson Library (Chattahoochee Technical College and Atlanta Metro Technical College) for sharing their collections.

In the larger community, Georgia Institute of Technology is located in the heart of Atlanta. The Johnson Library librarians have a very cooperative working relationship with the Georgia Tech Architecture Department Library and call upon them for advice and information. In addition, after searching the catalog of the home library, our students liberally use the resources at Georgia Tech's Architecture Library.

Quality of Resources
Quality, Currency, Suitability, Range, and Quantity of Resources

The quality of the physical resources in the Johnson Library is sufficient for the undergraduate Program. The experience and credentials of the librarians and staff is very good. Together, the experience for the Program's students with regard to having an architectural library located outside of the three main buildings of the Program, has not been a detriment to the quality of the Program. On the contrary, the central location of the Johnson Library has encouraged student interactions with other disciplines and the cost savings of employing full-time, credentialed professional librarians at the Johnson Library, in lieu of bearing the cost of at least one librarian and the physical space allocation of a library within one of the Program's buildings, has provided other resources for the Program.

There is an extensive collection of architecture and construction standards, legal guides for architects and engineers, and published collections of AIA documents. Other access points to the collection include the conventional Avery Index for architectural periodicals. All databases are also accessible from anywhere on campus, and access from off campus is through the use of a GALILEO password and Hornet Connect, which is the university's secure network.

The collection of the Johnson Library is current, with an Architecture Program allotted budget to add to the Architecture Branch collection of N and NA books, periodicals and serials. The Program's faculty has direct input into the curation of the collection through their committee representative. In summary, the traditional print collection is sufficient for the needs of the Program and the electronic media, when combined with the resources of the media library in the main Architecture Building, is sufficient, as well.

Currency in the Johnson Library is evidenced by the distribution of campus-wide, online, lists of new books as they become available. The Library employs ExLIBRIS's VOYAGER as the software for displaying new books in a variety of formats such as the past seven days, the past month, by subject and other means. The Library also announces specific new titles to members of the Library Committee and asks that they share them with members of their departments. New books are displayed in the Library Foyer until newer arrivals supersede them. Book exhibits are limited to an annual event which highlights the output of faculty, administrators, staff, and students when the Annual SPSU Authors' Reception is sponsored by the President's Office in conjunction with the Library. This one-day exhibit consists of

books, journal articles, conference proceedings, poetry, and other intellectual output provided by SPSU affiliates. For two days each spring, the Johnson Library displays and sells approximately 2,500 donated hardback and paperback books at its Bargain Book Sale.

Funding to Enable Continuous Collection Growth

Funding for the Johnson Library is an institutional allocation. The Library does not have an endowment nor does it rely on gifts to purchase materials in support of academic programs. Funds have gradually improved since 2008 to support the Johnson Library's acquisitions programs. The library materials budget was $303,000 per year at the 2008 NAAB accreditation visit and it has increased to $335,000 per year in 2013.

The librarian responsible for acquisitions receives an allocation from the Library director that is subdivided among schools according to a formula approved by the Library Committee. Budget expenditures are cooperatively made by the Schools and sent to Acquisitions. After dispersal of funds, Acquisitions uses the best source with the most lucrative discounts available to purchase materials. In the state of Georgia, there are no peer institutions with an undergraduate Architecture Program. Instead, the Johnson Library uses these programs for comparisons: Drury University- Springfield, Missouri and University of Detroit Mercy, - Detroit, Michigan.

Problems Affecting the Operations or Services
Significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

The number of librarians of the Johnson Library has increased from six to seven since the 2008 NAAB accrediting visit. However, the student population of the university has grown considerably to just over 6,200. The position of director is yet unfilled, but the search for a director is currently in place. Although this is adequate for the needs of the university, it is marginally so. Thus far, there has been no negative impact on the Architecture Program, but the Program must be diligent in assessing the situation from year to year.

Budgeting is always a challenge for a public university and in these difficult economic times, the Johnson Library is not exempt. The budget across almost all divisions, services, and departments has remained static for approximately six years. However, the mechanisms in place for sharing resources with other universities and increased efficiencies in the deployment of resources and content of the Library, particularly with regard to digital and web presence, has lessened the impact of flat budgets. However, this is a continuous challenge.

Finally, as the Johnson Library, the Architecture Branch of the Library and the medal library in the main Architecture Building move from analogue resources to digital resources, most of the conversion work is done by faculty and is stored in faculty member's private collections. The Chief Information Officer (CIO) of the university is working with the Architecture Program, and other programs on campus, to begin the creation of digital "learning objects" which will reside in a network repository so that digital images and other resources are more easily shared across the campus network. Funding for this effort is largely through student technology fees. This ambitious project is moving slowly due to the reluctance to place more economic burden on the students and state budget allocations simply aren't adequate to completely fund this initiative.

Statistical Report
Collection Types and Position Types at the L.V. Johnson Library

Collection Types	2007/2008	2010/2011	2011/2012	2012/2013
Total Materials Budget	$303,000	$310,000	$315,000	$335,000
Architecture Expenditures	$15,713	$16,591	$17,015	$17,332
Books in Architecture (volumes)	5,411	5,649	5,776	5,846

Collection Types	2007/2008	2010/2011	2011/2012	2012/2013
Architecture Periodical Subscriptions (titles)	24	29	29	29
Architecture Database Subscriptions (titles)	1	1	1	1
Architecture Videos/VHS (titles)	118	118	118	118
Lantern Slides	2,500	2,500	2,500	2,500
Original Architecture Drawings	5,200	5,200	5,200	5,200
Campus Building Blueprints	400	400	400	400

Position Types	2007/2008	2010/2011	2011/2012	2012/2013
Librarians (degreed)	6	6	6	7
Paraprofessionals	3	3	3	3
Student Assistants	8	9	10	15
Undergraduate Assistants				
Total	17	18	19	25

Architecture Program Computing Resources

At the time of the last NAAB visit in 2008, the state of computing in the Architecture Program was strong. Since 2008, there have been considerable additions and improvements in resources and network services to further strengthen the computing resources of the students, faculty and staff. In 2008, the emphasis in the Program was typical of most programs with regard to a desktop computing with local hard drive, desktop work stations. With the advent of a new University CIO, a re-visioning, and renaming of the Information Technology division to University Information Technology Services (UITS), a two-stage initiative was begun to eventually make mobile computing the paradigm of the campus. The first phase of the transition involves replenishment of existing computers with "thin clients," with Virtual Desktop Infrastructure (VDI) which are essentially terminals with minimal CPU hardware. In the thin client environment, almost all computation is executed in the campus's central data processing facility.

The Architecture Program will significantly benefit from the UITS VDI initiative since sophisticated architectural software will be assessable to students upon authenticating to the network and being credentialed for their level of network access. The second stage of the UITS initiative will provide students and faculty with access to architectural software via mobile devices. The VDI initiative allows much of the high-end software to run on simple, mobile devices accessing the network from anywhere there is a wireless connection. The Architecture Program is working in a close partnership with UITS to accelerate those initiatives and selected faculty and students serve as beta testers for the VDI and it was used extensively in the ARCH Thesis / Game Design Collaboration wherein Unity game design software was used by the collaborative partners to "gamify" the Thesis projects. The VDI interface allows students and faculty in the collaborative to access a full suite of sophisticated 3D modeling and animation software.

The Architecture Building (N-Building) is fully Ethernet connected as well as being connected wirelessly to the University's VESPA network. Every classroom, office, lounge, Media Center, undergraduate studio and the M.S. Architecture graduate studio all have sufficient Ethernet drops for every user. The robust wireless network provides convenient and redundant support.

The Architecture Building will soon have a "Source Classroom," or broadcast classroom, to facilitate the Program's commitment to distant learning, delivering instructional content to other disciplines on campus and to provide support for the SPSU eCampus (global, online campus). The Source Classroom is part of the University's collaboration through an Articulation Agreement with Georgia Military College (GMC). GMC has nine campuses in the state of Georgia and the Architecture Program, in partnership with UITS, is investigating collaborative teaching opportunities with other SPSU disciplines to provide instruction to the campuses of GMC. The SPSU / GMC articulation is only one of several being explored. This

articulation exploration is not limited to local universities, but is being considered internationally, as well, with contacts in China and Cameroon.

The Design I Building (I1-Building) is fully Ethernet connected as well as connected wirelessly to the University's VESPA network. This building is undergoing extensive network renovation to improve the access to the Ethernet data drops at the second floor design studio. Prior to the renovation, the studio had sufficient data drops but access was from the overhead. The renovation moves all power and Ethernet ports to bollards on an ordered system coordinated with the building's structure and studio layout. The first floor renovation will have Ethernet support for all spaces as well as wireless support.

The Design I Building also features MediaScape collaborative work stations at the first floor. There are six MediaScape tables (proprietary workstation with 48" monitors and full network connectivity), each accommodating six students, that provide Ethernet connectivity between each workstation, the instructor's control panel, and any computer on the local network or, with proper authentication, the internet. Each student, with their personal laptop or table device, at each of the individual MediaScape workstations will have access to displaying images on the 48" monitor at their table. Also, the instructor will be able to direct images to other MediaScape monitors, or other URL addresses on the web. This new classroom paradigm and supplemental studio space will greatly enhance the Architecture Program's collaborative efforts and place the Program at the forefront of the SPSU rollout of the University's global campus (online degree programs and individual courses) which is planned for late 2014.

The Design II Building (I2-Building) was designed with ample network access with floor mounted power/ Ethernet bollards, similar to the new renovation in Design I for all studio spaces. In addition to Ethernet connectivity, the Design II Building also has robust wireless connectivity. All faculty offices are fully Ethernet connected and share the University's VESPA wireless network.

Audio/Visual Classroom and Studio Support

The Architecture Building (N-Building) has a jury and presentation area at the first floor known by students and the campus as "The Pit." The Pit seats over 200 students on a series of five, step-like, continuous, carpeted seats (bleacher style) and features three ceiling-mounted digital projectors with individual controls and controls for simultaneous, synchronized audio and image projection. This space is designed as a BYOD (Bring Your Own Device) presentation arena and students routinely connect with laptops and/ or tablets to the digital projectors.

Each of the four 36-student classrooms on the first floor of the Architecture Building features ceiling-mounted, digital projectors with stationary, computer consoles. Each projector is fully audio and video capable and is switchable from the classroom's desk mounted computer to a portable device.

The Design I Building utilizes portable, digital projectors at the second floor open-plan studio and permanent, ceiling mounted digital projectors on the first floor. The portable, digital projector solution works best for the open-plan floor due to the numerous sections of freshmen studios scheduled on this floor and the flexibility afforded. Sections can also move downstairs to Jury Rooms which are fully equipped with two ceiling-mounted, digital projectors for each space.

The Design I Building also features SmartBoard capability at two of the three large studio/labs at the first floor as well as two 90" video monitors in the MediaScape lab. The University is methodically moving from digital video projectors to large format video monitors. The Design I Building will be one of the first on campus to feature two 90" monitors in a studio/lab.

The Design II Building has a 300 seat auditorium which features a Crestron-controlled, synchronized, ceiling-mounted audio/video digital projector system featuring three tandem digital projectors. The auditorium also features an enclosed audio/video control booth as well as a articulated controlled lighting system. The Design II Auditorium is a state-of-the-art facility for lectures, presentations, student body gatherings and although the facility is prioritized for the Architecture Program's use, the Program is proud to share the space with other disciplines on campus to encourage a sense of community consistent with the SPSU Strategic Plan and to encourage collaboration with, and amongst, campus disciplines.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Program Student Characteristics
Demographics

The table below illustrates the demographics for race/ethnicity and gender for students entering the Bachelor of Architecture Program from the time of the previous 2008 NAAB accreditation visit through 2012. Enrollment numbers for 2013 are not available at the time of this Report.

Entering Students (note: this data corrected from the 2012 Annual Report - see letter from Dr. Ron Koger,accompanying this Report)

IPEDS Race	Gender	2008	2009	2010	2011	2012
Non-Resident Alien	F			11	10	14
Non-Resident Alien	M			9	5	16
Hispanic	F	6	2	6	6	6
Hispanic	M	9	8	10	8	16
American Indian or Alaskan Native	F	0		0	0	0
American Indian or Alaskan Native	M	1		1	1	0
Asian or Pacific Islander	F	8				
Asian or Pacific Islander	M	9				
Asian	F		12	4	3	1
Asian	M		12	5	7	9
Native Hawaiian or other Pacific Islander	F		0			
Native Hawaiian or other Pacific Islander	M		2			
Black or African American	F	17	16	15	4	16
Black or African American	M	24	27	20	19	24
White	F	26	28	29	27	33
White	M	109	87	64	62	65
Two or More Races	F			2	0	2
Two or More Races	M			4	1	4
Unknown	F		2			1
Unknown	M		2	0	0	0
Other		3		3	2	
Other		2				
Totals		214	198	183	155	207

The table below illustrates the demographics for race/ethnicity and gender for all students in the Bachelor of Architecture Program from the time period of the previous 2008 NAAB accreditation visit through 2012. Enrollment numbers for 2013 are not available at the time of this Report.

Total Architecture Program Enrollment (note: this data corrected from the 2012 Annual Report - see letter from Dr. Ron Koger,accompanying this Report)

IPEDS Race	Gender	2008	2009	2010	2011	2012
Non-Resident Alien	F			20	20	
Non-Resident Alien	M			18	15	

IPEDS Race	Gender	2008	2009	2010	2011	2012
Hispanic	F	11	13	14	16	14
Hispanic	M	24	30	35	38	51
American Indian or Alaskan Native	F	2	0	0	0	0
American Indian or Alaskan Native	M	2	2	2	2	2
Asian or Pacific Islander	F	21				
Asian or Pacific Islander	M	22				
Asian	F		24	14	17	23
Asian	M		15	23	23	40
Native Hawaiian or other Pacific Islander	F		1	0		
Native Hawaiian or other Pacific Islander	M		2	1		
Black or African American	F	37	43	39	25	34
Black or African American	M	62	74	73	67	51
White	F	83	85	77	69	56
White	M	222	236	191	178	131
Two or More Races	F			4		4
Two or More Races	M			5	2	15
Unknown	F		7	2	9	2
Unknown	M		12	9	1	1
Other	F	6			8	
Other	M	9				
Totals		501	544	527	490	424

Program Student Characteristics
Qualifications of Students

The following table shows the SAT scores in the Math and Verbal sections of the SAT for SPSU incoming freshmen. SPSU does not consider the composition portion of the SAT in the university's entry requirements.

SAT average scores	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Math	569	573	582	584	581	587
Verbal	537	539	549	548	550	554
Total	1106	1112	1131	1132	1131	1141

The following table shows the 2012 SAT scores in the Math and Verbal sections of the SAT for incoming SPSU freshmen disaggregated into the 25th and 75th percentiles.

2012 SAT/ ACT Scores	SAT	SAT	SAT	SAT	SAT	SAT	ACT	ACT
	25th Percentile	75th Percentile	25th Percentile	75th Percentile	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Math	540	635						
SAT Verbal			500	600				

2012 SAT/ ACT Scores	SAT	SAT	SAT	SAT	SAT	SAT	ACT	ACT
	25th Percentile	75th Percentile	25th Percentile	75th Percentile	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Writing					470	570		
ACT							21	26

SPSU Comparisons with Other Georgia Public Universities - by University Type

SAT average scores	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Georgia Tech	1333	1335	1336	1340	1354	1365
Georgia State U.	1084	1077	1080	1094	1095	1082
U. of Georgia	1225	1229	1237	1233	1221	1238
Research University Average	1215	1213	1215	1220	1220	1227
Georgia Southern U.	1108	1111	1106	1106	1112	1115
Valdosta State U.	1009	1013	996	998	997	1015
Regional University Average	1066	1068	1057	1059	1063	1078
Albany State U.	908	881	879	847	847	890
Armstrong State U.	1011	1011	1015	1014	1025	1016
Augusta State U.	991	980	979	989	986	985
Clayton State U.	974	967	969	960	958	947
Columbus State U.	992	978	973	971	972	987
Fort Valley State U.	883	882	874	850	819	844
Georgia College & State U.	1127	1129	1139	1156	1155	1160
Georgia Southwestern State U.	983	988	980	989	988	987
Kennesaw State U.	1066	1077	1076	1083	1079	1089
N. Georgia College & State U.	1079	1088	1097	1107	1113	1117
Savannah State U.	866	850	878	858	839	867
Southern Polytechnic State U.	1106	1112	1131	1132	1131	1141
U. of West Georgia	1013	1013	1000	985	993	965
State University Average	1018	1013	1013	1011	1002	1020

SPSU Comparisons with Other Georgia Public Universities - sorted in descending order

SAT average scores	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Georgia Tech	1333	1335	1336	1340	1354	1365
U. of Georgia	1225	1229	1237	1233	1221	1238
Georgia College & State U.	1127	1129	1139	1156	1155	1160
Southern Polytechnic State U.	1106	1112	1131	1132	1131	1141
N. Georgia College & State U.	1079	1088	1097	1107	1113	1117

SAT average scores	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Georgia Southern U.	1108	1111	1106	1106	1112	1115
Kennesaw State U.	1066	1077	1076	1083	1079	1089
Georgia State U.	1084	1077	1080	1094	1095	1082
Armstrong State U.	1011	1011	1015	1014	1025	1016
Valdosta State U.	1009	1013	996	998	997	1015
Columbus State U.	992	978	973	971	972	987
Georgia Southwestern State U.	983	988	980	989	988	987
Augusta State U.	991	980	979	989	986	985
U. of West Georgia	1013	1013	1000	985	993	965
Clayton State U.	974	967	969	960	958	947
Albany State U.	908	881	879	847	847	890
Savannah State U.	866	850	878	858	839	867
Fort Valley State U.	883	882	874	850	819	844

SPSU GPA Comparisons with Other Georgia Public Universities - by University Type

Mean High School GPA - Entering First Time Freshmen	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Georgia Tech	3.75	3.77	3.72	3.76	3.76	3.76
Georgia State U.	3.30	3.32	3.35	3.36	3.38	3.33
U. of Georgia	3.70	3.72	3.74	3.74	3.71	3.76
Research University Average	3.60	3.62	3.61	3.62	3.63	3.62
Georgia Southern U.	3.16	3.17	3.15	3.20	3.18	3.18
Valdosta State U.	3.06	3.04	3.03	3.07	3.07	3.12
Regional University Average	3.11	3.11	3.10	3.14	3.14	3.16
Albany State U.	2.87	2.81	2.80	2.86	2.94	2.92
Armstrong State U.	3.06	3.08	3.10	3.13	3.17	3.16
Augusta State U.	2.96	2.93	2.97	2.99	3.02	3.03
Clayton State U.	2.99	2.93	3.07	3.11	3.14	3.00
Columbus State U.	2.99	2.95	2.99	2.97	3.02	3.10
Fort Valley State U.	2.75	2.79	2.80	2.73	2.71	2.76
Georgia College & State U.	3.31	3.38	3.34	3.42	3.40	3.42
Georgia Southwestern State U.	3.15	3.09	3.11	3.23	3.20	3.23
Kennesaw State U.	3.17	3.16	3.19	3.21	3.21	3.20
N. Georgia College & State U.	3.31	3.33	3.43	3.47	3.50	3.51
Savannah State U.	2.76	2.71	2.74	2.81	2.75	2.74
Southern Polytechnic State U.	3.23	3.24	3.22	3.25	3.27	3.28
U. of West Georgia	3.06	3.04	3.04	3.07	3.06	3.08
State University Average	3.07	3.05	3.07	3.11	3.11	3.14

SPSU GPA Comparisons with Other Georgia Public Universities - sorted in descending order

Mean High School GPA - Entering First Time Freshmen	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Georgia Tech	3.75	3.77	3.72	3.76	3.76	3.76
U. of Georgia	3.70	3.72	3.74	3.74	3.71	3.76
N. Georgia College & State U.	3.31	3.33	3.43	3.47	3.50	3.51
Georgia College & State U.	3.31	3.38	3.34	3.42	3.40	3.42
Georgia State U.	3.30	3.32	3.35	3.36	3.38	3.33
Southern Polytechnic State U.	3.23	3.24	3.22	3.25	3.27	3.28
Georgia Southwestern State U.	3.15	3.09	3.11	3.23	3.20	3.23
Kennesaw State U.	3.17	3.16	3.19	3.21	3.21	3.20
Georgia Southern U.	3.16	3.17	3.15	3.20	3.18	3.18
Armstrong State U.	3.06	3.08	3.10	3.13	3.17	3.16
Valdosta State U.	3.06	3.04	3.03	3.07	3.07	3.12
Columbus State U.	2.99	2.95	2.99	2.97	3.02	3.10
U. of West Georgia	3.06	3.04	3.04	3.07	3.06	3.08
Augusta State U.	2.96	2.93	2.97	2.99	3.02	3.03
Clayton State U.	2.99	2.93	3.07	3.11	3.14	3.00
Albany State U.	2.87	2.81	2.80	2.86	2.94	2.92
Fort Valley State U.	2.75	2.79	2.80	2.73	2.71	2.76
Savannah State U.	2.76	2.71	2.74	2.81	2.75	2.74

The following tables shows the 2007-2012 average SAT scores in the Math and Verbal sections of the SAT for incoming SPSU freshmen disaggregated into the 25th and 75th percentiles.

2007 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	18	22	31	19	23
ACT Math	18	23	31	21	23
ACT Composite	18	22	30	20	22
SAT Verbal	450	534	750	490	570
SAT Math	450	566	750	520	600
SAT Verbal and Math Avg		1100			

2008 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	18	22	29	19	24
ACT Math	18	23	29	21	25
ACT Composite	17	22	29	21	24
SAT Verbal	430	529	660	480	570
SAT Math	450	562	680	510	610
SAT Verbal and Math Avg		1091			

2009 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	18	22	31	20	24
ACT Math	20	23	28	21	26
ACT Composite	17	22	30	19	24
SAT Verbal	390	543	670	510	580
SAT Math	460	557	720	520	580
SAT Verbal and Math Avg		1100			

2010 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	18	22	29	20	23
ACT Math	18	23	34	19	26
ACT Composite	19	22	30	19	25
SAT Verbal	450	526	640	490	560
SAT Math	450	565	720	520	600
SAT Verbal and Math Avg		1091			

2011 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	19	24	33	21	27
ACT Math	18	24	31	20	27
ACT Composite	19	24	32	21	26
SAT Verbal	420	538	670	500	590
SAT Math	470	571	700	530	610
SAT Verbal and Math Avg		1109			

2012 Test Score Percentiles for Freshmen Architecture Program Students	Min Score	Avg Score	Max Score	25th Percentile	75th Percentile
ACT English	14	24	34	20	27
ACT Math	19	25	34	22	27
ACT Composite	19	24	34	21	26
SAT Verbal	430	539	670	490	590
SAT Math	430	571	740	520	620
SAT Verbal and Math Avg		1110			

SAT Scores for Freshmen Architecture Students Compared to the University

SAT average scores	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
SPSU Math	569	573	582	584	581	587
ARCH Math	534	562	557	565	571	571
SPSU Verbal	537	539	549	548	550	554
ARCH Verbal	566	529	543	526	538	539
SPSU Total	1106	1112	1131	1132	1131	1141
ARCH Total	1100	1091	1100	1091	1109	1110

Program Student Characteristics
Time to Graduation

The following table shows the Architecture Program 7 Year Graduation Rate (Percentage that complete the accredited degree program within 150% of normal time to completion).

Architecture 7 Year Graduation Rate
First-Time Full-Time Freshmen (FTFTF) Cohort
IPEDS FTFTF (includes FTFTF from previous summer term who also registered the fall term)
Began and graduated in Architecture

Cohort	Year /Term	Beginning FTFTF Cohort Number	7 Year Graduation Rate
Beginning Cohort Term	Fall 2001	53	
Ending Term	Summer 2008		13.2%
Beginning Cohort Term	Fall 2002	58	
Ending Term	Summer 2009		19.0%
Beginning Cohort Term	Fall 2003	92	
Ending Term	Summer 2010		23.9%
Beginning Cohort Term	Fall 2004	62	
Ending Term	Summer 2011		19.4%
Beginning Cohort Term	Fall 2005	74	
Ending Term	Summer 2012		24.3%

Architecture 5 Year Graduation Rate - "normal time to completion"
First-Time Full-Time Freshmen (FTFTF) Cohort
IPEDS FTFTF (includes FTFTF from previous summer term who also registered the fall term)
Began and graduated in Architecture

Cohort	Year/Term	Beginning FTFTF Cohort Count	5 Year Graduation Rate
Beginning Cohort Term	Fall 2003	77	
Ending Term	Summer 2008		9.1%
Beginning Cohort Term	Fall 2004	46	
Ending Term	Summer 2009		13.0%
Beginning Cohort Term	Fall 2005	56	
Ending Term	Summer 2010		10.7%
Beginning Cohort Term	Fall 2006	56	
Ending Term	Summer 2011		19.6%
Beginning Cohort Term	Fall 2007	63	
Ending Term	Summer 2012		24.3%

Architecture 7 Year Graduation Rate
Beginning Cohort Term: First-Time Full-Time Freshmen (FTFTF)
Ending Term: FTFTF and Transfers

Cohort	Year/Term	Beginning FTFTF Cohort Count	7 Year Graduation Rate
Beginning Cohort Term	Fall 2002	58	
Ending Term	Summer 2009	49	84%
Beginning Cohort Term	Fall 2003	92	
Ending Term	Summer 2010	50	54%
Beginning Cohort Term	Fall 2004	62	
Ending Term	Summer 2011	40	65%
Beginning Cohort Term	Fall 2005	96	
Ending Term	Summer 2012	56	58%

Architecture 5 Year Graduation Rate - "normal time to completion"
Beginning Cohort Term: First-Time Full-Time Freshmen (FTFTF)
Ending Term: FTFTF and Transfers

Cohort	Year/Term	Beginning FTFTF Cohort Count	5 Year Graduation Rate
Beginning Cohort Term	Fall 2003	92	
Ending Term	Summer 2008	53	58%
Beginning Cohort Term	Fall 2004	62	
Ending Term	Summer 2009	49	79%
Beginning Cohort Term	Fall 2005	74	
Ending Term	Summer 2010	50	68%
Beginning Cohort Term	Fall 2006	101	
Ending Term	Summer 2011	40	40%
Beginning Cohort Term	Fall 2007	128	
Ending Term	Summer 2012	56	44%

Architecture 7 Year Graduation Rate Comparison of First Time Full Time Freshmen Only and First Time / Full Time Freshmen and Transfers
Beginning Cohort Term: First-Time Full-Time Freshmen (FTFTF)
Ending Term: FTFTF and Transfers

Cohort	Year/Term	First Time/ FullTime Freshmen Only	First Time/Full Time Freshmen and Transfers
Beginning Cohort Term	Fall 2001		
Ending Term	Summer 2008	13.20%	62%
Beginning Cohort Term	Fall 2002		
Ending Term	Summer 2009	19%	84%
Beginning Cohort Term	Fall 2003		
Ending Term	Summer 2010	23.90%	54%
Beginning Cohort Term	Fall 2004		
Ending Term	Summer 2011	19.40%	65%
Beginning Cohort Term	Fall 2005		
Ending Term	Summer 2012	24.30%	58%

The table above shows that although the First Time / Full Time Freshmen rate of graduation is relatively low, when transfers students are added to the Beginning Cohort Term, the graduation rate improves substantially. In fact, this is the reality of the SPSU Architecture Program. The success rate of transfer students increases the graduation rates. Many First Time / Full Time Freshmen at SPSU

SPSU 6 Year Graduation Rate - All Majors
First Time / Full Time Freshman Cohort

	Fall 2002 to Smr 2008	Fall 2003 to Smr 2009	Fall 2004 to Smr 2010	Fall 2005 to Smr 2011	Fall 2006 to Smr 2012
% Freshmen Graduating from SPSU in 6 Years	30%	30%	32%	34%	37%
% SPSU Freshmen graduating from any USG Comprehensive Univ. in 6 years	43%	43%	45%	46%	49%
% Freshmen Graduating from Own USG Comprehensive University in 6 Years	34%	36%	37%	37%	38%
% Freshmen Graduation from Any USG Comprehensive University in 6 Years	43%	45%	46%	46%	48%

The two tables above show that the Architecture Program has 7 Year Graduation Rates (150% of "normal time to graduation" for First Time / Full Time Freshmen significantly below the University's similar cohort for 6 Year Graduation Rates (150% of "normal time to graduation").

Bachelor of Architecture Degrees Awarded by Gender and Year: 2007-2012

	Male	Female	Total
2007	25	8	33
2008	36	17	53
2009	27	22	49
2010	31	19	50
2011	30	10	40
2012	39	17	56

B. Arch. Degrees Awarded by Gender and Year

Legend: ■ Male ■ Female □ Total
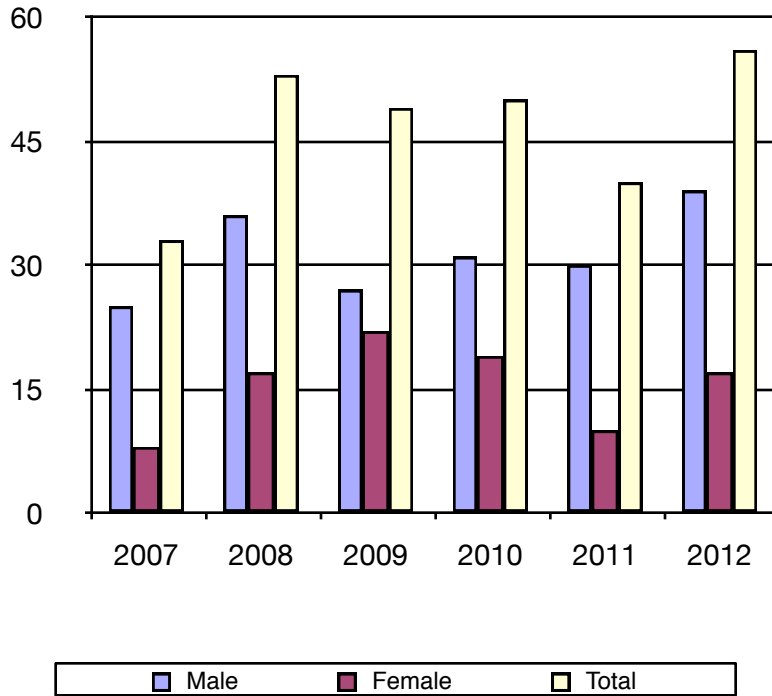
Program Faculty Characteristics
Demographics

Architecture Program Faculty Ethnicity/Race/Gender - 2013

Status	Rank	Ethnicity/Race	Gender
Faculty	Professor	Asian/Pacific Islander	M
Faculty	Professor	Asian/Pacific Islander	M
Faculty	Professor	White	M
Faculty	Associate Professor	Black	M
Faculty	Associate Professor	White	F
Faculty	Associate Professor	White	M
Faculty	Associate Professor	White	M
Faculty	Associate Professor	White	M
Faculty	Associate Professor	White	M
Faculty	Assistant Professor	Asian/Pacific Islander	M
Faculty	Assistant Professor	Asian/Pacific Islander	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	F
Faculty	Assistant Professor	White	F
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	F
Faculty	Lecturer - Senior	White	M

Status	Rank	Ethnicity/Race	Gender
Faculty	Instructor	White	F
Faculty	Instructor	Asian/Pacific Islander	M
Support Staff	Admin. Assistant II	White	F
Professional Staff	Lab Supervisor I	White	M
Professional Staff	Tech Supervisor	White	M
Professional Staff & Administrators	Chair and Associate Professor	White	M
Professional Staff & Administrators	Professor and Dean	White	M

Architecture Program Faculty Ethnicity/Race/Gender - at 2008 NAAB Team Visit

Status	Rank	Ethnicity/Race	Gender
Faculty	Professor	White	M
Faculty	Professor	White	M
Faculty	Professor	White	M
Faculty	Professor	Asian	M
Faculty	Professor	Asian	M
Faculty	Associate Professor	White	M
Faculty	Associate Professor	Black/African American	M
Faculty	Associate Professor	White	M
Faculty	Assistant Professor	White	F
Faculty	Assistant Professor	White	F
Faculty	Assistant Professor	Asian	M
Faculty	Assistant Professor	White	F
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	White	M
Faculty	Assistant Professor	Multi-Racial	M
Faculty	Lecturer	White	M
Faculty	Temporary Instructor	White	F
Professional Staff	Tech Supervisor	White	M
Professional Staff	Lab Supervisor I	White	M
Support Staff	Administrative Assistant II	Hispanic/Latino	F

Even though the faculty and staff of the Architecture Program increased from 22 to 26 full-time employees from 2008 to 2013, the gender ratio remained 77% male and 23% female. The table below shows the University gender in 2012 to be 70% male and 30% female. The University's gender ratio in 2008 was relatively unchanged from 2012 at 69% male and 31% female.

The general summary is that the Architecture Program's gender ratio is approximately 77% male and 23% female, whereas the University's gender ratio is approximately 70% male and 30% female.

University Faculty Gender - 2008 -2012

	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	No Rank	Total
Fall 2008							
Male	28	37	33	6	9	2	115
Female	9	6	20	5	9	3	52
Fall 2009							
Male	30	32	42	13	9	0	126
Female	9	6	22	9	8	0	54
Fall 2010							
Male	28	38	44	0	9	19	138
Female	9	8	23	0	9	13	62
Fall 2011							
Male	30	43	47	4	9	14	47
Female	9	7	26	0	11	14	67
Fall 2012							
Male	26	39	45	0	14	17	141
Female	9	6	21	1	13	12	62

Number of Faculty Granted Tenure from 2007 to Present

Year	Architecture Program	SPSU
2007–08	0	2
2008–09	2	1
2009–10	0	4
2010–11	1	4
2011–12	3	4
2012–13	0	10

Number of Architecture Faculty Promoted from 2007 to Present

Year	To Senior Lecturer	To Associate Professor	To Professor
2007–08	0	0	0
2008–09	0	0	0
2009–10	0	1	0
2010–11	0	2	0
2011–12	1	1	0
2012–13	0	0	0

Number of University Faculty Promoted from 2007 to Present

Year	To Senior Lecturer	To Associate Professor	To Professor
2007-08		2	3
2008-09	1		1
2009-10	2	1	2
2010-11		3	
2011-12		3	3
2012-13	3	9	2

Number of Architecture Program Faculty Maintaining U.S. Jurisdiction Licensure
Full Time Faculty Holding U.S. State Jurisdiction Architect License (unless noted as PE - Professional Engineer license)

Full Time Faculty	Jurisdiction	2008	2009	2010	2011	2012	2013	Notes
Ed Akins	GA	X	X	X	X	X	X	
Kathryn Bedette	GA	X	X	X	X	X	X	
William Carpenter	GA	X	X	X	X	X	X	
Rich Cole	GA	X	X	X	X	X	X	
Durham Crout	GA	X	X	X	X	X	X	
Pyo-Yoon Hong	GA	X	X	X	X	X	X	PE (GA, OK)
Harry Kaufman	GA	X	X	X	X	X	X	RA, PE (GA)
Kemp Mooney	GA	X	X	X	X	X	X	License Retired
Robert Tango	GA	X	X	X	X	X	X	
Chris Welty	GA					X	X	
						9 US Architects and 2 PEs	9 US Architects and 2 PEs	

Full Time Faculty Holding Non-U.S. State Jurisdiction Architect License (unless noted as PE - Professional Engineer license)

Full Time Faculty	Country	2013
Saleh Uddin	Bangladesh	X
Ermal Shpuza	Albania	x
Manole Voroneanu	Romania	X
Pegah Zamani	Iran	X
		4 non-US Architects

I.3.2   Annual Reports

All Annual Reports since the last NAAB site visit of 2008 have been submitted electronically to NAAB, and will be provided along with NAAB Responses to the 2014 NAAB visiting team in the Team Room.

The Program's certification that all statistical data submitted to the NAAB has been verified by the University and is consistent with institutional reports to national and regional agencies follows as a signed statement by Dr. Ron Koger, Ed.D., Vice-President for Student and Enrollment Services, dated August 30, 2013.

SOUTHERN
POLYTECHNIC
STATE UNIVERSITY

Student and Enrollment Services

1100 South Marietta Parkway
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National Architectural Accrediting Board, Inc.
1735 New York Avenue, N.W.
Washington, DC   20006

August 30, 2013

Dear Board Directors:

I am currently the person at Southern Polytechnic State University responsible for preparing and submitting statistical data to national and regional agencies including the National Center for Educational Statistics. Not only has our Director of Institutional Research retired but also we have a new Dean of Architecture and Construction Management and a new Department Chair in Architecture.

As a group we have reviewed the data submitted in the past and discovered some data we think may be in error. The corrections are made in the NAAB report, 1.3.1 Statistical Reports.
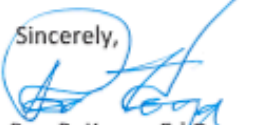
2012 NAAB-Annual Report- Part I-Statistical Report

1. The Entering Student data-Section D.1-was incorrectly entered in Section D.2 The information in the boxes was inadvertently exchanged between Section D.1 and D.2. The Entering Students total should have been entered as 207. This does not affect the race/gender demographics data. Additionally, the total undergraduate enrollment was entered incorrectly as described in the next item below-item 2.
2. The total undergraduate architecture enrollment (Section D.2) was incorrectly reported as 272. The correct number that should have been reported is 424. The corresponding race/gender demographics is correctly recorded in the Report in 1.3.1 Statistical Reports-Program Student Characteristics. The corrections are made in the NAAB Report.

2009 NAAB-Annual Report-Part 1-Statistical Report

1. The entering Student Data-section D.1-was inadvertently swapped with the data recorded in D.2. Total undergraduates architecture enrollment. This does not affect the race/gender demographics data. The corrections are made in this NAAB Report.

If this letter does not meet your needs for certification of University summary statistics submitted, I am happy to provide additional information.

Sincerely,

Ron R. Koger, Ed.D.
Vice President for Student and Enrollment Services

SPSU.edu

I.3.3   Faculty Credentials

In general, most faculty teach within the studio course sequence, teach a required lecture/seminar courses, and advise thesis students (6) within the course of a one-year appointment.

For the purpose of course content discussions and self-assessments, the Architecture Program curriculum is divided into teaching sequences split between core course and the studio sequence. The core sequences include: Architecture Culture, Design Communication, Environmental Technology, Structures, Thesis Prep and Urban Design Theory. The studio sequence includes: 1) Design Foundation, 1st Year Studio and 2nd Year Studio; 2) Professional Program, 3rd Year Studio, Urban Studio, Comprehensive Studio, Focus Studio and Thesis.

All faculty possessing an Architectural degree teach in and thus participate in the studio sequence. Participation in the core sequences is primarily based on the expertise, focus of research, scholarship, and interest of individual faculty members. Resumes of each individual faculty member and the courses each teach can be found in section I.2.1 Human Resources.

1. Architecture Culture
    The Architecture Culture sequence is made up of six faculty members, with five possessing a Ph.D. with a concentration in History/Theory. Five of the faculty members hold professional degrees in architecture and three are licensed architects. Of the six, one is a professor with tenure, three are associate professors with tenure and two are lecturers.

2. Structures
    The Structures sequence is made up of four faculty members, with two of the four possessing degrees in structural engineering. Two are registered architects and one is a registered engineer. One has a Ph.D. in Engineering Structures. One is a professor Emeritus, two are assistant professors and one is an adjunct.

3. Design Communication
    The Design Communication sequence is made up of five faculty, with one possessing an B.F.A in Fine Arts, one having published several textbooks on graphics and another having owned and run a graphic software and web design firm. Three possess a Ph.D. and one is a registered architect. Of the five, two are tenured, one is a professor, one is an associate professor, one is an assistant professor and two are lecturers.

4. Urban Design Theory
    The Urban Design Theory sequence is composed of four faculty who teach in the Urban Theory course and/or the Urban Studio. All hold professional degrees in Architecture, three possess a Ph.D. with a concentration is in either Urban Design or Community Development. Of the four, two are tenured, one is a professor, one an associate professor and two are assistant professors.

5. Thesis Prep.
    The Thesis Prep sequence is composed of three faculty who teach the thesis prep course. All faculty hold professional degrees in architecture, two have a Ph.D. and one is a registered architect. One of the faculty is an associate professor and two are assistant professors, one is tenured.

Summary of faculty accomplishments can be found in 1.2.1 Human Resources and Human Resources subsection Faculty Teaching Expertise, a complete listing of faculty resumes can be found in 4.2. Faculty Resumes.

I.3.4.   Policy Review

Policy Review documents will be made available to the NAAB Visiting Team in the SPSU Architecture ProgramTeam Room.

Part Two (II). Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

Goal 6 of the 2012 Architecture Program Strategic Plan created the Academic Plan Task Force (APTF) to review the curriculum and establish an academic plan. Curriculum was here defined as the list of core courses and electives, their descriptions and their sequential placement in a student's advancement toward graduation.

The Academic Plan Task Force outlined the procedure for the development of the Academic Plan in four phases: curriculum survey, assessment and development of pedagogical threads, assessment and development of the academic plan, implementation. At the time of submittal of the NAAB APR the APTF has moved to the second stage: development of pedagogical threads.

An implicit position of the faculty of the Architecture Program is that learning best occurs when pedagogical components of the curriculum are taught in 'threads'. The 'Pedagogical Threads' are distinct from both NAAB Criteria and the Scholarship of Teaching and Teaching Methodology that constitutes the unique focus or expertise that an individual faculty member brings to the classroom. The Architecture Program acknowledges the importance of the Scholarship of Teaching and the necessity of exploration in teaching method in the classroom and identifies this as an additional overlay onto the Program Curriculum, NAAB Criteria, and established Pedagogical Threads.

Pedagogical 'threads' constitute concepts, ideas, and skill sets taught as sequential, connected, cumulative and linked knowledge built upon through a course sequence and across courses in the curriculum. The APTF proposed the following nomenclature based on the intended action of the threads as part of an overall pedagogical strategy.

Core Premises - A core premise provides a basic proposition put forth for acceptance or consideration as a condition within any scholarly or professional discourse. Such a premise acts as a starting point from which further work and skills will be developed.

Investigative Research Skills - Investigative studies are exercises focused on discovery and generally include both qualitative and quantitative means of analysis and exploration.
    Qualitative –analysis and exploration of phenomenal and experiential conditions.
    Quantitative—analysis and exploration of measureable conditions and characteristics.

Developing a Position - This is the process of thoughtfully and creatively arriving at an assertion that is based on conclusions drawn, and insights gained, from study and research.   A critical position is based on both discovery and reasoning and establishes a basis for designing.

Generative Exercises - Generative exercises include course work, exercises and projects that synthesize information from investigative research to generate new and or original work.

Technical Skill Sets- Technical Skill Sets include course work and exercises related to the awareness, development and application of necessary skills sets, techniques, professional standards, established specifications and legislation.

Collaborative Skills- Collaborative threads engage the student in group-work where the pedagogical focus is on learning techniques and strategies to effectively engage with others in a constructive and creative manner.

The first four categories (Core Premises, Investigative Research Skills, Developing a Position and Generative Exercises) may be seen as progressive, meaning that they build up upon one another in a somewhat linear fashion. Ideally a pedagogical thread would progress from the introduction of Core Premises to Investigative Research Skills to Developing a Position and finally to an application in a Generative Exercise. Technical Skill Sets may be part of that linear progression or ancillary depending upon the specific set or how and what Technical Skill is being referenced.

Collaborative Skills may be applied within any of the other categories or may include an independent set of skills designed to facilitate working with others. This category appeared significant given the nature of the profession and contemporary thought on pedagogy and education.

The threads are meant to clarify and further articulate the pedagogical implications of the NAAB SPCs, but are not limited by them. They help to implement the vision and mission of the program and its definition of both architecture and architectural education.

Consistent with this view of pedagogical development the Architecture Program's curriculum often addresses aspects of the NAAB Student Performance Criteria across sequences with core premises introduced in one course, with investigative research skills, developing a position and generative exercises taking place in the next. Technical skill sets may take place within yet another course. We believe that this provides a more integrated curriculum that reinforces within the student the interdependence of all the courses in the development of a comprehensive architectural education.

For consistency with the 2009 Conditions for Accreditation the faculty of the Architecture Program at SPSU has reviewed the curriculum and in accordance with the NAAB, identified here and in the following matrix those courses that serve (primarily and secondarily) to fulfill the specific NAAB Criteria as defined.

REALM A: Critical Thinking and Representation
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts.

This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:
  • Being broadly educated.
  • Valuing lifelong inquisitiveness.
  • Communicating graphically in a range of media.
  • Recognizing the assessment of evidence.
  • Comprehending people, place, and context.
  • Recognizing the disparate needs of client, community, and society.

A. 1. Communications Skills: *Ability* to read, write, speak and listen effectively.
  Primary:
  • DFN 1111: Cultures l - Early Civilization to Medieval
  • DFN 2112: Cultures ll - Renaissance to 18th Century
  • ARCH 3113: Cultures III - 18th Century to 1945
  • ARCH 4114: Cultures IV: 1945 to Current
  • ARCH 5593: Thesis-Prep
  • ARCH 5999-R: Thesis Research
  • ARCH 5999-T: Thesis Studio
  Secondary:
  • ARCH 3116: Urban Design Theory and Planning

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.
  Primary:
  • DFN 2004: Design Studio IV
  • ARCH 3011: Architecture Studio I
  • ARCH 3012: Architecture Studio II
  • ARCH 4013: Architecture Studio III - Urban Design
  • ARCH 5593: Thesis-Prep
  • ARCH 5999-R: Thesis Research
  • ARCH 5999-T: Thesis Studio

Secondary:
- DFN 1001: Design Studio I
- DFN 1002: Design Studio II
- ARCH 4014: Architecture Studio IV: COMP DESIGN

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.
　　Primary:
- ARCH 5999-T: Thesis Studio
　　Secondary:
- DFN 1241: Design Communication I
- DFN 2242: Design Communications II
- ARCH 4013: Architecture Studio III - Urban Design
- ARCH 4014: Architecture Studio IV: COMP DESIGN

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.
　　Primary:
- ARCH 4224: Environmental Technology IV: Code & Tech. Docs
　　Secondary:
- DFN 2311: Environmental Technology I - Systems Selection and Materials
- ARCH 3012: Architecture Studio II
- ARCH 4014: Architecture Studio IV: COMP DESIGN

A. 5. Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
　　Primary:
- ARCH 5593: Thesis-Prep
- ARCH 5598-F: Focus Studio: Research and Design
- ARCH 5999-R: Thesis Research
- ARCH 5999-T: Thesis Studio
　　Secondary:
- DFN 2003: Design Studio III
- ARCH 3313: Environmental Technology II - Human Comfort and HVAC
- ARCH 3012: Architecture Studio II
- ARCH 4013: Architecture Studio III - Urban Design
- ARCH 4014: Architecture Studio IV: COMP DESIGN

A. 6. Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.
　　Primary:
- DFN 1001: Design Studio I
- DFN 1002: Design Studio II
- DFN 2003: Design Studio III
- DFN 2004: Design Studio IV
　　Secondary:
- DFN 2311: Environmental Technology I - Systems Selection and Materials
- ARCH 3211: Arch. Structures II - Steel and Wood

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.
　　Primary:
- DFN 2003: Design Studio III

• ARCH 3011: Architecture Studio I
• ARCH 3313: Environmental Technology II - Human Comfort and HVAC
Secondary:
• ARCH 3116: Urban Design Theory and Planning

A.8. Ordering System Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
    Primary:
• DFN 1001: Design Studio I
• DFN 1002: Design Studio II
    Secondary:
• DFN 2211: Architectural Structures - Into to Structures
• DFN 2311: Environmental Technology I - Systems Selection and Materials

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.
    Primary:
• DFN 1111: Architecture Culture I - Early Civilization to Medieval
• DFN 2112: Architecture Culture II - Renaissance to 18th Century
• ARCH 3113: Architecture Culture III - 18th Century to 1945
• ARCH 4114: Architecture Culture IV: 1945 to Current
    Secondary:
• ARCH 3116: Urban Design Theory and Planning
• ARCH 5593: Thesis-Prep
• ARCH 5999-R: Thesis Research

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.
    Primary:
• ARCH 4013: Architecture Studio III - Urban Design
    Secondary:
• DFN 1000: Orientation to Architecture
• ARCH 4114: Architecture Culture IV: 1945 to Current
• ARCH 5593: Thesis-Prep
• ARCH 4224: Environmental Tech IV: Code & Tech. Docs
• ARCH 5999-R: Thesis Research
• ARCH 5999-T: Thesis Studio

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
    Primary:
• DFN 2311: Environmental Technology I - Systems Selection and Materials
• ARCH 3314: Environmental Technology III - Lighting/Acoustics/Vertical Circulation
• ARCH 5999-R: Thesis Research
• ARCH 5999-T: Thesis Studio
    Secondary:
• ARCH 3313: Environmental Tech II - Human Comfort and HVAC
• ARCH 5593: Thesis-Prep
• ARCH 5598-F: Focus Studio: Research and Design

REALM B: Building Practices, Technical Skills and Knowledge
Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the

implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:
- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- ntegrating accessibility.
- Applying principles of sustainable design.

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.
> **Primary:**
> - ARCH 4013: Architecture Studio III- Urban Design
> - ARCH 4014: Architecture Studio IV- Comprehensive Design
> **Secondary:**
> - ARCH 3314: Environmental Technology III Lighting/Acoustics/Vertical Circulation

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.
> **Primary:**
> - ARCH 3012: Architecture Studio II
> - ARCH 4224: Environmental Technology IV- Codes & Technical Documents
> **Secondary:**
> - ARCH 4014: Architecture Studio IV- Comprehensive Design

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.
> **Primary:**
> - ARCH 3313: Environmental Technology II- Human Comfort and HVAC
> - ARCH 3012: Architecture Studio II
> **Secondary:**
> - ARCH 3314: Environmental Technology III Lighting/Acoustics/Vertical Circulation
> - ARCH 4013: Architecture Studio III- Urban Design
> - ARCH 4014: Architecture Studio IV- Comprehensive Design

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
> **Primary:**
> - ARCH 4013: Architecture Studio III- Urban Design
> - ARCH 4014: Architecture Studio IV- Comprehensive Design

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
> **Primary:**
> - ARCH 3012: Architecture Studio II
> - ARCH 4014: Architecture Studio IV- Comprehensive Design
> - ARCH 4224: Environmental Technology IV- Codes & Technical Documents

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. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems
Primary:
• ARCH 4014: Architecture Studio IV- Comprehensive Design
Secondary:
• ARCH 3012: Architecture Studio II

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.
Primary:
• ARCH 4414: Design Cost Control
Secondary:
• ARCH 5313: Professional Practice

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.
Primary:
• ARCH 3313: Environmental Technology II- Human Comfort and HVAC
• ARCH 3314: Environmental Technology III- Lighting/Acoustics/Vertical Circulation
Secondary:
• ARCH 3012: Architecture Studio II
• ARCH 4014: Architecture Studio IV- Comprehensive Design

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.
Primary:
• DFN 2211: Architectural Structures- Introduction to Structures
• ARCH 3211: Architectural Structures- Steel and Wood
• ARCH3212: Architectural Structures- Concrete and Lateral Loads
Secondary:
• DFN 2311: Environmental Technology I- Systems Selection and Materials
• ARCH 4014: Architecture Studio IV- Comprehensive Design

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.
Primary:
• ARCH 3313: Environmental Technology II- Human Comfort and HVAC
• ARCH 3314: Environmental Technology III- Lighting/Acoustics/Vertical Circulation
Secondary:
• ARCH 3012: Architecture Studio II
• ARCH 4014: Architecture Studio IV- Comprehensive Design

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.

Primary:
• ARCH 3314: Environmental Technology III- Lighting/Acoustics/Vertical Circulation
Secondary:
• ARCH 3313: Environmental Technology II- Human Comfort and HVAC
• ARCH 3012: Architecture Studio II
• ARCH 4014: Architecture Studio IV- Comprehensive Design

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.
 Primary:
 • DFN 2311: Environmental Technology I- Systems Selection and Materials
 Secondary:
 • ARCH 3011: Architecture Studio I
 • ARCH 3012: Architecture Studio II
 • ARCH 4014: Architecture Studio IV- Comprehensive Design

REALM C: Leadership and Practice
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:
 • Knowing societal and professional responsibilities.
 • Comprehending the business of building.
 • Collaborating and negotiating with clients and consultants in the design process.
 • Discerning the diverse roles of architects and those in related disciplines.
 • Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.
 Primary:
 • ARCH 4013: Architecture Studio III- Urban Studio
 Secondary:
 • ARCH 3314: Environmental Technology III- Lighting/Acoustics/Vertical Circulation

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
 Primary:
 • DFN 1111: Architecture Culture I- Early Civilization to Medieval
 • DFN 2112: Architecture Culture II- Renaissance to 18th Century
 • ARCH 3113: Architecture Culture III- 18th Century to 1945
 • ARCH 4013: Architecture Studio III- Urban Studio
 • ARCH 4114: Architecture Culture IV- 1945 to the Present
 Secondary:
 • ARCH 3313: Environmental Technology II- Human Comfort and HVAC
 • ARCH 5593: Thesis Prep
 • ARCH 5313: Professional Practice

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.
 Primary:
 • ARCH 5313: Professional Practice
 Secondary:
 • ARCH 3011: Architecture Studio I
 • ARCH 3012: Architecture Studio II
 • ARCH 4013: Architecture Studio III- Urban Studio

C.4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

    Primary:
- ARCH 5313: Professional Practice

    Secondary:
- ARCH 4414 Design Cost Control

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.

    Primary:
- ARCH 5313: Professional Practice

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.

    Primary:
- ARCH 5313: Professional Practice

    Secondary:
- ARCH 3313: Environmental Technology II- Human Comfort and HVAC
- ARCH 3314: Environmental Technology III- Lighting/Acoustics/Vertical Circulation

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.

    Primary:
- ARCH 5313: Professional Practice

    Secondary:
- ARCH 4224: Environmental Technology I- Codes and Technical Documents

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.

    Primary:
- ARCH 5313: Professional Practice

    Secondary:
- ARCH 3116: Urban Design Theory and Planning
- ARCH 4013: Architecture Studio III- Urban Studio

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

    Primary:
- ARCH 4013: Architecture Studio III- Urban Studio

    Secondary:
- ARCH 3116: Urban Design Theory and Planning
- ARCH 5313: Professional Practice

Student Performance Criteria Matrix

| Foundation + Professional: [2] + [3] | | DESIGN FOUNDATION | | | | | | | | | | | | | PROFESSIONAL PROGRAM | | | | | | | | | | | | | | | | | |

Year of Study: 1st Year / 2nd Year / 3rd Year / 4th Year / 5th Year

Course Type
L: Lecture
LS: Lecture/Seminar
LP: Lecture & Practicum
S: Studio

NAAB Performance Level
A: Ability
U: Understanding

Courses:
- DFN 1000: Orientation to Architecture
- DFN 1241: Design Communication I
- DFN 1001: Design Studio I
- DFN 1002: Design Studio II
- DFN 1111: Arch. Culture I: Early Civiliz. + Medieval
- DFN 2003: Design Studio III
- DFN 2112: Arch Culture II: Ren. to 18th Century
- DFN 2211: Arch. Structures I: Intro to Struct.
- DFN 2311: Env. Tech I: Sys. Selec. & Materials
- DFN 2004: Design Studio IV
- DFN 2242: Design Communication II
- ARCH 3011: Architecture Studio I
- ARCH 3116: Urban Design Theory & Planning
- ARCH 3211: Arch. Structures II: Steel + Wood
- ARCH 3313: Env. Tech II: Human Comf. & HVAC
- ARCH 3012: Architecture Studio II
- ARCH 3113: Arch Culture III: 18th Century to 1945
- ARCH 3212: Structures III: Concrete + Lateral Loads
- ARCH 3314: Env. Tech III: Light/Acoustic./Vert. Circ.
- ARCH 4013: Arch. Studio III: Urban Design
- ARCH 4114: Arch Culture IV: 1945 to Current
- ARCH 4014: Arch. Studio IV: Comp Design
- ARCH 5693: Thesis-Prep
- ARCH 4224: Env. Tech IV: Code & Tech. Docs
- ARCH 5699-F: Focus Studio: Research + Design
- ARCH 6999-R: Thesis Research
- ARCH 6313: Professional Practice
- ARCH 4414: Design Cost Control
- ARCH 6999-T: Thesis Studio

REALM A: CRITICAL THINKING and REPRESENTATION

		Level
A1	Communication Skills	A
A2	Design Thinking Skills	A
A3	Visual Communication Skills	A
A4	Technical Documentation	A
A5	Investigative Skills	A
A6	Fundamental Design Skills	A
A7	Use of Precedents	A
A8	Ordering Systems Skills	U
A9	Historical Traditions & Global Culture	U
A10	Cultural Diversity	U
A11	Applied Research	U

REALM B: INTEGRATED BUILDING PRACTICE

		Level
B1	Pre-Design	A
B2	Accessibility	A
B3	Sustainability	A
B4	Site Design	A
B5	Life Safety	A
B6	Comprehensive Design	A
B7	Financial Considerations	U
B8	Environmental Systems	U
B9	Structural Systems	U
B10	Building Envelop Systems	U
B11	Building Service Systems	U
B12	Building Materials and Assemblies	U

REALM C: LEADERSHIP AND PRACTICE

		Level
C1	Collaboration	A
C2	Human Behavior	U
C3	Client Role in Architecture	U
C4	Project Management	U
C5	Practice Management	U
C6	Leadership	U
C7	Legal Responsibilities	U
C8	Ethics & Professional Judgement	U
C9	Community & Social Responsibility	U

Legend:
- Primary Responsibility (dark red)
- Secondary Responsibility (dark gray)
- Tertiary Responsibility (light gray)

II.2. Curricular Framework

II.2.1 Regional Accreditation

Southern Polytechnic State University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS) to Bachelor' and Master's degrees. The most recent letter from SACS follows:

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 7, 2011

Dr. Lisa A. Rossbacher
President
Southern Polytechnic State University
1100 South Marietta Parkway
Marietta, GA 30060-2896

Dear Dr. Rossbacher:

The following action regarding your institution was taken at the December 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reviewed the institution's First Monitoring Report following reaffirmation. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Rudolph S. Jackson

II.2.2 Professional Degrees and Curriculum

In addition to the non-professional Master of Science in Architecture (begun in fall 2013) the School of Architecture and Construction Management offers one professional degree in Architecture:

Bachelor of Architecture- 5-Year First Professional Degree (153 semester credit hours). Accepts first time entering freshmen evaluated on their SAT, ACT and GPA performance. Applicants with previous undergraduate course work are evaluated using traditional metrics including GPA and scholarly achievement. Transcripts are reviewed for course sequence and course content including a detailed review of course work and syllabi from potential SPC qualifying courses. Applicant Portfolios are reviewed for overall excellence and for placement within the program based upon demonstrated skill sets and studio course learning objectives.

Overarching University/Program Curricular Framework: Minimum and Maximum Credits Per Semester

Southern Polytechnic State University has a semester system. Students may register for a maximum of 18 hours during the fall and spring semesters and 12 hours during the summer semester. Academic department chairs can authorize up to 21 hours in fall and spring semester and up to 13 hours in summer.

Outline of Degree Track and Curriculum Options

B. ARCH (5-Year First Professional Degree 153 undergraduate credits) Prerequisites: Summer Workshop				
1ST YEAR		GENERAL NON-ARCHITECTURAL STUDIES		PROFESSIONAL STUDIES
FALL				
	1	SPSU: 1001	2	DFN 1000: Orientation
	4	MATH 1113: Pre-Calculus	4	DFN 1001: DFN Studio I
	3	ENGL 1101:		
14 credits	8 credits		6 credits	
SPRING				
	4	PHYSICS 1111:	4	DFN 1002: DFN Studio II
	2	SPCH 2400:	3	DFN 1111: Arch Culture I
			2	DFN 1241: Design Comm. I
15 credits	6 credits		9 credits	
2ND YEAR				
FALL				
	4	MATH 2253: Calc./Analytic Geo.	4	DFN 2003: DFN Studio III
	3	ENGL 1102:	3	DFN 2112: Arch Culture II
			2	DFN 2242: Design Comm. II
16 credits	7credits		9 credits	
SPRING				
	2	STS 2400:	4	DFN 2004: DFN Studio IV
			3	DFN 2211: ARCH STRUCT. I
			3	DFN 2311: ENIV. TECH. I
12 credits	2 credits		10 credits	
3rd YEAR				
FALL				
	3	Directed Elective: Minor or Arch	4	ARCH3011: Arch Studio I
			3	ARCH 3116: Urban Design
			4	ARCH 3211: Structures II
			3	ARCH 3313: Env. Tech II
17 credits	3 credits		14 credits	

SPRING				
	3	Directed Elective: Minor or Arch	4	ARCH 3012: Arch Studio II
			3	ARCH 3113: Arch Culture III
			3	ARCH 3212: Structures III
			3	ARCH 3314: Env. Tech III
16 credits	3 credits		13 credits	
4th YEAR				
FALL				
	3	Area C Group I	4	ARCH 4013: Arch Studio III
	3	Area E Group 4	3	ARCH 4114: Arch Culture IV
	3	Area E Group 1		
16 credits	9 credits		7 credits	
SPRING				
	3	Area E Group 3	4	ARCH 4014: Arch Studio I
	3	Directed Elective: Minor or Arch	3	ARCH 4224: Env. Tech IV
			2	ARCH 5593: Thesis Prep
15 credits	6 credits		9 credits	
5th YEAR				
FALL				
	3	Directed Elective: Minor or Arch	4	ARCH 5598-F: Focus Studio
	4	Area D Bio or Chem	0	ARCH 5999-R: Thesis Research
			3	ARCH 5313: Prof. Practice
			2	ARCH 4411: Design Cost Contr.
16 credits	7 credits		9 credits	
SPRING				
	3	Area E Group 2	5	ARCH 5999-T: Thesis Studio
	3	Area C Group 2		
	3	Directed Elective: Minor or Arch		
	2	Directed Elective: Minor or Arch		
16 Credits	11 credits		5 credits	
153 Credits Hours for B. ARCH (5-Year First Professional Degree)				

GEORGIA CORE			
AREA C		**AREA D**	
GROUP 1	GROUP 2	**PHYS 1111**	**BIOL 2107**
ENGL 2110	**ARTS 2001**	PHYS 1112	CHEM 1211

ENGL 2120	ARTS 2002		
ENGL 2130	ARTS 2003		
ENGL 2141	FRN 1002		
ENGL 2142	GRMN 1002		
	SPAN 1002		
AREA E			
GROUP 1	GROUP 2	GROUP 3	GROUP 4
HIST 2111	**HIST 1111**	**ECON 1101**	GEOG 1101
HIST 2112	HIST 1112	PSYC 1101	POLS 2401
POLS 1101	HIST 1113		RELG 1200
			ANTH 1102

Elective Courses

The course flowchart for the Architecture Program contains 17 credits of directed electives that may be used either towards the pursuit of a minor or as free electives within the Program. The Architecture Program at SPSU offers several elective courses. The following is a list of electives offered over the past two years.

ELECTIVE OPTIONS			
FALL 2013		**SUMMER 2013**	
3	ARCH 3903: Visual Arts	9	ARCH 4909: Study Abroad Germany
3	ARCH 3923: Material Matters	3	ARCH 5913: Focus on Atlanta
3	ARCH 3953: Skin and Bones		
3	ARCH 3983: Landscapes and Site-Design		
3	ARCH 4903: Digital Animation		
3	ARCH 4933: Design Drawing		
SPRING 2013		**FALL 2012**	
3	ARCH 3943: Study Abroad Barcelona Prep	3	ARCH 3903: Visual Arts
3	ARCH 3963: Design For Humanity	3	ARCH 3923: Material Matters
3	ARCH 3973: Study Abroad Paris Prep	3	ARCH 3933: Structure- Form Generator
	ARCH: 3983 Furniture Design	3	ARCH 4903: Digital Animation
3	ARCH 3993: Constrained to be Unconstrained	3	ARCH 4933: Design Drawing
3	ARCH 4903: Digital Animation		
3	ARCH: 4933: Design Drawing		
SUMMER 2012		**SPRING 2012**	
9	ARCH 4906: Study Abroad Germany	1	ARCH 3901: Independent Study
3	ARCH 5913: Tall Buildings	3	ARCH 3903: Visual Arts
		3	ARCH 3913: Atlanta Architecture
		3	ARCH 3033: Space Lab
			ARCH 3943: Photography

		3	ARCH 3953: Skin and Bones
			ARCH 3983: Furniture Design
			ARCH 3993: Constrained to be Unconstrained
		3	ARCH 4903: Film- City Noir
		3	ARCH 4923: Architecture and Film
		3	ARCH 4933: CADD Basics
		3	ARCH 5943: Material Matters
FALL 2011		**SUMMER 2011**	
3	ARCH 3903: Visual Arts	9	ARCH 4906: Study Abroad Germany
3	ARCH 3943: Photography	3	ARCH 5913: Tall Buildings
3	ARCH 3953: Skin and Bones		

Off-Campus Programs

The Architecture Program currently offers one formal off-campus program, a collaboration between SPSU and the Anhalt University of Applied Sciences in Dessau Germany, home of the Bauhaus. The 7-week program consists of 4 courses (15 credit hours German system, 9 credit hours at SPSU). Courses are taught by both SPSU and Anhalt, faculty.

STUDY ABROAD PROGRAM ANHALT UNIVERSITY OF APPLIED SCIENCE DESSAU, GERMANY http://www.afg.hs-anhalt.de/architektur/studiengaenge/summer-school/	
REQUIRED COURSES	
6	Studio
3	Art Class
3	Architecture and Society
12 credits	
OPTIONS	
3	Excursions: Field trips + presentations
3	Architecture and Technique
3 credits	
15 credits Anhalt	
9 credits SPSU	

Overarching University/Program Curricular Framework: Awarding of a Minor

Minor Options

A student must complete at least six hours of the upper division requirements for the minor at Southern Polytechnic State University. Students in the Architecture Program may use their elective credits towards the pursuit of a minor. Minors offered at SPSU typically range from 14 to 18 credit hours. Transfer credit

may be used to satisfy the other requirements for the minor. The following minor options are available to all students at SPSU.

MINORS OFFERED AT SPSU	
SCHOOL OF ARCHITECTURE AND CONSTRUCTION MANAGEMENT	
Architecture	Construction Management
SCHOOL OF COMPUTING AND SOFTWARE ENGINEERING	
Computer Game Design and Development	Information Technology
Computer Science	Software Engineering
SCHOOL OF ENGINEERING TECHNOLOGY AND MANAGEMENT	
Accounting	Civil Engineering
Business Administration	Industrial Engineering technology
SCHOOL OF ARTS AND SCIENCES	
Biology	International Studies
Chemistry	Latin American Studies
Mathematics	Political Science
Physics	Pre-Law
Professional Writing	Psychology
Technical Communication	Public Policy
History	Spanish

II.2.3 Curriculum Review and Development

Curriculum review and development including teaching methodology in individual course sections, development and review of the curriculum, self-assessment and long-range planning is considered the purview of faculty responsibility. Review, development and modifications involve individual faculty (development of teaching methodology and self-assessment), Curriculum Committees (course curricula/content, project development), Academic Coordinators (course curricula/content, self-assessment), Academic Committee (Program curricula development and modification), department administrators (Program curricula development and modification, development of program objectives and self-assessment), Undergraduate Curriculum Committee (review and recommendations on curricula modification).

Curricular Responsibilities of Faculty Members within Core Sequences

The curricular responsibilities of the Architecture Program are organized into core sequence Curriculum Committees composed of an Academic Coordinator + faculty with expertise who teach in those sequences. The committees oversee the curriculum of specified core sequences, perform self-assessments of the courses and sequences and propose any curriculum changes to the Academic Council and Department Chair. The list of academic committees is as follows:

- Summer Workshop:
    Saleh Uddin, PhD, Full Professor, Coordinator
    Joseph Choma, Assistant Professor
    Durham Crout, PhD, Associate Professor
    Peter Pittmen, Associate Professor
    Arief Setiawan, Lecturer
- Architecture Culture:
    Kathryn Bedette, Associate Professor, Coordinator

Bill Carpenter, PhD, Full Professor
Marietta Monaghan, Full-Time Adjunct Professor
Tony Rizzuto, PhD, Associate Professor
Arief Setiawan, PhD, Full-Time Adjunct Professor

- Structures:
    Pyo-Yoon Hong, PhD, Assistant Professor, Coordinator
    Bronne Dytoc, Assistant Professor
    Al Lagerstrom, Adjunct Professor

- Design Communication:
    Chris Welty, Associate Professor, Coordinator
    Joseph Choma, Assistant Professor
    Marietta Monaghan, Full-Time Adjunct Professor
    Arief Setiawan, PhD, Full-Time Adjunct Professor
    Saleh Uddin, PhD, Full Professor

- Environmental Technology:
    Ed Akins, Assistant Professor, Coordinator
    Michael Carroll, Assistant Professor
    Bronne Dytok, Assistant Professor
    Liz Martin, Assistant Professor
    Peter Pittmen, Associate Professor
    Bob Tango, Associate Professor
    Pegah Zamani, Assistant Professor

- Urban Design Core:
    Mine Hashas, PhD, Assistant Professor, Coordinator
    Ermal Shpuza, PhD, Associate Professor
    Manole Voroneanu, Assistant Professor

- Thesis-Prep:
    Liz Martin, Assistant Professor, Coordinator
    Durham Crout, PhD, Associate Professor
    Mine Hashas, PhD, Assistant Professor

- 1st Year Studio:
    Joseph Choma, Assistant Professor, Co-Coordinator
    Durham Crout, PhD, Associate Professor, Co-Coordinator
    Bronne Dytok, Assistant Professor
    Marietta Monaghan, Full-Time Adjunct Professor
    Peter Pittmen, Associate Professor
    Arief Setiawan, PhD, Full-Time Adjunct Professor

- 2nd Year Studio:
    Kathryn Bedette, Associate Professor, Coordinator
    Bob Tango, Associate Professor
    Saleh Uddin, PhD, Full Professor
    Chris Welty, Associate Professor
    Pegah Zamani, Assistant Professor

- 3rd Year Studio:
    Ed Akins, Assistant Professor, Coordinator
    Bill Carpenter, PhD, Full Professor
    Michael Carroll, Assistant Professor
    Liz Martin, Assistant Professor
    Ermal Shpuza, PhD, Associate Professor

- 4th Year Urban Studio:
    Ermal Shpuza, PhD, Associate Professor, Coordinator

Ameen Farooq, PhD, Full Professor
Mine Hashas, PhD, Assistant Professor
Manole Voroneanu, Assistant Professor

• 4th Year Comprehensive Design:
Bill Carpenter, PhD, Full Professor, Coordinator
Saleh Uddin, PhD, Full Professor
Ed Akins, Assistant Professor
Kemp Mooney, Senior Lecturer

• 5th Year Focus Studio:
Pegah Zamani, Assistant Professor, Coordinator
Manole Voroneanu, Assistant Professor

• 5th Year Thesis:
Michael Carroll, Assistant Professor, Co-Coordinator
Bob Tango, Associate Professor, Co-Coordinator

Architecture Program Academic Committee

The Academic Committee (AC)is composed of the Coordinators of the various sequences. The AC oversees the Program curriculum, its organization, pedagogical threads, currency with the profession, consistency with the Vision and Mission and proposes curricular changes to the Department Chair for submittal to the Undergraduate Curriculum Committee of SPSU and participates in long-term planning and assessment.

• Academic Committee
Ermal Shpuza, PhD, Associate Professor, AC Coordinator
Saleh Uddin, PhD, Full Professor, Design Foundation Coordinator
Chris Welty, Associate Professor, Professional Program Coordinator
Ed Akins, Assistant Professor
Kathryn Bedette, Associate Professor
Bill Carpenter, PhD, Full Professor
Michael Carroll, Assistant Professor
Joseph Choma, Assistant Professor
Durham Crout, PhD, Associate Professor
Mine Hashas, PhD, Assistant Professor
Pyo-Yoon Hong, PhD, Assistant Professor
Liz Martin, Assistant Professor
Bob Tango, Associate Professor
Pegah Zamani, Assistant Professor

Long-Range Curriculum Planning and Department Assessment

Long-range planning and department assessment takes place in conjunction with departmental General faculty meetings and in end of semester New Initiatives faculty meetings and involves faculty, curriculum coordinators and the department Chair. Additionally, every five years the Program engages in strategic planning that also plays a part in curriculum planning and department assessment. Here the Department Chair appoints the Academic Committee to organize an Architecture Program Strategic Plan Committee intended to guide the Architecture Program for the next five years.

For a detailed outline of this process see I.1.4 Long Range Planning, see also I.1.5 Program Self-Assessment Procedures – Departmental Requirements for Self-Assessment- Strategic Planning.

<u>University Undergraduate Curriculum Committee</u>

The Undergraduate Curriculum Committee is a University committee composed of one member nominated from each academic department in the University who serve a two-year term with one-half of the member's terms expiring each year. The UCC receives, reviews and makes recommendations to the faculty on requests from modifications to existing undergraduate curricula or for proposed curricula for new undergraduate programs. The committee also receives petitions from students seeking exceptions to the curriculum requirements for graduation.

II.3. Evaluation of Preparatory/Pre-Professional Education

See Sections I.2.1. Human Resources and Human Development, Information on Student Resources and Section II.2.2. for FTIC and transfer student evaluations for admission.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, the Program includes on its web site the following statement:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute and accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

Arch. (150 undergraduate credits)
M. Arch. (pre-professional degree + 42 graduate credits)
M. Arch. (non-pre-professional degree + 60 credits)

Next accreditation visit for the SPSU Architecture Program is spring semester 2014.

II.4.2. Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the Architecture Program has made the following documents available to all students, parents and faculty at the URLs listed below:

• The 2009 NAAB Conditions for Accreditation
   http://www.naab.org/accreditation/2009_conditions.aspx

• The NAAB Procedures for Accreditation
   http://www.naab.org/accreditation/2012_Procedures.aspx

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the Architecture Program has made the following resources available to all students, parents,

staff, and faculty at the Architecture Department office and/or via the web at the URLs listed below or at the Program's NAAB website:
http://www.spsu.edu/architecture/program/naab.htm

- www.ARCHCareers.org
- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion
  http://www.epcompanion.org
- www.NCARB.org
- www.aia.org
- www.aias.org
- www.acsa-arch.org

II.4.4. Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the Architecture Program has made the following documents available to the public at the Architecture Program office and/or via the web at the Program's NAAB website:
http://www.spsu.edu/architecture/program/naab.htm

- Annual Reports with Narrative
- NAAB Responses to the Annual Report
- NAAB Final Decision Letter
- Architecture Program Report (APR) - Spring 2014 NAAB Visit for Continuing Accreditation (this report)

II.4.5   ARE Pass Rates

Architect Registration Exam Pass Rates are published herein and at the Program's website, with comparisons between SPSU ARE Pass Rates and those of other Georgia architecture programs.
http://www.spsu.edu/architecture/program/naab.htm

	2007		2008 (4.0)		2009 (4.0)		2010 (4.0)		2011 (4.0)	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Programming, Planning & Practice			1	0.00	13	38	19	37	24	54
Site Planning & Design			2	0.00	6	50	14	64	31	71
Building Design and Construction Systems			6	17.00	9	22	11	55	23	61
Schematic Design			0	0.00	5	40	24	63	18	89
Structural Systems			0	0.00	5	100	13	62	14	57
Building Systems			0	0.00	6	67	17	71	13	69
Construction Documents & Services			5	20.00	19	84	14	64	22	77
Pre Design	16	0.94								
General Structures	16	0.75								
Lateral Forces	17	0.71								
Mechanical & Electrical Systems	15	0.40								
Materials & Methods	16	0.69								
Construction Documents & Services	19	0.84								
Site Planning	12	0.42								
Building Planning	15	0.67								
Building Technology	14	0.71								

Part Three (III).   Progress Since Last Site Visit

III.1   Summary of Responses to the Team Findings

III.1.1   Responses to Conditions Not Met
The Visiting Team Report (VTR) of March 2008 cited the following conditions "Not Met" by the Program in accordance with the Conditions for Accreditation effective at the time of the visit. Although these deficits have been answered in subsequent Annual Reports, the following NAAB Condition, VTR Comment, and Program Response summarize the present condition in fall 2013.

NAAB Condition from 2008 VTR - preface
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 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.

VTR Comment of 2008
Since AIAS has a strong and visible program, students and assume the leadership role relative to IDP and the process of becoming familiar with how to transition to the profession through licensure. However, the program does not have a formally identified faculty advisor to help fulfill this role. Adding an IDP coordinator and clearly communicating this individual's role to the students would provide a more reliable method for ensuring that IDP and licensure related issues are part of the program. Under current conditions, students find themselves having to discover the information on their own.

The above NAAB VTR preface comments were followed by the "Not Met" criterion of 13.31 listed below.

NAAB Condition from 2008 VTR - criterion not met
13.31 Professional Development
Understanding the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers.

VTR Comment of 2008
Although several students are working and enrolled in IDP, there is no designated coordinator and information is disseminated by AIAS. Topic does not appear to have been covered in any course work.

Program Response
Within one month following receipt of the NAAB Visiting Team Report, dated July 22, 2008, the Program appointed Professor Rich Cole to the role of Intern Development Advisor and, subsequently, to Intern Development Program Educator Coordinator (commonly referred to as IDP Coordinator).

Professor Cole taught the ARCH 5313 Professional Development and Ethics course and incorporated IDP information into the course content. Professor Chris Welty became the Program's IDP Educator Coordinator in summer 2012 when Professor Cole assumed the administrative position of interim dean. The following are the Program's responses to the VTR "Not Met" comment relative to Architecture Education and Registration.

- The IDP Educator Coordinator has attended all annual IDP Educator Conferences since the inception of the conferences.
- The IDP Educator Coordinator makes a presentation to the freshman class either in individual studio sections and/or at the Architecture Program Fall Kickoff assembly during the first week of fall semester explaining the role of the IDP in the development of the architect and its critical role in licensure. This past fall semester, 2013, the IDP Educator Coordinator presented the IDP process to the entire Program's student body.

- The IDP Educator Coordinator stays in contact with the Program's faculty to ensure their currency in the IDP process.
- The IDP Educator Coordinator is responsible for integrating knowledge of the IDP process into the Architecture Professional Practice curriculum.
- The IDP Educator Coordinator makes a second presentation to the Program's students at the beginning of spring semester.
- The Program Department Chair appointed an Intern Development Committee of the faculty in fall 2008 to facilitate the process of maturing an active IDP process for all students at all year levels of the Program.
- The IDP Educator Coordinator and the IDP Committee instituted a web site with the SPSU Architecture Program site to help guide students through the process and to more easily connect them to the national IDP/NCARB site.
- The IDP Educator Coordinator guides students individually through the initial IDP registration process and the Program's secretary files the necessary paperwork for each student.
- The Program has hosted Mr. Martin Smith, Manager, IDP, on campus to discuss the IDP process on two occasions in the last five year. The latest visit was in September 2012. The AIAS worked closely with the Program Chair and Mr. Smith to ensure the entire student body was, again, informed of the IDP process and its role in licensure.

NAAB Condition from 2008 VTR - criterion not met
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.

NAAB Condition from 2008 VTR
Although there has been a very positive improvement in the ratio of faculty to students (from 1:25 prior to 1:16 now) in studio courses, there has not been a concomitant increase in administrative support staff and information technology support staff.

Program Response
There has been a determined, and successful, effort on the part of the University's Vice-President for Academic Affairs to maintain the fiscal resources to the Program even in the economic downturn and enrollment decline subsequent to 2009. This budgetary support has allowed the Program to substantively increase its support staff even while student enrollment has fallen from the relatively high enrollments of 2008 and 2009. Specifically, the Program has taken the following actions to address the "Not Met" criterion:

- The Program employs a full-time shop manager, Mr. David Peeples, who also manages the day-to-day physical operations of the Program's three buildings. Mr. Peeples has restructured the operations of the wood shop and Digital Fabrication Lab and overseen a substantial increase in person work hours and staff since January 2012. For a detailed chart of increases in staffing see Shops Hours chart below in III.1.2. Responses to Causes of Concern subsection Program Response.
- The Program employs a full-time information technologist, Mr. David Easterwood, to manage the Program's information technology infrastructure.
- The Program has developed an integrated approach to information technology with the newly reorganized University Information Technology Service in which the Architecture Program receives priority requests with regard to support.

- The Program employs 4 student assistants at a budget of $13,000 per year. For the upcoming, 2013-2014 budget year, this Dean has requested a budget of $27,000 for student assistants, effectively doubling the number of student assistants available.
- The Program has organized the AIAS into an effective support structure to facilitate the relationship between the Program and the student body.
- The Program has a compensated faculty advisor. This position is compensated at $15,000 per 3 semester academic year.
- The Program has two compensated Coordinators; one for the first two-years of the Program and one for the upper-level portion of the Program. These positions are compensated at $10,000 per year.
- The Program has a Professional Advisor, Ms. Mary Neely, to coordinate the overall efforts of faculty advising.and provide concentration on the first two-year levels of the Program. The Professional Advisor also works with the Chair and the Dean to improve retention and provide a sense of community to the students at all levels of the Program.

III.1.2   Responses to Causes of Concern

The following is the statement from the Causes of Concern from the 2008 NAAB Visiting Team Report with the Program's response following:

SPSU's department of architecture has seen enormous student population growth in the past three years yet funding is deficient due to the funding formula which is based upon two year old data as required by the state legislature. This results in funding that is less than the needs of the current expanded program. This, combined with extremely low tuition results in minimal resources.

Administrative professional staff is not sufficient to meet scheduling and advising needs of an expanded school population. In addition, half-time technical support for computers and plotters does not permit full access to services provided by plotters, printers, and computers. There is ample computer and plotting equipment but the hours are limited by lack of adequate administrative support.

SPSU is a small, focused university offering few opportunities for full exposure to liberal and fine arts. Students also noted minimal exposure to international travel and study abroad opportunities. There are few opportunities for intercollegiate exchange through course work or other curricular programs. Although minors and double majors are possible, the demands of the current curriculum do not easily allow for students to pursue minors.

Although significant improvements have been made since the last accreditation visit, there have been communication and governance challenges. Full and open communication relative to faculty and student governance is necessary for the continued success.

While the department acknowledges the desires of the university administration for continued growth, strategies must be employed to monitor retention of students and manage enrollment in order to maintain the standards upon which architectural accreditation is founded.

Student advising and mentoring is essential to the positive advancement and success of architecture students. The team believes the program would benefit from establishing a more formal structure for advising.

Mentoring tenure-track faculty is particularly challenging due to the recent growth and addition of junior faculty. A structure for mentoring these faculty as they advance through the promotion and tenure process is critical to maintaining the positive influences of these talented, energetic, and passionate faculty.

Program Response

The Program has maintained past levels of funding even though there has been a significant reduction in enrollment, consistent with the nation-wide pattern since the economic downturn of 2009, especially in the construction industry. The Program has made progress with regard to hiring staff and additional student personnel to supplement the present administrative staff. The requested budget for the 2013-2014 academic year has received favorable comment from the University's Vice-President of Academic Affairs.

This budget will add significantly to the travel and student assistant funding (see I.2.4 Financial Resources).

The Program has added significant technical support for our students with state-of-the-art network plotters, access to sophisticated softwares, a full-time information support technologist, and a close partnership with University Information Technology Services. The Program is also has under construction an ACM Computing Center which will provide storage, rendering farm, and participation in the University's Academic Research Network (ARN).

Since the last NAAB accreditation visit the Architecture Program has significantly increase its support staff and services in the woodshop and digital fabrication lab.The chart below shows person work hours for the years 2007 and 2009 (the condition prior to and immediately following the 2008 NAAB visit) and 2012-2013 (the current condition of staffing in the Program).

Year	Shop Hours	Staffing	Staff Person-hours/ week	Student Person-hours/ week	Totals Person-hours/ week
2007	10 AM-6 PM	Part-Time Staff-2	40	0	40
2009	10 AM-6 PM	Full-Time Staff-1 Part-Time Staff-2 Student Assistant-1	60	20	80
2012 Jan.	10 A -10 PM	Part-Time Staff-3 Student Assistant-1	60	20	80
2012 March	M/W 8 AM-10 PM T/Th/F 10 AM-10 PM	Full-Time Staff-1 Part-Time Staff-3 Student Assistant-2	100	40	140
2012 July	M/W 8 AM-10 PM T/Th/F 10 AM-10 PM	Full-Time Staff-1 Part-Time Staff-3 Student Assistant-2	100	40	140
2012 fall *	M/W 8 AM-10 PM T/Th/F 10 AM-10 PM	Full-Time Staff-1 Part-Time Staff-3 Student Assistant-2	100	40	140
2013 Fall **					
Bldg N Shop	M/W 8 AM-10 PM T/Th/F 10 AM-10 PM	Full-Time Staff-2 Part-Time Staff-1 Student Assistant-2	100	40	160
DI Shop	M/T/W/Th 3 PM-8PM	Part-Time Staff- 1	20	0	20

*In fall 2012 the Program saw the beginning of a significant increase in the number of students using the shop. This was facilitated by new training models. Training was changed to hands-on and staff were instructed to be more involved in advising students in the best process to use to accomplish their tasks.

** This semester (fall 2013) a new ancillary woodshop was set up in DI with one part-time staff member. A CNC router trained staff member was also hired to work in the digital fabrication lab in building N from 6 PM- 10 PM M/T/W/Th/F.

The number of person/hours per week has increased by 4.5 times (from 40 to 180), this was facilitated by the concerns raised by NAAB in the 2008 review, but also by the addition of the digital fabrication lab and the ancillary shop in DI. The Program has seen an increase of hours-of -operation of 20 hours per week n the main hop of Building N and there are more staff members on hand to assist students in their work.

Since 2008,SPSU enrollment has grown to over 6,200 students, new programs and degrees have been added broadening the focus of academics on campus. We have also seen an increase in foreign students attending the University that have enriched its various programs. In addition to its Study Abroad Program in Dessau Germany, the Program has added an international urban workshop in Como Italy to its roster of available international programs. Beginning in summer 2013 the Program extended it Architours initiative

to include international travel with two programs one in Paris and another in Barcelona. For a more comprehensive list of Architour initiatives since the 2008 NAAB review see section I.2.1 Human Resources subsection Field Trip Participation.

With regard to advising and mentoring students, the Program now has compensated Coordinators, a compensated faculty Student Advisor, and a full-time Professional Advisor. Additionally, there is a renewed effort with regard to mentoring new faculty through the tenure and promotion process with the recent appointment of a new Department Chair and Dean. The present Program administration is also working closely with the Professional Advisor, faculty, Program Coordinators, and many University service units to improve student retention.

III.2   Summary of Responses to Changes in the NAAB Conditions

Responses and or modifications made to the program in response to changes in the NAAB Conditions were minor, largely owing to the fact that we were well informed of coming changes at the time of our 2008 accreditation visit. This allowed us to begin considering modifications in the course content as part of our standard self-assessment process. In general, the Architecture Program faculty found the rewording of the SPC and definitions of Ability and Understanding to be helpful, notably in regards to Ability as a definition and Comprehensive Design as criteria.

Previously, Ability was written in a manner that implied these criteria could only be demonstrated in a studio project greatly limiting how such criteria might be conceptualized within the pedagogical framework of the Program. As currently written there is a sense that exercises in lecture course and labs can as they do demonstrate necessary abilities in terms of learning modules.

Early on, the NAAB was reluctant to define Comprehensive Design and that posed serious problems in attempting to meet such a criteria. Over time the NAAB has improved on this and a clearer sense of what is being looked for is evident. While the criteria is highly deterministic in conception, a position that might rightly be challenged, it nonetheless provides a clear point of reference for accreditation and has allowed the Architecture Program faculty to focus its direction with greater clarity.

While noting the improvements in the clarity of the SPC language, the broader tendency is to view these criteria in an increasingly myopic way that raises some important questions regarding pedagogy. As noted in Part II.1.1 Student Performance Criteria the implicit position of the faculty of the Architecture Program is that learning best occurs when pedagogical components of the curriculum are taught in 'threads' that build and layer through the curriculum in both synchronic and diachronic fashion. While focusing the SPC on one or two primary and secondary courses provides ease and clarity for the visiting team it may simultaneously have the effect of directing the curriculum and its pedagogy toward fulfilling the criteria in a limited number of courses in highly intense projects that would not necessarily improve learning models. The clarity of focus it brings to the accreditation process may have negative consequences on pedagogy as its influence moves it away from proven teaching methods.

Lastly, the 2009 Conditions proves to be both informative and confusing as constructed. It contains several points of redundancy and duplication of requested information, as well as requests for information that are largely irrelevant to accreditation of the program (i.e. budgets of other departments and average salaries of their faculty). It is also unclear why the 2009 Conditions only address two of the four component parts that are to make up the APR.

Part Four (IV).   Supplemental Information

IV.1.   Course Descriptions

	DESIGN FOUNDATION				PROFESSIONAL PROGRAM					
	1st Year		**2nd Year**		**3rd Year**		**4th Year**		**5th Year**	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Studio	DESIGN FOUNDATION 1001 0-12-4 Prereq:DFN 1000/ Summer Workshop	DESIGN FOUNDATION 1002 0-12-4 Prereq:DFN 1001	DESIGN FOUNDATION 2003 0-12-4 Prereq:DFN 1002	DESIGN FOUNDATION 2004 0-12-4 Prereq:DFN 2003	ARCHITECTURE STUDIO I: 3011 0-12-4 Prereq: ALL DFN Studios	ARCHITECTURE STUDIO II: 3012 0-12-4 Prereq: Arch 3011	ARCHITECTURE STUDIO III: 4013 0-12-4 Prereq: Arch 3116 and Arch 3012	ARCHITECTURE STUDIO IV: 4014 0-12-4 Prereq: Arch 4013	FOCUS STUDIO ARCH 5998-F 0-12-4 Prereq: ARCH 5993 and Arch 4014	THESIS STUDIO ARCH 5999-T 1-12-5 Prereq: ARCH 5999-R
	SPSU 1001* 1-0-1	DFN 1111/211 3-0-3 Cultures II: Early Civilizations + Medieval	DFN 2112/Arch 3112 3-0-3 Cultures II: Renaissance to 18th Century Prereq:DFN 1111		ARCH 3116/4116 2-3-3 Urban Design Pre-req: DFN 2112	ARCH 3113 3-0-3 Cultures III: 18th Cent-1945 Prereq: Arch 3116	ARCH 4114 3-0-3 Cultures IV: 1945 to Current Prereq: Arch 3113	ARCH 5593 2-0-2 Thesis Prep/Research Co-req: Arch 4014	THESIS RESEARCH ARCH 5999-R 0-0-0 S/U Prereq: ARCH 5593	Area E Gp 2 3-0-3 Take in any semester
	MATH 1113* 4-0-4 Pre-Calculus	Area D* 3-3-4 Physics 1111K Pre-req: Math 1113	Math 2253 4-0-4 Calculus Analytical Geometry	DFN 2211 2-3-3 Arch Struct I: Intro to Structures Pre-req: Math 1113 Physics 1111K	ARCH 3211 3-3-4 Struct II: Steel + Wood: Prereq: DFN 2211	ARCH 3212 2-3-3 Struct III: Concrete + Lateral Loads Pre-req Arch 3211	Area C Gp 1 3-0-3 Take in any semester	Area E Gp 3 3-0-3 Take in any semester	ARCH 5313 3-0-3 Professional Practice Pre-req: Arch 4014	Area C Gp 2 3-0-3 Take in any semester
Portfolio Review	Orientation to Architecture DFN 1000 2-0-2	DFN 1241/DFN 2241 1-3-2 Design Communication I	DFN 2242 1-3-2 Design Communication II Pre-req: DFN 1241	DFN 2311/Arch 3311 2-3-3 Env Tech I: Systems Selection + Materials	ARCH 3313 2-3-3 Env Tech II: Human Comfort & HVAC Pre-req: ARCH 2311	ARCH 3314/4225 2-3-3 Env Tech III: Lighting+Vert. Circ.+ Acoustics Pre-req: ARCH 3313	Area E Gp 4 3-0-3 Take in any semester	ARCH 4224 2-3-3 Env Tech IV: Codes & Technical Documentation Pre-req: ARCH 3314	ARCH 4411 2-0-2 Design Cost Control Pre req: ARCH 4224	Directed Elective 3-0-3 Any semester of the Prof. Prog towards a Minor or Arch Elect.
	ENGL 1101 3-0-3	SPCH 2400 2-0-2	ENGL 1102 3-0-3	STS 2400 2-0-2	Directed Elective 3-0-3 Any semester of the Prof. Prog towards a Minor or Arch Elect.	Directed Elective 3-0-3 Any semester of the Prof. Prog towards a Minor or Arch Elect.	Area E Gp1 3-0-3	Directed Elective 3-0-3 Any semester of the Prof. Prog towards a Minor or Arch Elect.	Directed Elective 3-0-3 Any semester of the Prof. Prog towards a Minor or Arch Elect.	Directed Elective 2-0-2 Any semester of the Prof. Prog towards a Minor or Arch Elect.
									Area D 3-3-4 Biol or Chem	
	13	**15**	**16**	**12**	**17**	**16**	**16**	**15**	**16**	**16**

AREA C		AREA D		AREA E			
Group 1	Group 2			Group 1	Group 2	Group 3	Group 4
ENGL 2110	ARTS 2001	PHYS 1111*	BIOL 2107	HIST 2111	HIST 1111	ECON 1101	GEOG 1101
ENGL 2120	ARTS 2002	PHYS 1112	CHEM 1211	HIST 2112	HIST 1112	PSYC 1101	POLS 2401
ENGL 2130	ARTS 2003			POLS 1101	HIST 1113		RELG 1200
ENGL 2141	FRN 1002						ANTH 1102
ENGL 2142	GRMN 1002						
	SPAN 1002						

ORIENTATION TO ARCHITECTURE

Course Number: DFN 1000

Credits: 2

Course Description:

Introduction of architecture to incoming students through the scope of the discipline and the profession, opportunities within them, and examples of notable work.

Course Goals & Objectives:

- To introduce the differences between architecture and common buildings
- To introduce roles of architects in the built-environment
- To introduce fields related to architecture, including: interior design, landscape architecture, construction
- To introduce diversity within the discipline, including cultural, geographic, and scales
- To introduce notable figures in the architectural world
- To introduce students to notable architects and buildings in Atlanta

Student Performance Criterion/a Addressed:

A.1. Communication Skills

A.10. Cultural Diversity

Topical Outline:

Comprehension of lectures (60%)

Observation and research skills (20%)

Presentation skills (20%)

Prerequisites:

Textbooks/Learning Resources:

Architectural Periodicals

Handouts
Offered (semester and year):

Fall term, annually

Faculty Assigned:
Marietta Monaghan (F)
Franklin Mooney (F)
Arief Setiawan (F)

DESIGN FOUNDATION STUDIO I

Course Number: DFN 1001

Credits: 4

Course Description:
This course introduces the student to a variety of skills and subjects in architecture including but not limited to: drawings, model building, verbal communication, design, and building language.

Course Goals & Objectives:

To introduce the student to the elements of architecture Grid, Frame, Post and Beam, Panel, Center, Periphery, Field, Edge, line, Plane, Volume, Extension, Compression, Tension and Shear.

To understand the relationships between two-dimensional drawings, axonometric projection and three-dimensional (model) form.

Students will explore ideas of Blending, Intersecting, Embodiment, Lighting, and Tectonics.

Student Performance Criterion/a Addressed:

A.2   Design Thinking Skills

A.6   Fundamental Design Skills

A.9   Ordering Systems Skills

Topical Outline (with percentage of time in course spent in each subject area):

Communication Skills (10%)

Design Thinking Skills (10%)

Visual Communication (30%)

Investigative Skills (5%)

Fundamental Design Skills (30%)

Precedents (2%)

Pre-Design (10%)

Human Behavior (3%)

Prerequisites:

None

Textbooks/Learning Resources:

None

Offered:

Fall term, annually

Faculty Assigned

Joseph Choma (F/T)

Durham Crout (F/T)

Peter Pittman (F/T)

Bronne Dytoc (F/T)

Marietta Monaghan (L/FT)

Arief Setiawan (L/FT)

Magdelana Bach (Adjunct)

Shani Chambers (Adjunct)

Mary Turnipseed (Adjunct

DESIGN FOUNDATION STUDIO II

Course Number: DFN 1002

Credits: 4

Course Description:

DFN 1002 builds and elaborates upon the skills and subjects Introduced in DFN 1001. It culminates with a capstone design project that summarizes and measures the learning of the first year, and prepares students for the second year.

Course Goals & Objectives:

- Investigate how human dimensionality, scale and movement, as well as light affect architectural detailing and tectonics.
- Students will investigate and problematize traditional architectural concepts such as inhabitation, materiality, tectonic assemblies, context, threshold, boundary and inside/outside.

Student Performance Criterion/a Addressed:

A.2   Design Thinking Skills

A.6   Fundamental Design Skills

A.9   Ordering Systems Skills

Topical Outline (with percentage of time in course spent in each subject area):

Communication Skills (10%)

Design Thinking Skills (15%)

Visual Communication (15%)

Investigative Skills (5%)

Fundamental Design (25%)

Precedent (5%)

Ordering Systems (20%)

Pre-Design (10%)

Prerequisites:

None

Textbooks/Learning Resources:

None

Offered:

Spring term, annually

Faculty Assigned

Joseph Choma (F/T)

Durham Crout (F/T)

Bronne Dytoc (F/T)

Marietta Monaghan (L/FT)

Arief Setiawan (L/FT)

Mary Turnipseed (Adjunct)

Jeffrey Collins (Adjunct)

ARCHITECTURE CULTURE I: PRE-HISTORY THROUGH GOTHIC

Course Number: DFN1111

Credits: 3

Course Description:

The first in a sequence, Architecture Culture I covers pre-history through Gothic in the west and introduces the architecture of Indian, Chinese, Japanese, Native American and Arabic/Moslem cultures. Structures are seen as concrete solutions to complex socio-economic problems successfully transformed into built form.

Course Goals & Objectives:

- To aid the design student in problem solving by presenting the student with precedent examples from history
- To examine the relationships between architecture and other cultural discourses such as philosophy, aesthetics, science, religion, politics and technology
- To introduce and develop a process of analyzing and categorizing design problems/solutions according to available technology, materials and skill set of labor.
- To introduce and improve speaking/listening and writing/analysis skills.

Student Performance Criteria Addressed:

A.1. Communications Skills

A. 9. Historical traditions and Global Culture

B. 9. Structural Systems

C. 2. Human Behavior

Topical Outline:

Communications skills: lectures and weekly discussion sessions (60%)
Presentation skills: two written papers (40%)

Prerequisites:

None

Textbooks/Learning Resources:

Trachtenburg and Hyman: *Architecture from Pre-history to Post-Modernism*

Viturvius: *The Ten Books on Architecture*

Offered:

Fall term, annually

Faculty Assigned:

Marietta Monaghan (F/T)

Arief Setiawan (F/T)

DESIGN COMMUNICATION I

Course Number: DFN 1241

Credits: 2 (1-3-2)

Course Description:

Beginning studio course in techniques and conventions of graphic communication as an aid in the design process for architecture education

Course Goals & Objectives:

Design Communication I course provides fundamentals of design communication through principles of drawing conventions and related techniques including orthographic projections, axonometrics, and perspective construction systems to represent design ideas and built forms. This involves use of traditional manual media and introduction to basic 2D image manipulation in digital media.

The intention of the course is to develop visual literacy through visual thinking and to develop skills to represent objects and simple structures in both two and three-dimensions

- To develop visual literacy through visual thinking, and to develop skills to represent objects and simple structures in both two and three-dimensions.
- To introduce basic drafting skills, to draw simple objects and structures in two- and three-dimensions using conventions of various projection systems.
- To develop visualization of design ideas and to represent those through drawings and models using appropriate techniques and media both in conventional and computational means.
- To explore conventional methods and techniques of design communication in addition to basic skills of design representation.

Student Performance Criterion/a Addressed:

A.1   Communication Skills (ability)

A.2   Design Thinking Skills (ability)

A.3   Visual Communication Skills (ability)

A.7   Use of Precedents (ability)

Topical Outline (with percentage of time in course spent in each subject area):

Communication Skills (10%)

Design Thinking Skills (30%)

Visual Communication Skills (50%)

Use of Precedents (10%)

Prerequisites:

DFN 1000

Textbooks/Learning Resources:

Required Textbook: Architectural Graphics: Francis D. K. Ching

Required Software: Adobe PhotoShop

Additional learning resources distributed through our online system D2L.

Offered:

Fall term, annually & Summer if demand warrants. This spring per the curriculum changes the course moves to spring semester

Faculty Assigned:

Joseph Choma (F/T)

Bronne Dytoc (F/T)

Marietta Monaghan (P/T)

Arief Setiawan (P/T)

Christopher Welty, AIA (F/T)

Magdalena Bach (Adjunct Faculty)

Joseph Dreher (Adjunct Faculty)

Maria Salazar (Adjunct Faculty)

Saleh Uddin (F/T)

DESIGN FOUNDATION III
Course Number: DFN 2003

Credits: 4

Course Description:

This course concentrates on shaping, organizing, and designing architectural space using spatial and compositional strategies derived from precedent and architectural case studies.

Course Goals & Objectives:

- To foster flexible design thinking.
- To introduce the ability to intentionally design with experiential qualities and conditions, beginning with light conditions.
- To equip students with multiple means of approaching site and context investigations, both qualitative and quantitative, and to practice applying the findings of such studies in a design project.
- To develop the use of relevant precedent studies within the design process and to practice applying the findings of such studies in a design project.

Student Performance Criterion/a Addressed:

A.5   Investigative Skills
A.6   Fundamental Design Skills
A.7   Use of Precedents

Topical Outline (with percentage of time in course spent in each subject area)**:**

Study and design of experiential conditions (15%)

Precedent research related to design project (15%)

Site and Context research related to design project (20%)

Design Development (40%)

Design, composition and presentation of investigative studies, design process and final design proposal. (10%)

Prerequisites:

DFN 1002

Textbooks/Learning Resources:

Architectural Graphics, Francis D. K. Ching, John Wiley & Sons: any edition

The Eyes of the Skin. Juhani Pallasmaa. John Wiley & Sons: 2007

Additional readings and resources are included on the class D2L website

Offered (semester and year):

Fall term, annually

Faculty Assigned

Kathryn Bedette (F/T)

Bob Tango (F/T)

Saleh Uddin (F/T)

Chris Welty (F/T)

Pegah Zamani (F/T)

DESIGN FOUNDATION STUDIO IV

Course Number: DFN 2004

Credits: 4

Course Description:

Continuation of DFN 2003 in terms of materiality and the skills, concepts, and processes pertaining to the analysis and design of architectural form, space and organizations to communicate intended concepts and meanings.

Course Goals & Objectives:
- To teach design emphasizing application of basic design principles to built forms and functional spaces.
- Develop the ability to identify and manipulate the elements and strategies of design.
- To understand spatial relationships between the human body and various spatial enclosures and related built forms.
- Develop a basic inquiry of assembly of architectural materials.
- Understand the interrelationship of programmatic need, functional composition, structural strategy, space-enclosure, and site context.

Student Performance Criterion/a Addressed:

A.2   Design Thinking Skills

A.5   Investigative Skills

A.6   Fundamental Design Skills

Topical Outline (with percentage of time in course spent in each subject area):

Investigative Skills (15%)

Site Investigations (10%)

Design Thinking (50%)

Drawing and other representational techniques (15%)

Presentation skills (10%)

Prerequisites:

DFN 2003

Textbooks/Learning Resources:

None

Offered (semester and year):

Spring term, annually

Faculty Assigned:

Kathryn Bedette (F/T)

Tony Rizzuto (F/T)

Bob Tango (F/T)

Manole Voroneanu (F/T)

Chris Welty (F/T)

Pegah Zamani(F/T)

ARCHITECTURE CULTURE II: THE RENAISSANCE THROUGH 1850

Course Number: DFN 2112

Credits: 3

Course Description:

This course continues the Architecture Culture sequence using a historiographic approach. Beginning with the Italian renaissance, architecture history and theory are examined within their various cultural contexts across Europe and in the United States.

Course Goals & Objectives:

- To broadly survey the history of architecture theory as integrated with the history of architectural design and building during the four hundred year span covered by the course.
- To examine the influence and impact of various cultural contexts on architectural production during this time frame.
- To explore the changing relationship between history and theory and the long-term impact of architectural positions taken during this time.
- To understand the inherent conditions of the profession of history as a field of inquiry and to compare changes in the presentation of architecture history over time.
- To develop critical thinking, reading and writing skills through engagement with the course content.

Student Performance Criterion/a Addressed:

A.1   Communication Skills

A.9   Historical Traditions & Global Culture

C.2   Human Behavior

Topical Outline (with percentage of time in course spent in each subject area):

Weekly reading and writing assignments (40%)

Weekly design and built project explorations (40%)

Class discussions (10%)

Term Paper (10%)

Prerequisites:

None

Textbooks/Learning Resources:

DFN 2112 Course Pack, University Readers

Trachtenberg, Marvin, and Isablle Hyman. Architecture: From Prehistory to Postmodernity. 2nd ed. New Jersey: Prentice Hall, 2002.

Alberti, Leon Battista. On the Art of Building in Ten Books. Massachusetts: The MIT Press.

Laugier, Marc-Antoine. An Essay on Architecture. Hennessey and Ingalls, Inc.

Offered (semester and year):
Fall term, annually

Faculty Assigned

Kathryn Bedette (F/T)

Marietta Monaghan

Arief Setiawan

ARCHITECTURE STRUCTURES I

Course Number: DFN 2211

Credits: 3

Course Description:

An introduction to architectural structures with emphasis on statics and strength of materials concepts. Focus is on visualization of fundamental structural concepts.

Course Goals & Objectives (list):

- To be introduced to force systems and their effects on structural systems.
- To learn and conceive the concept of equilibrium of structures.
- To develop a basic understanding of the properties and behavior of structural members and systems.
- To develop an ability to draw shear force and bending moment diagrams and to link them to architectural forms.
- To develop 'structural eyes' to read the load flow in a structural system.
- To become familiar with computer analysis.
- To be able to work together in a small team for structural projects.

Student Performance Criterion/a Addressed:

A.2   Design Thinking Skills

A.8   Ordering Systems Skills

B.9   Structural Systems

C.1   Collaboration

Topical Outline:

Force Systems: (10%)

Equilibrium (10%)

Truss Analysis: (20%)

Stress and Strain: (20%)

Shear Force and Bending Diagram: (20%)

Small-Scale Structural Model Project: (20%)

Prerequisites:

MATH 1113 and PHYS 1111

Textbooks/Learning Resources:

PDF Textbook by Pyoyoon Hong

Arcade Structural Simulation Software

MDSolids Structural Analysis and Design Software

Offered:

Fall term, annually

Faculty Assigned:

Pyoyoon Hong, Ph.D., PE

Bronne Dytoc

Harry Kaufmann

Al Lagerstrom

ENVIRONMENTAL TECHNOLOGY I : System Selection & Materials

Course Number: DFN 2311

Credits: 3

Course Description

Wood, steel and concrete building systems and materials are examined relative to their performance characteristics and issues related to fabrication, manufacturing and construction.

Course Goals & Objectives (list):
- To understand the major building systems of wood, steel and concrete and masonry
- To understand construction materials with regard to their process of manufacturing, physical properties, environmental performance, methods of selection and specification, and LEED certification.
- To understand glass and glazing systems
- To engage in hands on labs working with wood, steel and concrete materials.

Student Performance Criterion/a Addressed :
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.8 Ordering System Skills
A.11 Applied Research
B.9 Structural Systems
B.12 Building Materials and Assembly
C.1 Collaboration

Topical Outline
Wood (30%)
Steel (30%)
Concrete & Masonry (30%)
Glass & Glazing (2%)
Sustainability (8%)

Prerequisites:
None

Textbooks/Learning Resources:

Allen, Edward - Iano Joseph, Fundamentals of Building Construction - Materials and Methods; Fifth Edition, John Wiley & Sons, 2008; ISBN: 978-0-470-07468-8

Ching, Francis D K; Building Construction Illustrated; Fourth Edition, John Wiley & Sons, 2008; ISBN: 978-0-470-08781-71

Offered:

Fall Term, annually

Faculty Assigned

Joseph Choma (F/T)

Elizabeth Martin (F/T)

Peter Pittman (F/T)

Robert Tango (F/T)

ARCHITECTURE STUDIO I

Course Number: ARCH 3011

Credits: 4

Course Description (limit 25 words):
Emphasis of space making and introduction of feedback loops related to research and project parameters (architectural thinking) through systems, materiality and processes.

Course Goals & Objectives (list):
- Introduce students to systems at an assemblage and process level;
- Provide a level of familiarity with structures and materials (Wood, Steel, Masonry); &

- Introduce *Architectural Thinking** as a way to develop and clarify studio projects.
- Studio instructors are asked to use the following text to begin review of this objective:
- *"Architectural Thinking is evidenced within a student project that followed a thorough exploration of re-iterative processes and whose investigations tested design solutions at varying scales throughout the semester."*

Student Performance Criterion Addressed (list number and title):

A.1. Communication Skills

A.2. Design Thinking Skills

A.3. Visual Communication Skills

A.7. Use of Precedents

A.8. Ordering Systems Skills

B.10. Building Envelope Systems

B.11. Building Service Systems

B.12. Building Materials and Assemblies

C.1 Collaboration

C.2 Human Behavior

C.3 Client Role in Architecture

C.7 Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):

Critical Thinking and Representation (60%)

Integrated Building Practices, Technical Skills and Knowledge (30%)

Leadership and Practice (10%)

Prerequisites:

Completion of DFN 2003 (completion of the Design Foundation

Studios and acceptable Portfolio review)

Textbooks/Learning Resources *(vary per section – sample below):*

Berkel, Van, Ben et.al. Un Studio: Design Models: Architecture, Urbanism, Infrastructure. New York: Rizzoli, 2006.

Bernardo, Jordi et.al. Atlanta. Barcelona: Actar, 1995.

Burns, Carol and Andrea Kahn. Site Matters. New York: Routledge, 2005.

Jensen, Richard. Clark and Menefee. New York: Princeton Architectural Press, 2000.

St, John. Architectural Reflections. Manchester: Manchester University Press, 1999.

Offered (semester and year):

Fall term, annually

Faculty Assigned

2012

Ed Akins (F/T)

Bill Carpenter (F/T)

Liz Martin (F/T)

Peter Pittman (F/T)

2013

Ed Akins (F/T)

Bill Carpenter (F/T)

Michael Carroll (F/T)

Liz Martin (F/T)

ARCHITECTURE STUDIO II

Course Number: ARCH 3012

Credits: 4

Course Description:

Studio continuation of systems, materiality, and architectural thinking design processes using mid-rise urban projects and emphasis on site context, systems (ecological and technological), and materials research.

Course Goals & Objectives:

Learning Objectives (understanding criteria)

- The use of ordering systems and diagrams within the design process.
- The use of environmental or material studies to inform the design process.
- To include cultural awareness through precedent or evidence within the project.
- Building and system clarity (structural and environmental awareness)
- The incorporation of Life Safety components, prioritizing vertical egress / separation.

Skill Sets (ability criteria)

- Clear design approach (analysis and processes)
- Clearly understandable documentation techniques (technical and experiential)
- Investigative research and application (Process clarity)
- Site design integration and representation within projects

Student Performance Criterion Addressed (list number and title):

A.1.   Communication Skills
A.2.   Design Thinking Skills
A.3.   Visual Communication Skills
A.4.   Technical Documentation
B.2.   Accessibility
B.3.   Sustainability
B.5.   Life Safety
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 Materials and Assemblies
C.1.   Collaboration
C.2.   Human Behavior
C.6.   Leadership
C.7.   Legal Responsibilities

Topical Outline (with percentage of time in course spent in each subject area)**:**

Critical Thinking and Representation (40%)

Integrated Building Practices, Technical Skills and Knowledge (55%)

Leadership and Practice (5%)

Prerequisites:

Completion of ARCH3011

Textbooks/Learning Resources *(vary per section – sample below)*:

Building Construction Illustrated by Francis D. K. Ching, Wiley; 4 edition (March 3, 2008); Sun, Wind & Light: Architectural Design Strategies by G. Z. Brown & Mark DeKay, Wiley; 2 edition (October 24, 2000)

Offered (semester and year):

Spring term, annually

Faculty Assigned

2012

Bill Carpenter (F/T)

Michael Carroll (F/T)

Pete Pittman (F/T)

Ermal Shpuza (F/T)

Chris Welty (F/T)

2013

Bill Carpenter (F/T)

Michael Carroll (F/T)

Liz Martin (F/T)

Ermal Shpuza (F/T)

Chris Welty (F/T)

ARCHITECTURE CULTURE III 1750 thru the International Style

Course Number: ARCH 3113

Credits: 3

Course Description:

The third in a sequence, Architecture Culture III covers the architecture and theoretical texts from German Neo-Classicism to the International Style in Western Architecture. It also introduces the work of three masters of modernism F.L Wright, Le Corbusier and Mies Van der Rohe.

Course Goals & Objectives (list):
- To examine the relationships between architecture and other cultural discourses such as philosophy, aesthetics, science, religion, politics and technology.
- to develop an understanding of how architecture manifests the socio-cultural conditions of a given moment in aesthetic form.
- To develop a tectonic understanding of the relationship between form and idea in architecture.
- To introduce and improve speaking/listening and writing/analysis skills.

Student Performance Criterion/a Addressed :

A.1 Communication Skills

A.9 Historical Traditions and Global Culture

C.2 Human Behavior

C.3 Client Role in Architecture

Topical Outline (with percentage of time in course spent in each subject area)**:**

Communications skills: writing and speaking (4%)

Examination (6%)

German Neo-Classicism (6%)

National Romantic Style (6%)

Morality and Tradition (6%)

Impact of New Materials (6%)

Arts and Crafts (6%)

Chicago School (6%)

Academic Architecture (6%)

Search for New Forms (6%)

Engineering Rationalism (6%)

Deutscher Werkbund (6%)

Frank Lloyd Wright (6%)

Avant Garde (6%)

Bauhaus (6%)

Le Corbusier (6%)

Mies Van der Rohe (6%)

Prerequisites:

None

Textbooks/Learning Resources:

Architecture From Pre-History to Post-Modernism Trachtenberg and Hyman.

A History of Architectural Theory from Vitruvius the Present Hanno- Walter Kruft.

Modem Architecture since 1900- William 1. R. Curtis

Coursenotes- available digitally

Offered (semester and year)**:**

Spring term, annually

Faculty Assigned:

Tony Rizzuto (F/T)

Kathryn Bedette(F/T)

Marietta Monaghan (F/L)

URBAN DESIGN AND PLANNING THEORY

Course Number: ARCH 3116

Credits: 3

Course Description:

Introduction to Urban Design

Course Goals & Objectives:

- To create and understanding of the urban environment through historical, theoretical, social, economic, environmental, and spatial forces.
- To showcase conditions of urban environments via examples around the world as well as from the United States.
- To introduce urban design representation and analysis techniques.
- To help develop the skills of forming and representing their own point of view verbally and graphically on the issues of urban design.
- To understand how to respond to the needs of larger community.

Student Performance Criterion/a Addressed:

A.1.   Communication Skills (A)

A.7.   Use of Precedents (A)

A.9.   Historical Traditions & Global Culture (U)

C.8.   Ethics & Professional Judgement (U)

C.9.   Community and Social Responsibility (U)

Topical Outline (subject areas are not mutually exclusive so do not add up to a total of 100%):

To create and understanding of the urban environment through historical, theoretical, social, economic, environmental, and spatial forces (90%).

To showcase conditions of urban environments via examples around the world as well as from the United States (70%).

To introduce urban design representation and analysis techniques. (40%)

To help develop the skills of forming and representing their own point of view verbally and graphically on the issues of urban design (70%).

To understand how to respond to the needs of larger community (50%).

Prerequisites:

None

Textbooks/Learning Resources:

Depends on the instructors

Offered (semester and year):

Fall term, annually

Faculty Assigned:

Mine Hashas Degertekin (F)

Ermal Shpuza (F)

Manole Voroneanu (F)

ARCHITECTURE STRUCTURES II

Course Number: ARCH 3211

Credits: 4

Course Description:

This course is a continuation of DFN2211 with emphasis on the behavior of wood/steel structural systems and design of component members.

Course Goals & Objectives (list):

- To develop an understanding of the unique material aspects of wood and steel.
- To develop a technical understanding of the structural behavior of wood/steel components and structural systems subjected to loads.
- To develop technical competence in wood/steel design procedures.
- To become familiar with computer analysis and design.
- To develop an ability to collaborate in a small team for structural projects

Student Performance Criterion/a Addressed:

A.6   Fundamental Design Skills

B.9   Structural Systems

Topical Outline:
Review of Architectural Structures I (10%)
Structural Properties of Wood (10%)
Behavior of Wood Members and Structures (10%)
Design of Wood Members (20%)
Structural Properties of Steel (10%)
Behavior of Steel Members and Structures (10%)

Design of Steel Members (20%)

Small-Scale Model Project (10%)

Prerequisites:

DFN 2211

Textbooks/Learning Resources:

Design of Wood Structures, A Primer Workbook, by Pyoyoon Hong

Design of Steel Structures, A Primer Workbook, by Pyoyoon Hong

Building Structures Illustrated, by Francis Ching

WWPA Lumber Design Suit Computer Software

Offered:

Fall term, annually

Faculty Assigned:

Pyoyoon Hong, Ph.D., PE

Harry Kaufmann

Al Lagerstrom

ARCHITECTURE STRUCTURES III

Course Number: ARCH 3212

Credits: 4

Course Description:

This course focuses on structural behavior of reinforced concrete systems and design of structural components and behavior of gravity and lateral force resisting systems.

Course Goals & Objectives (list):

- To develop an understanding of the unique material aspects of concrete.
- To develop a technical understanding of the structural behavior of reinforced concrete components and structural systems subjected to loads.
- To develop technical competence in reinforced concrete design procedures.
- To become familiar with computer analysis and design.
- To develop an ability to collaborate in a small team for structural projects

Student Performance Criterion/a Addressed:

B.9   Structural Systems

Topical Outline:

Review of Architectural Structures I (10%)

Structural Properties of Concrete (10%)

Behavior and Reinforced Concrete Members and Structures (10%)

Design of Reinforced Concrete Members (5%)

Characteristics of Seismic and Wind Loads acting on Structures (10%)

Behavior of Gravity and Lateral Force Resisting Systems (25%)

Small-Scale Model Project (10%)

Prerequisites:

DFN 2211

Textbooks/Learning Resources:

PDF Textbook, by Pyoyoon Hong

Beam Express Computer Software

Offered:

Fall term, annually

Faculty Assigned:

Pyoyoon Hong, Ph.D., PE

Harry Kaufmann

ENVIRONMENTAL TECHNOLOGY II HUMAN COMFORT AND HVAC

Course Number: ARCH 3313

Credits: 3

Course Description (limit 25 words):

The study of systems, beyond the context of mechanized components, to engage students in the study of sustainable built relationships responding to context using emerging / established technologies.

Course Goals & Objectives (list):

- To be aware of basic environmental passive systems and traditional mechanical systems used in contemporary buildings
-
  To be able to prioritize the use of passive systems over the use of traditional mechanical systems.
- To research and evaluate information in support of selecting appropriate environmental control systems
- To be aware of technical language and information used to document the design intent and operation of systems
- To become aware of system design integration and current / emerging technologies.

Student Performance Criterion Addressed (list number and title):

A.7.   Use of Precedents

A.9.   Historical Traditions and Global Culture

A.10. Cultural Diversity

A.11. Applied Research

B.3.   Sustainability

B.8.   Environmental Systems

B.10. Building Envelope Systems

B.11. Building Service Systems

C.2.   Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):

Critical Thinking and Representation (52%)

Integrated Building Practices, Technical Skills and Knowledge (43%)

Leadership and Practice (05%)

Prerequisites:

Completion of ARCH 3311: Environmental Technology I

Textbooks/Learning Resources:

Required Primary Text:

Lechner, Norbert, Heating, Cooling, Lighting: Design Methods for Architects, Third Edition, John Wiley & Sons, New York, 2009.

Recommended Texts (updated throughout each semester):

Kwok, Alison and Grondzik, Walter, The Greenstudio Handbook: Environmental Strategies for Schematic

Design, Architectural Press, Oxford, 2007.

Drake, Scott, The Third Skin: Architecture, Technology and Environment, UNSW Press, Sydney, 2007.

Hartmann, Thom, The Last Hours of Ancient Sunlight, Three Rivers Press, New York, 1998.

Stein, Benjamin and Reynolds, John, Mechanical and Electrical Equipment for Buildings, Tenth Edition, John Wiley and Son, Inc., Hoboken, New Jersey, 2006.

Behling, Sophia/Stefan, Sol Power: The Evolution of Solar Architecture, Prestel, Munich, 1996.

Oesterle, Eberhard, Double-Skin Facades, Prestel, Munich, 2001.

Benyus, Janine, Biomimicry, Harper Collins Publishers, New York, 1997

Banham, Reyner, The Architecture of the Well-tempered Environment, Second Edition, The University of Chicago Press, Chicago, 1984.

Mau, Bruce, Massive Change, Phaidon Press Limited, London, 2004.

Hassan, Fathy, Natural Energy and Vernacular Building, The University of Chicago Press, Chicago, 1986.

Offered (semester and year):

Fall term, annually

Faculty Assigned

Ed Akins (F/T)

Michael Carroll (F/T)

Pegah Zamani (F/T)

ENVIRONMENTAL TECHNOLOGY III: Lighting, Electrical, Acoustics, Vertical Circulation

Course Number: ARCH 3314

Credits: 3

Course Description

Lighting, Electrical, Acoustics and Vertical Circulation systems are examined relative to their performance characteristics, use and application in building environments.

Course Goals & Objectives:

- To understand the major building systems of lighting, electrical, acoustics and vertical circulation
- To understand construction methods and materials of lighting, electrical, acoustics and vertical circulation systems.
- To understand solar behavior in reference to energy efficient lighting and daylighting
- To engage in hands on labs working with electrical and lighting solutions.
- To develop the ability to read and produce architectural electrical and lighting documentation.
- To understand LEED influences in lighting, electrical, acoustics and vertical circulation systems.

Student Performance Criterion/a Addressed:

A.11   Applied Research

B.1   Pre-Design

B.3   Sustainability

B.8   Environmental Systems

B.10   Building envelope Systems

B.11   Building Service Systems

C.1   Collaboration

C.2   Human Behavior

Topical Outline

Lighting & Daylighting (35%)

Electrical (29%)

Acoustics (26%)

Building Envelope (7%)

Vertical Circulation   (3%)

Prerequisites:

Environmental Technology II

Textbooks/Learning Resources:

Heating, Cooling, Lighting: Sustainable Design Methods for Architects by Norbert Lechner, Hardcover, 720 pages, Publisher: Wiley; 3rd Edition. ISBN-10:0470048093, ISBN-13:978-0470048092

Offered

Spring Term, annually

Faculty Assigned

Bronne Dytoc (F/T)

Robert Tango (F/T)

Pegah Zamani (F/T)

ARCHITECTURE STUDIO III: URBAN DESIGN

Course Number: ARCH 4013

Credits: 4

Course Description:

Advancement of studio sequence with emphasis on urban scale, the relationship

between public and private frameworks, social dimensions of design, sustainability, and development of teamwork.

Course Goals & Objectives (list):

- Reinforce architectural thinking as is relates to systematic comprehensive understanding of design and the social dimensions of the built environment.
- Develop the process of analytical observation, representation and analysis in various resolutions of urban form.
- Enhance the critical approach to design research by making critical observations on the site, demographics and program.
- Integrate and develop further theoretical and practical ideas taught in Urban Design and Planning Theory.
- Address the development of program at the urban scale by exploring complex relationships among transportation, building and environmental systems, public and private frameworks, demographics, sustainability and ecosystem balances.

Student Performance Criterion/a Addressed (list number and title):

A.2   Design Thinking Skills

A.3   Visual Communication Skills

A.5   Investigative Skills

A.10 Cultural Diversity

B.1   Pre-Design

B.3   Sustainability

B.4   Site Design

C.1   Collaboration

C.2   Human Behavior

C.3   Client Role in Architecture

C.9   Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Observation, mapping and representation (20%)

Analysis of the urban condition (20%)

Place and program, changing scale in architecture (10%)

Developing design interventions (50%)

Prerequisites:

ARCH 3116 – Urban Design and Planning Theory

ARCH 3012 – Architecture Studio II

Textbooks/Learning Resources:

Select papers, book chapters, links to websites made available through D2L online platform

Offered:

Fall term, annually

Faculty Assigned:

Mine Hashas (F/T)

Ameen Farooq (F/T)

Tony Rizutto (F/T)

Ermal Shpuza (F/T)

Manole Voroneanu (F/T)

ARCHITECTURE DESIGN STUDIO IV COMPREHENSIVE DESIGN

Course Number: ARCH 4014

Credits: 4

Course Description

A design exploration in architecture that problematize the programmatic functions of human interaction, the inherent integration of the tectonic art of construction, and the culmination of a comprehensive building intervention in an urban context.

Course Goals & Objectives

- To explore and investigate the social, cultural and environmental effects on an urban site condition, and the typology of a site analysis as a tectonic experimentation in architecture, and its phenomenal characteristics
- To spatially explore and organize the planning, ordering and mapping typology of a material program for a large scale building in an urban context
- To design a material building circulation, plan and envelope; a structural, environmental and life safety systems that supports the site strategies and program typology poetically and practically
- To explore the role of architecture in making an urban public place within a specific geographic, social, and cultural context
- To demonstrate fundamental visual, verbal and design communications skills necessary to successfully interact and communicate a design within the constraints of community stakeholders

Student Performance Criterion Addressed

A.2   Design Thinking Skills

A.3   Visual Communication Skills

A.4   Technical Documentation

A.5   Investigative Skills

B.1   Pre-Design

B.2   Accessibility

B.3   Sustainability

B.4   Site Design

B.5   Life Safety

B.6   Comprehensive Design

B.8   Environmental Systems

B.9   Structural Systems

B.10   Building Envelop Systems

B.11   Building Service Systems

B.12   Building Materials and Assemblies

Topical Outline

Development of a precedent research related to context, program and typology [5%]

Development of a clear spatial translation of a material building program using formal ordering and mapping systems [5%]

Investigative relationship between a material building circulation, plan and envelope; a structural, environmental and life safety systems [30%]

Development of a resolved tectonic building systems that respond to context, program and typology [50%]

Development and production of a comprehensive design presentation of final body of work for public presentation using two and three dimensional digital representation tools [10%]

Prerequisites: Arch 4013

Textbooks / Learning Resources: Selected Critical studio readings | Technical resource texts

Offered:

Spring Semester / Annually

Faculty Assigned

Ed Akins (F/T)

Saleh Uddin (F/T)

Peter Pittman (F/T)

Rich Cole (F/T)

Kemp Mooney (Sr/L)

ARCHITECTURE CULTURE IV 1945 to the Present

Course Number: ARCH 4114

Credits: 3

Course Description:
The fourth in a sequence, Architecture Culture IV covers the concepts of modernity and modernism and introduces the student to the diversity of the modern movement by examining the critical regionalist aspects of its development. It also introduces theories of urbanism, post- World War II critique, post-modernism and contemporary theoretical trajectories.

Course Goals & Objectives:

  • To examine the relationships between architecture and other cultural discourses such as philosophy, aesthetics, science, religion, politics and technology.

- To develop an understanding of how architecture manifests the socio-cultural conditions of a given moment in aesthetic form.
- To develop a tectonic understanding of the relationship between form and idea in architecture.
- To develop an understanding of contemporary theoretical trajectories in architecture.
- To introduce and improve speaking/listening and writing/analysis skills.

Student Performance Criterion/a Addressed:

A.1 Communication Skills

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

C.2 Human Behavior

Topical Outline (with percentage of time in course spent in each subject area):

Communications skills: writing and speaking (4%)

Examination (6%)

What is Modernity (6%)

The New Objectivity (6%)

Regional and Climatic Adaptations (12%)

Modernism in America (12%)

Continuities and Discontinuities (12%)

The New Avant Garde (6%)

Post Modernism (6%)

Post Modern Thematics (12%)

Theoretical Trajectories (12%)

Post-Structuralism (6%)

New Trajectories (6%)

Prerequisites:
None

Textbooks/Learning Resources:

Modernism an Anthology of Sources and Documents, edit. Kolocotroni, Goldman, Taxidou, The University of Chicago Presss, Chicago, 1998

Programs and Manifestoes on 20th-Century Architecture, Ulrich Conrad, trans.Bullock, The MIT Press, Cambridge MA, 1997.

Architecture Culture 1943-1968 A Documentary Anthology, edit. Ockman and Eigen, Rizzoli Columbia Books of Architecture, New York, 1993.

Theories and Manifestoes of Contemporary Architecture, ed. Jencks and Kropf, Academy Editions, Sussex, 1997.

Architecture Theory since 1968, ed. Hays, The MIT Press, Cambridge, 1998.

Theorizing a New Agenda for Architecture an Anthology of Architectural Theory 1965-1995, ed. Kate Nesbitt, Princeton Architectural Press, New York, 1996.

Oppositions Reader, ed. Hays, Princeton Architectural Press, New York, 1998.

Constructing a New Agenda Architectural Theory 1993-2009, edit. A. Krista Sykes, Princeton Architectural Press, New York, 2010.

Offered (semester and year):
Spring term, annually

Faculty Assigned
Tony Rizzuto (F/T)

Bill Carpenter(F/T)
Durham Crout (F/T)

ENVIRONMENTAL TECHNOLOGY IV: CODES AND TECHNICAL DOCUMENTS
Course Number: ARCH 4224

Credits: 3

Course Description:

Acquiring a fundamental understanding of the codes, laws, concepts, and technical principles necessary for insuring public safety, health, and general welfare in the built environment.

Course Goals & Objectives (list):

- To familiarize students with the problems, processes and means of project codes analysis and technical documentation.
- To understand building codes, accessibility and other regulations as process-clarifying documents within building design, from early planning to construction detailing.
- To inspire a design methodology based on generating solutions and enhancing innovations from constraints and restrictions.

Student Performance Criterion/a Addressed:

A.4   Technical Documentation
A.10 Cultural Diversity
B.2.   Accessibility
B.5.   Life Safety
B.10. Building Envelope Systems
C.7.   Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area)**:**

Critical Thinking and Representation (55%)

Integrated Building Practices, Technical Skills and Knowledge (40%)

Leadership and Practice (05%)

Prerequisites:

ARCH3313: Environmental Technologies III

Textbooks/Learning Resources:

Required Texts: IBC, 2006, International Building Code, Sections Covered include: IBC Chapters 1, 2, 3, 5, 6, 7, Topics include: Administration Definitions, Use and Occupancy Classification / General Building Heights and Areas / Types of Construction / Fire-Resistance-Rated Construction, NFPA 101, Life Safety Code, 2000, Sections Covered Include: NFPA Life Safety Code, Chapter 1 – Administration, NFPA Life Safety Code, Chapter 3 – Definitions, NFPA Life Safety Code, Chapter 4 – General, NFPA Life Safety Code, Chapter 5 – Performance Based Options NFPA Life Safety Code, Chapter 7 – Means of Egress

Georgia Accessibility Code: Accessibility Code for Buildings and Facilities

Based upon the GA Code Chapter 120-3-20 and ADAAG Sections Covered Include:

ADA Accessibility in Georgia – People and Scope, ADA Accessibility in Georgia – People and Scope ADA Accessibility in Georgia – Site, ADA Accessibility in Georgia – Entrances Exits and Doors ADA Accessibility in Georgia – Interior Circulation

Recommended texts *(varies by instructor and semester)*: Building Codes Illustrated: A Guide to Understanding the 2006 International Building Code, 2nd Edition by Francis D. K. Ching and Steven R. Winkel (ISBN: 978-0-471-74189-3; A Manual of Construction Documentation by Glenn E. Wiggins (ISBN: 0-8230-3001-6) (NA 2713.W54, 1989); Morphosis Diamond Ranch High School, Source Books in Architecture 1, Knowlton School of Architecture, The Ohio State University (ISBN: 1-58093-079-4), Graphic Anatomy Atelier Bow-Wow by Atelier Bow-Wow (Yoshiharu Tsukamoto + Momoyo Kaijima)

(ISBN: 978-4-88706-278-8), Thinking Drawing / Working Drawing by Glenn Murcutt (ISBN: 978-4-88706-294-8)

The Professional Practice of Architectural Working Drawings, 2nd Edition, by Osamu A. Wakita and Richard M. Linde (ISBN: 0-471-04070-3) (NA 2713.W34.1995), Architectural Building Codes: A Graphic Reference by James G. Scott (ISBN: 978-0-471-28655-4), Illustrated 2006 Building Code Handbook by Terry L. Patterson (ISBN: 0-07-145799-2), Building Construction Illustrated, 3rd Edition; by Francis D.K. Ching and Cassandra Adams (ISBN 0-471-35898-3)

Offered (semester and year)**:**

Spring term, annually

Faculty Assigned:

Ed Akins (F/T)

Michael Carroll (F/T)

Tom Papageorge (P/T)

DESIGN COST CONTROL

Course Number: ARCH 4414

Credits: 2

Course Description:

Students study design cost control for architectural practice, project budgets and controlling project costs in the design process.

Course Goals & Objectives (list):

To use Assemblies Estimating to establish and control costs and budgets.

To enable architectural students to effectively create realistic estimates of economic cost for their clients

To be able to maintain a project budget throughout the process of project design and construction.

Student Performance Criterion/a Addressed:

A.7   Financial Consideration

C.4   Project Management

Topical Outline:

Intro.to Design Cost Control How Owners Purchase Construction (12%)

Terms and nomenclature (6%)

Types of estimates (6%)

Detail estimate converted to assemblies estimates (12%)

Computer Assemblies estimates (12%)

Developing a systems computer est. from an arch program (12%)

Using VE and other methods to monitor and bring out of budget projects back to budget (12%)

Using computerized systems estimating to develop sq. ft. estimates (14%)

Overall estimating procedures (14%)

Prerequisites:

None

Textbooks/Learning Resources:

2012 RS Means Assemblies Cost Data 7th Ed

Building Systems Design, Inc. (BDS) CostLink A?E User Manual

Offered:

Spring term, annually

Faculty Assigned:

Tom Papageorge (P/T)

THESIS PREP

Course Number: ARCH 5593

Credits: 2

Course Description:

Development of the framework and format of a thesis project proposal related to the specific design option of a self-selected topic. Work to include: research topic, intent, scope, methodology, assumptions, programmatic framework and context.

Course Goals & Objectives:

- With extensive data-gathering research in a chosen area of inquiry the student will develop an aspiring and compelling conceptual framework in book and poster format. This project premise will position the student's intentions in a clear relationship to a contemporary architectural discourse.
- Site and program requirements will then be developed to support the project's intentional basis. Initial site data and programmatic framework will be prepared for further development in Thesis Research [ARCH 5599R].
- Work in this seminar class is foundational of the Thesis Design studio [ARCH 5999T] wherein each student is expected to initiate, and convincingly develop primary aspects of an architectural project: formal, spatial, experiential, organizational, structural, and technical, and create a clear, full, and persuasive presentation of her or his work.
- Identify and confirm a Thesis Advisory Committee.

Student Performance Criterion/a Addressed:

A.1. Communication Skills

A.2. Design Thinking Skills

A.5. Investigative Skills

A.7. Use of Precedents

A.9. Historical Traditions and Global Culture

A.10. Cultural Diversity

A.11. Applied Research

B.1. Pre-Design

C.2. Human Behavior

C.8. Ethical & Professional Judgment

Topical Outline (with percentage of time in course spent in each subject area)**:**

Conceptual skills 20%

Research skills 40%

Representational techniques 20%

Presentation Skills 20%

Prerequisites:

ARCH 4013: Architecture Studio III

Textbooks/Learning Resources:

Articles and chapters will be either posted on the class Vista website or handed out to students tailored to fit individual projects. Works will come from the world of architecture, but may also include works of philosophy, literary criticism, or other fields.

Offered (semester and year)**:**

Spring term, annually

Faculty Assigned:

Elizabeth Martin (F/T)

Durham Crout, Ph.D. (F/T)

Mine Hashas, Ph.D. (F/T)

Ermal Shpuza, Ph.D. (F/T)

FOCUS STUDIO

Course Number: ARCH 5598

Credits: 4

Course Description:

Continuation of core studio sequence with emphasis on focused and innovative applied research. Each Focus Studio establishes its unique studio culture, pedagogy, and evaluation criteria.

Course Goals & Objectives:
- To focus on the design innovations, and applications which foster a strong relationship with the profession.
- To propose themes and topics that are aimed to address original practices of architectural design that instills research, process, creativity and constructability.
- To produce high student performance and allowing for a broad range of experiences across studios and preparing students for the thesis semester.
- To meet and exceed the curriculum criteria and expectations of 5th Year.

Student Performance Criterion/a Addressed:

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

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

C.2.   Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

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.

Topical Outline:
Varies from section to section based on specific research topic

Prerequisites:
ARCH 4014

Textbooks/Learning Resources:
Varies from section to section based on specific research topic

Offered (semester and year):
Fall semester, annually

Faculty Assigned:
Fall 2013:

Aaron Wilner

John R Stephenson

Kathryn Bedette

Brian Dempsey

Fall 2012:

Jeffrey Collins

Steve Denton

Aaron Wilner

THESIS RESEARCH

Course Number: ARCH 5999R

Credits: 0

Course Description:

Thesis Research involves the construction of a critical context for the Thesis Studio and contains; inquiry, exploration, attitude, analysis, problem solving, methodology and theorization that culminates in a proposal with architectural implications.

Course Goals & Objectives:

• To demonstrate the students ability to conduct effective research

• Ability to combine knowledge form one or more fields and apply it to architecture

• Demonstrate critical thinking and design research skills.

Student Performance Criterion/a Addressed:

A.1   Communication Skills

A.2   Design Thinking Skills

A.3   Visual Communication Skills

A.5   Investigative Skills

A.10 Cultural Diversity

A.11 Applied Research

B.1   Pre-Design

Topical Outline:

Specific requirements are determined by each Thesis Advisor in collaboration with the student.

Collective requirements include:

Pre-Design (20%)

Conceptual skills (10%)

Research skills (30%)

Program research and definition (20%)

Presentation and Documentation Skills (20%)

Prerequisites:

ARCH 5593

Textbooks/Learning Resources:

Determined by Students and Thesis Advisors

Offered:

Fall term, annually

Faculty Assigned:

All faculty

THESIS STUDIO

Course Number: ARCH 5999T

Credits: 5

Course Description:
An individual student exploration of the discipline of architecture, the Thesis Studio involves the elaboration of the Thesis Proposal and Thesis Research into an architectural intervention that demonstrates the student's skill d in architectural design and research.

Course Goals & Objectives (list):
- To demonstrate the students ability to conduct effective research
- Ability to combine knowledge form one or more fields and apply it to architecture
- Demonstrate critical thinking and design research skills.
- Requires individual student to convincingly define significant architectural problems and employ solutions in the form of an architectural intervention.
- Allows for the individual student to shape their contribution to the exploration and development of the discipline of architecture.

Student Performance Criterion/a Addressed:

A.1   Communication Skills

A.2   Design Thinking Skills

A.3   Visual Communication Skills

A.5   Investigative Skills

A.10   Cultural Diversity

A.11   Applied Research

B.1   Pre-Design

Topical Outline:

Specific requirements are determined by each Thesis Advisor in collaboration with the student. Collective requirements include:

Pre-Design 10%

Conceptual skills 10%

Research skills 10%

Program research and definition (10%)

Project Design Development (40%)

Presentation and Documentation Skills (20%)

Prerequisites:

ARCH 5599R

Textbooks/Learning Resources:

Determined by Students and Thesis Advisors

Offered:

Spring term, annually

Faculty Assigned:

All faculty

IV.2. Faculty Resumes

Below is a listing of abridged resumes of the current faculty since the last accreditation. For a listing of faculty accomplishments and expertise in support of their teaching assignments see section 1.2.1 Human Resources.

Rich Cole, Professor, Dean School of ACM

Courses Taught (Two academic years prior to current visit)
• ARCH 5999R Thesis Research
• ARCH 5999T Thesis

Educational Credentials
• Bachelor of Science, Georgia Institute of Technology, 1974
• Master of Architecture, Georgia Institute of Technology, 1976

Teaching Experience
• Assistant Professor, Southern Polytechnic State University, 1987-1991
• Associate Professor, Southern Polytechnic State University, 1991-1996
• Professor, Southern Polytechnic State University, 1996-present

Professional Experience
• Intern, Turner and Associates, Rome, GA 1972-1974
• Intern, Wise Simpson Aiken and Assoc., Atlanta, GA, 1974-1978
• Project Architect, Simpson and Assoc., Atlanta, GA, 1978-1980
• Principal and Vice-President, Simpson and Assoc., Atlanta, GA, 1980-1989
• Cole Associates, Atlanta/Marietta, GA, 1989-present

Licenses/Registration
• Georgia

Selected Publications and Recent Research
• Atlanta Journal Constitution Interview/Article (AJC, 2013), Architectural Education
• Business Intelligence Project and Research
• Collaboration with University Information Technology Services (2012-present).
• MU2-LCI (Living Communities Initiative) Cobb Parkway Study
• Collaborative Partner with SPSU Urban Design Studio / MU2-LCI Team (present).
• Manuscript Review
• The Fundamentals of Graphics Communications - 6th ed, Ross, Bertoline, Hartman, Wiebe (2012)

Professional Memberships
• The American Institute of Architects

Tony Rizzuto, Associate Professor, Chair Department of Architecture

Courses Taught (Two academic years prior to current visit)
• DFN 2004: Design Foundation Studio IV
• ARCH 3113: Architecture Culture III
• ARCH 4013: ARCH Studio III Urban LAB
• ARCH 4114: Architecture Culture IV 1945 to the Present
• ARCH 5999R Thesis Research
• ARCH 5999T Thesis Studio

Educational Credentials
• PhD, 2010, Georgia Institute of Technology. Major: Architecture History/Theory
• M.Arch, 1990, University of Illinois at Chicago, Chicago IL
• BA.Design 1985, University of Florida, Gainesville FL

Teaching Experience
• 1998-Present, Associate Professor, Southern Polytechnic State University
• 1993-1998 Instructor, Georgia Institute of Technology

Professional Experience
• 1990- Present Principle, Metastasis, Atlanta, GA.
• 1985- 1988 Project Manager, Cooper Carry and Associates, Atlanta, GA.

Selected Publications and Recent Research
• 5/8/10- '*The Epistemological Parameters of Tectonic Theories of Architecture'*, Ph.D. at Georgia Institute of Technology.
• 2/26-28/08 Co Chair, *Le Corbusier*, Feb. 26-28, 2008 Southern Polytechnic State University, International Symposium and Exhibition reevaluating the impact of Le Corbusier.
• 2008 Tony Rizzuto, 'Le Corbusier and the 'mecanique spirituelle' in *Le Corbusier Annual Dean's Symposium Proceedings,* Tony Rizzuto, editor, Atlanta, SPSU, 2008

Professional Memberships
• Associate Member AIA, Atlanta, Georgia & National Chapters.
• Member SAH (Society of Architectural Historians) National & Southeastern Chapters
• Member Docomomo (Documentation and Conservation of Buildings, Sites, and Neighborhoods of the Modern Movement) National & Southeastern Chapters
• Member AAUP (American Association of University Professors) National and State Chapters

Edwin E Akins II, AIA, LEED AP Assistant Professor

Courses Taught (Two academic years prior to current visit)
• ARCH 5999 Thesis
• ARCH 4224 Codes and Technical Documents
• ARCH 3313 Mechanical Equipment and Human Comfort
• ARCH 4014 Fourth Year Design Studio: Comprehensive Design Urban Mixed Use
• ARCH 3011 Third Year Design Studio: Architectural Thinking and multi-story infill
• ARCH 3973 Study Abroad: Contemporary Architecture and Urbanism, Paris
• HNRS 3002 Solar Responsive Architecture

Educational Credentials
• 1996 M.Arch, Georgia Institute of Technology, Atlanta, GA
• 1994 B.S., Georgia Institute of Technology, Atlanta, GA

Teaching Experience
• 2013-2014 - Educator selected for 2014 Paris Summer Study Abroad, European Council of the USG
• 2009-2013 - Assistant Professor of Architecture, Southern Polytechnic State University
• 2008-2009 - Senior Lecturer, Georgia Institute of Technology; Focus Studio Instructor (5th yr), SPSU
• 2004-2008 - Visiting Instructor, Georgia Institute of Technology (Design Studio and Elective offering)
• 2002-2004 - Visiting Instructor, Southern Polytechnic State University (Design Studio)
• 1995-1996 - Teaching Assistant (Design studio, Water-coloring, Post Occupancy Evaluation)

Professional Experience
• 2009-present - Sole practitioner, Edwin E. Akins II, AIA, LEED AP
• 1998-2009 - Project Manager / Project Architect, Smith Dalia Architects, Atlanta, GA
• 1996-1997 - Intern, Thompson Ventulett Stainback, Atlanta, GA

Licenses/Registration
• 2006-present Georgia / Registered Architect RA# 011830

Selected Publications and Recent Research
• "Becoming a Green Building Professional: A Guide to Careers in Sustainable Architecture, Design, Engineering, Development, and Operations"
  Henderson, Holley. Hoboken: Wiley, 2012. Contribution to book (pg.376)
• "Living, Learning, Building, and Sharing: One Petal at a time" (Advisor and editor) Edited the work of primary student authors: Kristin Tolentino, Stephen Sandberg, Eric Moritz Published in TRIMTAB, Issue 13, Spring Issue 2012, pg.34-41 "Experiences: An Architect and Educator Bridges Two Professions",
• Adapted from an online interview with AIA National, Ed Akins, author / Published in MASS2011 Volume01, The Annual Architectural Publication of the YAF, Atlanta, December 2011

- Research to Practice (R2P2) Phase I and Phase II reports, SPSU/NCUT collaborative campus research for energy efficiency, conducted through IKRC "USGBC Research to Practice: Data + Learning = Behavior Change Workshop" session for campus facilities and faculty interested in participating in the R2P2 research initiative with USGBC., Greening of the Campus IX: Building Pedagogy / Ball State University Muncie, IN, March 18-21, 2012

Professional Memberships
- 2004-present - Member of American Institute of Architects (AIA) #30334450
- 2001-present - LEED AP
- 2011-present - Director of Research and Education, International Knowledge and Research Center (IKRC)

Kathryn L. Bedette, AIA, Associate Professor

Courses Taught (Two academic years prior to current visit)
- ARCH 5998F Focus Studio
- ARCH 5999R Thesis Research-Committee 3
- ARCH 5999T Thesis Design II-Committee No. 3
- ARCH 3113 Architecture Culture III-1850 to 1945
- DFN 2112 Architecture Culture II-Renaissance to 1850
- DFN 2004 Design Foundation Studio IV
- DFN 2003 Design Foundation Studio III

Educational Credentials
- M.Arch, Arizona State University, School of Architecture, Tempe, AZ, 1999
- B.S., Architecture Major, Georgia Institute of Technology, Atlanta, GA, 1992

Teaching Experience
- Associate Professor, Southern Polytechnic State University, 2012-Present
- Assistant Professor, Southern Polytechnic State University, 2006-2012
- Adjunct Instructor, Southern Polytechnic State University, 2003-2006

Professional Experience
- Project Manager, Wakefield Beasley & Associates, Institutional Studio, Norcross, Georgia, 2004-2006
- Project Architect, Goode Van Slyke Architecture, Atlanta, Georgia, 2002-2004
- Intern, Goode Van Slyke Architecture, Atlanta, Georgia, 2000-2002
- Intern, NCG Architects, Inc., Atlanta, Georgia, 1994-1997
- Assistant, Dr. Slobodan Curcic, Princeton University, School of Art and Archeology, Princeton, NJ, 1992-1993 and 1995-1997

Licenses/Registration
- State of Georgia, 2006-present

Awards and Exhibitions
- Entry Canopy at Northyards Business Park. College of Architecture Alumni 1952-2012 Exhibition. Stubbins Gallery, Georgia Institute of Technology, Atlanta, Georgia. April 11-May 8, 2013. Example of built work.
- Watkins, Newell, editor (2008), ev07 Emerging Voices Retrospective. Professional practice work and MODA exhibition, ACTION: BUILT-IN/BUILT-OUT, published. Lulu Marketplace, 2008.
- ACTION: BUILT-IN/BUILT-OUT, in "The Design Prescription", Museum of Design Atlanta, June to December, 2007
- 2003 Emerging Voices Award, Atlanta, Recipient
- Emerging Voices Presentation at The Foundry at Puritan Mills, Atlanta, Georgia, September 18, 2003
- 2003 Emerging Voices Exhibition at The Foundry at Puritan Mills, Sept2003 – Oct2003

Selected Publications and Recent Research
- 2011 The Cognitive Context of Design. ARCHTHEO'11, Theory for the Sake of Theory, Mimar Sinan Fine Arts University, Istanbul, Turkey, 23-26 November 2011

- 2011 The Fictionalizing of Built Space in Marc Forster's Stay. ARCHTHEO'11, Theory for the Sake of Theory, Mimar Sinan Fine Arts University, Istanbul, Turkey, 23-26 November 2011
- 2011 Bedette, Kathryn and Mine Hashas. Architectural Activism. First International Congress of ReteVitruvio: Architectural Design Between Teaching and Research, Bari, Italy, May 3-7
- 2011 Where Are the Wild Things? Introducing Environmental Theory in First-Year Design Studio. Beginning of / In the End: 27th National Conference on the Beginning Design Student, University of Nebraska, Lincoln, Nebraska March 31-April 2
- 2009 Meaningful Tension Between Plastic and Concrete. LIVENARCH IV, 4th International Congress in Trabzon, Turkey, 09-11 July
- 2009 Translation: Abstract, the Trauma of Named Space. Translation: From Understanding to Misreading and Back Again, 23rd International Conference on the Beginning Design Student, Savannah College of Art and Design, Savanna, Georgia, March 1-4, 2007: Proceedings, pp267-271. Proceedings web published.
- 2008 Manfredo Tafuri and Jean-Paul Sartre Walk into a Bar and Order Half a Glass of Beer (Or, Operations of Substance and Meaning for the Beginning Design Student). Designing Design Education, Designtrain Congress 2008, Amsterdam, The Netherlands 05-07 June

Current Manuscripts
- *Allotropes 1: Models—Intentional Ambiguity in Design Pedagogy*, accepted for publication in the *Journal of Science and Engineering*, Beykent Üniversitesi, Istanbul, Turkey.
- Bedette, Kathryn and Mine Hashas. *Leading Through Architectural Activism*, accepted for publication in the *Journal of Science and Engineering*, Beykent Üniversitesi, Istanbul, Turkey.

Professional Memberships
- The American Institute of Architects (AIA)

William Carpenter, FAIA, PhD, LEED AP Faculty

Courses Taught (Two academic years prior to current visit)
- ARCH 4114; Cultures IV; Modern Architectural Theory; 2012 and 2013
- ARCH 3011; Third Year Studio; 2012 and 2013
- ARCH 3012; Third Year Studio: 2012 and 2013
- ARCH 5999; Thesis Studio; 2012 and 2013
- ARCH 3963; Design for Humanity: Selected by the University Honors Program

Educational Credentials
- PhD, University of Birmingham, England
- M.ARCH, Virginia Polytechnic Institute and State University, 1992
- B.Arch., Mississippi State University, 1986

Teaching Experience
- Professor, SPSU, 1993-present
- Adjunct Professor, 1998-2005
- Professor, University of Illinois, Chicago, 2006-present

Professional Experience
- Architect, LIGHTROOM LLC, 1994-present
- Intern, Samuel Mockbee FAIA, Jackson, MS 1985-86
- Intern Norman Jaffee FAIA, Bridgehampton NY 1983-85
- Project Architect, BMK Architects, Alexandria Virginia 1986-1993

Licenses/Registration
- Georgia
- Florida (inactive)

Professional Memberships
- The American Institute of Architects
- The United States Green Building Council

Michael J. Carroll, Assistant Professor

Courses Taught (Two academic years prior to current visit)
- ARCH 3011 Architecture Design Studio I
- ARCH 3012 Architecture Design Studio II
- ARCH 3313 Environmental Technology II: Human Comfort and HVAC Systems
- ARCH 3943 Materiality in Contemporary Spanish Architecture
- ARCH 3923 Material Matters
- ARCH 4224 Environmental Technology IV: Building Codes and Technical Documents
- ARCH 5998F Focus Studio: Material Misuse
- ARCH 5999R: Thesis Research
- ARCH 5999T Thesis Design II

Educational Credentials
- Bachelor of Environmental Design Studies, Dalhousie University, Halifax, Canada, 1984
- Master of Architecture I, Dalhousie University, Halifax, Canada, 1987
- Master of Architecture ll, McGill University, Montreal, Canada, 1999

Teaching Experience
- Adjunct Professor, McGill University, 2000-2006
- Assistant Professor, Syracuse University, 2006-2009
- Assistant Professor, Southern Polytechnic State University, 2009-Present

Professional Experience
- Graduate Architect, Brian MacKay-Lyons Architecture, Halifax, Nova Scotia, Canada, 1988-1991
- Exhibition Designer, Arco Iris + Sevilla, Services, Sevilla, Spain, 1991-1992
- Graduate Architect, Neale Staniszkis Doll Adams Architects, Vancouver, Canada, 1992 -1996
- Partner, Atelier BUILD, Montreal, Quebec, Canada, 1996-2006

Licenses/Registration
- Intern Architect, Newfoundland and Labrador Association of Architects

Selected Publications and Recent Research
- atelier BUILD (Monograph), Michael Carroll and Danita Rooyakkers, Editor: Professor Brian Carter, TUNS Press, Dalhousie University, Halifax, Nova Scotia, Canada, January 2010.
- "Neighbourhood Consolidation: A Series of Interstitial Architectural Interventions, Montreal, Canada." Paper was accepted and published by FA5 - Festival of Architecture 2009-2010, Parma, Reggio Emilia, Modena Italy, November 23-27, 2010
- "Materiality of the Infrathin" Article in Matter: Material Processes in Architectural Production, Edited by Michael Meredith and Gail Borden, Routledge Press, Taylor & Francis Books, London, England, 2011
- "Market Performance" (Article), Canadian Architect Magazine, September 2012
- "Dynamic ETFE Façade Systems in a Mediterranean Climate." International Conference on Adaptation and Movement in Architecture, Toronto, Canada, October 2013.

Professional Memberships
- Intern Architect, Newfoundland and Labrador Association of Architects
- Member, Association of Collegiate Schools of Architecture (ACSA), Washington, DC

Joseph Choma, Assistant Professor

Courses Taught (Two academic years prior to current visit)
- DFN 1001 Design Foundations 1
- DFN 1241 Design Communications 1
- DFN 1002 Design Foundations 2
- DFN 2311Environmental Technologies 1
- ARCH 2993 Constrained to be Unconstrained,
- ARCH 5999R Thesis Research and ARCH 5999T Thesis Studio

Educational Credentials
- M.S., Massachusetts Institute of Technology, 2011

- Rensselaer Polytechnic Institute, Troy, NY
- Bachelor of Architecture, Minor in Studio Arts, 2009

Teaching Experience
- Assistant Professor, Southern Polytechnic State University, July 2011-Present
- Instructor, Boston Architectural College, September 2010 - May 2011
- Teaching Assistant, Massachusetts Institute of Technology, September 2009 - May 2011
- Taught advanced CATIA/Digital Project workshops for graduate students at Harvard and MIT, 2010

Professional Experience
- Founder, Design Topology Lab, May 2009-Present
- Designer, Acconci Studio, July 2009-August 2009
- Research Collaborator, Ted Krueger, November 2008-August 2009
- Curator/Exhibit Designer, Experimental Media and Performing Arts Center, May 2008-October 2008
- Facade Researcher, Gage Clemenceau Architects, March 2008
- Intern Designer, Acconci Studio, May 2007-August 2007
- Intern, Carlos Zapata Studio, May 2006-August 2006

Authored Book
- MORPHING: A Design Guide to Mathematical Transformations, Laurence King Publishing (Under Contract), Forthcoming Spring 2014, 224 Pages, 500+ Drawings

Publications
- Performative Materials in Architecture and Design, Intellect Books, Page 158-159, August 2013
- Cornell Journal of Architecture Issue 9: Mathematics, *Thickening*, Page 191-199, March 2013
- Testing to Failure, SA+P Press, October 2011, *Contested Boundaries*, Page 158-159
- SIGRADI 2010 Proceedings, November 2010, *Digital Fabrication + Hand Craft*, Page 146-149
- ACADIA 2010 Catalog, October 2010, *Contested Boundaries*, Page 146-149
- Machinic Processes Architectural Biennial Beijing 2010 Students Catalog, October 2010
- Design for the Children Book, May 2010, *Play and Order*, Page 40
- RUNE Journal 31, May 2010, *Exploding Volume Packing*, Page 33
- Design Exchange Magazine, August 2009, *Wide Eyed*, Page 90, 91
- eVolo Magazine, July 2009, *Architecture Redefined*, Page 144, 145
- EMPAC OPEN Book, Fall 2008, *Architecture and Design Exhibition*, Page 60, 61
- Rensselaer Magazine, Fall 2008, *2008 EOY Award*, Page 53
- Plan Magazine, September 2007, *"Is the new Frank Gehry on..."*, Pages 89, 91
- Rensselaer Magazine, Fall 2005, *Change the World Challenge Begins*, Page 9
- Rensselaer Magazine, Winter 2004, *Students Design Homes for Haiti*, Page 5

Solo Exhibitions
- Barbara Archer Gallery, Atlanta
- Object to Atmosphere, January - March 2013
- Architecture Exhibition Gallery, Southern Polytechnic State University, Marietta
- Boundaries, January - February 2012
- Emerging Technologies Gallery, MIT Museum, Cambridge
- Cambridge Science Festival, Design for an Ideal Polling Booth, April - May 2010
- Funded in part by two MIT Council for the Arts Grants.

Group Exhibitions
- Michael C. Carlos Museum at Emory University, Atlanta
- *Veneralia: Night of the Black Jaguar*, May 2012
- Swan Coach House Gallery, Atlanta
- *Architects as Artists*, January - February 2012
- Works, San José
- *Iraqi Memorial*, November - December 2011
- Project Space, The Elizabeth Foundation for the Arts, New York
- *Iraqi Memorial*, September - October 2011
- Department of Architecture, Massachusetts Institute of Technology, Cambridge

- *MIT 150, DCG Exhibit: Things to Think with*, April - May 2011
- Funded in part by a MIT Council for the Arts "Special" Director's Grant.
- McCormick Gallery, Boston Architectural College, Boston
- Build Boston, *Change/Order Exhibit*, November - December 2010
- School of Architecture, Pratt Institute, Brooklyn
- *ACADIA 2010's Peer Reviewed Exhibition*, October 2010
- 798 Space, Beijing, China
- 4th Architectural Biennial Beijing 2010, *Machinic Processes*, October 2010
- Tyler School of Art, Temple University, Philadelphia
- *Input_Output Exhibition*, October - November 2010
- Sheppard Fine Arts Gallery, University of Nevada, Reno
- *Iraqi Memorial*, February - March 2010
- Stazione Leopolda, Florence, Italy
- VISIONS Beyond Media Festival, *Wide Eyed*, July 2009
- Protospace, Bangalore, India
- *Spirited Caravans, Re-imagining Bangalore's Outdoors*, July 2009
- ARTWERX Gallery, Brighton, England
- *architectuREdefined*, February 200

Lectures
- SCAD Atlanta 2013-14 Lecture Series, Savannah College of Art and Design, Atlanta Campus
- Designing with Mathematics, Forthcoming 2013-14
- SP_ARC Spring 2012 Lecture Series, Southern Polytechnic State University, Marietta
- Boundaries, January 23, 2012
- The Computation Group Forum, Massachusetts Institute of Technology, Cambridge
- Designing Pedagogy, November 4, 2011
- Professor Nagakura's Design Scripting Course, Massachusetts Institute of Technology, Cambridge
- For Loops, March 3, 2011
- MIT DesComp 2010 Symposium, Massachusetts Institute of Technology, Cambridge
- Exploding: Vault Packing, February 6, 2010

Guest Critic
- Rensselaer Polytechnic Institute, All Second Year B.Arch. Studios, Fall Review, Spring 2013
- Georgia Institute of Technology, Volkan Alkanoglu's M.Arch. Studio, Midterm Review, Spring 2013
- Rensselaer Polytechnic Institute, Francis Bitonti's B.Arch. Studio, Final Review, Fall 2012
- Clemson University, Armando Montilla's M.Arch. Studio, Penultimate Review, Fall 2012

Awards
- 2013 Emerging Voices Award from the AIA Atlanta
- Shortlisted Entry, Pamphlet Architecture 33 Competition, Princeton Architectural Press, Spring 2012
- Notable Entry, Design for the Children Competition, AIA Seattle, Spring 2009
- Finalist, The Porous City, Spring 2009
- Top Juror's Selection, Iraq Memorial, Spring 2009
- Selected Project, Polling Booth Competition, Harvard GSD, Fall 2008
- Third Place, Collab Design Competition, Philadelphia Museum of Art, Fall 2008
- Second Prize, Rensselaer Final Project Competition, Fall 2008
- Bedford Traveling Fellowship, Summer 2008, Traveled to Tokyo, Kiyoto, Osaka
- Overall Winner, EOY Design Competition, Spring 2008
- Special Mention, eVolo 07 Housing Competition, Summer 2007
- Best Idea, Change the World Challenge Ideas Competition, Fall 2005
- Best Overall Design, Haiti 8 x 8 x 40 Design Competition, Fall 2004

Durham Crout, Ph.D., Assistant Professor, AIA, LEED AP

Courses Taught (Two academic years prior to current visit)
- ARCH 1001 Design Foundation

- ARCH 1002 Design Foundation
- ARCH 4114 Cultures IV: 1945-Current
- ARCH 5593 Thesis Prep/Research
- ARCH 5999-R Thesis Research
- ARCH 5999-T Thesis Studio

Educational Credentials
- B.S., Design, Clemson University, 1981
- M.Arch, Architecture, Georgia Institute of Technology, 1987
- M.S., Architectural History, Theory and Criticism, University of Pennsylvania, 1993
- PhD, Architectural History, Theory and Criticism, 2000

Teaching Experience
- Visiting Assistant Professor, Clemson University, Clemson, SC, 1988-1989
- Assistant Professor, Clemson University, Clemson, SC, 1989-1993
- Visiting Professor, Iowa State University, Ames, Iowa, 1993
- Visiting Professor, Atlanta College of Art, Atlanta, GA 2000
- Adjunct Professor, Southern Polytechnic State University, Marietta, GA, 2009-2012
- Associate Professor, Southern Polytechnic State University, Marietta, GA, 2012-Present

Professional Experience
- Intern, Tippett and Associates, Atlanta, GA 1982-1984
- Intern, Heery International, Atlanta, GA, 1992-present
- Intern, Steven Elmets Architect, Atlanta, GA, 1995-1996
- Project Architect, Cunningham and Associates, Atlanta, GA, 1996-1997
- Project Architect, Architectural Restoration of Atlanta, Atlanta, GA, 1996-1999
- Owner, Durham Crout, Architect, Atlanta, GA, 1999-2001
- Architect III, Georgia State University, Atlanta, GA, 2001-2004
- Griffeth + Crout, Architects, Atlanta, GA, 2004-2007
- Durham Crout Architecture, LLC, Atlanta, GA, 2007-Present

Licenses/Registration
- Georgia

Selected Publications and Recent Research
- "Bringing Mockbee Home" (Metropolis, 2008)
- Work Published in Mary McLeod, "American Education 1968-1990," in Architecture School: Three Centuries of Educating in North America, ed., Joan Ockman (Cambridge: The MIT Press, 2012)
- "The South Carolina Chapter of the American Institute of Architecture and the Curating of Post War Architecture in the Deep South," (Accepted for the SESAH Conference, 2013)

Professional Memberships
- The American Institute of Architects
- The Society of Architectural Historians
- The Southeastern Chapter of the Society of Architectural Historians
- Construction History Society of America

Ameen Farooq Ph.D., Professor

Courses Taught (Two academic years prior to current visit)
- ARCH 4013 | Urban Design Studio
- ARCH 5998 | Thesis Research
- ARCH 5999 | Thesis Studios
- ARCH 6150 | Applied Skills and Approaches (Graduate Course)

Educational Credentials
- PhD, Georgia Institute of Technology Atlanta, GA, 1999
- Course work towards PhD, University of Cambridge, UK, 1992
- M.Arch, University of Idaho, 1983

- B.Arch, University of Idaho, 1982
- B.Environmental Science | University of Punjab, Pakistan, 1977

Teaching Experience

- Professor | Tenured | Southern Polytechnic State University, Marietta, GA, 2005
- Chair and Professor Arch Program, School of ACC/ACM, Southern Polytechnic State University, Marietta, GA, 2005-13
- Associate Professor | Southern Polytechnic State University, Marietta, Georgia, USA, 2000-05
- Research Analyst + Design Critic | PM Heffernan Project + Environment and Behavior + Case-based Reasoning + Morphological studies-Student centers | Social Planning | Georgia Institute of Technology, USA, 1992-99
- Design Critic and Instructor, Leslie Martin School of Urban Design, University of Cambridge, UK, 1991-92
- Research Analyst and Urban Resource Planning | University of California, Berkeley, University of Engineering and Technology, Pakistan, 1986
- Associate Professor | Arch + Planning | University of Engineering and Technology, Pakistan, 1989-91
- Assistant Professor, University of Engineering and Technology, Pakistan, 1984-89
- Design Instructor, University of Engineering and Technology, Pakistan, 1982-83

Professional Experience

- Examiner and External Advisor | PhD | Doctoral Research, 2001
- World Bank | Local Consultant in Pakistan | Conservation of Lahore Walled City, 1990-91
- Project USAID/UN | Local Consultant | Building Design and Energy Conservation in Urban Settings, 1988-91
- Urban Consultant | Master Planning of 56 Hectare of Land for Civil Aviation Authorities, Pakistan Walton Housing Project Walton, Pakistan, Designed Housing Units,150-Bed Hospital, Post Office, Schools (Boy & Girls) and Police Station, 1985-88

Selected Publications and Recent Research

- Principal Investigator | Spatial and social implications of Gated Community on Crime, 2013
- Where city border meets landscape: re-drawing urban boundaries" Domodossola, Italy, 2008
- Social Malice by Housing: Space Syntax Proceedings, Istanbul, Turkey, 2007
- Research Work: Resource Conserving Design for Urban Settlements | University of California, Berkeley, CA, 1986

Professional Memberships

- Accrediting Board | Economic Development | City of Marietta
- American Planning Association
- Pakistan Council of Architects and Town Planners
- Registered Architect and Planner, Pakistan
- Institute of Architects, Pakistan
- Member, Research & Academic Board, University of Engineering & Technology, Pakistan

Mine H Hashas-Degertekin, PhD, Assistant Professor, Associate AIA

Courses Taught (Two academic years prior to current visit)
DFN 1002 Design Foundation Studio II
ARCH 4013 Design Studios IV - Urban Design Studio
ARCH 5999T Thesis Project Studio
ARCH 5999R Thesis Research
ARCH 5999T/HONORS-3342 Thesis Project Studiot
ARCH 5999R/HONORS-3342 Thesis Research
ARCH 6020 Collaborative Studio
ARCH-4116 Urban Design and Planning Theory
ARCH 5593 Diploma Project Research
ARCH 6030 Research Methods

Educational Credentials

• PhD,North Carolina State University, 2004
• M.S. Architecture, Istanbul Technical University, Turkey, 1998
• B.A. Architecture, Yıldız Technical University, Turkey, 1995

Teaching Experience
• Assistant Professor, Southern Polytechnic State University, 2007-present
• Part Time Lecturer, Georgia Institute of Technology, 2006-2007
• Adjunct Professor, Georgia Institute of Technology, 2005-2006

Research Experience
• Post Doctoral Fellow at Georgia Institute of Technology, Atlanta, GA, 2004-2007
• Co-Principal Investigator and Research Assistant, Center for Universal, 2003-2004,
• Design (CUD), North Carolina State University, Raleigh, NC, Research Assistant, North Carolina State University, Raleigh, NC, 2000-2003

Professional Experience
• Project Coordinator, Human Settlements Association, Istanbul, Turkey, 1999-2000
• Architect, Universal Architecture & Construction Company, Istanbul, Turkey, 1998-1999
• Architect, Tek Yapım Construction Company, Istanbul, Turkey, 1997-1998
• Architect, Dost Construction Company, Istanbul, Turkey, 1996
• Architect, Mile Architectural Office, Istanbul, Turkey, 1996
• Intern, Benthem Crouwell Architectural Office, Amsterdam, Netherlands, 1995

Selected Publications and Recent Research Research
• Research initiative on the Marietta University Enhancement District Livable Communities Center
• Architecture as a Social and Cultural Catalyst
• Human experience and Urban Design

Publications
• Mine Hashas-Degertekin. Residents' Attachment to New Urbanist, 2013
• Communities versus Conventional Suburban Environments, LAP LAMBERT Academic Publishing. To be published
• Mine Hashas-Degertekin and Murat Sahin. Individual Experiences of an Urban Environment in a Cross Cultural Study. Envisioning Architecture, Design, Evaluation, Communication (EAEA) Conference Proceedings. To be published, September 2013
• Mine Hashas-Degertekin. Moments of Experience in Urban Design Projects. EAEA Conference Proceedings. To be published, September 2013
• Mine Hashas-Degertekin and Kathryn Bedette. Activism through Architecture, Book Chapter in Eds Sengul Gur, "Mimari Gunbcellemeler – Architectural Updates". YEM Publishing. To be published, 2013
• Mine Hashas-Degertekin. Observation Drawing; to the Full Extent, DCA conference Proceedings, 2012
• Mine Hashas and Kathryn Bedette. Architectural Activism. Proceedings of First International Congress of ReteVitruvio. Bari, Italy, 2011
• Mine Hashas. Decoding a detail; where tectonics meets experience. DCA Conference Proceedings. Bozeman, Montana, 2010

Professional Memberships
• Associate Member, American Institute of Architects (AIA).
• Member, Regional director, Design Communication Association (DCA)

Pyo-Yoon Hong, Ph.D., Assistant Professor

Courses Taught (Two academic years prior to current visit)
• DFN 2211 Architectural Structures I
• ARCH 3211 Architectural Structures II
• ARCH 3212 Architectural Structures III
• ARCH 3963 Structures, Form Generator

Educational Credentials
• PhD, Structural Engineering, University of Oklahoma, 1995

- M.S. Structural Engineering, University of Oklahoma, 1992
- M.S. Architectural Engineering, Pusan National University, S. Korea, 1986
- B.S. Architectural Engineering, Pusan National University, S. Korea, 1982

Teaching Experience
- Adjunct Professor, Kyung Nam University, Masan, S. Korea, 1986 - 1988
- Adjunct Professor Oklahoma City Community College, 1998 - 2000
- Assistant Professor University of Hartford, 2000 - 2006
- Adjunct Professor Southern Polytechnic State University, 2007 - 2008
- Assistant Professor Southern Polytechnic State University, since 2008

Professional Experience
- Site Engineer - Doo San Construction, Inc., Seoul, S. Korea, 1981 - 1983
- Structural Engineer - CLB Enterprises Inc., 2 Morley Ct., North Hills, NY 11507 1990 - 1991
- Structural Engineering Systems Analyst - NCI Group, Oklahoma 1995 - 2000
- Structural Engineer – Part-time, S/L/A/M Collaborative, Connecticut 2001 - 2005
- Structural Engineer – Part-time, Obelisk Engineering, Inc., Oklahoma since 2008

Licenses/Registration
- Professional Engineer, GA
- Professional Engineer , OK

Selected Publications and Recent Research
- "Sweetening Structural Principles for Architectural Students." American Society of Engineering Education, 2011 Annual Conference, Vancouver, BC, Canada, 2011
- "Connection between mathematical and visual approaches in structural engineering classes," American Society of Engineering Education, 2013 Annual Conference, Atlanta, GA,2013
- Design of Wood Structures, A Primer Workbook, Matthias & Alex Publishing, 2013
- Design of Steel Structures, A Primer Workbook, Matthias & Alex Publishing, 2013

Professional Memberships
- American Society of Engineering Education
- American Society of Civil Engineers
- Structural Engineering Institute
- Structural Engineers Association of Atlanta

Elizabeth Martin, Assistant Professor

Courses Taught (Two academic years prior to current visit)
- DFN 2311 Environmental Technology I: System Selection & Materials
- ARCH 3011 Architecture Studio I
- ARCH 3012 Architecture Studio II
- ARCH 5593 Thesis Prep / Research
- ARCH 5593 01H Honors Diploma Project Research
- ARCH 5999R Thesis Research
- ARCH 5999T Thesis

Educational Credentials
- M.ARCH, Southern California Institute of Architecture (SCI-Arc), 1992
- M.ARCH,, Urban Studies, Tulane University, 1987
- B.ARCH, Tulane University, 1987
- Manhattan School of Music Preparatory School of Music (9 ½ years), 1991

Teaching Experience
- Assistant Professor, Southern Polytechnic State University, 2006-present
- Paul Rudolph Visiting Professor, Auburn University, 2004-06
- Art Center College of Design, Adjunct Professor, Pasadena, California, 2002-03
- Southern California Institute of Architecture, Los Angeles, California, 2001-02
- Otis College of Art and Design, Los Angeles, California, 1999-00

Professional Experience
- Alloy Projects, Atlanta, Georgia & Los Angeles, California, 05.02-present
- WET Design, Universal City, California, 09.99-05.02
- The Jerde Partnership, Venice, California, 10.94-08.99
- DMJM/Keating, Los Angeles, California, 12.92-09.94
- Mack Architects, San Francisco, California, 12.89-09.90

Selected Publications and Recent Research
- Visuality, Memory and Text within Cities Fellowship in Cultural Studies
- The University of Edinburgh, Edinburgh, Scotland, UK   Multidisciplinary think-tank exploring methodologies of urban research and fieldwork; exhibition design; urban semiotic landscapes, visual knowledges and theories of visuality, visual cultures of cities. My research is exploring the use of urban public and private spaces within contested cities, specifically in Beirut, Lebanon and Jerusalem, Israel
- Pamphlet Architecture 11-20, Steven Holl, editor, "Architecture as a Translation of Music." (Princeton Architectural Press, 2011)
- Design Activism: Expanding Architecture, Bryan Bell and Katie Wakeford, editors, "Making Differences Big or Small," (Metropolis Press, 2008)
- Civil Engineering and Architecture Journal, Editor-in-Chief, (Horizon Research Publishing, June 2013-present)
- Monument, US Overseas Editor, (Pacific Magazines, 1997-present)

Exhibitions
- SCI-Arc, "40th Anniversary Alumni Show," Los Angeles, California, April-May, 2013.
- SP_Arc Gallery, "Lens of Architecture: Ronchamp Through Herve," coordinated exhibit, Marietta, Georgia, February - April, 2009
- Mason Murer Gallery, "Modern Atlanta Architects & Designers," group show, Atlanta, Georgia, May-June, 2008

Professional Memberships and Affiliations
- AAMC Council Member (Association of Art Curators)
- AIA-CC Assoc. (American Institute of Architecture California Council)
- Metropolitan Public Arts Coalition [MPACT], co-Chairperson, Board of Directors, 2009-present
- Education Programs Committee, Architecture and Design Center (ADA), Atlanta, March 2013-present.
- AAMC Council Member (Association of Art Museum Curators), 2003-present
- AIA-CC Monterey Design Conference, Board of Directors, 2001-2013
- Chair, AIA-CC 18th Monterey Design Conference, 2007-09 and 2005-2007.
- Morningside Neighborhood Review Board, 2009-2012
- Chair, AIA-Memphis Design Awards Jury, 03.07
- 1% Solution, Public Architecture, pro bono community work, 2005–present
- Morningside-Lennox Neighborhood Review Board

Honors and Professional Recognition
- Visuality, Memory and Text within Cities Fellowship in Cultural Studies, 2013-17
- Outstanding Faculty Award, 2009
- Graham Foundation Grant for research & development, 2006

Marietta Monaghan, BFA, MA, MS, ABD, Lecturer

Courses Taught (Two academic years prior to current visit)
- DFN1000 Summer Workshop
- DFN1001 First-year design studio Fall
- DFN 1002 First-year design studio Spring
- DFN1241 D.Com I
- DFN1111 Cultures I
- DFN2112 Cultures II
- ARCH 3113 Cultures III
- ARCH 5999R Thesis prep

• ARCH 5999T Thesi

Educational Credentials
• B.F.A., University of Georgia, 1970
• M.A., University of Alabama at Birmingham, 2004
• M.S., Georgia Institute of Technology, 2009

Teaching Experience:
• Teaching Assistant, Georgia Institute of Technology, Arizona State University, 2003 - 2011
• Guest lecturer for The Roberts School, Ackworth, GA 2012
• Adjunct Professor, SPSU, 2005 - 2011
• Lecturer, SPSU, 2011–present

Selected Publications and Recent Research
• "Building a City in the Wilderness: Schools for the Alabama Power Company Construction Camps,"
  paper presentation at SESAH, Athens, GA. Oct. 2012
• "A Modern City in the Wilderness: How the Alabama Power Company Devised a Plan for Housing in
  Worker Villages," paper presentation at ARCHTHEO'12, Istanbul, Turkey, November 2012
• "Building a City in the Wilderness: Hospitals in the Alabama Power Company Construction Camps,"
  paper presentation at CHS, Boston, MA, November 2012
• "The Hospitals of the Alabama Power Company Construction Camps," paper presented at ATINER,
  Athens, Greece, June 2013
• " Building a Modern City in the Wilderness: How the Alabama Power Company Devised a Plan for
  Housing in Worker Villages" , paper presentation at SESAH, Charlotte, NC, September 2013

Professional Memberships
• The Construction History Society (founding member) since 2009
• SESAH since 2001

Kemp Mooney, Senior Lecturer, AIA

Courses Taught (Two academic years prior to current visit)
• ARCH 3011 Architecture Studio I
• ARCH 3903 sptp Visual Arts
• ARCH 3953 sptp Skin and Bones – enclosure systems and structural concepts
• ARCH 4014 Architecture Studio IV
• ARCH 5998 Thesis Research
• ARCH 5999 Thesis Design
• DFN 2311 Env.Tech Systems Selection and Documentation
• HNRS 3002 Honors Research

Educational Credentials
B.Arch., Clemson University 1962
M.Arch., Yale University 1963

Teaching Experience
• Assistant Professor PT; Auburn University, 1966-69
• Associate Professor PT; Clemson University, 1969-73
• Associate Professor PT; Georgia Institute of Technology, 1973-2003 (Professor PT at point of departure)
  Visiting Associate Professor PT; Mississippi State University 1979-80
• Mikel Chair Visiting Professor; Clemson University, 2003-05
• Senior Lecturer Southern Polytechnic State University, 2005-present
• Visiting Design Critic/Lecturer; University of Washington, Cornell University, University of Kentucky,
  University of Tennessee, Georgia State University, Emory University

Professional Experience
• Designer, Greater London Council Architects, London 1963-64
• Designer, Lyles Bissett Carlisle + Wolf AE, Columbia SC + Washington DC, 1964-66
• Sr Designer JN Pease Assoc AE, Charlotte NC, 1966

- Principal, VP, Director of Design Services, Stevens + Wilkinson AEP, Atlanta, Ga, 1966-73
- Partner, Mixon Shive Mooney Architects, Atlanta, Ga + Montreal,Quebec, 1973-76
- Owner, Kemp Mooney Architects, Atlanta, Ga,1976-81
- Partner, Surber Barber Mooney Architects, 1981-1985
- Owner, Kemp Mooney Architects, Atlanta Ga, 1985-present

Licenses
- Georgia (retired)

Selected Publications and Recent Research
- (over period 1965-2006, architectural projects have been published in national and international periodicals as well in non-periodical publications)

Professional Memberships
- Past member and Director of Georgia American Institute of Architects

Thomas E. Papageorge RA, Part-Time Adjunct
Resume

Courses Taught (Two academic years prior to current visit):
- ARCH 4414
- ARCH 5313

Educational Credentials:
- B.S BC, Georgia Institute of Technology, 1967
- M.S. Construction Management, Georgia Institute of Technology, 1971

Teaching Experience:
- Adjunct Professor Southern Polytechnic State University
- Director Building Construction Department at Georgia Institute of Technology
- Professor Georgia Institute of Technology

Professional Experience:
- Papageorge Assocaites, 1995 to Present
- Sizemore Floyd Architects, 1998, 2006
- Marthame Sanders Construction, 1995- 1998
- Beers Construcion Company, 1983- 1995
- Heery & Heery Architects, 1972-1983

Licenses/Registration
- Georgia, Arch RA
- Selected Publications and Recent Research
- Risk Management for Building Professionals, Robert S Means Co. 1988.

Professional Memberships:
- The American Institute of Architects

W. R. Peter Pittman, Assistant Professor

Courses Taught (Two academic years prior to current visit)
- DFN 1001 Architecture Design Foundation Studio I
- DFN 2311 Environmental Tech I: Systems I Selections + Materials
- ARCH 3011 Architecture Design Studio I_Adaptive Re-use + Low-rise Office Mixed-use Development
- ARCH 3012 Architecture Design Studio II_Housing + Mid-rise Office Mixed-use Development
- ARCH 3983 Architecture Special Topics I Furniture Design Seminar-Workshop
- ARCH 4014 [Comprehensive] Design Studio IV_Museum + High-rise Office Mixed-use Development
- ARCH 5999-R Thesis Collaborative Design Research
- ARCH 5999-T Thesis Collaborative Design Studio

Educational Credentials
- M.Arch, Georgia Institute of Technology, 1978

• B.S., Georgia Institute of Technology, 1977
• Graduate Studies Abroad l Studies in Design History Theory, Architectural Association
• London, England , 1978
• Undergraduate Studies Abroad l Studies in Design History Theory, L'Ecole des Beaux-Arts, Paris, France, 1975-1976

Teaching Experience
• Visiting Thesis Studio Professor l Department of Interior Design l Auburn University l spring 1990
• Assistant Professor l Georgia Institute of Technology l 1985-1994
• Visiting Associate Professor, Program Chair l Department of Interior Design l Auburn University l 1994-1996
• Adjunct Professor l Department of Interior Design; Atlanta College of Art l 1998-1999
• Workshop Instructor l Wood and Furniture Design Studio l Penland School of Crafts l summer 2005
• Associate Professor l Program Chair l Department of Interior Design Atlanta College of Art l 1999-2003
• Adjunct Professor l Southern Polytechnic State University l 2007-2008
• Associate Professor l Southern Polytechnic State University l 2008 to present

Professional Experience
• Project Designer and Project Architect l Stevens & Wilkinson, Inc., Atlanta, GA, 1977-1982
• Project Manager + Senior Interior Designer l Stevens & Wilkinson, Inc.; Atlanta, GA, 1983-1985
• Design Principal l Cunningham Architects, Inc. l URS Consultants; Atlanta, GA, 1991-2000
• Project Manager l Design Consultant l Woodruff Arts Center l Atlanta College of Art, Atlanta, GA l 2002-2004
• Design Director, RL Brown and Associates, Decatur, GA, 2005-2007
• Design Principal, Matrix-3D; Atlanta, GA, 2006-2007
• Project Manager, Design Consultant, ROSSER International; Atlanta, GA, 2007-2008

Selected Publications and Recent Research
• Studio Furniture of the Renwick Gallery l Smithsonian American Art Museum (Fox Chapel Publishing 2008)

Arief Setiawan, Ph.D., Lecturer

Courses Taught (Two academic years prior to current visit)
• DFN 1001 Design Foundation 01
• DFN 1002 Design Foundation 02
• DFN 1111 Culture 1 – Ancient to the Gothic
• DFN 2112 Culture 2 – the Renaissance to 1750s
• ARCH 3113 Culture 3 – 1750 through 1945
• DFN 1241 Design Communication 01
• DFN 1242 Design Communication 02

Educational Credentials
• B.Arch, Gadjah Mada University, Indonesia, 1997
• MCP, University of Cincinnati, 2001
• PhD, Georgia Institute of Technology, 2010

Teaching Experience
• Graduate Teaching Assistant, Georgia Institute of Technology, 2003-2005
• Instructor, Georgia Institute of Technology, 2006-2009
• Instructor, Southern Polytechnic State University, 2006-present

Professional Experience:
• Associate, Community Design and Development Center, Cincinnati (2001-2002)

Selected Publications and Recent Research

• Presented a paper titled "A multiple life of architecture: an Indonesian case" in the 13th International Association for the Study of Traditional Environments (IASTE) Conference, Portland, Oregon, Oct 4-7,

2012; The Traditional Dwellings and Settlements Working Paper Series, Vol. 241: Spaces and Traditions of Remembrance, IASTE, Berkeley, 2013

Professional Memberships:
• Society of Architectural Historian (SAH)
• International Association for the Study of Traditional Environments (IASTE)

Ermal Shpuza Ph.D., Associate Professor

Courses Taught (Two academic years prior to current visit)
• ARCH 3012 Architecture Studio II – Environmental Design Studio
• ARCH 3116 Urban Design and Planning Theory
• ARCH 4013 Architecture Studio III – Urban Studio
• ARCH 4909 Study Abroad Germany
• ARCH 5593 Thesis Prep Research
• ARCH 5999R Thesis Research
• ARCH 5999T Thesis Design

Educational Credentials:
• B. Arch, Polytechnic University of Tirana, 1992
• M.S. Arch, Bartlett, University of London, 1995
• PhD, Arch, Georgia Institute of Technology, 2006

Teaching Experience:
• Assistant Professor, Polytechnic University of Tirana, 1992-1997
• Teaching Assistant, Instructor, Georgia Institute of Technology, 2000-2004
• Visiting Assistant Professor, Emory University, 2001-present
• Assistant Professor, SPSU, 2005-2011
• Associate Professor, SPSU, 2011-present

Professional Experience:
• Architect, Cooper Carry Inc. Atlanta GA, 2000-2001
• Architect, Cheeks Hornbein Architects, Atlanta GA, 1999-2000
• Project Architect, Bencini Demicoli Associates, St Julians, Malta 1997-1998
• Freelance Architect, Tirana, Albania 1994-1997
• Intern, ADC Studio, Tirana, Albania 1992-1994

Licenses/Registration
• Albania, 2004
• Completed NAAB Education Evaluation and NCARB IDP Program, 2006

Selected Publications and Recent Research
• Shpuza E, 2013, 'Allometry in space syntax descriptions of street networks: Evolution of Adriatic and Ionian coastal cities 1800-2010 ', *Environment and Planning B: Planning and Design*, (Pion), (forthcoming)
• Okcu S, Shpuza E, Ryherd E, Zimring C, 2012, 'Linking acoustics and floor-plate shape qualities of healthcare settings' *Architectural Science Review* (Taylor & Francis), 1-18
• Shpuza E, 2011, 'A Coupled Configurational Descriptions of Boundary Shape Based on Distance and Directionality' in Eds. S Hanna and B. Regli, *AIEDAM: Artificial Intelligence for Engineering Design, Analysis and Manufacturing; Special Issue: Representing and Reasoning About 3D Space*, (Cambridge University Press), vol.25, no.4, 357-374
• Shpuza E, Peponis J, 2008, 'The Effect of Floorplate Shape upon Office Layout Integration', *Environment and Planning B: Planning and Design*, (Pion), 35(2), 318-336
• Shpuza E, 2013, 'Foreground network during urban evolution: the effect of metric length on street network integration' the Ninth International Space Syntax Symposium, (Seoul Metropolitan Government and Sejong University)

- Shpuza E, 2009, 'Evolution of Street Networks in Adriatic and Ionian Coastal Cities 1769-2007' in Eds. D Koch, L Marcus, J Steen, *Proceedings of the Seventh International Space Syntax Symposium*, (School of Architecture and Built Environment, KTH, Stockholm, Sweden) pp 101.1-101.
- Shpuza E, 2007, 'Interaction between Urban Shape and Structure' in International Seminar on Urban Form, Federal University of Minas Gerais and Federal University of Ouro Preto, Brazil
- Shpuza E, 2007, 'Urban Shapes and Urban Grids: A Comparative Study of Adriatic and Ionian Coastal Cities' in Ed. A. S. Kubat, *Proceedings of the Sixth Space Syntax Symposium*, (Istanbul Tech University, Istanbul, Turkey) pp 9.01-9.25
- Shpuza E, 2007, 'Configurational Affinities between Building Floorplates and Office Layouts' in Eds. J Bing and C Veikos, *Fresh Air, 95th ACSA Annual Meeting*, Philadelphia, PA (ACSA Press) pp 82-92
- Shpuza E, Peponis J, 2005, 'Floorplate Shapes and Office Layouts - A Model of the Relationship Between Floorplate Shape and Circulation Integration', in Ed. A van Nes, *Proceeding of the Fifth International Space Syntax Symposium* (Techne Press, Technical University Delft, the Netherlands) vol 2, pp 89-102
- Shpuza E, 2003, 'Light, Views and Money - Average Perimeter Distance and Its Relation To Floorplate Geometry', in Ed. J Hanson, *Proceedings of the Fourth International Space Syntax Symposium* (University College London, UK) pp 41.1-41.10
- Shpuza E, 2002, 'The Resonance Between Shapes of Perimeter and Core',
- *ISAMA 2002* (Pedagogical University Freiburg im Breisgau, Freiburg, Germany)
- Shpuza E, 2001, 'Floorplate Shapes As Generators of Circulation' in Eds. J Peponis, J Wineman, S Bafna, *Proceedings of the Third International Space Syntax Symposium*, Georgia Institute of Technology, Atlanta, GA (University of Michigan, Taubman College of Architecture and Urban Planning, Ann Arbor, MI) pp 29.1-29.15
- Shpuza E, 2000, 'Qelizë: Configurational Description of Floorplate Shapes with Linear Depth in Java' in Mosaic 2000: *Proceedings of Millennial Open Symposium on the Arts and Interdisciplinary Computing* (University of Washington, Seattle) pp 39-48
- Shpuza E, 1999, 'Qendër – A Dynamic Graphic Design with Symmetry Group Generators in Java' in Ed. J. Barrallo, *Arts, Mathematics and Architecture: Proceedings of the First International Conference ISAMA '99* (The University of the Basque Country, San Sebastian, Spain) pp 437-443 'How productive is that office plan? "Space syntax" will tell you.' CNN Money, May 21, 2007
- Peponis J, Shpuza E, Bafna S, Haas M, Conroy-Dalton R, 2004, 'Floorplate potential: A Spatial Analysis', No. Final Report 480, Atlanta, GA, USA (General Services Administration)

Professional Memberships
- Albanian Association of Architects
- International Society of Arts, Mathematics and Architecture

Robert W. Tango AIA, NCARB, LEED AP, Associate Professor

Courses Taught (Two academic years prior to current visit)
- DFN2003 Design Foundation III
- DFN 2004 Design Foundation Studio IV
- DFN2311 Environmental Technology I
- ARCH3314 Environmental Technology III
- ARCH 5999R Thesis Research Studio
- ARCH 5999 Thesis Studio

Educational Credentials
- M.S.Arch, University of Florida, 1974
- B.S., Architecture Design, University of Florida, 1973

Teaching Experience
- Associate Professor, Southern Polytechnic State University, 2010 - present
- Assistant Professor, Southern Polytechnic State University, 2006 - 2010
- Full Time Instructor, Southern Polytechnic State University, 2005 - 2006
- Half Time Instructor, Southern Polytechnic State University, 2003 - 2005

• Southern Polytechnic State University, Adjunct Professor, 2001 – 2003

Professional Experience:
• Robert W. Tango AIA, Architect / Marietta, GA, 1999 - present
• Conoco Oil Company / Houston, TX, 990 - 1999
• Ray Bailey Architects Inc. / Houston, TX, 1988 - 1990
• Lloyd Jones Fillpot Architects / Houston, TX, 1984 - 1988
• Lloyd Jones Brewer Architects / Houston, TX, 1980 - 1984
• Goleman & Rolfe Architects Inc. / Houston, TX, 1979 - 1980
• Greenleaf / Telesca Architects / Miami, FL, 1975 – 1979

Licenses/Registration
• Florida Registered Architect, 1974 - 1979
• Texas Registered Architect, 1979 - 1999
• Georgia Registered Architect   , 1999-present
• LEED AP Accreditation, 2009

Selected Publications and Recent Research
• Synergistic Power of Multisensory Learning for Teaching
• Environmental Technology Systems and Materials, 2013 Polytechnic Summit, Wentworth College of Architecture, Boston, MA , June 5-7, 2013
• Thinking Paper: A Solution for Creativity, Design Development and Critical Thinking in the Beginning Design Student
• The National Conference on the Beginning Design Student 2013, Tyler School of Art / Temple University, Philadelphia, Pennsylvania , April 11- 16, 2013

Manole Voroneanu, Assistant Professor

Courses Taught (Two academic years prior to current visit)
• DFN 2003 Design Foundation Studio III
• DFN 2004 Design Foundation Studio IV
• DFN 2242 Design Communication II
• ARCH 3116 Urban Design and Planning Theory
• ARCH 4013 Professional Studio III – Urban Studio
• ARCH 5999 Thesis Design

Educational Credentials:
• M.Arch., Miami University, 2003
Arch. Diploma, Technical University of Iasi, 1999

Teaching Experience:
• Visiting Professor, University of North Carolina, Greensboro, NC, 2003-2004
• Visiting Professor, Miami University, Oxford, OH, 2004-2007
• Assistant Professor, Southern Polytechnic State University, Marietta, GA, 2006-present

Professional Experience:
• Architect, Independent Practice, 2003-2007, 2012-present
• Intern Architect, Skidmore, Owings & Merrill, New York, NY, 2002
• Architect, Axa Architects, Iasi, Romania, 2000-2001
• Architect, Procons Iasi, Romania, 1996-2000

Licenses/Registration
• EU - Romania (active)

Selected Publications and Recent Research
• *Of Urban Islands and Other Archaeologies*, in *Ground Up*, University of California Berkeley, Berkeley, CA, 2013
• *Urban Wetlands*, in *Ampersand*, University of Michigan Taubman College of Architecture and Urban Planning, Ann Arbor, CA, 2013

- *In Whose Image: Building a Roma Identity, One Image at a Time*, in the International Journal on the Image, Common Ground Publishing, New York, NY, 2012
- *(Un)Settlement: the Transient Architectures of Roma Settlements*, in ArchHist Proceedings, DAKAM & Mimar Sinan University, Istanbul, Turkey, 2012
- *A Government Walk of the City: Reinforcing the Urban Centre as a Political Signifier,* in *Return to the Street,* University of London, UK, 2012
- *Material Performance*, in NCBDS Proceedings, University of Nebraska, Lincoln, NE, 2011
  Constructing the Space of the Other, in Livenarch Proceedings, Karadeniz University, Trabzon, Turkey, 2009
- *Architectural Studio and the Remaking of Space,* in NCBDS Proceedings, University of Louisiana, Baton Rouge, LA, 2009

M. Saleh Uddin, Ph.D.

Courses Taught (Two academic years prior to current visit)
- ARCH 4014 4th Yr Design Studio,
- ARCH 4903 Digital Animation, ARCH 5999T Thesis
- DFN 2003 2nd Yr Design Studio,
- ARCH 4903 Digital Animation, ARCH 5999R Thesis
- ARCH 4014 4th Yr Design Studio,
- DFN 2242 Design Communication-II,
- ARCH 5999T Thesis
- DFN 2003 2nd Yr Design Studio,
- DFN 1241 Design Communication-I,
- ARCH 5999R Thesis

Educational Credentials:
- Ph.D.: University of Sheffield, United Kingdom, 1999
- M. Arch.: Kent State University, Kent, Ohio, 1988
- B. Architecture: Bangladesh University of Engineering and Technology, Dhaka, 1979

Teaching Experience:
- Professor, Southern Polytechnic State University, Georgia
- Professor, University of Missouri-Columbia, Missouri
- Associate Professor, Southern University, Baton Rouge, Louisiana
- Professor of Architecture, Savannah College of Art and Design
- Instructor, Kent State University, Kent, Ohio
- Lecturer, Assistant Professor, Bangladesh University of Engineering & Technology

Professional Experience:
- AA Luketic Architects, Rootstown, Kent, Ohio, May 88 - Aug.88
- City Planning Commission, City Hall, Cleveland, Ohio, June 87 - May 88
- Thomas Stauffer Architects, North Water Street, Kent, Ohio, Dec. 86 - May 87
- Independent Design Practice, Dhaka, Bangladesh, Sep 82 - July 86
- Dexterous Consultants Ltd. Dhanmondi, Dhaka, Bangladesh, Aug. 81 - Aug. 82

Licenses/Registration
- Registered Member, Fellow, Institute of Architects Bangladesh (FIAB), Member Since 1985

Selected Publications and Recent Research
- Book: Digital Architecture. McGraw-Hill Inc. ISBN 0-07-065814-5. April 1999
- Book: Hybrid Drawings. John Wiley & Sons. ISBN 0-471-29274-5. April 1999
- Book: Axonometric & Oblique Drawings. McGraw-Hill Inc. ISBN 0-07-065775-1 April 1997
- Book: Composite Drawing. McGraw-Hill Inc. ISBN 0-07-065749-1. January 1997
- Paper: 3D Animation, Documentary, and Multimedia: It's Placement in Architectural Education October 2012
- Paper: *Fold in Architecture: A space-making strategy in foundation studios* September 2011

- Paper: *Simulation of Daylight in the Architecture of Louis I. Kahn: a Study of the Un-Built Hurva Synagogue,* Education in Computer Aided Architectural design in Europe, Antwerp, Belgium. September 2008

Professional Memberships:
- Executive Board Member, Past President, Designed Communication Association
- Member, EAEA (European Architectural Envisioning Association)

Christopher T. Welty, Associate Professor, AIA

Courses Taught (Two academic years prior to current visit)
- DFN1241: Design Communications I
- DFN2242: Design Communications II
- DFN2003: Design Foundation Studio III
- ARCH3012: Architecture Studio II
- ARCH5999: Thesis
- ARCH5999-R: Thesis Research
- ARCH5313: Professional Practice and Ethics

Educational Credentials
- B.S, Georgia Institute of Technology, 1990
- M.ARCH, Georgia Institute of Technology, 1996

Teaching Experience
- Student Teaching Assistant, Georgia Institute of Technology, Fall '94
- Temporary Instructor, Southern Polytechnic State University, Marietta Georgia, 8/04-6/05
- Adjunct Professor, Southern Polytechnic State University, Marietta Georgia, 8/03-6/04
- Associate Professor, Southern Polytechnic State University, 2005-Present

Professional Experience
- President, Weltyworld, Inc., Atlanta, GA, 2/00-Present
- Multi-media Specialist, TVS & Associates, Atlanta, GA, 9/98-1/00
- Intern, Associate & Information Systems Manager, Satulah Group - Brookwood Group, Atlanta, GA, 12/90 – 9/98

Licenses/Registration
- Georgia
- NCARB

Selected Publications and Recent Research
- "Design Build Pedagogy: Café Design Build" poster presentation at the 2013 Architectural Research Centers Consortium (ARCC), hosted by UNC Charlotte, NC. Spring 2012
- "The Loss of Drawing Through Digital Media " digital publication of the 2011 EAEA (European Architectural Envisioning Association) Conference, Envisioning Architecture Conference, Delft University of Technology, Delft, The Netherlands, Fall 2012
- *Focus Studio: Materiality and Making, Café Design Build, a Movable Kiosk for Freedom By Design*. Book Self Published through online publisher Lulu, Spring 2011

Professional Memberships:
The American Institute of Architects, Georgia Executive Board Member, State Treasurer
AIA Georgia Political Action Committee Member

Pegah Zamani Ph.D., Assistant Professor
Resume

Courses Taught
- ARCH 2030: Global Sustainable Strategies
- DFN 2003: Design Foundation III
- DFN 1001: Design Foundation I
- DFN 1002: Design Foundation II

- DFN 2004: Design Foundation IV
- DFN 1000: 1st Year Design Summer Workshop
- Thesis l ARCH 5999: Thesis Committee
- ARCH 3313: Environmental Technology II Human Comfort, Sustainability and HVAC Systems
- ARCH 3314: Environmental Technology III_ Natural & Artificial Lighting, Electrical
- Systems & Vertical Circulation

Educational Credentials
- PhD,, Georgia Institute of Technology, 2008
- Cognitive Science, Graduate Certificate, Interdisciplinary Graduate Program*, Georgia Institute of Technology, 2005
- M.Phil, Architecture, University of Tehran, 2001
- M.Arch, Architecture and Urban Design, Azad University, 1996

Teaching Experience
Assistant Professor, Southern Polytechnic State University, Fall 2010 - Present
Visiting Lecturer, Southern Polytechnic State University, Fall 2009 - 2010
Visiting Lecturer, Georgia Institute of Technology, Fall 2001 - 2010
Instructor, Graduate Program of Architecture, Azad University, Tehran, Fall 1998 - 2000
Visiting Lecturer, Program of Architecture, Salehan Institute of Higher Education, Tehran, Fall 1996 - 1998

Professional Experience
- Co-Founder, MorphoStudio, 2006-present
- Senior Architect, Project Manager, Design Coordinator, Ministry of Housing & Urban Development, Tehran, Iran, 1996 - 2000
- Senior Architect, Consultant to the Chairman of the Board of Advisors
- Strategic Planning Center, Municipality of Tehran, Iran, 2000 - 2001
- Project Architect, Oil Industries' Engineering & Construction Group [OIEC], 2000 - 2001

Licenses/Registration
Registered Architect, Iran

Selected Publications and Recent Research
- Zamani P, Peponis J, 'Co-visibility and Pedagogy: Innovation and Challenge at the High Museum of
- Art', The Journal of Architecture (published by Routledge),V 15, No 6, Dec. 2010, pp.853- 879
- Makarechi S, Oncul F, Zamani P, Internationalizing Architecture, Civil Engineering Technology, and Construction Management Students through Sustainability, ASEE-SE (American Society for Engineering Education - South East Region), April 2011 Annual Conference, Charleston, SC
- Research on the Home_Studio of Diego Rivera and Frida Kahlo in Mexico City
- Exhibited: A Living Machine, La Casa_Estudio de Diego Rivera y Frida Kahlo l A Dissection of the Bridge in the Home_Studio of Diego Rivera and Frida Kahlo. Students Team: Joseph Kainoa Keomaka, Carlos Castillo, Julia Cassidy, Fiorella Dimiceli, Matt Rosenberg, Hakim Hasan, High Museum of Art, February to May 2013 [Special Events

IV.3. Visiting Team Report 2008

This document is public and published to the SPSU Architecture Program website. The document will be made available in the Team Room at the spring 2014 NAAB visit. The document can be found at:
http://www.spsu.edu/architecture/program/naab.htm

IV.4. Catalog URL

Academic catalogs of the University are found at:
http://www.spsu.edu/registrar/catalogs/index.htm