

**SUNY College of Technology at Alfred (Alfred State)  
Department of Architecture and Design**

## **Architecture Program Report for 2014 NAAB Visit for Initial Candidacy**

**Bachelor of Architecture: 157 credits**

**Year of the Previous Visit:** 2013

**Current Term of Accreditation:** “At the April 2013 special session of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the Alfred State College, Department of Architecture and Design.

As a result, the proposed professional architecture degree program,

Bachelor of Architecture

has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for spring 2014.”

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2013



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

### **I.1. Identity & Self Assessment**

#### **I.1.1. History and Mission**

Alfred State (AS) is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. Known as a personable, caring, and peaceful community that provides useable, real-world learning, AS attracts goal-oriented students from beautiful New York State, metropolitan New York City, neighboring states, and increasingly around the world. The college has 70 student clubs, 18 intercollegiate sports, a student leadership center, internships, and provides practical learning surrounded by nearby lakes, ski slopes, and forests. All of this provides students with worthwhile pastimes and personal growth—and all at a cost that is typically less than half that of many private four-year colleges. In addition, the class sizes are relatively small and instructors are accessible. This quality, purposeful education gives students a jump-start in life. AS graduates “hit the ground running,” bringing their job-ready skills and innovative abilities to the twenty-first century workplace, a fact appreciated by employers.

The college began as a state school of agriculture in 1908, was incorporated into SUNY, the State University of New York, in 1948, and today is one of SUNY’s premier colleges of technology, with some 3,500 full-time students, 275 faculty and professional staff, and 74 programs, including over a dozen programs that can lead to green-collar careers. AS is comprised of two wireless campuses - one in Alfred, NY, and the other 15 miles southwest in Wellsville, NY - as well as a motorsports facility and an 800-acre farm. In Alfred are the School of Arts and Sciences, the School of Architecture, Management and Engineering Technology (home of the Department of Architecture and Design), Alfred State Lake Lodge, and the Center for Organic and Sustainable Agriculture. The School of Applied Technology is located in Wellsville, along with the “green” home built by AS students.

SUNY authorized AS to award the degree of associate in applied science in 1951, the associate in arts and the associate in science degrees in 1967, the associate in occupational studies in 1973, and bachelor degrees in 1991. Today, the college has 19 baccalaureate degrees, 52 associate degrees, and 3 certificate programs. Although most courses are taught on campus, two programs are completely online, and our online offerings are increasing. More information about AS can be found at the college’s website: [www.alfredstate.edu](http://www.alfredstate.edu).

AS Mission, Vision and Strategic Plan: “Alfred State, a residential college of technology, provides career-focused education enriched by the liberal arts to produce job-and transfer-ready graduates” is AS’s mission, which translates into goals and action in the *AS Five Year Strategic Plan: Fall 2012-2017*. The college’s focus is on reputation, recruitment, retention, and revenue, relating to the goals and initiatives outlined in its strategic plan. Its vision is to be “nationally recognized as the college of choice for students seeking a technology-focused education and the preferred college for employers seeking graduates prepared to ‘hit the ground running.’” Turning vision into reality, AS is implementing its strategic plan, using its resources effectively, making informed decisions based on assessment, and remaining true to its core principles. The strategic plan’s full version is available at: <http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>.

The foundations for the Bachelor of Architecture program at Alfred State were laid over a sixty-year period: In 1952, the Building Construction Technology curriculum was instituted which ultimately evolved into the Architectural Technology curriculum. To better reflect the program, its name was changed to Construction Engineering Technology, and it was first accredited in 1965 by ECPD, The Engineers' Council for Professional Development (later renamed ABET).

In 1970, an architectural specialization was initiated, after contacts in industry expressed a need for architectural technicians. In 1974 the Department began expanding the course offerings for the Architectural Technology curriculum, as it was then called. By 1985 it became known as Architectural Engineering Technology and was accredited by ABET (until 2005 known as Accreditation Board for Engineering and Technology).

Throughout the 1990's, computer technology was integrated in all parts of the program to keep pace with developments in the architectural field, and in 1998, the new department of "Computer Imaging and Architectural Engineering Technology" was formed.

In 1999 the newly approved BS in Architectural Technology program - also ABET accredited - admitted the first students to the junior year, and in 2003 the AAS degree in Interior Design was added to broaden the department's design offerings.

In 2012 the "Department of Architecture and Design" was formed to reflect the breadth of its offerings, including the new Bachelor of Architecture program. It has 10 full-time faculty members (supported by other faculty in the School teaching concentration electives) who until Spring 2013 provided instruction for approximately 235 full-time students in three degree programs:

- the AAS in Architectural Engineering Technology,
- the BS in Architectural Technology, and
- the AAS in Interior Design.

In Spring 2013 the BArch program was deemed eligible for candidacy by the NAAB.

In Fall 2013 the first cohort of 13 freshmen enrolled in the BArch program.

*The program's founding principles:*

Expanding on our established strengths in architectural technology and civic engagement, we will combine immersion in the liberal arts/humanities with the three foci:

- design and the poetics of construction
- sustainability, construction technology and integrated project delivery, and
- civic engagement and urban renewal/social innovation projects.

*The program's mission:*

Alfred State's Bachelor of Architecture program will educate well-rounded, highly creative graduates who, following the program's vigorous training in design and the poetics of construction, paired with sustainability, construction technology, and the responsibilities and opportunities of civic engagement aimed at urban rejuvenation, are able to contribute to the world through meaningful and inspiring architecture.

Alfred State's history of offering sound technical associate programs is well documented in several areas of specialization. From these unassuming roots, Alfred State has been transforming itself into a strong performer in well-rounded baccalaureate degrees creating graduates with core and "soft" skills that are highly desirable by employers. Following the strategic plan, this revolution includes strong academic programs as well as a focus on project based learning, civic engagement, leadership, and sustainability across all curricula.

Our Architectural Technology AAS and BS programs have been successful for many years and are prime examples of this transformation. They have strong technical content, embody our key campus initiatives, and form a natural cornerstone for the implementation of the BArch program, the third professional degree offered by AS.

The BArch program is of benefit to AS in several ways which fall into four main categories: presence, resources, academic quality, and community.

*Presence:* Alfred State has a long-standing reputation of being a leader in quality undergraduate education in New York. The addition of a distinctive BArch program is a logical expansion of AS's programmatic offerings and allows us to offer a professional pipeline for our regional educational partners and expand our brand nationally and globally.

*Resources:* Matching resources to Alfred State's goals is the focus of the strategic plan. Instituting the BArch Program is a priority and will help shape Alfred State's process for resource allocation. A program-level plan has been created as a part of this application and will direct funding priorities, resource development, and targeted

fundraising. As support from New York state decreases, this strategic approach will create strong relevant programs, create new revenue streams, and support Alfred State in attaining its strategic plan.

*Academic Quality:* As AS will increasingly emphasize baccalaureate and professional programs, there are many benefits to the campus, including professional culture, professional exhibitions, speaker series, applied research, sustainability, and curriculum transformation. The level and rigor of the BArch will serve as a guide to establishing a higher level of program performance on campus and a means to fostering interdisciplinary interaction.

*Community:* Civic engagement is a cornerstone of Alfred State and its geographic location allows it to know and serve many diverse constituents. The new BArch will expand working with the region's professional groups and will reach out and assist numerous small communities in the region as they work to grow and develop in conjunction with the economic development plans of New York State. Being a key focus of the new program, these relationships will offer many benefits to Alfred State as it continues to revitalize its campus, its local communities, and its region.

As one of five units within the 64-unit SUNY system designated as "College of Technology," Alfred State is dedicated to technically oriented, professional degree programs. The BArch is AS's latest program leading to licensure, following the BS in Architectural Technology and other Engineering Technologies, a BS in Nursing, and others in Forensic Science Technology and Veterinary Technology.

*Studio-Based Instruction:* The creation of the Computer Imaging and Architectural Technology department in 1995 was a turning point for the college. Its new art-focused Computer Art and Design program introduced studio-based instruction to the School of Engineering Technology and the college. In 1999 the BS in Architectural Technology program created a core sequence of four and six credit hour studio courses. The Interior Design program, created in 2002, is also studio-based. The college has grown to embrace and support the studio environment by providing twenty four hour access and digital security to the Engineering Technology Building during a renovation several years ago.

*Exhibit Space:* The Computer Art and Design program mentioned above grew so large that it was spun off from Architecture and became the Department of Digital Media and Animation. With the help of a generous donation, the college created the Llewellyn Gallery in the School of Engineering Technology. The gallery is well equipped and exhibits both regional and national digital art and provides the Digital Media and Animation program with excellent exhibit space. AC's Hinkle Library offers a recently renovated gallery space for exhibits. The renovation of the latter had provided student learning experience to our department, having been designed by students and faculty of the Interior Design program. While the Architecture and Design department at present does not have a dedicated exhibit space, the current space repurposing study for the Engineering Technology Building is also seeking to identify suitable exhibit space for exclusive use by A&D.

*Facilities:* Currently the department occupies approximately 13,500 square feet of dedicated studio and office space within the Engineering Technology Building. In addition, there are three plot rooms and many classrooms available to all students in the building (see floor plans on pages 26-29). The additional 1,000 sq. ft. remote "living learning" studio in the Peet Hall dormitory was retained but for egress reasons had to be reduced in size to about 550 sq. ft. this summer. The A&D Department continues its activities in Peet Hall via a lecture and a film series that benefit all interested students in the department. The college has committed to an additional 3,000 square feet of studio space within the Engineering Technology Building to satisfy the short term growth needs of the new program. In addition, the department, the school and the college are exploring whether it might be possible in the future to relocate the program, to accommodate its expected growth and establish a stronger physical and symbolic identity for the department and all its programs, including the BArch.

For a concise characterization of the instructional emphasis of each of the BArch program's five years see II.2.1., p. 41.

### **I.1.2. Learning Culture and Social Equity**

#### *Principles of Community:*

AS is a community that promotes diversity and strives to create an atmosphere free of bias and prejudice in order to prepare students to lead successful and socially useful lives in a diverse society. Many Campus organizations work toward this goal by providing educational, cultural, and social events.

Our *Principles of Community* state:

- As members of Alfred State, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.
- We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.
- We commit to treating one another with civility. Recognizing that there will be differences of opinion, we will explore these differences in a courteous and forthright manner, always acknowledging our individual rights to freedom of expression and association.
- We support tolerance. We encourage those of all cultures, orientations, and backgrounds to understand and respect one another in a safe and supportive educational environment.

This set of principles set forth by the college is supported by policies including the Codes of Student Conduct and Academic Integrity.

#### *Academic Integrity:*

Absolute academic integrity is expected of all students and faculty members of AS. Students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or in any way help other students commit acts of academic dishonesty, and faculty members must fairly evaluate academic work. This Code defines rights and responsibilities relating to academic integrity and outlines the procedure for dealing with allegations of academic misconduct. It also outlines the procedure for student academic grievances against faculty members. This Code shall be communicated to the College community by being included in the Faculty Handbook, the College website, and student and faculty orientation information. The College website contains the most current version of the policies and procedures governing the College's Academic Integrity Code (<http://www.alfredstate.edu/policies-and-disclosures/academic-integrity-code>).

#### *Diversity:*

A diverse body of students and faculty is the cornerstone of a rich and meaningful educational experience. As a goal of the strategic plan, we strive to enrich our programs and continually increase the diversity throughout AS.

As the diversity of our student body expands through increased international and targeted recruiting, we are committing resources to ensure student success and belonging. Our Director of Multicultural Affairs partners with faculty and staff to offer programs and services designed to increase visibility and awareness on campus, mentor new students, build community, and support professional development.

Faculty searches are charged with selecting the individual who will contribute significantly to the academic mission and the goals of the School and College. Through extensive notification, national searches, targeted advertisements and involvement of professional colleagues, good faith efforts are made to locate and consider a wide pool of applicants, including qualified minority persons, women, and disabled persons, resulting in the appointment of outstanding faculty. Faculty Professional Development is ongoing to enhance and support diversity in the classroom.

#### *Study Abroad:*

Since 2007 Alfred State has partnered with Sant'Anna Institute (formerly Sorrento Lingue Institute) in Sorrento, Italy, to offer an optional semester of study abroad to students wishing to study and live in a truly unique learning environment. In keeping with Alfred State's mission, which is to offer two-year and four-year programs (and now also the BArch program) to prepare graduates to live as citizens of a global society, our study abroad program at Sant'Anna Institute (SASL) helps to establish a foundation for lifelong learning, foster an understanding of global culture, and better equip the participant to 'hit the ground running' after graduation. The beautiful scenery of the

Gulf of Naples and the safe and welcoming city of Sorrento provide the setting for an unforgettable educational experience.

Architecture Studies in Sorrento is a seamless program that allows students to spend their spring semester taking courses in Italian language delivered by Sant'Anna Institute with credit being granted through AS. Students earn further AS credit for ARCH 6—6: Studio Sorrento, taught by AS faculty which focuses on architectural interventions in historic contexts and historic preservation. The studio component is consistent with the listed student learning outcomes of ARCH 6306: Design Studio 4. Projects involve field measurement and notations, analysis of traditional building methods, documentation, and adaptive re-use design proposals. Complementing the studio work in historic preservation is field experience in Pompeii and Paestum as a component of a three-credit Archaeology course taught by Italian faculty. Students may also enroll in a three-credit sketching and journaling course.

### **Studio Culture Policy**

The design studio sequence forms the core of the architectural programs at Alfred State, contributes centrally to the student's architectural education, and instills appreciation for the pursuit of life-long learning. The department's *Studio Culture Policy* is made available to our students in two forms: all entering students in all academic programs receive a discipline-based handbook that includes it. In addition, each fall semester the department holds a meeting including all students, faculty and staff, to discuss the studio culture policy and, with input by each group, to modify and change it, as determined by the meeting.

The following *cultural drivers* are supported by the Department of Architecture and Design as critical to maintaining a design studio environment that values the open sharing of knowledge, ideas and experience.

*Student Responsibility* – Students are expected to take responsibility for their own education with the guidance of the faculty. They are encouraged to develop a work ethic and work habits based on self-awareness, self-reliance, independence, discipline and diligence in the production of quality works. The department expects that students will maintain an open attitude to constructive criticism, advising, and counseling.

*Faculty Responsibility* – The faculty members are responsible for establishing a robust framework for the education of students in the design studio. They are expected to share their personal expertise, engage students in critical thinking, and do their best to prepare students for a place within the profession. Both the College and the department support the continuing education of faculty so they stay current with issues related to the profession. Students will have the opportunity to complete a Student Evaluation of Teaching Effectiveness form each semester to appraise faculty performance in the design studio and thus aid in the faculty's professional development.

*Healthy Lifestyle* – The department promotes a design studio environment that encourages healthy living habits as a means to efficient and effective design production and successful projects. A healthy, balanced, and well-rounded life includes individual habits with regard to sleep, mental health, physical wellness and nutrition, as well as the stewardship of the communal design studio environment. These communal habits include keeping personal and public work spaces at a reasonable level of cleanliness, a respect for others' property, products, work spaces, and work habits, and vigilance in maintaining a safe and secure design studio environment after regular working hours.

*Time Management* – The overarching goal of students and faculty in the department is to attain a level of design achievement consistent with or exceeding comparable programs. While design studio projects often require long hours and hard work, time management skills are emphasized so that other coursework and a well-balanced life outside of the design studio are not sacrificed. It is expected that the work load assigned by the faculty will allow for a balance of quality design studio output and healthy living habits. Every effort will be made to avoid conflicting deadlines in architecture courses, and schedules for design studio reviews will be communicated in reasonable advance to allow students sufficient preparation while maintaining a healthy lifestyle.

*Collaboration* – The department promotes the use of both individual and group projects to support student learning and prepare students for a professional life where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project.

*Design Process* – The faculty recognize the values of each design phase, from design intent, via the exploration and development process, to the final products of the student's effort. They support each student's personal, intellectual, and artistic growth through the studio's process of inquiry, including critical and independent thinking and the taking of risks in testing ideas. The department encourages holistic grading in design studio courses that evaluates students' progress against key performance indicators such as project preparation and progress, precedent research, site analysis, program development/execution, design process/concept generation and development, site development, two- and three-dimensional exploration, building technology integration, regulatory requirements, communication, and presentation skills.

*Effective Communication Skills* – The department prepares graduates for immediate employment or continued educational opportunities by providing a quality architectural education that integrates theory and practice with a foundation in the arts and sciences. Both oral and written communication is integrated throughout design studio courses to complement visual and graphic communication skills.

*Critical Discourse* – Only an open and respectful exchange of ideas between students, faculty, and guests will be acceptable in the design studio. Constructive criticism will focus only on the student's work and process and never on the character of the student him- or herself. The department encourages supportive peer engagement and critique to supplement both formal and informal interaction with design studio instructors, visiting critics, design professionals, and community members. In response to their project preparation and progress in the design studio, students can expect ongoing and timely dialogue, critique, and written evaluation of their work using a rubric customized to each project.

*Assessment* – The College requires that each course have clear learning objectives, outcomes and assessment criteria, and that these components are stated in the course syllabus and/or project assignments. Students should expect to be given a clear understanding of what they are to learn in a course or through a particular project, and minimum requirements of what they are expected to produce. Students should expect to be given assessment criteria by which their work will be evaluated including key performance indicators that describe the characteristics found in good work.

*Civic Engagement and Service* – A core element of the Alfred State experience invites students to discover who and how they want to be in the world, by identifying the causes and issues that ignite their curiosity and sense of social responsibility, and by finding ways to channel passions into action through community service, cultural immersion experiences, activist initiatives, and political involvement. Design studios often engage communities to aid them in addressing specific environmental and architectural problems. These projects offer opportunities for civic engagement as well as experience as both team members and team leaders.

*Leadership Development* – The department promotes College-wide leadership based on the social change model, which approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. This philosophy is integrated throughout all areas of the design studio culture through active participation in peer critique, the production of compelling work, maturity in design studio discourse, the display of personal integrity, and interactions with members of the college and professional communities. Students are empowered to develop not only their capacity to lead, but to actively make a difference in their world through a range of leadership opportunities both in the department and across campus.

*Diversity* – The department promotes the college-wide effort at creating opportunities for students to challenge bias by promoting sustained dialogues around individual differences and to prepare students to be respectful, engaged and effective citizens in an increasingly global society. The design studio seeks to foster a learning environment which recognizes and embraces the value and creative opportunity that diversity brings to the educational experience, and promotes cultural understanding and respect with regard to the educational,

professional backgrounds of students and faculty, as well as their sexual orientation, national origin, ethnicity, religious beliefs, and political preference.

*Community* – Alfred State seeks to create an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance. Students are expected to act with integrity. Dishonesty, fraud, and failure to respect the rights of others cannot be tolerated in a community which is dedicated to the development of responsible individuals. In the design studio, individual work habits, methods, and production should not inhibit other student's design process, encroach on their production, or interfere with the use of design studio space for dialogue and critique. In keeping with the college's commitment to sustainable practices, the department promotes sustainable material practices through both recycling and reuse programs, and the control of hazardous material use.

The studio culture policy is made available to all students in two forms: all entering students in all academic programs receive a discipline-based handbook in which it is included. In addition, each fall semester the department holds a meeting including all students, faculty and staff, to discuss the studio culture policy and, with input by each group, modify and change it, as determined by the meeting.

All programs and services of the College are administered without discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, marital status, or status as a disabled veteran or veteran of the Vietnam conflict. The College has made available to all its members the Discrimination Complaint Procedure:

[https://my.alfredstate.edu/files/downloads/discrim\\_complaint\\_procedure.pdf](https://my.alfredstate.edu/files/downloads/discrim_complaint_procedure.pdf)

The institution has established an academic integrity policy, see <http://www.alfredstate.edu/policies-and-disclosures/academic-integrity-code> . In addition, the College has also instituted an Academic Integrity Committee.

Diversity of faculty and staff are addressed through the strategic plan, more specifically through the goal, strategy, and action shown below:

Goal A: Promote Academic Excellence and a Scholarly Environment

Strategy: Improve recruitment, retention, and development of outstanding and diverse faculty and staff.

Action: Recruit and hire faculty and staff who are more representative of the minority diversity of our student population.

Desired Outc.: Develop an affirmative action plan to increase diversity through the hiring process.

KPI: A minimum of 15% annually of all faculty and professional staff new hires will be minority

### **I.1.3. Responses to the Five Perspectives**

The five perspectives listed below align seamlessly with AS's mission of being a "*college of technology [that] provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates.*" As one of 64 units of SUNY, the State University of New York, AS is required to adhere to SUNY's five guiding principles based on which all faculty members are reviewed, promoted and tenured. These are: *Teaching Effectiveness* (45%), *Mastery of Subject Matter* (10%), *Continuing Growth* (10%), *Scholarly Ability* (10%), and *University Service* (25%).

A matrix of how our program's five educational objectives support the five perspectives is shown on p. 17. They form an integral part of the BArch culture, both within the curriculum and in extra-curricular activities. In the more detailed treatment below we use red Roman numerals to cross-reference specific aspects to the matrix.

#### **A. Architectural Education and the Academic Community**

*Teaching:* The department currently has ten full-time faculty members (two women, eight men, one of the men of Asian descent). Six are licensed architects, five of whom currently also practice. Six professors are tenured. All faculty lines in the department are tenure track and there are no adjuncts at this time. The professors are exceptionally dedicated to the program, with some nearing and some exceeding thirty years of service. All

teaching faculty are reviewed annually through student evaluations, while non-tenured faculty are subject to additional evaluation by the Department Chair and the Dean. Full-time faculty members in other departments teach some of the support courses, as well as the concentration electives in four fields of study, including Interior Design, Digital Media and Animation, Business, and Construction Administration.

College-wide, curricula are based on an integrated, project based learning model. In the BArch program we are committed to blending our students' immersion in the liberal arts with rigorous training in both the artistic and the practical technical aspects of architecture to produce job-ready, well-rounded graduates that are artistically sensitive, socially and environmentally responsible, and knowledgeable about how to build soundly, healthily and imbued with a sense of the poetic.

We will seek to share our studio results with the entire AS academic community and also neighboring Alfred University (AU) in a variety of ways, including exhibitions and reports. Each semester we intend to also offer a theme-based public lecture series that would bring distinguished practitioners or theoreticians of architecture to our department, the AS and AU academic community, and our alumni and interested members of the public beyond. While inaugurated with a single lecture in March 2013, on the theme of 'Poetics of Construction,' this lecture series is being implemented in Fall 2013 and Spring 2014 under the same theme, intended to result, after two years, in a publication under the same name. <sup>I</sup>

*Research, Scholarship, and Service:* For the past one hundred years, AS has primarily been a teaching institution, with teaching effectiveness weighted highly for promotion and tenure. Applied research is new to AS but is strongly supported by the administration, as noted in its position paper, "Infusing Grant Funded Scholarship," <https://my.alfredstate.edu/academic-affairs/scholarship>. In conjunction with "Infusing Grant-Funded Scholarship into the Alfred State Community," AS has instituted the Teacher/Scholar Program to promote scholarly activities, enhance AS's reputation, and improve the recruitment - and retention - of faculty holding doctoral degrees.

Our department's scholarship and research will substantially relate to, and support, our intended research foci on housing and community design, on urban revitalization/civic engagement, and adaptive reuse/historic preservation strategies for the Southern Tier region and northern Pennsylvania. In support of this we have set up the "Southern Tier Architectural Research Center" and intend to set up the "Housing and Community Design Research Center." We also intend to found an "Alfred State Architecture Journal" series to report on our lecture series on "Poetics of Construction," our funded housing research, our urban design/civic engagement projects, as well as other scholarship results of interest to the public. We have identified relevant philanthropic institutions whom we will apply for research grants with. An additional research/scholarship focus will be on 'poetics of construction,' on practical lessons to be drawn from exemplary work, both realized and theoretical, and on developing suitable pedagogical strategies for embedding this focus as a life-long concern in our students' creative efforts. <sup>I, II, III</sup>

Our students will be actively involved in our planned research programs, using New York State's Southern Tier region and adjacent areas as the primary testing ground. This will happen both through studio projects and related research assignments. Some of the research projects - such as developing truly affordable housing typologies - will allow us to collaborate closely with both the engineering disciplines at AS and the building trades represented on AS's Wellsville campus. <sup>II, III</sup>

The intended research aimed at developing region-specific, sustainable housing typologies and corresponding community design solutions will especially have all involved contributors (faculty, students, members of other departments, outside consultants, and the programs at our Wellsville satellite campus) participate in the generation of new knowledge.

Our college-service focus will continue to be in the form of contributing through a broad range of committee assignments as well as outside activities that make the work done in and by our department and the School and College known to the outside world. Another form of serving Alfred State through our expertise will be to use, as needed, upper-level studios for exploring how best to adapt the College's existing building stock to changing academic needs. <sup>I</sup>

We also plan on actively publicizing our teaching, research, scholarship, publications, service, and other activities via a frequently updated departmental web site, thus also serving AS.

*Community Engagement.* For over ten years, the Urban Design Studio at Alfred State has focused on the study of local and regional issues related to urban, suburban and rural design problems and on offering to the communities in the studied areas visions and strategies toward revitalization and sustainable improvement. While the projects were hypothetical in nature early on, the studio's focus shifted from 2003 on to active civic engagement, as a direct result of conversations with the AIA Rochester Urban Design Committee and the associated relationship with the just-forming Rochester Regional Community Design Center (RRCDC). This shift has enabled senior students in the BS in Architectural Technology program to participate, through their design studios, in a number of community-based, service-learning projects, both in the Rochester area and the Southern Tier region. Throughout, the studio's primary purpose has been to help communities visualize the potential to revitalize their neighborhoods and business districts. <sup>II, III</sup>

Three of the Southern Tier projects have also been presented in Washington, D.C. at the Appalachian Teaching Project (2010, 2011 & 2012).

(<http://www.arc.gov/images/programs/education/ATP/2012ATPProjectDescriptionsandParticipants.pdf>)

Building on these service-learning experiences, the architectural faculty founded a "Southern Tier Architectural Research Center" (STAR Center) at AS, to enable expanding our community based studio projects in New York State's economically-depressed Southern Tier. We have recently established a "Leadership Suite" in the newly constructed Student Leadership Building, designed by William Rawn & Associates. A generous firm in Rochester, N.Y., that includes many AS architecture alumni, Labella Architects, has donated \$25,000.00 in support of that suite. It would be the base for all our civic engagement/ community focused studios, as well as those on housing and adaptive reuse/historic preservation. <sup>III</sup>

## **B. Architectural Education and Students**

The Department of Architecture and Design's mission is to prepare graduates for immediate employment or continued educational opportunities in a range of architecture and design-related disciplines. The department provides quality technical *and design education that combines* a grounding in the arts and sciences with the poetics of construction; sustainability, construction technology and integrated project delivery; and civic engagement and urban renewal/social innovation projects. <sup>IV</sup>

With the addition of the BArch program we are expanding this mission and will seek to instill in our students a keen awareness of, and to prepare them for, living in a globally interconnected world. To foster in all our students a palpable sense of global citizenship, we will actively seek to attract a sizeable number of international students. As opportunities arise, we plan on participating in international student competitions, and team up with colleagues from abroad that have shared interests, such as in research on housing. <sup>II, IV</sup>

We also will instill global awareness and knowledge about architectural practice and challenges in other parts of the world to some extent in our design studios. In order to generate a rich body of ideas, questions, and design criteria, as well as to foster intensive individual and collective learning, we have begun to assign a wide range of short case studies of great diversity that students have to immerse themselves in and subsequently present to one another. Thus each student would be exposed to a wide range of paradigmatic design solutions, a number of which will always represent work in other parts of the world to illustrate differences in cultural, political, socio-economic, climatic, and other conditions, and the worlds of thought corresponding to these. <sup>IV</sup>

Our focus on the poetic dimension within design might offer unexpected possibilities for international collaboration and student involvement. The social consciousness we will seek to instill/reinforce further in our students is likewise global in scope and will launch them, we hope, on life-long efforts at being active agents of constructive change in the world. <sup>II</sup>

In our *Study Abroad* program in Sorrento, Italy, now in its sixth year (in partnership with the Sant'Anna Institute - Sorrento Lingue), we hope to see the number of students able to participate in this annual spring semester offering increase and will seek to attract participants from other US architecture school. Thus far over fifty students in architecture, interior design and business have participated, the architecture students immersed in a design

studio course paired with courses in archaeology and Italian. This optional third year program has proven life-changing for participating students. AS is committed to creating more scholarship opportunities for this important program. We foresee an expansion of this program once BArch students are enrolled in larger numbers. <sup>II</sup>

At the outset of their studies, each student is assigned a faculty advisor. The advisors help students plan their program of course work, review interim grades with them, and answers questions about personal academic goals, requirements, and academic regulations. The college views both academic and career advising as key components of student retention and success. The department's Student Handbook contains sections with program information, graduation requirements, and a section dedicated to academic advising that lists both the responsibilities of the advisor and the responsibilities of the student advisee. It also contains the studio culture policy. In addition, the school has developed "Major Maps" for each baccalaureate program that provides a visually engaging guide that integrates academic advising with key areas related to the degree program and potential profession, pathways toward graduation, and life beyond college.

Our first cohort of 13 freshmen BArch students have commenced their studies in the current academic year 2013/14 and will graduate in May 2018.

### **C. Architectural Education and the Regulatory Environment**

Our Advisory Board members – at this point comprised of practicing architects mostly from Rochester, Buffalo and Syracuse – have felt very strongly that New York State needs another affordable professional degree program to provide the architectural community with graduates that are ready to enter the workforce and able to qualify for licensure (or continue on to graduate school). They continue to give us feedback on what the profession expects of our graduates. They also have been helpful in providing internships for our students.

Building on related efforts already in place for the BS program - including appointing a faculty member as IDP Educator Coordinator - we will give our students all the necessary preparation for the transition to internship and licensure. Our studios and course work will integrate awareness and sound understanding. At least every other year, the department's Coordinator will attend the IDP Coordinators Conference to obtain the most up-to-date information that NCARB has to offer. In the Fall Semester, the Coordinator will meet with new first-year students to provide an overview of the professional path to licensure. There will be a similar presentation every Spring Semester to update continuing students on upcoming changes to the professional environment in terms of the "Three E's"; Education, Experience, and Examination. The formal discussion of these topics will also extend into ARCH 8003: Professional Practices. <sup>II, IV, V</sup>

### **D. Architectural Education and the Profession**

As stated in the 'Introduction,' the BArch program at AS will build on our established strengths in architectural technology and civic engagement and strive to achieve a unique program identity by integrating an active immersion in the liberal arts/humanities with vigorous training in design and the poetics of construction, solid knowledge of sustainability, construction technology and integrated project delivery, and civic engagement and active involvement in urban renewal/social innovation projects.

We also will foster an awareness of how working in different parts of the world requires properly responding to different client and user needs and parameters specific to applicable climatic, socio-economic, cultural, political, religious, and other realities. <sup>I, II, III, IV</sup>

Our existing BS program is founded on a series of design studios that integrate standard and emerging construction methodologies and environmental technology through projects of increasing difficulty and complexity. The BArch program will build on this "integrated studio concept": projects in sustainable design, historic preservation, and urban design/planning will be expanded to include advanced mechanical and structural systems, emerging construction technologies, and encourage sustainable/comprehensive building solutions in all studios. Throughout, we will foster open dialog and collaboration among students and foster understanding of the multiple collaborative roles required by practice, including obtaining expertise from other disciplines to make a design more well rounded and richer. <sup>IV, I</sup>

All these aim at helping our students develop the ability to take into consideration a multitude of often conflicting needs by different stakeholders and synthesize them into uplifting designs that may positively impact the lives of individuals, communities, and the larger environment.

#### **E. Architectural Education and the Public Good**

Alfred State is in Allegany County, New York State's second poorest county, in the Northern Subregion of the region designated as Appalachia ([www.arc.gov](http://www.arc.gov)). As stated earlier, our existing BS in Architectural Technology program has a tradition of close involvement with community outreach through its "Urban Design Studio." The BArch program will expand this "Urban/Rural Studio" concept through the creation of the STAR Center to actively serve the people and communities of New York's Southern Tier region and of northern Pennsylvania. We also intend for our above mentioned research efforts in housing and community design, and in adaptive reuse/historic preservation strategies to similarly make positive contributions to this region and adjacent areas.

AS's Wellsville satellite campus, 15 miles to the southwest, offers numerous vocational building trade curricula and its students construct one to two houses per year. Affordable housing is greatly needed in the Southern Tier and the combination of the mission of the new program, the STAR Center, and the capabilities of the vocational students in Wellsville, provide great synergy for us to build on.

The Alfred State AIAS (American Institute of Architecture Students) Chapter has capitalized on those abilities by constructing a public bus shelter in downtown Alfred, designed by BS students and constructed in conjunction with Alfred University students. This was an excellent example of our architectural faculty cooperating with students from both Alfred State campuses and Alfred University. Another example was the participation in the the 2013 Solar Decathlon in China. Starting in the fall of 2011, a third year studio joined forces with students at Guilin University of Technology in China, and students and Faculty at Alfred University, to form 'Team Alfred,' to design, build and operate a solar-powered home. It was built by the building trades students at Alfred State's satellite campus in Wellsville and shipped to China, where it was assembled with Chinese students and was given the first-place award for energy balance.

#### *Matrix of Program Educational Objectives and the NAAB Five Perspectives:*

The table on the following page uses the Roman numerals that were called out in the preceding text on the Five Perspectives to indicate the manifold ways in which our Program Educational Objectives are interrelated with the NAAB Five Perspectives.

*Matrix of Program Educational Objectives and NAAB Five Perspectives:*

<b>Program Educational Objectives Supporting the Five Perspectives</b>	<b>NAAB Five Perspectives</b>				
	A. Academic Community	B. Students	C. Regulatory Environment	D. Profession	E. Public Good
1. Provide a broad based liberal arts education that embraces global and cultural diversity through an understanding of western and non-western traditions as well as climatic, technological, political, socio-economic, and behavioral factors	I	II		IV	III
2. Instill the technical expertise necessary to develop an innovative approach to building design that poetically integrates design, site, building systems, life safety, building envelope, service systems, and materials and assemblies		II		IV	III
3. Utilize the integrated studio concept to instill teamwork and foster creative work fueled by personal research and study		II		II	
4. Develop the knowledge and skills necessary to adapt emerging applications of sustainable technology, science, engineering, and mathematics to the built environment	I	II	V	IV	
5. Prepare leadership in interdisciplinary design teams that function with ethical responsibility and further the profession through licensure		II		IV	

*Summary of Co- and Extra-Curricular Activities Supporting the Five Perspectives:*

1. Participation in AIAS Chapter
2. Theme-based speaker series (in 2013/14 "Poetics of Construction")
3. Alumni lecture series
4. Annual Study Abroad Spring Semester in Sorrento, Italy
5. International Excursions, in 2013/14 a faculty-organized trip to Italy/Spain
6. STAR Center projects
7. Community-based studio projects
8. Participation in local AIA programs
9. Women In Non-traditional Studies (WINS) events, focusing on community and professional involvement

**I.1.4. Long Range Planning**

*Institutional Long-Range Planning:*

The arrival of Dr. John M. Anderson as president in 2008 brought with it a renewed and concentrated focus on strategic planning. Created almost immediately was the Strategic Planning and Resource Council (SPARC), a task force charged with systematically and comprehensively developing the underlying components of the college's mission, vision, and strategic plan. The council completed that effort in April of 2008. Using the SPARC Report (see Appendix 36) as a foundation, the college cabinet developed the Alfred State College Five Year Strategic Plan: Fall 2008-2013. The was done during the summer of 2008 and represented the most in depth, comprehensive, and detailed plan in the college's recent history.

While the strategic planning exercise is an important first step in the planning process, the leadership of the college took care to ensure that the final product did not become an end in itself. To breathe life into the resultant

five-year plan, the cabinet developed support mechanisms to assure its implementation. Desired outcomes were developed for each of the plan's strategic goals. Key performance indicators (KPIs) were then created as a means of providing on-going, quantifiable benchmarks on which to evaluate overall institutional progress toward the strategic initiatives. The President's Council reviews the strategic plan once a year. Goals that have been accomplished are retired and new goals are developed. Operationally, the Division of Academic Affairs creates goals that then tie to the school and department. These goals lead to the operational plans for each unit.

AS's focus over the next five years can be summarized very simply as being on: *Reputation, Recruitment, Retention, and Revenue*. As you review the strategic plan, it will become obvious that these 4Rs are related in many ways to the Goals and Strategic Initiatives outlined in the plan. As we look to the future, it is essential that we keep our focus and use our resources effectively. This effort will require informed decisions based on extensive assessment, a strong foundation of core values, and a clear strategic plan that points the way to success. We owe it to our students and all of our stakeholders to be the best institution we can be and this plan will serve as our road map for the journey ahead! (<http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>)

*Alfred State's Strategic Plan: 2012-2017* consists of 5 goals with several strategies for implementation as shown below:

Goal A: *Promote Academic Excellence and a Scholarly Environment*

Strategy 1: Improve teaching and learning infrastructure.

Strategy 2: Improve recruitment, retention, and development of outstanding and diverse faculty and staff.

Strategy 3: Develop and implement assessment and continuous improvement processes.

Strategy 4: Continue program and curriculum development.

Strategy 5: Create a climate that supports both a two- and four-year campus culture.

Goal B: *Ensure the Financial Stability of the College*

Strategy 1: Maximize revenue sources.

Strategy 2: Enhance effective procedures for budget control and oversight.

Goal C: *Achieve Optimal Student Enrollment and Retention*

Strategy 1: Determine optimal student enrollment goals.

Strategy 2: Develop a strategic enrollment plan, including recruitment and retention.

Strategy 3: Provide exceptional customer service.

Goal D: *Enhance the Appearance, Safety and Functionality of Campus Facilities*

Strategy 1: Develop and implement a facilities master plan with campus-wide input.

Strategy 2: Develop and implement a campus beautification plan.

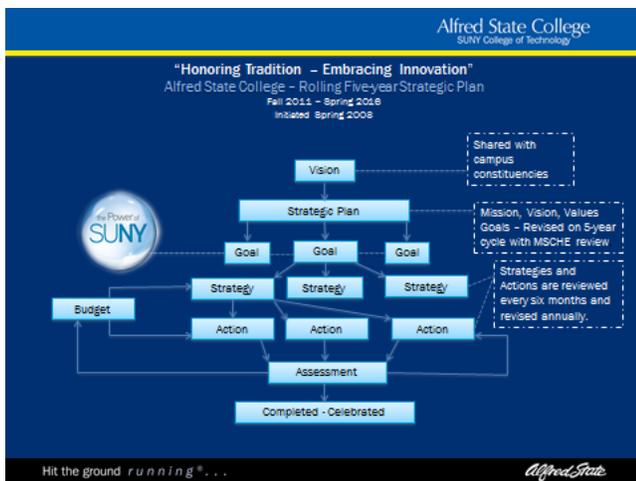
Strategy 3: Continue to assess campus safety conditions and implement corrective actions.

Strategy 4: Reduce our carbon footprint.

Goal E: *Support and Challenge Faculty, Staff and Students as They Grow Personally*

Strategy 1: Create a more vibrant community

Strategy 2: Integrate the core values and beliefs of the college into policies and operating practices.



**Program Long-Range Planning:**

Continuous Improvement is embedded in the culture of Alfred State. All programs undergo assessment based on external accreditation (by Middle States, and in the case of the BArch program by NAAB) or the State University of New York (SUNY) guidelines. The Department of Architecture and Design has a rigorous assessment plan to ensure program quality. At the heart of program planning is an external Advisory Committee (see page 14). This group, comprised of active practicing or education professionals, regularly reviews our objectives and curriculum, critiques student work, and keeps us apprised of concerns within the wider professional community, thus helping us to ensure a high degree of relevance for our program. For the external review process, see pp. 16-17.

**Data and Information Sources:**

Annually, at the end of spring semester, the faculty closely reviews the outcomes for each course. It uses as data both representative samples of the quality of student work achieved (how it does or does not match the intended outcomes), and the feedback from students in form of the course evaluations done at the end of each course (on the teaching effectiveness of the instructors, the objectives, etc.). Based on this and feedback from the advisory board, goals and outcomes get adjusted as needed.

The Annual Reports we will submit to NAAB will also help with honing the program's overall identity as well as its overarching and detailed goals. Similarly helpful will be the feedback from NAAB to this candidacy application and to subsequent steps leading to accreditation.

*Role of the Five Perspectives in Long-Range Planning:*

The five perspectives, via their seamless alignment with AS's mission of being a "college of technology [that] provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates," and with our envisioned program character and detailed program goals, are integral to our program and as such will be central guides in the long-range planning and realization of it.

### **I.1.5 Self Assessment Procedures**

*Continuous Improvement:*

Institutional Effectiveness at AS encompasses both maximizing student learning and improving the effectiveness of programs, services, and people. Through ongoing continuous improvement we strive for the highest quality programs and services.

Assessment at AS is a comprehensive layered structure focused on strengthening student learning and maximizing institutional effectiveness. It is designed to be rigorous, systematic, and continuous. The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The assessment plan and process is consistent with the SUNY Assessment Initiative and the AS's Mission and Core Values, as evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education.

Several Alfred State-internal web assessment-related web links that are not accessible to the public will be made available to the Visiting Team in the Team Room during their stay at Alfred State.

*Self-Assessment Process:*

Student learning assessment has multiple layers spread over designated cycles. The process is defined by a department-centered and program-centered approach, with outcomes-based plans that examine student learning and institutional activities for the purpose of improving learning.

The primary assessment of student outcomes, by the department's faculty as a whole, is the close outcomes-review for each course at the end of each year via quality of student work and student evaluations. Based on this and feedback from the advisory board, outcomes get adjusted.

Results from the exit surveys taken by graduating students, on a voluntary basis, too constitutes important feedback for the faculty to reevaluate and adjust the program, if needed, to achieve the desired outcomes.

*Program Learning Outcomes:*

1. Comprehending architecture as being accountable to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning - and the ability to produce designs infused by this understanding.
2. Knowledge of the evolution of architectural ideas (and associated architectural principles, strategies and devices) throughout history and of how these were marshaled by architects in the service of certain intended purposes.
3. Knowledge of strategies for infusing design generally and structural expression particularly with a poetic dimension, that help transform environments that are merely good functionally and of sound construction into inspiring and uplifting places.
4. Knowledge of sustainability, construction technology, and integrated project delivery.
5. Ability to take on/ participate constructively in urban renewal/social innovation projects that seek to serve the common good.

*Professional Advisory Board:*

It is currently comprised of professionals in local and national architecture and building firms. The members will annually discuss with us how well the program aligns with evolving expectations within the profession, and make detailed recommendations on where they feel adjustments are desirable or needed.

The current Advisory Board members are:

Mr.	Michael	Agate, AIA	Vice President	Cannon Design
Mr.	Paul	Andalora	Bus. Dev. Facilitator/Instructor	Raymond P. Hewes Educational Center
Mr.	Brian	Cieslinski	Senior Principal	SEI Design Group
Ms.	Laura	Cooney, RA/AIA	Principal	LMC Codes, LLC
Mr.	Joe	D'Alessandro, RA	Project Manager	University of Rochester Facilities
Mr.	Paul	Ernst, RA	Principal	Fontanese Folts Aubrecht Ernst & Bammel Architects
Mr.	Andrew	Goodermote, AIA	Associate	Clark Patterson Lee Design Professionals
Ms.	Penny	Haley, AIA	Project Architect	Wegmans Food Markets
Mr.	Chris	Jendrick, RA	Project Architect	Wegmans Food Markets
Mr.	Christopher	Less, AIA	Project Architect	Flynn Battaglia Architects
Mr.	Mark	Lyons, AIA	Project Architect	Mark Lyons, AIA
Mr.	Mark	Pandolf	Principal	PLAN Architectural Studio, PC
Mr.	Richard	Perry, RA	Project Manager	DeWolff Partnership Architects
Mr.	Richard	Pospula, AIA	Project Architect	Bergmann Associates
Mr.	Mohamed	Razak, AIA	Principal	Razak Associates

We are preparing to expand the board to gain additional expert feedback on aspects important to the program, including on international practice, sustainability, urban design, building science, acoustics, architectural lighting, historic preservation, adaptive reuse, affordable housing, interior design, not-for-profit-work, real estate, and business strategies.

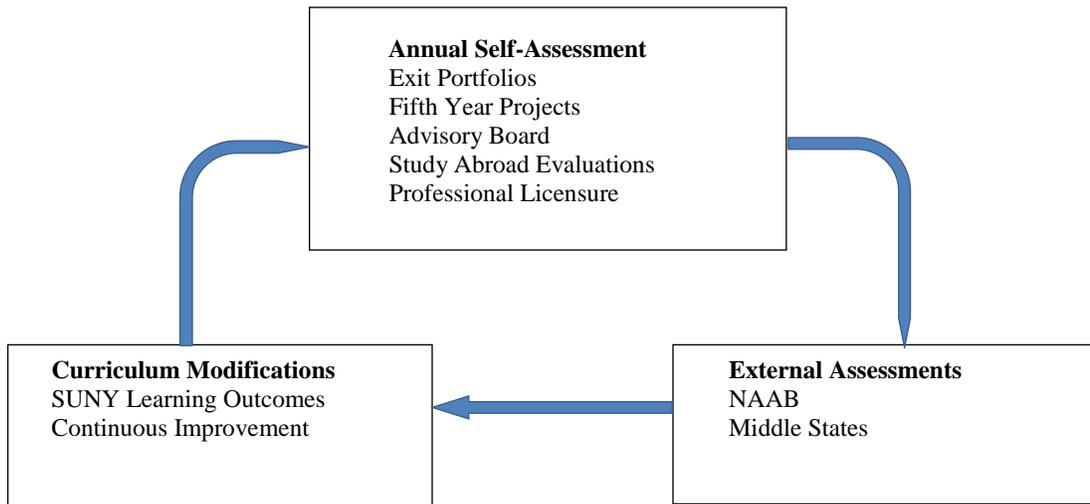
*Thesis:* At the present time, thesis is intended as following the advanced studio format, but with each student pursuing her/his own selected thesis topic. In addition to the thesis studio teachers, students may choose informal additional faculty advisors.

*Professional Juries:*

The department's Student Handbook contains sections devoted to defining, seeking, and responding to criticism of both faculty and professional juries, and recognizes the importance of professional juries as a fundamental part of learning in the design studio. However, due to the small number of potential critics living in, and within a reasonable distance from, Alfred, New York, it is always a challenge to persuade professionals willing to offer their time and expertise. The department has been fortunate, over the past 10 years, to attract scores of professional critics from Buffalo, Rochester, Syracuse, and New York's Southern Tier to serve on professional juries in studio courses at all levels of the program. Typical juries often include alumni practitioners and advisory board members with existing ties to the program, as well as those not acquainted with the college who wish to share their diverse educational and practical backgrounds with the students.

**Assessment Responsibilities:**

As the graph below shows, the Middle States Commission on Higher Education, the NAAB, and the department's Professional Advisory Board will be involved in program assessment, in addition to the program faculty.



*Program Learning Outcomes and their Assessment:*

For the 'Program Learning Outcomes and their Assessment' see the table on the following page:

**I.2. Resources**

**I.2.1. Human Resources and Human Resource Development**

The faculty of the Department of Architecture and Design is currently comprised of ten full-time professors. We only admitted the first cohort of students into the BArch program starting this August – and are thus only offering a limited number of the courses that will eventually be offered when the program reaches its fifth year. We therefore present the faculty's credentials related to the coursework of the entire BArch program as currently conceived (without adjunct faculty) to illustrate the curricular areas to be eventually covered by the full-time faculty, see the following matrix. For the Faculty Resumes of the full-time faculty please see section IV.2., page 90.

Learning outcomes	Assessment Tool	Benchmark	Documentation at end of each Semester	Associated Courses
<p>1. Comprehending architecture as being accountable to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning - and the ability to produce designs infused by this understanding. <i>NAAB Realms A, B, C*</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> <li>- In most studios evaluation of short case studies assigned at outset</li> <li>- Annual portfolio review by faculty (rubric based)</li> <li>- Jury review where applicable</li> <li>- Thesis project evaluation by faculty (rubric based)</li> </ul>	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> <li>- Excellent (<math>\geq 80\%</math> of rubric criteria)</li> <li>- Satisfactory (betw. <math>80\% \geq 50\%</math> of rubric criteria)</li> <li>- Not satisfactory (<math>\leq 50\%</math> of rubric criteria)</li> </ul>	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 History of Western Civilization Other World Civilizations Modern Architectural Theory General Sociology All Design Studios</p>
<p>1. Knowledge of the evolution of arch. ideas (and associated architectural principles, strategies and devices) throughout history and of how these were marshaled by architects in the service of certain intended purposes. Ability to apply such ideas in the student's own designs. <i>NAAB Realm A</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> <li>- In most studios evaluation of short case studies</li> <li>- Annual portfolio review by faculty (rubric based)</li> <li>- Jury review where applicable</li> <li>- Thesis project evaluation by faculty (rubric based)</li> </ul>	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> <li>- Excellent</li> <li>- Satisfactory</li> <li>- Not satisfactory</li> </ul>	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 Modern Architectural Theory General Sociology All Design Studios</p>
<p>2. Knowledge of strategies for infusing design generally and structural expression particularly with poetic dimensions that help to transform environments - that would otherwise be merely good functionally and of sound construction - into inspiring and uplifting places. <i>NAAB Realms A, B</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> <li>- In most studios evaluation of short case studies</li> <li>- Annual portfolio review by faculty (rubric based)</li> <li>- Jury review where applicable</li> <li>- Thesis project evaluation by faculty (rubric based)</li> </ul>	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> <li>- Excellent</li> <li>- Satisfactory</li> <li>- Not satisfactory</li> </ul>	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 Modern Architectural Theory Science, Technology &amp; Society All Design Studios</p>
<p>3. Knowledge of sustainability, construction technology, and integrated project delivery. <i>NAAB Realms B, C</i></p>	<p>Yrs 2 through 5:</p> <ul style="list-style-type: none"> <li>- In most studios evaluation of short case studies</li> <li>- Annual portfolio review by faculty (rubric based)</li> <li>- Jury review where applicable</li> <li>- Thesis project evaluation by faculty (rubric based)</li> </ul>	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> <li>- Excellent</li> <li>- Satisfactory</li> <li>- Not satisfactory</li> </ul>	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Construction Technology 1 Construction Technology 2 Environmental Controls 1 Environmental Controls 2 Municipal Codes &amp; Regulations Sustainable Building Design Professional Practices Advanced Structural Concepts Professional Development Majority of Design Studios</p>
<p>4. Ability to take on/ participate constructively in urban renewal/social innovation projects that seek to serve the common good. <i>NAAB Realms A, B, C</i></p>	<p>In Urban Design and applicable other studios:</p> <ul style="list-style-type: none"> <li>- Evaluation of short case studies assigned at outset</li> <li>- Annual portfolio review by faculty (rubric based)</li> <li>- Jury review where applicable</li> <li>- Thesis project evaluation by faculty, if applicable (rubric based)</li> </ul>	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> <li>- Excellent</li> <li>- Satisfactory</li> <li>- Not satisfactory</li> </ul>	<p>In applicable studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of applicable thesis works, digitally submitted by students.</p>	<p>General Sociology Science, Technology &amp; Society Professional Practices Several Design Studios, esp. the Urban Design Studio</p>

### Program Learning Outcomes and their Assessment

\* *Realm A: Critical Thinking and Representation*

*Realm B: Integrated Building Practices, Technical Skills and Knowledge*

*Realm C: Leadership and Practice*

<i>Faculty member</i>	<i>Summary of expertise, recent research, or experience, of F/T faculty</i>	ARCH 1184 – Design Fundamentals 1	ARCH 1013 – Introduction to Design	FNAT 1303 – Architectural History I	MATH 1054 – Precalculus	COMP 1503 – Freshman Composition	ARCH 2394 – Design Fundamentals 2	ARCH 2014 – Computer Visualization	MATH 1063 – Technical Calculus 1	HIST 1113 – History of Western Civ.	PHYS 1024 – General Physics I	ARCH 3104 – Design Studio 1	ARCH 3014 – Construction Tech. 1	ARCH 3003 – Environmental Controls 1	CIVL 4104 – Structural Technology	SOCI 1163 – General Sociology	ARCH 4304 – Design Studio 2	ARCH 4104 – Construction Tech. 2	ARCH 4103 – Municipal Codes & Regs.	FLNG XXX3 – Foreign Language Elective	SPCH 1083 – Effective Speaking	FNAT 5303 – Architectural History II	CIVL 5213 – Structures 2
David Carli	Licensed architect with 34 years of professional experience, 6 years of teaching experience; concentrated experience in building design, historic preservation, construction technology, and project management.	X					X										X						
Richard Carlo	Licensed architect with 27 years of professional practice; 34 years teaching; applied research via studio entries in design competitions. Travel abroad study tours with students.												X				X						
Joy Carlson	Licensed architect with 26 years of teaching experience, 17 years of professional practice, 5 years of facilities management experience in.	X		X			X							X									
William Dean	Licensed architect with 28 years of professional experience, 14 years of teaching experience, and applied research in urban design and construction technology.													X			X	X					
Mary Golden	Academic career and professional practice merging innovative architectural and interior solutions with sustainable building practices.																X						
Heinrich Hermann	46-year-long intense involvement with architecture, as student, practitioner, scholar, and teacher, pursuing the poetic/spiritual in architecture, adaptive reuse strategies, and architecture's community-fostering possibilities.		X																				
Jeffrey Johnston	Licensed architect (dormant) with 28 years of private practice; 31 years of teaching experience. For 6 years coordinator of Alfred State's Architecture Study Abroad Program in Sorrento, Italy.																					X	
Terry Palmiter	31 years professional experience in residential design/build and historic preservation, 17 years of teaching. Applied research in community design, historic preservation, and historic terra cotta roofing.												X										
Rex Simpson	Licensed architect with 33 years of professional experience, 29 years of teaching experience, applied research in Building Information Modeling.							X						X				X					
David Snyder	31 years of professional experience: 25 years in design and the practice of architecture and interior design, 7 years of teaching.	X					X																

**Matrix for Faculty Credentials** (cross-linking F/T faculty to all courses of the BArch program as currently conceived, except for electives)

<i>Faculty member</i>	<i>Summary of expertise, recent research, or experience, of F/T faculty, continued</i>	ARCH 5306 – Design Studio 3	XXXX XXX3 – Concentration Elective	ARCH 6306 – Design Studio 4	XXXX XXX3 – Concentration Elective	XXXX XXX3 – Humanities Elective	SOCI 5213 – Sci., Technology & Society	ARCH 7306 – Design Studio 5	ARCH 7003 – Sustainable Bldg. Design	XXXX XXX3 - Concentration Elective	COMP 5703 – Technical Writing II	ARCH 8306 – Design Studio 6	ARCH 8003 – Professional Practice 2	XXXX XXX3 – Concentration Elective	HIST XXX3 – American History Elective	ARCH 8716 – Design Studio 7	ARCH 8733 – Modern Arch. Theory	ARCH 8753 – Adv. Structural Concepts	SPCH 5083 – Comm. In the Workplace	ARCH 8776 – Design Studio 8	ARCH 8793 – Prof. Development	XXXX XXX3 – Other World Civ. Elective
David Carli	Licensed architect with 34 years of professional experience, 6 years of teaching experience; concentrated experience in building design, historic preservation, construction technology, and project management.															X						
Richard Carlo	Licensed architect with 27 years of professional practice; 34 years teaching; applied research via studio entries in design competitions. Travel abroad study tours with students.											X								X		
Joy Carlson	Licensed architect with 26 years of teaching experience, 17 years of professional practice, 5 years of facilities management experience in.	X																X				
William Dean	Licensed architect with 28 years of professional experience, 14 years of teaching experience, and applied research in urban design and construction technology.			X				X				X	X									
Mary Golden	Academic career and professional practice merging innovative architectural and interior solutions with sustainable building practices.			X					X								X					
Heinrich Hermann	46-year-long intense involvement with architecture, as student, practitioner, scholar, and teacher, pursuing the poetic/spiritual in architecture, adaptive reuse strategies, and architecture's community-fostering possibilities.																X			X		
Jeffrey Johnston	Licensed architect (dormant) with 28 years of private practice; 31 years of teaching experience. For 6 years coordinator of Alfred State's Architecture Study Abroad Program in Sorrento, Italy.							X								X						
Terry Palmiter	31 years professional experience in residential design/build and historic preservation, 17 years of teaching. Applied research in community design, historic preservation, and historic terra cotta roofing.	X										X										
Rex Simpson	Licensed architect with 33 years of professional experience, 29 years of teaching experience, applied research in Building Information Modeling.							X													X	
David Snyder	31 years of professional experience: 25 years in design and the practice of architecture and interior design, 7 years of teaching.																					

**Matrix for Faculty Credentials continued** (cross-linking F/T faculty to all courses of the BArch program as currently conceived, except for electives)

The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure, are non-public documents only accessible through password. They will be made available during to members of the visiting team during their school visit.

Since the previous site visit, the lecture series on the theme 'Poetics of Construction' has been inaugurated by a lecture on March 13, 2013, by the architects Douglas C Johnston and Eric Tellander. Additional lectures in this series are planned for the academic year 2013/14, with the most notable lecture scheduled for Oct. 14, by Tod Williams of Tod Williams Billie Tsien, Architects.

We were not yet able to bring a public exhibition to the school since the previous site visit.

### *Students*

**Freshmen applicants** for the Bachelor of Architecture program must complete a SUNY application (including the supplemental application). An official high school transcript must be submitted to the Admissions Office. Upon receipt of the required documentation, the application will be evaluated based on the following entrance requirements/recommendations:

Required: Algebra, Geometry, Algebra 2/Trigonometry and pre-calculus. Students must submit a standardized test score (SAT and/or ACT) with a recommended combined SAT score of 1,100 (critical reading and math) or a composite ACT score of 24.

Recommended: Physics

Once the applicant has been determined to meet the academic requirements, they will be requested to submit a portfolio for review and consideration of his/her direct acceptance into the Bachelor of Architecture program. The portfolio must include six (6) to eight (8) examples of the student's best work. Examples should be copies (not originals) of design work including any work in two-or three-dimensional visual arts done in academic settings, or as a personal work. All work must include the name of applicant, date of work, and an indication of whether the work was an academic, or personal project. If the item is part of a group effort, the specific role of the applicant should be included. All portfolio material must be bound. Portfolio overall size must not be more than 10" X 12" (25 cm X 30 cm) and 1" (2.5 cm) thick. The applicant's name must be clearly visible on the binding. The use of slides is discouraged.

The Architecture and Design department will review all portfolios and notify the Admissions Office if the portfolio is acceptable. All applicants who meet both the academic requirements and portfolio requirements are offered direct acceptance into the Bachelor of Architecture program.

**Transfer applicants** for the Bachelor of Architecture program must complete a SUNY application. Official high school and college transcripts must be submitted to the Admissions Office. Upon receipt of the required documentation, the application will be evaluated based on the following entrance requirements/recommendations.

Required: Algebra, Geometry, Algebra 2/Trigonometry and pre-calculus from high school or successful completion of college-level mathematics which prepares the student to start in Math 1054 (Pre-Calculus). An overall gpa of a 2.0 or better as well as a C or better in each of their courses during the most recent semester of enrollment is also required.

Recommended: Physics from either a high school or college experience.

Once the applicant has been determined to meet the academic requirements, they will be requested to submit a portfolio for review and consideration of his/her direct acceptance into the Bachelor of Architecture program. The portfolio must include six (6) to eight (8) examples of the student's best work. Examples should be copies (not originals) of design work including any work in two-or three-dimensional visual arts done in academic settings, or as a personal work. All work must include the name of applicant, date of work, and an indication of whether the work was an academic, or personal project. If the item is part of a group effort, the specific role of the applicant should be included. All portfolio material must be bound. Portfolio overall size must not be more than 10" X 12"

(25 cm X 30 cm) and 1/4" (2.5 cm) thick. The applicant's name must be clearly visible on the binding. The use of slides is discouraged.

The Architecture and Design Department will review all portfolios and notify the Admissions Office if the portfolio is acceptable. All applicants who meet both the academic requirements and portfolio requirements are offered direct acceptance into the Bachelor of Architecture program.

### **I.2.2 Administrative Structure and Governance**

Alfred State is one of 64 campuses within the SUNY system. Our College is comprised of three schools: The School of Architecture, Management and Engineering Technology (SAMET), The School of Arts and Sciences (SAS), and The School of Applied Technology (SAT). Each school is led by a dean who reports to the Provost / Vice President for Academic Affairs. Departments are led by Chairs who report to the dean. Diagrams of the overall structure of Alfred State and SAMET can be found below.

The BArch program is housed within the Department of Architecture and Design. In addition to the BArch program, the Department of Architecture and Design houses the BS and AAS in Architectural Technology programs, and an AAS in Interior Design. There is synergy among all programs within the department and students can move among programs, provided they meet the right criteria and conditions.

#### *The organizational structure of the Department of Architecture and Design:*

The department has been chaired by Dr. Heinrich Hermann since September 2012.

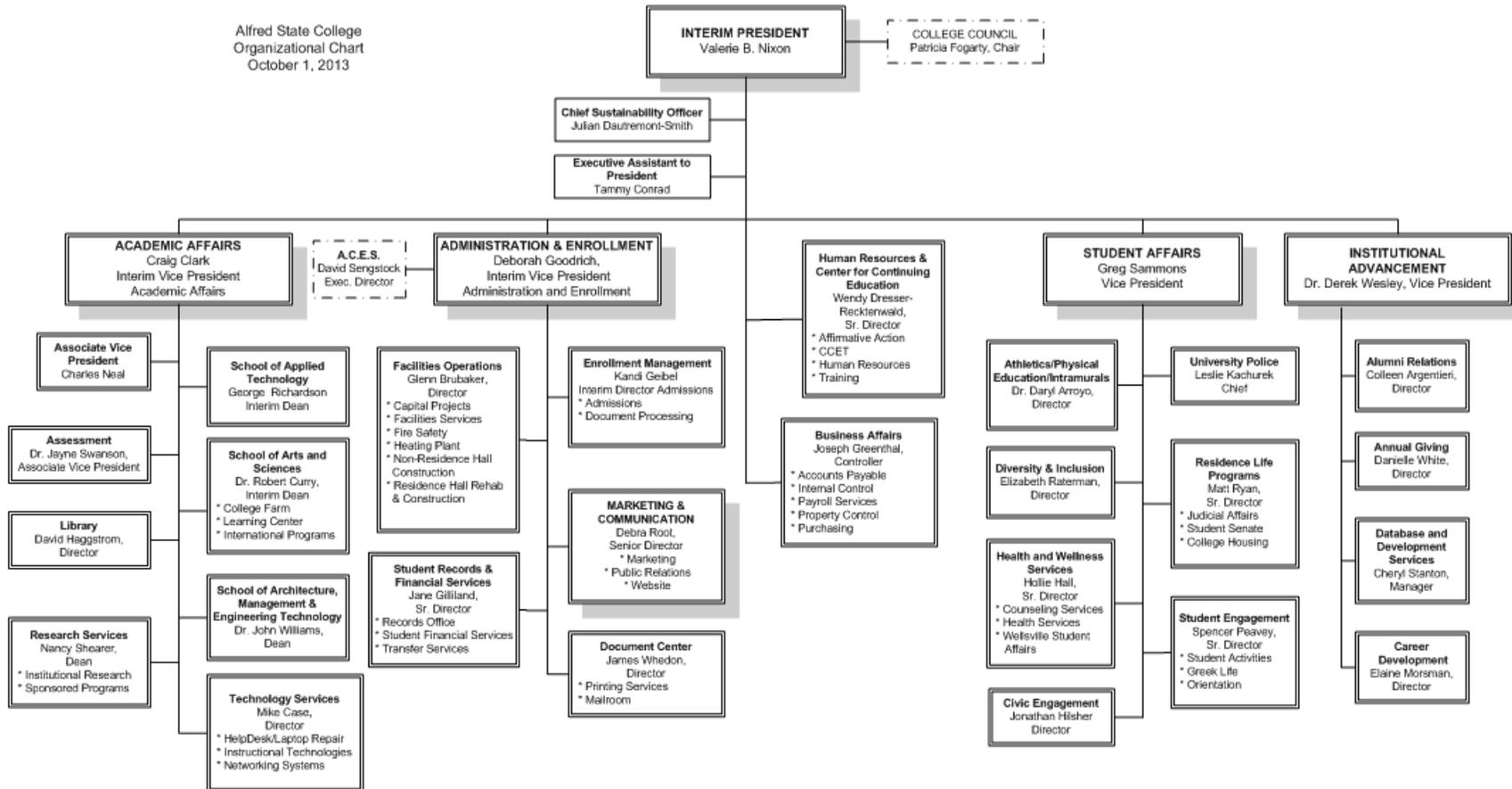
His responsibilities include the department's day to day operations, evaluating and supervising faculty, and managing the budget. He is assisted by, and coordinates with,

- Curriculum Coordinator for the BArch Curriculum, Prof. Rex Simpson
- Curriculum Coordinator for the AAS and BS in Architectural Technology Curricula, Prof. David Carli
- Curriculum Coordinator for Interior Design Curriculum, Prof. Mary Golden, who help oversee each individual program, and by
- IDP Educator Coordinator, Prof. William Dean, and
- Administrative assistant Nicole Parise.

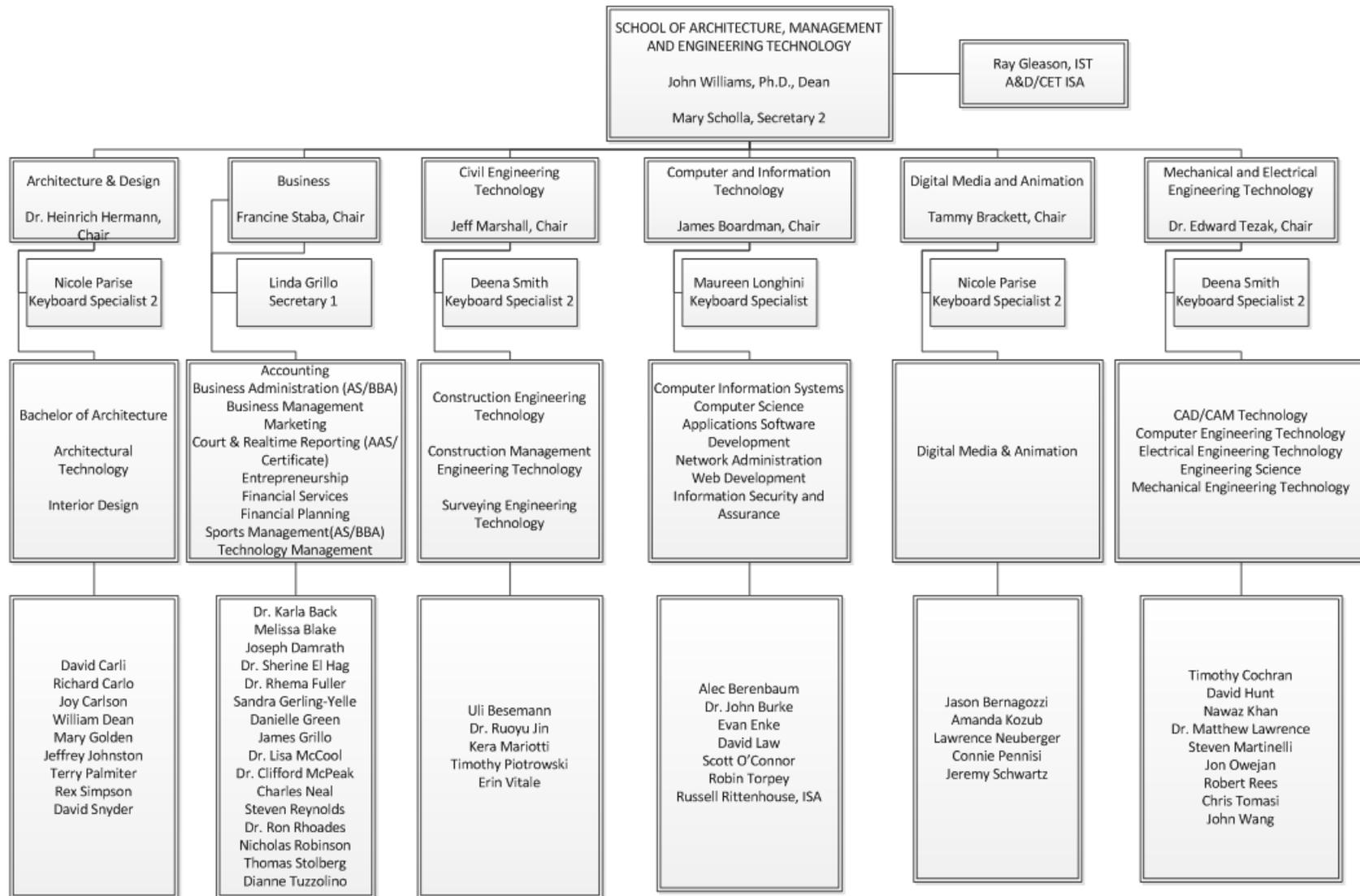
Curriculum changes are initiated within the department and reviewed by Alfred State's Curriculum Development & Review Committee, the dean, and approved by the Faculty Senate.

For the organizational structure of Alfred State College and that of the School of Architecture, Management and Engineering Technology, see the charts on the next two pages:

Alfred State College  
 Organizational Chart  
 October 1, 2013



Alfred State Organizational Chart (Schools outlined under Academic Affairs Division)



**Organizational Structure for The School of Architecture, Management and Engineering Technology**

The Department of Architecture and Design offers, in addition to the BArch program, AAS and BS degrees in Architectural Technology as well as an AAS in Interior Design degree.

For other fields of study offered within the School of Architecture, Management, and Engineering Technology (SAMET), please see the 'Organizational Structure for The School of Architecture, Management and Engineering Technology' on the preceding page.

The BArch program currently offers four minor concentrations, of which Interior Design is housed within the Department of Architecture and Design, while the remaining three, Business, Digital Media and Animation, and Construction Administration, are all offered within SAMET.

#### *Governance Opportunities:*

##### *Faculty Senate*

The Senate is the official agency through which the Faculty engages in governance of the College. The Faculty has the primary responsibility for the initiation, development, and implementation of the academic programs of the College. The Senate provides the Faculty with the opportunity to discuss and debate all matters related to the academic mission of the College.

The Senate establishes working Standing Committees to address specific areas of responsibility in Faculty governance. Standing Committees recommend policy relating to matters dealing with the Faculty, with the academic mission of the College, with those aspects of Students that relate to the educational process, and any other matters of general Faculty concern. The Department of Architecture and Design is represented by two Faculty Senators.

Curricular matters within the Department of Architecture and Design are administered through its own curriculum committee, consisting of the chair and curriculum coordinators.

##### *Student Senate*

The Student Senate of AS is responsible for promoting the welfare of the College and its student body. Department students are represented by the generally elected student senators and the student leaders of the Architecture Club who regularly report to the Executive Board.

### **I.2.3. Physical Resources**

Alfred State recently concluded a Facilities Master Plan (2013-2023) to direct near-term and long-term capital improvements required by the College's Strategic Plan. The BArch Program is one of the new programs intended to increase our enrollment during this timeframe. The analysis of space needs for academic and administrative needs placed an emphasis on the architecture programs. A need for additional space was identified, as the department classrooms/labs/studios are at or near capacity. Approximately 4,100 square feet of additional space was recommended.

Based on the initial review, the re-purposing of surplus engineering lab space will allow for the required expansion of architectural programs within the Engineering Technology Building, without new building construction. A lower level lounge in Peet Hall has also been renovated for a Senior Architecture Studio as part of a residence hall living-learning community dedicated to Architecture.

#### *Current Facilities, Equipment and Technology*

While classes may occasionally be scheduled in other spaces, the following laboratory, classroom, studio, and staff spaces currently comprise the primary areas where architectural instruction and learning occur. Most rooms and all studios are accessible to students 24 hours a day by swipe card for student convenience. What follows below describes the situation pertaining to the Department's existing three degree programs prior to the launching of the new BArch program, namely the BS and AAS in Architectural Technology, and the AAS in Interior Design. While these programs currently have shared desk spaces during the first two years, each BArch student will have

a dedicated desk right from the outset of their studies. AS is currently in the process of identifying the best suitable spaces to be dedicated for permanent upper level BArch studios.

For several years now, AS has made a concerted effort to upgrade classrooms and furnish them with appropriate equipment and technology specific to each discipline. To this end, Alfred State feels that our existing facilities, equipment and technology will adequately allow us to launch a new Bachelor of Architecture program. The currently assigned program spaces are as follows:

*Room 433, First-Year BArch Studio:* The room has 13 large work areas with large screen monitors and docking stations for student laptops. Each work area is also equipped with a desk lamp, rolling storage cart and a cutting surface. The room is also equipped with floor-to-ceiling, wall-mounted fabric pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

*Room 437, Third-Year BArch Studio:* The room has 7 large work areas with large screen monitors and docking stations for student laptops. Each work area is also equipped with a desk lamp, rolling storage cart and a cutting surface. The room is also equipped with white marker boards, homosote pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

*Rooms 417, 420, 424 are First- and Second-Year Studios for the BS and AAS in Architectural Technology and the AAS in Interior Design:* These are assigned studio spaces used for the freshmen and sophomore studio courses as well as for technical laboratories. They have 18 to 20 work areas each with either continuous or L-shaped work surfaces and are laptop ready (either hard-wired or with access to the campus wireless network). Each work station is shared by multiple students. These rooms have white marker boards, Interactive Smart Boards, floor-to-ceiling, wall-mounted fabric pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

*Rooms 402, 408 and 415 – Third- and Fourth-Year BS Studios:* These are assigned studio spaces used for the junior and senior year studio courses. They have 16 Networked Desktop Workstations running a wide range of office-standard software including AutoCAD Architectural Desktop, Revit, and SketchUp as well as Adobe Photoshop. Each work station is shared by two students. The rooms are also equipped with networked HP LaserJet printers, white marker boards, Interactive Smart Boards, floor-to-ceiling, wall-mounted fabric pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

*Room 401 – Laser Cutter Room:* Includes an Epilog 60 Watt 24x36 laser cutter and we have requested a second one.

*Rooms 361 (Chair), 403, 404, 405, 406, 407, 409, 410, 412 and 413 – Faculty Offices:* Each of the ten full-time faculty has an office of approximately 100 SF or more.

*Room 414 – Plotter Room:* The Plotter Room contains (1) Hewlett Packard T1100PS color plotter and (1) Hewlett Packard 800PS color plotter. These are for student use in plotting presentation material and technical documents associated with their course work. It also contains flat files for storing student work.

*Room 428 – Architecture Library:* The 'Architecture Library' (distinct from the architecture holdings of AS's Hinkle Library) contains discipline-specific journals and technical manuals along with other resource materials such as Sweets Catalogs. This provides students with valuable resources for research in close proximity to the studio spaces.

*Room 347 – Classroom:* This classroom can accommodate up to 60 students. The room is laptop ready (either hard-wired or with access to the campus wireless network), has white marker boards, a Smart Board, and a console that controls a ceiling-mounted digital projector and DVD player from a faculty laptop.

*Room 380- Fabrication Lab:* This area will house 5 MakerBot 3D printers accessible to all students in the School of Architecture Management and Engineering Technology.

*Room 215 – Lecture Hall:* This is the largest classroom in the building and has tiered seating that can accommodate up to 170 students. The room is laptop ready (either hard-wired or with access to the campus wireless network), has white marker boards and a console that controls a digital projector, slide projector, ELMO, DVD and VCR player from a stationary computer or faculty laptop.

*Room 213 – Main Plot Room:* 1 HP Design Jet Z3200PS Photo wide format color printer  
1 HP Design Jet T1120 PS wide format color printer  
1 HP Design Jet T1120 HD 36" wide format color scanner  
3 Networked HP LaserJet printers  
1 Xerox 36" wide format B/W scanner  
1 Xerox 6204 wide format B/W laser printer

*Room 204 – "Render Farm":* for rendering walkthrough animations  
12 Networked CPU

\*\*Please note that all students are required to purchase laptop computers capable of running the following software: Revit 2013, 3D Studio Max 2013, and Adobe Photoshop.

#### *Planned Facilities*

In addition to the dedicated spaces for the first and second year BArch studios discussed above (see diagrams on pp. 26-29), it is anticipated that a total of five more studios will be renovated/reconfigured to provide dedicated studio space for each of the projected 108 3rd, 4th and 5th year students, in space yet to be determined. These enhanced and expanded facilities will be phased in over the first five years of the program as required by increased enrollment. In terms of faculty space, there are a number of open offices adjacent to the existing faculty offices that can be utilized.

In addition to planning for the acquisition of supplementary space, the school and department have continued to upgrade Equipment and Technology since the submission of the Program Proposal. Both efforts relate directly to the concerns expressed by the external reviewers and the New York State Education department.

#### *The BArch Program Space in context*

In addition to Alfred State's 223 faculty members (165 F/T) and its 3,500 students (including those at its satellite campus in Wellsville, NY, ½ hour away) the academic community of Alfred, NY, also includes Alfred University (AU), with 165 faculty members and 2,400 students (AU is, in turn, home of the SUNY College of Ceramics at Alfred University).

The two campuses are within easy walking distance and the students at the two institutions can cross-register and have equal access to each of the three libraries.



The academic community of Alfred, NY, comprised of Alfred State College and Alfred University (also home to the SUNY College of Ceramics)

New Student Leadership Center (not yet shown), housing  
The Southern Tier Architectural Research (STAR) Center

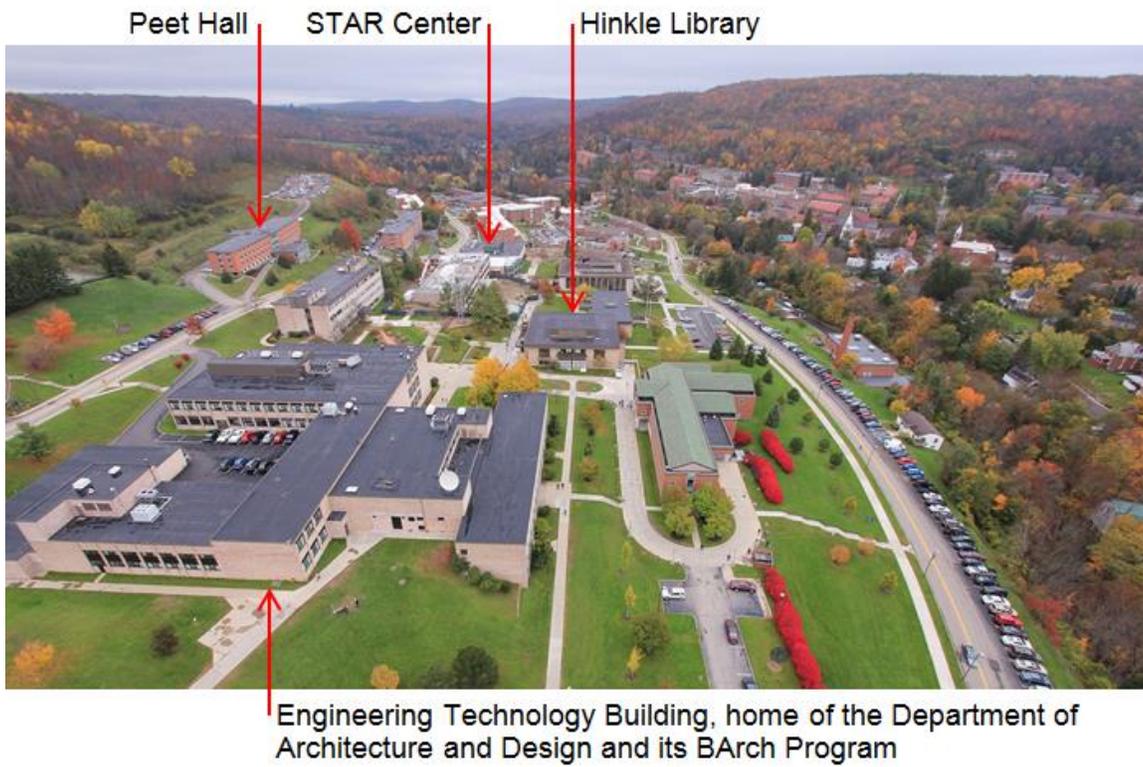
Peet Hall, Living and Learning Center



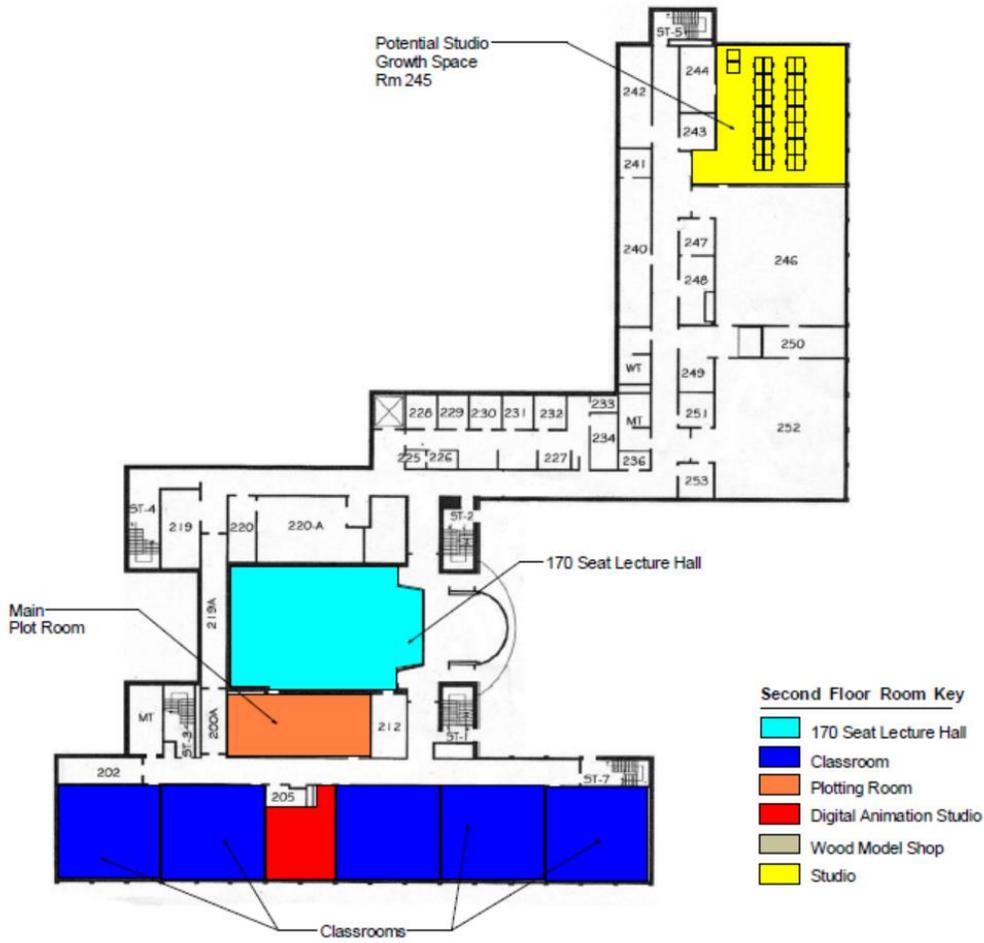
Engineering Technology Building

Hinkle Library

Principal campus locations important to BArch students



Principal campus locations important to BArch students



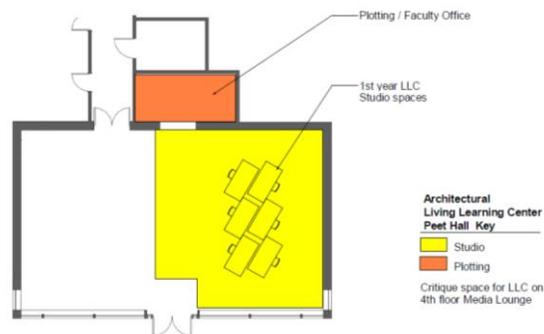
**Department program spaces on Second Floor of Engineering Technology Building**



*Department program spaces on Third Floor*



**Department program spaces on Fourth Floor**



**Department program space in Peet Hall**



***STAR Center office within new Student Leadership Center***

The Department uses the annual assessment week at the end of the academic year, in addition to feedback from the Advisory Committee, as well as feedback from course evaluations by students and exit interview feedback from graduating students for curriculum development and adjustments as appropriate.

We use the department-wide meeting for faculty, staff and students each Fall semester to inform the student body about both short- and longer-term initiatives, opportunities, policies, and other noteworthy events, and solicit feedback from the students and stress to them our open-door policy.

For a list of the numerous other degree programs offered in the School of Architecture, Management and Engineering Technology (SAMET), which the Department of Architecture and Design is a part of, see the Organizational chart of SAMET on p. xxx. Minor concentrations are offered, as part of the BArch studies, in *Interior Design, Digital Media and Animation, Construction Management, and Business*. All of these are offered within SAMET, while *Interior Design* is offered entirely within the A&D department.

While the Architecture and Design department at present does not have a dedicated exhibit space, the current space-repurposing study for the Engineering Technology Building is also seeking to identify suitable exhibit space for exclusive use by A&D.

For information on Hinkle Library, see pp. 31-33.

In the A&D department, every student is required to have a laptop meeting the curricular specifications. In addition, a number of studios are equipped with desktop computers and/or large screen monitors, see listings under 1.2.3. Physical Resources.

The A&D department does not at the present time have a dedicated workshop area. The needed equipment for a wood shop exists on campus. The department is working with the Dean on establishing a workshop within the SAMET that will include a wood shop for architecture students and a 3-D printing lab shared with other departments.

**I.2.4. Financial Resources**

Each department is provided a Supplies & Expenses (S&E) budget annually to support program operations and supplement professional development or other activities not covered by campus resources. There are no direct charge backs to the department for any services such as faculty searches, computers, equipment, copying, utilities, space, campus vehicle use, or technical support.

The S&E budget of the Architecture and Design Department for 2013/14 is \$13,000 annually. Detailed fiscal reports follow.

*Current Year and Forecasts for Revenue and Expenses*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Revenue	1,071,000	1,147,500	1,156,000	1,185,750	1,198,500	5,758,750
Expense	-1,014,360	-947,160	-934,760	-934,760	-914,760	-4,745,800
Net	56,640	200,340	221,240	250,990	283,740	1,012,950

*Comparative Reports*

N/A

*Expenditure Data:*

The cost per Student Credit Hour (SCH) was calculated and compared for the professional degrees of Alfred State. While there is some variation in program expenditures and investments from year to year based on our centralized budgeting and allocation methods, the costs here represent the fixed values that are recurring every year.

Program/Departments	Cost per SCH
Architecture & Design	\$404
Civil Engineering Technology	\$283
Mechanical & Electrical Engineering Technology	\$259
Nursing	\$429

*Institution Financial Issues:*

*Anticipated enrollment changes.* There are strategic plans to grow enrollment through new programs such as the BArch. Growth projections are expected to be moderate with plans to resource accordingly based on program growth.

*Anticipated financial changes.* The SUNY System is in the first year of a five year rational tuition plan where tuition is increasing 5% each year. The extra revenue is mandated to support academic programs.

*Other financial issues.* None

**I.2.5. Information Resources**

The Hinkle Library at AS served the existing programs in architectural technology and interior design well over the past years. The introduction of the BArch degree requires a significant increase in its architecture related holdings. The chair of the Department of Architecture and Design, Heinrich Hermann, is working with the library staff to assure that critically needed books and magazines not currently part of the collection are being purchased at the quickest pace allowed for by the allocated funds.

*Statement by the Librarian*

As a library at a unit of the State University of New York, the Hinkle Memorial Library is a member of SUNYConnect, which is a consortium of libraries in the State University of New York (SUNY) System that are all part of the same library management system. The Hinkle Memorial library purchases electronic resources directly, through consortia agreements, and through SUNYConnect, a joint initiative of the Provost's Office of Library & Information Services and the libraries of the 64 SUNY campuses.

The Hinkle Memorial Library at Alfred State has four librarians trained at schools accredited by the American Library Association. These librarians are:

- David Haggstrom, Library Director, employed by Alfred State since 1979, and Director since 1995
- Barbara Greil, Librarian, employed by AS since 1977, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 1998-99
- Joseph Petrick, Librarian, employed at the College since 2000, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2006-07
- Jane Vavala, Associate Librarian, employed at the College since 2004, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2012-13
- The Library also currently employs three instructional support assistants, and four clerical staff.

The Hinkle Library is committed to supporting the various curricula in the School of Architecture, Management and Engineering Technology (SAMET), as well as the two other schools of the college. The librarians encourage involvement by faculty in the development and maintenance of materials relevant to these programs within the means of the library budget.

The Hinkle Library holds 42,985 titles, of which there are now 1800 monograph titles and 120 videos in the Library of Congress NA (Architecture) section. The library has access to over 40 architectural journals in electronic and/or print formats. During the 2012 calendar year the library acquired 149 monograph titles in LCNA at a cost of \$5402.85, as well as \$987.95 in serial subscriptions, independent of electronic subscriptions. For the current (2013) acquisition statistics, see below. The library has the following available to all students:

- 52 computers available for student use
- Electronic classroom available
- Laptop computers available for loan
- Wireless connectivity

The Hinkle Library also houses the Jean B. Lang Western New York Historical Collection, the primary focus of which is local history and which has a small collection of materials in architecture, including monographs as well as photographs and slides relating to the architectural use of terra cotta.

AS students and faculty have full access to the Herrick and Scholes Libraries at Alfred University, both within easy walking distance of Alfred State. The Scholes Library has an extensive engineering and technology collection to support its masters and PhD programs, including a substantial collection of monographs in architecture. The Herrick Library holds over 150,000 monograph titles, and the Scholes Library holds over 84,000 monograph titles. The Hinkle Library has no collection of photographic slides, and has a very limited retrospective collection in architecture. Additional support for the collection will help rectify these deficiencies.

The college has budgeted \$15,000 in the 2013 calendar year, and plans to budget \$5000 per year after that, for resources in the Hinkle Library to support the architecture curriculum. Departmental staff will work with the Hinkle Library staff to select these materials. These resources will encompass works of recognized authors in the subject areas of architecture, design and related fields including books, print and/or online journal subscriptions, visual materials such as DVDs, and relevant online indices and databases.

The Hinkle Library is staffed by four librarians, each with an MLS from programs accredited by the American Library Association. Additional staff includes three Instructional Support Assistants and three clerical staff.

The Hinkle Memorial Library is open 91½ hours per week. The Information Desk is staffed all hours the library is open. There are 27 student access computer terminals and two printers on the main floor. A scanner and photocopiers are available. If needed, students can use the 24 computer terminals in the library's electronic classroom. Since the library has wireless connectivity, students can use their own laptops or borrow laptop computers at the Circulation Desk. The library offers designated areas for quiet study as well as group study.

Services available to the Architecture Department and the college community include:

*Information Literacy:*

The library offers custom library instruction classes where students learn effective research strategies and how to use the library's electronic and print resources. Sessions can be scheduled at an introductory level or the librarians will collaborate with faculty to provide specialized instruction and assessment. For each class, the librarians also design and provide a specific Web-based library guide that directs students and faculty to the best library research for the assignment. Students have 24 hour remote access to these guides and resources.

*Online Auto Tutorials:* Currently the librarians are working in conjunction with CLIP, the Cooperative Library Instruction Project in Washington State, and have developed 15 Web-based tutorials designed to help students and faculty members develop research skills, to search effectively, to assist in library instruction, and information literacy. Students have 24 hour remote access to these tutorials.

*Reference:* Reference and Information Services are located on the main floor of the Library. The Information Desk is staffed all hours the library is open. Both walk-in and in-depth reference services are available. In addition, students and faculty email reference questions via the library's website.

*Departmental Liaison Program:* The library offers a partnership with faculty and administrators to solicit input for the acquisition of library materials and services and research instruction.

*Interlibrary Loan:* Materials that are not available in the Hinkle Library at AS, the Herrick Library at Alfred University, or the Scholes Library at the SUNY College of Ceramics at Alfred University may be requested from other state, national and international libraries.

*Course Reserves:* Faculty may request that relevant materials from the library's collection or from their personal collections be assigned to reserve shelves for student use. Students may checkout reserve materials for use in the library only.

*Since the last site visit:*

The most recent site visit took place in February, 2013. During the 2013 calendar year Hinkle Library has thus far (January through August, 2013) purchased and entered into the collection 398 monographs in architecture (Library of Congress classification NA, and related classes) at a cost of \$14,076. Alfred State has demonstrated increased funding to enable continued collection growth.

**I.3. Institutional Characteristics**

**I.3.1. Statistical Reports**

**Program Student Characteristics**

**Student Demographics**

<u>B.Arch. Program 2013</u>	<u>Male</u>	<u>Female</u>	<u>TOTAL</u>	<u>%</u>
Native American or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Native Hawaiian or other Pacific Islander	0	0	0	0.00%

Black or African America	0	0	0	0.00%
Hispanic/Latino	1	0	1	5%
White	6	11	17	85%
Two or more races	0	0	0	0.00%
Nonresident alien	0	0	0	0.00%
Race and ethnicity unknown	2	0	2	10%
TOTAL	9	11	20	
	45%	55%		

**Avg. SAT and GPA scores**

2013, B.Arch. program	Number	Applications	Offers	Accepts
		Avg. SAT score*	91	32
Avg. GPA	**	1137.92	1158	
	**	91.13	92.22	

\*Verbal/Critical Reading + Math only

\*\*Alfred State does not track the Average SAT scores and/or GPA of Applicants, only of those whom offers are made to and of those who are accepted into a program.

**Time to Graduation**

N.A.

**Program Faculty Characteristics**

All our courses at this time will be taught by full-time faculty. There are several courses taught by full-time faculty members in other departments. Credentials of the current 10-person full-time faculty and of affiliated faculty from other departments are introduced in Part Three of this application. Of the Department's 10 F/T faculty, two are women and one is a male Asian minority.

The demographics (race/ethnicity & gender) for all F/T instructional faculty at Alfred State are as follows:

Race/Ethnicity	Male	Female	
Asian or Pacific Islander	6	0	
Black, not Hispanic	3	0	
Hispanic	1	1	
Native American Indian or Eskimo	0	0	
White, not Hispanic	107	47	
Totals	117	48	165 F/T

**I.3.2. Annual Reports**

N.A.

Wendy Dresser-Recktenwald, Alfred State's Senior Director of Human Resources, confirms in the letter below that the data her office provided to the Architecture and Design Department, for the purpose of the Architecture Program Report for Initial Candidacy, is consistent with data it submits to other reporting agencies.



SUNY College of Technology

10 Upper College Drive  
Alfred, New York 14802

Human Resources  
Ph: (607) 587-4025  
FAX: (607) 587-3295

September 6, 2013

Andrea S. Rutledge, CAE  
Executive Director  
National Architectural Accrediting Board  
1735 New York Avenue, NW  
Washington, DC 20006

Dear Ms. Rutledge,

The Annual Reports that are provided to the National Architectural Accrediting Board (NAAB) are prepared and submitted by the Architecture and Design department, assembling statistical data from a variety of sources. The data that the Office of Human Resources provides to the Architecture and Design department is consistent with reports that we send to other national and regional agencies.

Sincerely,

A blue ink handwritten signature, appearing to read "Wendy Dresser-Recktenwald".

Wendy Dresser-Recktenwald  
Senior Director of Human Resources

### **I.3.3. Faculty Credentials**

The ten-person F/T faculty of the Department of Architecture and Design are mostly very experienced teachers and practitioners and at this time, each professor teaches both studio and specialized courses. The normal teaching load is one studio and one technical or other specialized course each semester, which translates to 16 to 18 actual in-class contact hours with students, plus preparation and grading time. Only the chair has a reduced teaching load of normally 8 to 9 contact hours, but in Fall 2013 it is 12 in-class contact hours.

When the faculty began advocating for the BArch program several years ago, it also had the desire to engage in sustained focused research and other creative work, something not required when only offering the BS in architectural technology. In spite of the faculty's desire for creative engagement above and beyond the teaching commitment, the 16-18 in-class actual contact hours with students leave little time and energy for scholarly work and/or other creative endeavors.

### **I.3.4. Policy Review**

The URLs of all policies available to date have been included in the earlier sections of this document and will be placed in the on-site team room for review by the visiting team.

They are:

*AS Strategic Plan*

<http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>

*Academic Integrity Code,*

<http://www.alfredstate.edu/policies-and-disclosures/academic-integrity-code>

*'Infusing Grant Funded Scholarship'*

<https://my.alfredstate.edu/academic-affairs/scholarship>

*Policies and Procedures Handbook*

<http://my.alfredstate.edu/pp-manual/index.htm>

[http://www.suny.edu/Board\\_of\\_Trustees/PDF/Policies.pdf](http://www.suny.edu/Board_of_Trustees/PDF/Policies.pdf)

*Career Development*

[www.alfredstate.edu/career-development](http://www.alfredstate.edu/career-development)

*Discrimination Complaint Procedure (covers Sexual Harrassment)*

[http://www.suny.edu/sunypp/documents.cfm?doc\\_id=451](http://www.suny.edu/sunypp/documents.cfm?doc_id=451)

*Sexual Orientation Nondiscrimination Policy*

[http://www.suny.edu/sunypp/documents.cfm?doc\\_id=534&CFID=2908100&CFTOKEN=148b9f5d96357529-6285188A-0D17-6598-133846A60E52F1A8&jsessionid=aa30fb32200bc8b04a287833377793264e6e](http://www.suny.edu/sunypp/documents.cfm?doc_id=534&CFID=2908100&CFTOKEN=148b9f5d96357529-6285188A-0D17-6598-133846A60E52F1A8&jsessionid=aa30fb32200bc8b04a287833377793264e6e)

Several Alfred State-internal web assessment-related web links that are not accessible to the public will also be made available to the Visiting Team in the Team Room during their stay at Alfred State.

## **Part Two (II): Educational Outcomes and Curriculum**

### **II.1.1. Student Performance Criteria**

On p. 2, we introduced the BArch program's founding principles as follows:

Expanding on our established strengths in architectural technology and civic engagement, we will combine immersion in the liberal arts/humanities with the three foci of

- design and the poetics of construction
- sustainability, construction technology and integrated project delivery, and
- civic engagement and urban renewal/social innovation projects.

This led us to structure the course work over the five years as follows:

*The first year serves as a broad introduction.* We introduce the discipline to students both broadly culturally - via general education courses (from the 'Introduction to Design,' through its key sub disciplines, including product and stage design etc., to 'History of Architecture I,' augmented by other general education/humanities courses) - and more narrowly professionally - through Design Fundamentals 1 and 2, and Computer Visualization. Poetics of construction as a focus begins in the first year and culminates in the thesis project.

*The second year serves technical development.* Parallel to expanding the design sequence (Design Studio 1, on 'design methods,' and 2, on 'problem solving') and general education/humanities courses (also Effective Speaking), technical subjects are introduced, including Construction Technology 1 and 2, Environmental Controls, Structural Technology, and Municipal Codes and Regulations. The potential for poetics of construction is explored both in the technical subjects and the studios.

*The third year begins to expand to a global view.* This happens in both of the first advanced studios (Design Studio 3 is broadly on a civic design challenge, and Design Studio 4 on adaptive reuse/historic preservation, where through introductory case studies from both the Western and Non-Western world the repertory of design parameters to be considered is expanded significantly, and in Studio 4 also with an eye toward the poetics of construction in Non-Western contexts). Electives in the humanities and 'other world civilizations' help in this effort. On the focused professional side, Concrete Construction is introduced. By the fifth semester, students will have chosen a concentration in one of four fields: *Business; Construction Administration; Digital Media and Animation;* and *Interior Design*. Each semester, from the fifth through the tenth, they take one elective course in their chosen field.

*The fourth year focuses on urban design/community involvement and sustainability.* The advanced Design Studios 5 and 6 focus respectively on a regional urban design/rejuvenation challenge, typically in the Southern Tier region, but with a global view (also via case studies), and on sustainability/ comprehensive design. In general education they are supported by American History and Technical Writing, and more focused professionally by a Sustainable Building Design and Professional Practice course, while the Concentration Electives round out that year. We hope to keep the flame of poetics of construction alive within the sustainable/comprehensive design studio, amidst its many important other concerns.

*The fifth year serves as the synthesis of the Alfred State architecture education.* The final advanced Design Studios 7 and 8 focus respectively on thesis definition in a sustained exploration, resulting in a written document, and on the actual design thesis that allows students to formulate a complex independent project supported by department faculty. On the general education/humanities side, Modern Architectural Theory is supporting the thesis definition studio, while more narrowly professionally Advanced Structural Concepts and Professional Development round out the thesis effort, which may also be fed from a variety of angles via the concentration electives. A palpable sense of poetics of construction, because of having been nurtured in each preceding semester, is anticipated as strongly evident in the thesis project.

***BArch Curriculum Mask (includes electives)***

Number	Course Name (Prerequisite(s))	Credit Hrs		New Course	Gen Ed	Lib Arts	Arch. Req'd	Arch./Free Electives
		Lower	Upper					
<b><i>First Year</i></b>								
ARCH 1184	Design Fundamentals 1	4					4	
ARCH 1013	Introduction to Design	3		3	3		3	
FNAT 1303	Architectural History 1	3			3	3		
MATH 1054	Precalculus	4			4	4		
COMP 1503	Freshman Composition	3			3	3		
ARCH 2394	Design Fundamentals 2 (ARCH 1184)	4					4	
ARCH 2014	Computer Visualization	4		4			4	
MATH 1063	Technical Calculus 1	3			3	3		
HIST 1113	History of Western Civ.	3			3	3		
PHYS 1024	General Physics I	4			4	4		
<b><i>Second Year</i></b>								
ARCH 3104	Design Studio 1 (ARCH 2394)	4					4	
ARCH 3014	Construction Technology 1 (ARCH 2014)	4					4	
ARCH 3003	Environmental Controls 1 (MATH 1054)	3					3	
ELEC xxx3	Gen. Ed. Elective/Foreign Language	3			3	3	3	
SOCI 1063	General Sociology	3			3	3		
ARCH 4304	Design Studio 2 (ARCH 3104)	4					4	
ARCH 4014	Construction Technology 2 (ARCH 3014)	4					4	
ARCH 4013	Municipal Codes & Regs (ARCH 3014)	3		3			3	
CIVL 4104	Structural Technology	4					4	
SPCH 1083	Effective Speaking	3			3	3		
<b><i>Third Year</i></b>								
ARCH 5306	Design Studio 3 (ARCH 4304)		6				6	
FNAT 5303	Architectural History II (FNAT 1303)		3			3		
ELEC xxx3	Gen. Ed./Other World Civ.	3			3	3	3	
ELEC xxx3	Concentration Elective (Upr or Lwr)	3						3
ARCH 6306	Design Studio 4 (ARCH 5306)		6				6	
CIVL 5213	Foundations and Concrete Const.		3				3	
GEHU xxx3	Gen. Ed. Elective/Humanities	3			3	3		
ELEC xxx3	Concentration Elective (Upr or Lwr)	3						3
<b><i>Fourth Year</i></b>								
ARCH 7306	Design Studio 5 (ARCH 6306)		6				6	
ARCH 7003	Sustainable Building Design (ARCH 3003)		3				3	
COMP 5703	Technical Writing II		3		3	3		
ELEC xxx3	Concentration Elective (Upr or Lwr)	3						3
ARCH 8306	Design Studio 6 (ARCH 7306)		6				6	
ARCH 8003	Professional Practice (ARCH 4014)		3				3	
GEAH xxx3	American History Elective	3			3	3		
ELEC xxx3	Concentration Elective (Upr or Lwr)	3						3
<b><i>Fifth Year</i></b>								
ARCH 8716	Design Studio 7 (ARCH 8306)		6	6			6	
ARCH 8713	Modern Arch Theory (FNAT 5303 & ARCH 8306)		3	3			3	
ARCH 8753	Advanced Structural Concepts (ARCH 5213)		3	3			3	
ELEC xxx3	Concentration Elective	3						3
ARCH 8776	Design Studio 8 (ARCH 8716)		6	6			6	
ARCH 8793	Professional Development (ARCH 8003)		3	3			3	
ELEC xxx3	Concentration Elective	3						3
<b>Total Credit Hours = 157</b>								
<b>+ 1 Phys Ed = 158</b>								
		<b>97</b>	<b>60</b>	<b>31</b>	<b>44</b>	<b>44</b>	<b>101</b>	<b>18</b>



### Student Performance Criterion – A.1

Criterion Description: “Communication Skills: *Ability to read, write, speak and listen effectively.*”

Primary course in which criterion is fulfilled: **ARCH 8716, Design Studio 7: Thesis Definition**

Contributing courses: all previous design studio courses in the curriculum sequence.

The primary evidence demonstrating the ability required in criterion A.1 is found in ARCH 8716: Thesis Definition. Students are required to independently research, define, document, and defend an architectural project objective that will become the programmatic framework for the exploration they will carry forward in ARCH 8776: Design Studio 8, Thesis Development. The deliverable product for the course is a thesis document consisting of written statements of project goals and objectives, interpretive descriptions of analytic research, a comprehensive listing of project site and regulatory requirements, and the generation of a project program including required spaces, adjacencies, relationships, and performance parameters. Supporting graphic and reference material is created and cataloged for the students’ submissions. The course work is periodically reviewed and critiqued by the course instructor and the students’ thesis advisors as a series of drafts, with feedback provided on all aspects of content, clarity, and proper writing/documenting standards. The students are required to present their documentation at milestone intervals during the course in a formal presentation setting and are expected to deliver their research and thesis definition in a professional manner, including responding to questions from the audience in attendance.

### Student Performance Criterion – A.2

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8776, Design Studio 8: Thesis Development**

Contributing courses: all previous design studio courses in the curriculum sequence.

The primary evidence demonstrating the ability required in criterion A.2 is found in ARCH 8776: Thesis Development. Students are required to independently propose, develop, refine, present, and defend a complete work of architecture through the design development phase, building upon the body of work they have carried forward from their successful completion of ARCH 8716: Design Studio 7, Thesis Definition. Each student is required to propose a thesis project which will result in the development of an architectural expression of building(s) with their selected site and which will represent a solution in terms of function, appropriateness, compliance with the applicable laws of man and nature, and be a work which inspires human experience. As the students progress through the design process they are expected to identify the key questions which will become the guideposts to the problem-solving journey from matters of the practical and utilitarian requirements of building structure and systems integration, to the abstract relationships of their design parti in consideration of the contextual, social, cultural, and experiential parameters they are attempting to influence. The course work is periodically reviewed and critiqued by the course instructor, the students’ thesis advisors, and juries of design professionals as a series of presentations, with feedback provided on the aspects outlined above. The students are expected to refine and articulate their progress through the development of alternative design options which are evaluated against their stated goals and objectives, reviewed by their thesis advisors, and researched precedent standards. The students are required to present their documentation at milestone intervals during the course in a formal presentation setting and are expected to deliver and defend their work in a professional manner, including responding to questions and criticism from the jury in attendance. The deliverable product for the course is a complete and comprehensive thesis project including the documentation and narrative exhibited during the final presentation, and a project manual cataloging their work in support of the project.

### **Student Performance Criterion – A.3**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8776, Design Studio 8: Thesis Development**  
Contributing courses: all previous design studio courses in the curriculum sequence.

The primary evidence demonstrating the ability required in criterion A.3 is found in ARCH 8776: Thesis Development. Students are required to independently propose, develop, refine, present, and defend a complete work of architecture through the design development phase. As the student progresses through the design process for this capstone course they are expected to communicate their ideas and intentions in support of their solution through detailed graphic and three-dimensional presentation exhibits at both the milestone, formal presentation level and as an everyday means of conveying the depth of their design explorations to their studio advisors. The appropriateness of media and format are discussed and utilized, including the use of freehand sketching and physical study models during the development of design alternatives, through the use of proper architectural documentation conventions in the exhibition of orthographic images, and the use of both hand-produced and digital three-dimensional models and renderings for use during the design process as well as formal presentation critiques. The composition and effectiveness of the communicating materials are examined and weighed at each presentation, and the use of innovative, arresting, and unique techniques is encouraged.

### **Student Performance Criterion – A.4**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 3014/4014: Construction Technology 1 & 2**  
These courses introduce students to the materials and construction systems commonly used in both residential and commercial buildings. An emphasis is placed on understanding the physical properties, manufacturing and integration of materials and systems used for foundations, envelope construction and roof systems. Building Information Modeling computer applications are used to model three-dimensional images involving the above mentioned technologies.

### **Student Performance Criterion – A.5**

Criterion Description: “Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.”

Primary course in which Criterion is fulfilled: **ARCH 8716: Design Studio 7 Thesis Definition**  
This course will consist of lectures and associated projects intended to provide the student with a framework that will support and guide them through the beginning stage of their Bachelor of Architecture thesis project exploration. Emphasis will be placed on developing research and writing skills that will enhance the student's ability to define an acceptable thesis project, develop a program based on a given set of requirements, and select an appropriate project site. The student will complete the Schematic Design of the thesis project for review and approval by the department faculty.

### **Student Performance Criterion – A.6**

Criterion Description: “Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.”

Primary course in which criterion is fulfilled: **ARCH 1184/2394: Design Fundamentals 1 & 2.**

Both courses are sequential introductory courses designed to expose students to fundamental skills of design, architectural drawing principles, techniques and conventions used to develop and communicate architectural ideas. Studio assignments emphasize the relationship between drawing and three-dimensional form and space and include exercises in basic design and model making. Lecture topics include principles of design and architectural theory, observational sketching depicting light, texture and depth, analytical drawing, orthographic and paraline projections systems and professional standards for layout, lettering, use of line weights and dimensioning of architectural drawings followed by 3D problem solving, color theory, perspective drawing and rendering.

#### **Student Performance Criterion – A.7**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 3104/4304 Design Studio 1 and Design Studio 2.**

The primary evidence demonstrating the ability required in criteria A.7 is demonstrated in ARCH 3104 Design Studio I and ARCH 4304 Design Studio II. Two semesters of course and studio projects explore a systematic approach to architectural design methods through case study research and methodological evaluations related to the design process. Architectural form and style are investigated relative to human factors and environmental context. Verbal and graphic communication skills are also refined in the development of student design presentations. In subsequent studios precedence is deeply explored through research, juried presentations and methodological translations: ARCH 5306 Design Studio III, ARCH 6306 Design Studio IV, ARCH 7306 Design Studio V, ARCH 8306 Design Studio VI, ARCH 8716 Design Studio VII. Independent architectural thesis projects are conducted in ARCH 8776 Design Studio VIII including advanced independent architectural research articulating a theoretical, conceptual and professional position.

Secondary courses: ARCH 7003 Sustainable Building Design/ ARCH 5303 History of Architecture II

#### **Student Performance Criterion – A.8**

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

Primary course in which criterion is fulfilled: **ARCH 1184/2394 Design Fundamentals 1 and 2**

The primary evidence demonstrating the ability required in criteria A.8 is found in ARCH 1184: Design Fundamentals I and ARCH 2394: Design Fundamentals II. An introduction to fundamental design, architectural design drawing and applied drawing techniques. Students are introduced to design and drawing principles, techniques and conventions used to develop and communicate architectural ideas. The studies explore the relationship between drawing and three-dimensional form and space, and include exercises in basic design and model-making. The introductory course ARCH 2394 is designed to expose students to fundamental design skills, 3D problems solving, color theory, perspective drawing and rendering. The course examines specific issues such as format, figure/ground, rhythm, contrast, datum, value, space definition, color theory/rendering, one and two point perspective methods and basic model building. Topics in the introductory courses include principles of design and architectural theory, observational sketching, depicting light, texture and depth, analytical drawing, orthographic and paraline projection systems, perspective construction, rendering and professional standards for layout, lettering, use of line weights, and dimensioning of architectural drawings. Advanced procedural and system explorations are cultivated in ARCH 3104 Design Studio I, ARCH 4304 Design Studio II, ARCH 5306 Design Studio III, ARCH 6306 Design Studio IV, ARCH 7306 Design Studio V, ARCH 8306 Design Studio VI, ARCH 8716 Design Studio VII, ARCH 8776 Design Studio VIII.

### **Student Performance Criterion – A.9**

Criterion Description: “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 course in which criterion is fulfilled: **FNAT 1303: Architectural History 1 and ARCH 5303: Architectural History 2.**

The primary evidence demonstrating the ability required in criteria A.9 is found in FNAT 1303 Architectural History I and ARCH 5303 Architectural History II. This two semester course begins with a survey of the origins and development of historically notable architecture throughout the world from the 10th century BC to 1900. Significant architectural movements from the settlement of Catal Huyuk in ancient Anatolia in the Neolithic Era through Eclecticism, the era of stylistic revivals in the late 19th century are analyzed. History II expounds upon the origins and development of Modernism proceeding chronologically from the early roots of Modernism to the Global Dissemination of Styles in recent times, culminating with an examination of current trends in Urbanism and sustainable design.

Secondary Courses: ARCH 6406 Studio Sorrento

### **Student Performance Criterion – A.10**

Criterion Description: “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 courses in which criterion is fulfilled: **FNAT 1303/FNAT5303: History of Architecture I & II**

The major evidence for fulfilling criterion A.10 is located in FNAT 1303/ FNAT 5303: History of Architecture I & II. Numerous periods and cultures are covered including Neolithic, Egyptian, Greek, Roman, Islamic, Asian and Western. The study of these cultures and periods provide a basis for understanding that architecture is a reflection of the culture and society that produced it.

Secondary course SOCI 1163 General Sociology

### **Student Performance Criterion – A.11**

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

Primary course in which criterion is fulfilled: **ARCH 8716: Design Studio 7**

The primary evidence demonstrating the understanding required in criterion A.11 is found in ARCH 8716: Design Studio 7, Thesis Definition. Each student is required to engage in advanced research from a wide range of sources specific to their intended building type, including historical and cultural issues, typological questions, siting issues, public vs. private needs, behavioral issues, and such topics as construction techniques, life safety systems, environmental issues, sustainability, etc. All this should allow the students to make well informed design decisions supported by evidence and thus allow their work to have a degree of authority.

### **Student Performance Criterion – B.1**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8716: Design Studio 7**

The primary evidence demonstrating the ability required in criterion B.1 is found in ARCH 8716: Design Studio 7. This studio is the beginning stage of the Thesis Project. Emphasis is placed on research, writing and programming the project, execution of the project will occur in Design Studio 8. Students are introduced to programming in ARCH 3104 Design Studio 1 which presents a systematic approach to design and explores issues related to the design process including; program, user needs, environmental context, site and applicable laws and codes. Architectural form and style are an integral component of project presentation assessment.

### **Student Performance Criterion – B.2**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 5306: Design Studio 3**

The primary evidence demonstrating the understanding required in criterion B.2 is found in ARCH 5306 Design Studio 3. This studio is designed to develop the student's ability to apply and integrate architectural principles and methods to design of buildings and spaces. The exploration and study of architectural design and technology makes connections between theory and practice through the design of buildings and environments that explore the relationship between architecture, building systems, and human experience. Students will be expected to progress through the schematic design and design development phases of short-term and extended design projects. This course expects students to utilize knowledge gained and practiced during previous semesters where ADA regulations were introduced and incorporated in various design projects, beginning in ARCH 3104 Design Studio 1. Concurrent with the next studio, ARCH 4304 Design Studio II, students take ARCH 4013 Municipal Codes and Regulations which contains an accessibility component. In subsequent studios, beginning with ARCH 5306 Design Studio 3, students are expected to develop code compliant designs which include ADA requirements.

Secondary courses: subsequent studios: ARCH 6306, 7306, 8306, 8716, 8776

### **Student Performance Criterion – B.3**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 7003: Sustainable Building Design**

The primary evidence demonstrating the understanding required in criteria B.3 is found in ARCH 7003 Sustainable Building Design. This lecture course is designed to acquaint students with sustainable or “green” design. Introduction and application of sustainability concepts begins with the ARCH 3103 Design Studio I with following studios requiring appropriate implementation to various projects. ARCH 7003 provides context for the green building movement and help students understand the breadth and interconnectedness of this wide-ranging field of study. Sustainable design is a very contemporary approach to reconsidering the process of design, function and life of architecture. The idea of sustainability emerged from the solar design revolution of the 70's, and as a movement it has seen periods of growth and complete dismissal. The current approach to sustainability charges architects to design structures that have a minimum negative impact on the natural world. In this course students will concentrate on five major areas of sustainability including energy, air, water, materials and site

planning. Students will produce a series of research projects that explore and ultimately integrate the five major areas into the subsequent studio: ARCH 8306 and the two fifth year studios.

Secondary course: ARCH 8306, 8716, 8776

#### **Student Performance Criterion – B.4**

Criterion Description: “*Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.”

Primary course in which criterion is fulfilled: **ARCH 7003: Sustainable Building Design**

The primary evidence demonstrating the understanding required in criterion B.4 is found in ARCH 7003: Sustainable Building Design. This lecture course is designed to acquaint students with sustainable or “green” design. Introduction and application of sustainability concepts begins with the ARCH 3103 Design Studio I with following studios requiring appropriate implementation to various projects. ARCH 7003 provides context for the green building movement and help students understand the breadth and interconnectedness of this wide-ranging field of study. Sustainable design is a very contemporary approach to reconsidering the process of design, function and life of architecture. The idea of sustainability emerged from the solar design revolution of the 70’s, and as a movement it has seen periods of growth and complete dismissal. The current approach to sustainability charges architects to design structures that have a minimum negative impact on the natural world. In this course students will concentrate on five major areas of sustainability including energy, air, water, materials and site planning. Site design and topographical changes to accommodate a project’s building and/or other site amenities is introduced in ARCH 3104 Design Studio I. These topics are further developed in subsequent studios and more in depth in ARCH 7003. The remaining topics are included and discussed through lectures and projects in this course.

Secondary course: ARCH 8306 Design Studio 6

#### **Student Performance Criterion – B.5**

Criterion Description: “*Ability* to apply the basic principles of life-safety systems with an emphasis on egress.”

Primary course in which criterion is fulfilled: **ARCH 4304: Design Studio 2**

#### **Student Performance Criterion – B.6**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8306: Design Studio 6, Sustainability/Comprehensive Design**

The primary evidence demonstrating the ability required in criterion B.6 is found in ARCH 8306: Design Studio 6, Sustainability/Comprehensive Design. Prior to this last advanced studio preceding the thesis year, the students have been exposed through course work to an understanding of building materials and building systems (through Construction Technology 1 and 2, Environmental Controls 1, Structural Technology, Foundations and Concrete Construction, and Sustainable Building Design), to life safety systems and code issues (Municipal Codes and Regulations), and technical documentation of design in several Design Studios. Using a building design task of medium complexity as vehicle, the students are asked to demonstrate their ability to synthesize and comprehensively integrate the different systems, sustainability thinking, and other design demands, to produce a coherent, compelling design. They have to document that building design in a comprehensive set of drawings at

appropriate design and detail scales (including 1/4", 1/2", and other appropriate scales for wall sections and selected details. Based on this documentation, they will be asked to write outline specifications for a selected part(s) of the building. Models at various scales will serve to spatially highlight aspects of their building.

#### **Student Performance Criterion – B.7**

Criterion Description: "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 course in which criterion is fulfilled: **ARCH 8003: Professional Practice**

The primary evidence demonstrating the ability required in criterion B.7 is found in ARCH 8003: Professional Practice. An understanding of project financial considerations throughout pre-design, design, procurement and construction is provided through a series of lectures and class discussions. Instruction includes examples of quantity, single unit rate, elemental, and life cycle estimating methods and students demonstrate competence through scenario-based exercises. Assignments and quizzes are used to measure comprehension in the course, but students are encouraged to further integrate this knowledge by assessing the costs of design proposals in their studio work. The goal is for students to recognize the various metrics and principles that form the basis for client financial decisions, and how those decisions impact the designer's ability to achieve architectural excellence within the context of sound business practices.

#### **Student Performance Criterion – B.8**

Criterion Description: "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 course in which criterion is fulfilled: **ARCH 3303: Environmental Controls 1 and ARCH 7003: Sustainable Building Design.**

The primary evidence demonstrating the understanding required in criterion B.8 is found in ARCH 3003: Environmental Controls 1 and ARCH 7003: Sustainable Building Design. These courses introduce the student to the fundamental principles of mechanical, electrical and plumbing (MEP) systems for residential and commercial buildings. MEP system components, their integration into the building, and energy conservation are discussed and illustrated. Students will design various residential systems and will solve problems related to heat loss, fuel usage, fixture quantity, and supply and drain, waste, and vent piping. In ARCH 7003 Sustainable Building Design new approach to architectural design, which evolved from solar design solutions of the past three decades are explored. Case studies involving architects attempts to design structures that have a minimum negative impact on the natural world are investigated. The course concentrates on five major area of sustainability including energy, air, water, materials, and site planning. These concepts and skills are further developed in subsequent Architectural Studios ARCH 8306 Design Studio 7 and ARCH 8776 Design Studio 8.

#### **Student Performance Criterion – B.9**

Criterion Description: "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 course in which criterion is fulfilled: **CIVL 4104: Structural Technology, CIVL 5213: Foundations and Concrete & ARCH 8753: Advanced Structural Concepts.**

The primary evidence demonstrating the understanding required in criteria B.6 is found in CIVL 4104: Structural Technology, CIVL 5213: Foundations and Concrete & ARCH 8753: Advanced Structural Concepts. The first course in the sequence provides the students with a quantitative understanding of the effect of loads on structural

elements in a building. Principles of structural mechanics are covered from forces and stress to properties of section, and finally to shear and bending moments on beams. The designs of basic timber and steel beams and columns are also presented. In ARCH 5213 students are introduced to basic design principles of reinforced concrete structural members such as beams, slabs, and walls. Topics will include bending of single and doubly reinforced beams, T-beams, and slabs, as well as shear design of these members. The design of development length and splicing of reinforcing bars in the members will be included as well. Methods and materials used in concrete work will be discussed with attention given to the materials and methods of formwork construction. The ARCH 8753 course addresses advanced architectural structures, exterior building envelopes and production technologies. It explores structural elements and expands to include more complex determinate, indeterminate, long-span, thin shells and tensile systems. Materials covered are: reinforced concrete, steel and contemporary composites. Material performance and detailing of the exterior envelope are emphasized.

#### **Student Performance Criterion – B.10**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 3014/4014: Construction Technology I & II.**

The primary evidence demonstrating the understanding required in criterion B.10 is found in ARCH 3104/4014: Construction Technology I & II. The first in this sequence of courses introduces students to the materials, methods and systems commonly used in residential construction. Students will study the inherent qualities of materials and develop an understanding of their use and integration within a residential structure. Students will study the physical properties of the materials as well as how the materials are manufactured to produce a satisfactory product for the construction process. The second course presents a study of methods, systems, and materials used in the design and construction of commercial buildings. An emphasis is placed on the integration of materials and systems used for foundations, envelope construction, and roof systems. A general study of the International Building Code is included with respect to public commercial structures. Various two-dimensional and three-dimensional computer applications are used throughout the course. These concepts and skills are further developed in subsequent Architectural Studios ARCH 5306 Design Studio 3, ARCH 6306 Design Studio 4, ARCH 7306 Design Studio 5, ARCH 8306 Design Studio 6, ARCH 8716 Design Studio 7 and ARCH 8776 Design Studio 8.

#### **Student Performance Criterion – B.11**

Criterion Description: “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 Course in which Criterion is fulfilled: **ARCH 3003: Environmental Controls I.**

The primary evidence demonstrating the ability required in criterion B.11 is found in ARCH 3003: Environmental Controls I. The course introduces students to the fundamental principles of mechanical, electrical and plumbing (MEP) systems for buildings. MEP system components, their integration into the building and energy conservation are discussed and illustrated.

#### **Student Performance Criterion – B.12**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 3014/4014: Construction Technology I & II**

The primary evidence demonstrating the understanding required in criterion B.12 is found in ARCH3014/4014: Construction Technology I & II. These courses are a study of materials, methods and systems used in the design and construction of buildings for residential and commercial use. Both courses rely heavily on building information modeling to create accurate construction of structural and material assemblies.

### **Student Performance Criterion – C.1**

Criterion Description: “Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.”

Primary course in which criterion is fulfilled: **ARCH 7306: Design Studio 5 – Urban Design**

The primary evidence demonstrating the ability required in criterion C.1 is found in ARCH 7306: Design Studio 5. Students progress through schematic design and design development phases of short-term and extended group projects. The course focuses on design of buildings and spaces in an urban setting. The course exploration and study of architectural design, technology and planning principles is designed to bridge the gap between architectural theory and practice through the design of structures and places for human use and inspiration. Community charrettes are utilized on projects to add group members from outside academia and participate in presentation reviews.

### **Student Performance Criterion – C.2**

Criterion Description: “Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.”

Primary course in which criterion is fulfilled: **ARCH 4304 and ARCH 5306: Design Studio 2 and 3.**

The primary evidence demonstrating the understanding required in criterion C.2 is found in ARCH 4304: Design Studio 2 and ARCH 5306: Design Studio 3. These studios are designed to develop the student’s ability to apply and integrate architectural principles and methods to design of buildings and spaces. The exploration and study of architectural design and technology makes connections between theory and practice through the design of buildings and environments that explore the relationship between architecture, building systems and human experience. Sustainability, standards for documentation of as-built conditions, architectural styles, identifying architectural character, and materials are addressed. Students will be expected to progress through the schematic design and design development phases of short-term and extended design projects

### **Student Performance Criterion – C.3**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8003: Professional Practices**

The primary evidence demonstrating the understanding required in criterion C.3 is found in ARCH 8003: Professional Practices. In this class, the student will analyze the traditional role of the design professional in society and the responsibilities involved in the design of buildings and spaces. The students will learn to differentiate between the various duties and tasks performed by the Owner and Architect that are required for project delivery relative to the Owner-Architect Agreement and compare the roles of the participants in the process of building design and construction relative to the Owner-Contractor Agreement.

Secondary: ARCH 7306: Design Studio 5.

### **Student Performance Criterion – C.4**

Criterion Description: “Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.”

Primary course in which criterion is fulfilled: **ARCH 8003: Professional Practice**

The primary evidence demonstrating the understanding required in criterion C.4 is found in ARCH 8003: Professional Practice. The course uses readings from professional practice texts and current journal articles to compliment case studies that examine how firms attract, compete for, secure and keep clients. The firm's ability to build successful teams that can respond effectively to a wide range of client needs is also discussed. A variety of project delivery methods and project team relationships are introduced through the study of contract agreements to give students a comparative understanding of both traditional and integrated practice. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

#### **Student Performance Criterion – C.5**

Criterion Description: "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 course in which criterion is fulfilled: **ARCH 8003: Professional Practice**

The primary evidence demonstrating the understanding required in criterion C.5 is found in ARCH 8003: Professional Practice. Students are introduced to the practice of architecture through an examination of the business and legal aspects of the profession relative to the legal structure, staffing, and organization of a typical architectural office. Firm formation and organization are discussed through a series of lectures designed to help the student understand the profession they aspire to join and select the work setting that will best compliment their strengths and challenge them to develop as professionals. Topics related to general office, financial, risk, and project management procedures are discussed through lectures and readings in relation to the standard AIA contracts. Various forms of individual and firm compensation are also discussed. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

#### **Student Performance Criterion – C.6**

Criterion Description: "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 course in which criterion is fulfilled: **ARCH 8003: Professional Practice**

The primary evidence demonstrating the ability required in criterion C.6 is found in ARCH 8003: Professional Practice. Students are introduced to the various participants in the design and construction process as the basis for a comprehensive discussion of integrated project delivery. The traditional responsibilities of the architect as team leader are compared to the evolving role as stakeholder/collaborator through a series of case studies highlighting different project delivery methods. The architect's potential impact as private citizen is also studied through presentations by practitioners engaged in public service and activism, and supported with readings throughout the semester. Students are evaluated through assignments, quizzes and tests to measure their comprehension.

#### **Student Performance Criterion – C.7**

Criterion Description: "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 course in which criterion is fulfilled: **ARCH 4013: Municipal Codes and Regulations**

The primary evidence demonstrating the understanding required in criterion C.7 is found in ARCH 4013:

Municipal Codes and Regulations. The course emphasizes use and occupancy, special use and occupancy, building heights and areas, types of construction, fire-resistive construction, interior finishes, fire-protection systems, means of egress, accessibility, interior environment, energy efficiency, exterior walls, roof assemblies, structural provisions, building materials and systems and existing structures as described in the Building Code of New York State.

Secondary: ARCH 6306: Design Studio 4, ARCH 7003: Sustainable Building Design, and ARCH 8003: Professional Practice.

### **Student Performance Criterion – C.8**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 8003: Professional Practice 2**

The primary evidence demonstrating the understanding required in criterion C.8 is found in ARCH 8003: Professional Practice 2. The context within which buildings and environments are created is rapidly evolving, as is the way in which architecture and design is practiced. This advanced course is designed to provide the future practitioner with a comprehensive study of the business, ethics and practice of architecture. The needed contributions by additional design disciplines and the integrative approach to modern architectural practice are discussed through case studies, class discussions, readings and lectures. The AIA code of ethics is studied in addition to a review of pertinent case studies involving ethical dilemmas. Emphasis is placed on the skills and information that can enhance the student’s ability to function ethically in a professional practice.

### **Student Performance Criterion – C.9**

Criterion Description: “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 course in which criterion is fulfilled: **ARCH 7306: Design Studio 6**

The primary evidence demonstrating the understanding required in criterion C.9 is found in ARCH 7306: Design Studio 6, Urban Design. The Urban Design advanced studio serves as the primary civic engagement opportunity for our student body. Over many years, our BS in Architectural Technology program has produced numerous urban revitalization proposals, mostly for towns in New York State’s economically depressed Southern Tier region. Following the careful study of the selected town’s urban fabric by the students, a broad foundation is laid through targeted readings and research involving case studies of urban conditions in diverse global settings. Then public meetings with all critical stakeholder groups are held, followed finally by developing both master plans and strategically selected proposal by the various student groups. In the BArch program, we will continue this tradition and seek to not only expose our students to the range of forces shaping cities over time, including political, religious, socio-economic, cultural, etc., to the roles of public and private interests in decision making and identity formation. We also hope this experience will generate in our students a desire for assuming responsibility through urban activism.

## **I.2. Curricular Framework**

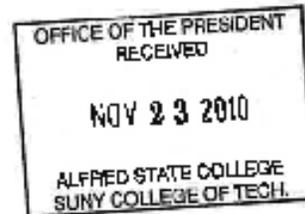
### **II.2.1. Regional Accreditation**

Alfred State’s regional accreditor is the Middle States Commission on Higher Education (MSCHE). Please see on the following page a copy of MSCHE, dated Nov. 19, 2010, affirming Alfred State’s accreditation. Alfred State’s next evaluation visit is scheduled for 2014-15.



November 19, 2010

Dr. John M. Anderson  
President  
SUNY College of Technology at Alfred  
Huntington Administration Building  
Alfred, NY 14802



Dear Dr. Anderson:

At its session on November 18, 2010, the Middle States Commission on Higher Education acted:

To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2014-2015.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of SUNY College of Technology at Alfred. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Barbara S. Loftus, Vice President.

Sincerely,

Michael F. Middaugh, Ed.D.  
Chair

c: Dr. Nancy L. Zimpher, Chancellor, State University of New York Central Office

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other jurisdictions abroad.

## **II.2.2. Professional Degrees and Curriculum**

Bachelor of Architecture Degree 157 credits

Outline of degree program see curriculum mask on page 40

Concentrations are listed on page 22

List of semester credits for professional and general education see curriculum mask on page 40

Annual optional study abroad semester in Sorrento, Italy. <http://www.santannainstitute.com/>  
16 weeks, 16 credits – ARCH 6406, Studio Sorrento, ARCH 2433, Urban Sketching and Journaling, ANTH 5223, Archeology

## **II.2.3. Curriculum Review and Development**

Curriculum review is performed by the Advisory Board on an annual basis, see pp. 16-17.  
Faculty reviews courses on an annual basis as part of the assessment process, see pp. 16-17.

## **II.3. Evaluation of Preparatory/Pre-professional Education**

N.A.

## **II.4. Public Information**

### **II.4.1. Statement on NAAB-Accredited Degrees**

Information will soon be placed on college website.

### **II.4.2. Access to NAAB Conditions and Procedures**

Information will soon be placed on college website

### **II.4.3. Access to Career Development Information**

Campus Career Placement Office has information available.

### **II.4.4. Public Access to APRs and VTRs**

Will be made available as required by NAAB as the program progresses through the next steps.

### **II.4.5. ARE Pass Rates**

N.A.

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**Part Three. Progress Since Last Site Visit**

**III.1. Summary of Responses to the Team Findings**

N.A. We only had the eligibility visit thus far.

**A. Responses to Conditions Not Met**

**Number & Title of Condition(s) Not Met**

N.A.

**B. Responses to Causes of Concern**

The following Causes for Concern were expressed in the *MEMORANDUM FOR THE NATIONAL ARCHITECTURAL ACCREDITING BOARD* that accompanied the NAAB letter in which Alfred State was notified of the BArch program's acceptance as eligible for candidacy:

*P.3: The panel is concerned that the department does not have a plan for ensuring that (a) faculty lines are retained as retirements occur and*

*(b) identifying and recruiting candidates for these vacancies that will enhance the existing demographics of the faculty in general. The department is encouraged to begin the process for effective succession planning for its faculty as part of its progress toward achieving initial candidacy and accreditation.*

Response by the department:

The department will work with the dean and VPAA on developing a plan for retaining faculty lines as retirements occur and identifying and recruiting candidates for these vacancies that will enhance the existing demographics of the faculty in general. In other words, we will begin the process of effective succession planning for our faculty.

*P. 4: there is currently no wood shop facility available for use by architecture students*

Response by the department:

The needed equipment for a wood shop exists on campus. The department is working with the Dean on establishing a workshop within the School of Architecture, Management and Engineering Technology that will include a wood shop for architecture students and a 3-D printing lab shared with other departments.

**Comment from previous VTR [Year] (quote in full)**

N.A.

**Response from Program [Year of APR]:**

N.A.

**III.2 Summary of Responses to Changes in the NAAB Conditions**

N.A.

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**Part Four (IV): Supplemental Information**

**IV.1. Course Descriptions**

**Number & Title of Course:** ARCH 1184, Design Fundamentals 1, 4 credits

**Course Description:** Students explore fundamental principles of 2D and 3D design, while developing a range of drawing and modeling skills that are essential to the design process.

**Course Goals:**

The primary goal of this course is for students to learn, practice, and apply the language of design through the introduction of fundamental design principles and graphic techniques in the lecture component of the course, and throughout a series of exercises performed in the studio portion of the course.

**Course Objectives:**

1. Understand the process of design, and utilize methods and techniques in two- and three-dimensional media to produce architectural documents, materials and presentations as part of the problem-solving process.
2. Employ principles of design and concepts of architectural theory in a design environment.
3. Visualize, analyze, and iteratively explore possible solutions in the design process, and apply creativity in design solutions appropriate to given parameters and/or program.
4. Function effectively as part of a team in the design, and documentation of architectural projects.
5. Demonstrate a commitment to quality, timeliness, and continuous improvement in his or her work.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaborative Skills

**Topical Outline:**

- Graphic Fundamentals (20%)
- Form and Geometry (13%)
- Conveying Space and Depth (13%)
- Architectural Design and Process (20%)
- Architectural Drawing (30%)
- Presentation Techniques (4%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

- Ching, Francis D.K. Architecture: Form, Space, and Order (John Wiley & Sons, latest edition)
- Ching, Francis D.K. & Juroszek, Steven P., Design Drawing (John Wiley & Sons, latest edition)

**Offered:**

Fall Semester, annually

**Faculty assigned:**

- David Snyder (F/T)
- Joy Carlson (F/T)
- David I. Carli (F/T)

**Number & Title of Course:** ARCH 1013, Introduction to Design, 3 credits

**Course Description:** Introduces how the major design disciplines evolved over time, probes their discipline-specific bodies of theory, and how deeply design pervades life and influences its quality.

**Course Goals:** The primary goal is to open students' minds wide to - and make them literate in - the breathtaking range of design achievements by numerous distinct disciplines, including architecture, landscape, urban interior, industrial, product, furniture, graphic, information design, theater, stage set, film, costume, and fashion design, health-related design, electronic design, and the now ubiquitous digital media. Also, it should inspire them to make their own high-quality design contributions.

**Course Objectives:**

1. Comprehend how broadly and deeply design accompanies human existence and helps to provide structure and order to all phases of life, from birth to death, and beyond;
2. Be literate about how designers think; how visions of the world held by designers shape their output, how different ideologies held by designers lead to corresponding expressions in their work;
3. Understand and articulate what an 'economy of means' in design operations is - and how 'good design' often depends on a designer's ability to reformulate a design task's parameters;
4. Be able to interpret/ evaluate design qualities and how well designs respond to demands placed on them, using analytic/interpretive tools offered by the course;
5. Prepare a well investigated research paper on a design subject of the student's choosing.

**Student Performance Criterion/a addressed:**

A.1. Communication Skills	A.5. Investigative Skills
A.8. Ordering Systems Skills	A.10. Cultural Diversity
A.11. Applied Research	C.2. Human Behavior

**Topical Outline:**

History of Design (15%)	Design Philosophies (15%)
Architectural and Interior Design (15%)	Product Design (15%)
Landscape and Urban Design (6%)	Sustainability, Adaptive Reuse (4%)
Theater, Opera, Film and Fashion Design (8%)	Stage Design, Modern Dance (6%)
Graphic Design (4%)	Digital Media (4%)
Design Thinking (4%)	Utopian Design (4%)

**Prerequisites:**

COMP 1503, Co-requisite with concurrency

**Textbooks/Learning Resources:**

Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* (Harper Collins, 2009).

Clark, Hazel, and David Brody, eds. *Design Studies: A Reader* (Berg Publishers, 2009).

Forty, Adrian. *Objects of Desire: Design and Society since 1750* (Thames & Hudson, 1986).

Lees-Maffei, Grace, and Rebecca Houze, eds. *The Design History Reader* (Berg Publishers, 2010).

Papanek, Victor. *Design for the Real World*. 2<sup>nd</sup> ed. (Academy Chicago Publishers, 2005).

Pulos, Arthur J. *American Design Ethic: A History of Industrial Design*. (MIT Press, 1986).

Woodham, Jonathan M. *Twentieth-Century Design*. Oxford, New York: Oxford University Press, 1997.

**Offered:**

Fall Semester, annually

**Faculty assigned** (first offered in Fall 2013):

Heinrich Hermann (F/T)

**Number & Title of Course:** FNAT 1303, Architectural History I, 3 credits

**Course Description:** From beginnings of architecture in the early settlements in Asia Minor, this course progresses through history to the end of the 19<sup>th</sup> Century.

**Course Goals:**

The primary goal of this course is to introduce students to a wide variety of cultures, religions, and the respective notable buildings throughout the world from the 8<sup>th</sup> century BCE to 1900.

**Course Objectives:**

1. Understand the driving forces that caused mankind to build permanent structures.
2. Identify and classify the basic eras and styles.
3. Comprehend and appreciate the aesthetic principals of each time period.
4. Utilize the library's many research resources to write a paper on a specific building.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.5. Investigative Skills
- A.9. Historic Traditions and Global Culture
- A.10. Cultural Diversity
- C.2. Human Behavior

**Topical Outline:**

Introduction, Principles of Architecture (6.5%)  
Early Cultures and Egyptian (9%)  
Greek (6.5%)  
Roman (6.5%)  
Asian (4.5%)  
Early Christian, Byzantine, Islamic (6.5%)  
African (4.5%)  
Roman (6.5%)  
Medieval (11.5%)  
Renaissance (9%)  
Baroque (9%)  
18<sup>th</sup> Century (9%)  
19<sup>th</sup> Century (9%)  
Library Class (2%)  
Evaluation (6.5%)

**Prerequisites:**

COMP 1503 – Co-requisite with concurrency

**Textbooks/Learning Resources:**

Fazio, Michael. *Buildings Across Time* (McGraw-Hill, latest edition).  
Jarzombek, Mark M. and Vikramaditya Prakash. *A Global History of Architecture* (John Wiley & Sons, 2011).

**Offered:**

Fall Semester, annually

**Faculty assigned:**

Joy M. Carlson (F/T)

**Number & Title of Course:** MATH 1054, Precalculus, 4 credits.

**Course Description:** algebra of real numbers, equations, including systems, and inequalities; functions and graphs including polynomials, rational expressions, logarithmic, exponential, trigonometric functions, algebra of the trigonometric functions.

**Course Goals & Objectives:**

1. Use algebraic manipulations to simplify polynomial, rational, and radical expressions.
2. Solve linear, quadratic, absolute value, rational, and polynomial equations and inequalities.
3. Graph and describe the end behavior of polynomial functions and asymptotes of rational functions.
4. Find an equation of a line, calculate and interpret slope.
5. Solve verbal problems by translating them into the appropriate mathematical model.
6. Use a graphing utility to find regression equations, to find minimums and maximums, to find zeros, and solve equations.
7. Convert between radians and degrees and use the unit circle to determine the six trigonometric functions of a given angle.
8. Use/manipulate the concepts of arc length, angular measure, and angular speed to solve related problems.
9. Graph and/or interpret sine and cosine functions considering amplitude, period, and phase shift.
10. Use the Pythagorean Theorem, the law of sines, and the law of cosines to solve right and oblique triangles.
11. Use the relationship between logarithmic functions and exponential functions to solve equations and problems involving growth/decay, and compounding of interest.
12. Use trigonometric identities to simplify trigonometric expressions and solve trig equations.

**Student Performance Criteria addressed:**

N/A

**Topical Outline:**

1. Basic foundational concepts—10%
2. Functions and their graphs—23%
3. Polynomial and rational functions—12%
4. Exponential and logarithmic functions—12%
5. Trigonometric functions—13%
6. Analytic trigonometry and additional topics—17%
7. Systems of equations and matrices—3%
8. Testing—8%

**Prerequisites:**

NYS 85 HS Average for Algebra, Geometry, and Trigonometry (or Math A and B or Course 1, 2, 3), plus a 4th year Math, or equivalent.

**Textbooks/Learning Resources:**

Sullivan & Sullivan. *Precalculus: Enhanced with Graphing Utilities*, 6<sup>th</sup> edition (Pearson: 2012)

**Offered:**

Every semester (though not in Spring semesters in case of insufficient student numbers)

**Faculty assigned:**

Karen Kelly (P/T)  
Earl Packard (P/T)  
Carol Stewart (P/T)

**Number & Title of Course:** ARCH 2394, Design Fundamentals 2; 4 credit hours

**Course Description:** Students are exposed to and utilize fundamental design skills, 2D and 3D problem solving, perspective drawing, color theory, presentation rendering, and modelmaking as design tools.

**Course Goals:**

The primary goal of this course is for students to develop problem solving processes and skills to generate solutions to graphic and architectural assignments throughout a series of lectures and exercises of increasing complexity performed in the studio portion of the course.

**Course Objectives:**

1. Demonstrate an understanding of the processes and techniques of perspective drawing, color theory and rendering, and 3D modeling.
2. Demonstrate an understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, and architectural composition.
3. Demonstrate an ability to use basic architectural principles in the design of simple buildings, interior spaces, and sites.
4. Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
5. Demonstrate an ability to read, write, listen, and speak effectively.

**Student Performance Criterion/ addressed (list number and title):**

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.2. Human Behavior

**Topical Outline:**

Architectural Communications (10%)  
Basic Design Principles and Elements (33%)  
Sketching, Drawing, Rendering (13%)  
Perspective Drawing (27%)  
Color Theory and Rendering; Entourage (10%)  
3-D Modeling and Problem Solving (7%)

**Prerequisites:**

ARCH 1184 - Design Fundamentals 1 (C or better)

**Textbooks/Learning Resources:**

Ching, Francis D.K., *Architectural Graphics* (John Wiley & Sons, latest edition)  
Doyle, Michael. *Color Drawing* (VanNostrand Reinhold, Co., latest edition)

**Offered:**

Spring Semester, First Year

**Faculty assigned:**

David Snyder (F/T)  
Joy Carlson (F/T)  
David I. Carli (F/T)

**Number & Title of Course:** ARCH 2014, Computer Visualization, 4 credits

**Course Description:** This is an introductory course that examines the practical and theoretical issues of the computer as a tool for the production of architectural presentations.

**Course Goals & Objectives:**

3D and 2D modeling and rendering are emphasized. Students will explore the use of the computer as a design tool through building information modeling and presentation software. Students will learn computer presentation skills to be used throughout their academic careers.

**Student Performance Criteria addressed:**

A.3. Visual Communication Skills  
A.4. Technical Documentation

**Topical Outline:**

Generation of 3D computer architectural models and images. (60%)  
Generation of 2D drawings from 3D models. (30%)  
Production and manipulation of digital presentations (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Deutch. *BIM and Integrated Design: Strategies for Architectural Practice* (AIA, 2011)  
Reed. *The Integrative Design Guide to Green Building* (Wiley, 2009)  
Kottas. *Contemporary Digital Architecture, Design & Techniques* (Links International, 2010)

**Offered:**

Fall semester, annually

**Faculty assigned:**

Rex A. Simpson (F/T)

**Number & Title of Course:** HIST 1113, History of Western Civilization Since 1648, 3 credits

**Course Description:** An introduction to the political, military, intellectual, cultural, technological, religious, and economic features of western civilization from the early modern period to the twenty-first century.

**Course Objectives:**

Also considers the relationship between Europe and the United States, and between Europe and the wider world. Finally, the course discusses contemporary Europe.

At the end of the course the student will be able to do the following:

1. Identify and describe the influences on Western civilization.
2. Discuss in historical perspective the intellectual and cultural features of Western civilization.
3. Identify the influences of western civilization on the non-Western world.
4. Critically evaluate the impact of western civilization on the rest of the world, including non-Western areas and the United States.
5. Discuss in historical perspective the political, economic, and military evolution of the West.
6. Recognize the effects of globalization in the contemporary world.
7. Demonstrate knowledge of basic historical method and source analysis.

**Topical Outline:**

8. Absolutism and the Age of the Enlightenment	7%
9. Colonialism, War, and Industrialization	7%
10. The French Revolution	7%
11. Napoleonic Europe	7%
12. Reaction vs. Progress, 1815-1848	9%
13. Unification of Large Nation-States	7%
14. European Civilization, 1871-1914	7%
15. Europe's World Supremacy	7%
16. The First World War	9%
17. Europe Between the Two World Wars	9%
18. The Second World War	9%
19. The Post-War World and Globalization	13%

**Student Performance Criteria addressed:**

N/A

**Textbooks:**

Kagan, Donald, et al. *The Western Heritage: Teaching and Learning Classroom Edition* (New York: Pearson, Latest Edition).

Kishlansky, Mark, et al. *Brief History of Western Civilization* (New York: Pearson, Latest Edition).

Levack, Brian, et al. *The West: Encounters and Transformations* (New York: Pearson, Latest Edition).

Waddy, Nicholas L. *The Essential Guide to Western Civilization* (New York: Pearson, Latest Edition).

**Offered:**

Fall and Spring Semesters, annually

**Faculty assigned:**

Ronald R. Webb (P/T)

**Number & Title of Course:** Physics 1024, General Physics I, 4 credits

**Course Description:** This course covers foundation ideas in mechanics and requires an understanding of college algebra and some basic ideas of trigonometry.

**Course Objectives:**

Topics include the metric system and unit conversions, vector quantities and the kinematic equations, vector addition and projectile motion, force, net force and Newton's laws of motion, work and energy, linear momentum and collisions, circular motion and gravitation, rotational motion, torque and angular momentum.

1. Convert the units of physical quantities and perform dimensional and unit analysis.
2. Add and subtract vector quantities using graphical and/or analytic methods.
3. Solve one dimensional motion using kinematics equations with uniform acceleration.
4. Solve two dimensional (i.e. projectile) motion problems.
5. Identify the forces acting on an object.
6. Solve problems that utilize Newton's laws of motion in one and two dimensions.
7. Calculate the work done by a constant force and use the work-energy theorem to solve appropriate problems.
8. Compute the kinetic and potential energy of a system of particles.
9. Solve problems using the law of conservation of energy.
10. Solve collision problems using the law of conservation of momentum.
11. Calculate centripetal acceleration and force on a particle moving in uniform circular motion.
12. Solve problems involving the rotational kinematics of a rigid body under constant angular acceleration.
13. Calculate the torque produced by a force and solve rotational equilibrium problems.
14. Solve problems involving the rotation of rigid bodies about a fixed axis.

**Topical Outline:**

Introduction, measurements and conversions	5 %
Units and unit analysis, Problem Solving	10 %
Problem solving, Scalars and vectors	5 %
Acceleration and kinematics	5 %
Vector components, addition and subtraction	2 %
Relative velocity and projectile motion	5 %
Force and net force, Newton's Laws	10 %
Friction, Work, Potential and Kinetic energy	12 %
Conversion of energy, Power	5 %
Momentum, Elastic and inelastic collisions	10 %
Center of mass, Angular position and motion	10 %
Gravity and rotational motion, Torque	10 %
Moment of Inertia	8 %
Rotational dynamics and angular momentum	5 %

**Student Performance Criteria addressed:**

N/A

**Textbook:**

Wilson, Buffa and Lou. *College Physics*, 7th ed.

**Offered:**

Fall and Spring, annually

**Faculty assigned:**

David Arthur Kendall (P/T)

**Number & Title of Course:** ARCH 3104, Design Studio I, 4 credits

**Course Description:** Students are presented with a systematic approach to the architectural design process. Architectural form is investigated relative to human needs and environmental context.

**Course Goals:**

The primary goal of this course is for students to demonstrate an understanding of a design process by exploring a sequence of presenting research methods, documenting client needs in program writing, diagraming site analysis and design response issues, creating schematic design alternatives, evaluating alternatives and illustrating their design development through sketches, study models and final graphic and finish model presentations.

**Course Objectives:**

1. Demonstrate an ability to use preliminary types of graphic analysis to generate and evaluate architectural design.
2. Demonstrate an ability to gather and synthesize information in the development of an architectural program.
3. Recognize and illustrate a personal systematic approach to the architectural design process.
4. Show an understanding of human factors and environmental context by successfully completing laboratory assignments and projects.
5. Demonstrate the skills and techniques necessary to produce good verbal and graphic architectural presentations.

**Student Performance Criteria addressed:**

A.1 Communication Skills	B.2 Accessibility
A.2 Design Thinking Skills	B.3 Sustainability
A.3 Visual Communication Skills	B.4 Site Design
A.5 Investigative Skills	B.6 Comprehensive Design
A.6 Fundamental Design Skills	B.11 Building Service Systems
A.11 Applied Research	C.3 Client Role in Architecture
B.1 Pre-Design	C.9 Community/Social Responsibility

**Topical Outline:**

Introduction to Design Methods (23%)	Programming (15%)
Design Generation (43%)	Presentation Techniques (8%)
Testing & Evaluation (9%)	

**Prerequisites:**

ARCH 2394 – Design Fundamentals 2 (C or better)

**Textbooks/Learning Resources:**

Laseau, Paul. *Graphic Thinking for Architects & Designers* (John Wiley & Sons, Inc., latest edition).

**Offered:**

Fall Semester, annually

**Faculty assigned:**

Richard T. Carlo (F/T)

Terry L. Palmiter (F/T)

**Number & Title of Course:** ARCH 3014, Construction Technology 1, 4 credits

**Course Description:** Students will study the materials, methods and systems used in residential construction. The construction and the resulting assemblies will be explored using Building Information Modeling.

**Course Goals:**

The primary goal of this course is for students to apply their understanding of residential construction technology, materials and the software environment by producing a series of two-dimensional architectural documents that begin as schematic graphics and develop into contract documents.

**Course Objectives:**

6. Demonstrate an understanding of the Construction Specification Index and material specifications.
7. Demonstrate an understanding of wood frame construction and the use of construction materials.
8. Create and manipulate architectural drawings within BIM and produce hard copy drawings using various plotting and printing devices.
9. Illustrate an understanding of and sensitivity to the commonly used techniques and graphic standard of architectural practice.
10. Investigate three dimensional architectural applications using BIM and auxiliary programs.

**Student Performance Criteria addressed:**

- |                              |                                       |
|------------------------------|---------------------------------------|
| A.4. Technical Documentation | B.8. Environmental Systems            |
| A.8. Ordering Systems Skills | B.9. Structural Systems               |
| B.2. Accessibility           | B.10. Building Envelope Systems       |
| B.3. Sustainability          | B.12. Building Materials & Assemblies |
| B.5. Life Safety             | C.7. Legal Responsibilities           |

**Topical Outline:**

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| Building Construction Industry (13%) | Ferrous Metals (11%)                  |
| Properties of Materials (12%)        | Wood (12%)                            |
| Sites and Soils (12%)                | Interior Finishes and Equipment (11%) |
| Cast-in Place Concrete (12%)         | Evaluation (5%)                       |
| Masonry (12%)                        |                                       |

**Prerequisites:**

ARCH 2014, Computer Visualization (C or better)

**Textbooks/Learning Resources:**

Ching, Francis D.K. and Adams, Cassandra. *Building Construction Illustrated* (John Wiley & Sons, latest edition).

**Offered:**

Spring Semester, annually

**Faculty assigned:**

Rex A. Simpson (F/T)  
Ruoyu Jin (F/T)

**Number & Title of Course:** ARCH 3003, Environmental Controls 1, 3 credits

**Course Description:** This course covers the fundamental principles of mechanical, electrical, and plumbing (MEP) systems for residential and commercial buildings.

**Course Goals:**

The primary goal of this course is to introduce MEP system components, their integration into the building, and energy conservation are discussed and illustrated. Students will design various residential systems and will solve problems related to heat loss, fuel usage, fixture quantity, and supply and drain, waste, and vent piping.

**Course Objectives:**

1. Recognize and explain various systems comprising MEP networks
2. Solve problems for heat loss, fuel usage, water usage, commercial fixture selection, pipe sizing, and electrical layout.
3. Illustrate with required drawings, calculate heat loss, write a technical paper analyzing a student's own home heating system, and present the material.

**Student Performance Criteria addressed:**

- B.3. Sustainability
- B.5. Life Safety
- B.8. Environmental System
- B.11. Building Services Systems

**Topical Outline:**

Heating, Ventilating, and Air Conditioning (42%)  
Plumbing Systems (27%)  
Electrical Systems (22%)  
Evaluation (9%)

**Prerequisites:**

Math 1054, C or better

**Textbooks/Learning Resources:**

Janis, Richard and William Tao. *Mechanical and Electrical Systems in Buildings* (Prentice Hall, latest edition).

**Offered:**

Fall Semester, annually

**Faculty assigned:**

Joy M. Carlson (F/T)

**Number & Title of Course:** CIVL 4104, Structural Technology, 4 credits

**Course Description:** Quantitative understanding of effect of loads on structural elements in buildings, principles of Structural mechanics, designs of basic timber and steel beams, and columns.

**Course Objectives:**

1. Determine beam and structural system reactions.
2. Determine shear and moment on beams.
3. Determine member force in simple frames and trusses.
4. Determine adequate size of beam members of timber.
5. Determine adequate size of tension members of steel.
6. Determine adequate size of compression members of steel.
7. Perform elementary bolted connection calculations.

**Student Performance Criteria addressed (list number and title):**

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaboration

**Topical Outline:**

Force, Force Components, Stress (20%)  
Moments and Reactions (20%)  
Free Body Diagrams, Truss and Frame Analysis (17%)  
Load Tracing (6%)  
Beam Shear and Moment (10%)  
Beam Design (Steel) (10%)  
Beam Design (Wood) (10%)  
Evaluation (6%)

**Prerequisites:**

MATH 1054, MATH 1063, MATH 1084, or MATH 2043 and PHYS 1024 or PHYS 1044.

**Textbooks/Learning Resources:**

Onouye, Barry. Statics and Strength for Materials for Architecture, (Prentice Hall, latest edition).

**Offered:**

Spring, annually

**Faculty assigned:**

Ronald S. Nichols (F/T)

**Number & Title of Course:** SOCI 1163, General Sociology, 3 credits.

**Course Description:** Covers culture, socialization, social structure, deviance, social stratification, diversity, globalization, minorities, gender, social institutions, and research methods, basic concepts, theories and perspectives used by sociologists.

**Course Goals & Objectives:**

1. Identify basic sociological terminology.
2. Identify basic scientific research methods used by sociologists and the ethical issues involved when studying human behavior.
3. Define globalization.
4. Demonstrate globalization's connection to contemporary social issues.
5. Recognize the role of diversity in 21st century America.
6. Define the sociological perspective.
7. Use the sociological perspective to critically discuss the social influences on people's lives.
8. Perform the basic operations of personal computer use, as well as employ basic research techniques to locate, evaluate and synthesize information from a variety of sources.

**Student Performance Criteria addressed:**

N/A

**Topical Outline:**

Sociology: The Discipline and the Scientific Method	3 – 7 %
Social Interaction and Social Organization	3 – 7 %
Culture, Society, and Globalization	3 – 7 %
Socialization	3 – 7 %
Social Groups	9 – 17 %
Selected Social Institutions	3 – 7 %
Social Stratification	3 – 7 %
Ethnic and Race Relations	4 – 9 %
Inequalities of Gender and Age	4 – 9 %
Deviant Behavior and Social Control	3 – 7 %
Population	4 – 9 %

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Henslin, J. M. *Essentials of Sociology: A down-to-earth approach*, 10th ed. (Pearson, 2013).

**Offered:**

Fall and spring of each school year

**Faculty assigned:**

Michael Cobb (P/T)  
Regina Pollard (P/T)  
Gary Lounsberry (P/T)  
William Swanson (P/T)

**Number & Title of Course:** ARCH 4304, Design Studio 2, 4 credits.

**Course Description:** Uses problem-solving methods for a variety of project types and sizes. Students working individually and in teams, through sketches, study models and preliminary working drawings.

**Course Goals & Objectives:**

The students are encouraged to develop a professional approach to investigating, analyzing and solving architectural problems. This is the culminating course of the two-year degree program as well as a stepping-stone to the upper level studio courses in the four-year degree program.

1. Students will use established problem solving methods to complete laboratory assignments and projects.
2. Students will perform basic site analysis, programming, research and design tasks.
3. Students will develop sensitivity to basic design principles by creating solutions to architectural problems and presenting them in written, verbal and graphic form.
4. Students will apply the principles of project management in a team setting to different project types and sizes through design presentations and construction document preparation.

**Student Performance Criteria addressed:**

- |                                  |                     |
|----------------------------------|---------------------|
| A.1. Communication Skills        | B.1. Pre-Design     |
| A.2. Design Thinking Skills      | B.2. Accessibility  |
| A.3. Visual Communication Skills | B.3. Sustainability |
| A.4. Technical Documentation     | B.4. Site Design    |
| A.5. Investigative Skills        |                     |
| A.6. Fundamental Design Skills   |                     |
| A.7. Use Precedents              |                     |
| A.11. Applied Research           |                     |

**Topical Outline:**

- |                         |                                       |
|-------------------------|---------------------------------------|
| Site Analysis (10%)     | Design and Design Development (20%)   |
| Programming (10%)       | Presentation Drawings and Model (20%) |
| Design Parameters (10%) | Construction Documents (20%)          |

**Prerequisites:**

ARCH 3104 (with a C or better)

**Textbooks/Learning Resources:**

Wakita and Linde. *The Professional Practice of Architectural Working Drawings* (Wiley Publishing, Latest Ed.)

\*Equivalent texts/devices may be substituted by the department.

**Offered:**

Spring; annually

**Faculty assigned:**

William Dean (F/T)  
Richard Carlo (F/T)

**Number & Title of Course:** ARCH 4014, Construction Technology 2, 4 credits

**Course Description:** The course is focused on construction techniques for commercial buildings. Topics covered include steel frame, reinforced concrete, pre-cast concrete and building envelope systems.

**Course Goals & Objectives:**

Construct and coordinate a set of construction documents for a light commercial type building.  
Explain verbally and graphically, commercial building construction methods and materials.  
Generate detailed Building Information Modeling (BIM) projects.  
Research building materials and apply information to building needs.  
Design and communicate commercial building details.

**Student Performance Criteria addressed:**

A.4. Technical Documentation  
B.5. Life Safety  
B.10. Building Envelope Systems  
B.12. Building Materials and Assemblies

**Topical Outline:**

Building Information Modeling (20%)	
Foundation Systems (10%)	Cast-in-place Concrete (10%)
Steel Assemblies (10%)	Pre-cast Concrete (10%)
Curtain Wall (10%)	Sustainable Practices (10%)
Glass and Glazing (5%)	Interior Finishes (5%)
Roofing Systems (5%)	Evaluation (5%)

**Prerequisites:**

ARCH 3014 Construction Technology 1

**Textbooks/Learning Resources:**

Mehta, Scarborough & Armpriest. *Building Construction, Principles, Materials & System* (Prentice Hall, Latest Edition)

**Offered:**

Spring Semester, annually

**Faculty assigned:**

Rex Simpson (F/T)

**Number & Title of Course:** ARCH 4013, Municipal Codes and Regulations, 3 credits

**Course Description:** This course covers the municipal code review process and definition of model building and zoning codes.

**Course Goals & Objectives:**

1. Classify different groups of occupancy from existing construction.
2. Differentiate different construction types.
3. Analyze building means of egress and fire protection requirements.
4. Determine the proper code applications of foundations, walls, roofs, floor materials to existing buildings.
5. Conduct a zoning code analysis for examples of different types of buildings and Environments
6. Analyze building examples for proper compliance with building codes and building code violations.

**Student Performance Criteria addressed:**

A.4 Technical Documentation	B.5 Life Safety
A.5 Investigative Skills	C.7 Legal Responsibilities
B.2 Accessibility	C.8 Ethics and Professional Judgement

**Prerequisites:**

none

**Textbooks/Learning Resources:**

Janis, Richard and William Tao. *Mechanical and Electrical Systems in Buildings* (Prentice Hall, latest edition).

**Offered:**

Fall Semester, annually, to be first offered in Spring 2014

**Faculty assigned:**

TBD

**Number & Title of Course:** ARCH 5306, Design Studio 3: Civic Design Challenge, 6 credits

**Course Description:** Introduces students broadly to design parameters characteristic of a civic design task of small to medium scale, in a context of moderate complexity. They recognize the tension between wanting to propose a design vision while being responsive to multiple needs, including multiple stake holder groups, necessities and opportunities of context, and others.

**Course Goals:**

Students develop sensitivity to existing urban fabrics, use case studies of related building types for building up a range of tools for their own design, including strategies pursued by architects that render works capable of functioning well, while exerting inspiration qualities to aspire to, and tools of criticism. They synthesize their research building and site with new program requirements into schematic and design development proposals.

**Course Objectives:**

1. Learn to research, document and present case studies related to the intended building task, including examples from a wide range of culturally, politically, climatically, economically, and geographically diverse settings
2. Learn to study the organizational strategies followed by these works, their ways of telling a narrative, their capacity for concealing and revealing, and of choreographing one's encounter along the lines of spatial drama and delight, all resulting in their being memorable
3. Learn to study closely the physical and other contexts of the site and wider surroundings
4. Learn to understand the *underlying* ideas and how they are precisely manifested, so as to inspire the student's own work on both the idea- and execution level.

**Student Performance Criteria addressed:**

A.1 Communication Skills	A.11 Applied Research	B.5 Life Safety
A.2 Design Thinking Skills	B.1 Pre-Design	B.6 Comprehensive Design
A.3 Visual Comm. Skills	B.2 Accessibility	C.1 Collaborative Skills
A.5 Investigative Skills	B.3 Sustainability	C.9 Community/Society Responsibility
A.7 Use Precedents	B.4 Site Design	

**Topical Outline:**

Precedents & Case Studies (25%)  
Research of applicable building type (15%)  
Design Proposal (60%)

**Prerequisites:**

ARCH 4304, Design Studio 5 (C or better)

**Textbooks/Learning Resources:**

Selected inspirational readings, both closely related to building task and wider ranging too.

**Offered:**

Spring Semester, annually

**Faculty assigned:**

TBD

**Number & Title of Course:** FNAT 5303, Architectural History II, 3 credits

**Course Description:** Examines the origins and evolution of modern architecture, from the mid nineteenth century to the present.

Course Goals & Objectives:

- Students will be able to describe the interrelated influences of culture, technology, and resources that shape the architecture of the modern world.
- Students will analyze, compare and differentiate the most notable works of the modern period..
- Students will discuss the nature of contemporary architectural practice as it relates to the continuing search for meaning and relevance in architecture, and as it reflects the values and aspirations of contemporary society.
- Students will complete projects that focus on language, analysis and meaning.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Research Skills
- A.7. Use Precedents
- A.9. National and Regional Traditions and Global Culture
- A.10. Cultural Diversity

Topical Outline:

Lectures tracing the chronological development of modernism (70%)

Selected Films (20%)

Student presentations (10%)

Prerequisites:

FNAT 1303, Architectural History I

Textbooks/Learning Resources:

Curtis, William J. R. *Modern Architecture Since 1900*, 3rd edition (Phaidon, 1995)

Frampton, Kenneth. *Modern Architecture: A Critical History* (New York: Thames and Hudson, 1992).

Offered:

Fall semester; annually

Faculty assigned:

Jeffrey F. Johnston (F/T)

**Number & Title of Course:** CIVL 5213, Structures 2 (Foundations and Concrete), 3 credits

**Course Description:** Students are introduced to basic design principles of reinforced concrete structural members such as beams, slabs, and walls.

**Course Goals:**

The primary goal of this course is for students to learn, practice, and apply the language of design through the introduction of fundamental design principles and graphic techniques in the lecture component of the course, and throughout a series of exercises performed in the studio portion of the course.

**Course Objectives:**

1. Perform design calculations for wood forms for concrete slab and beam construction.
2. Design simply supported rectangular shaped reinforced concrete beams with tension steel.
3. Design simply supported doubly reinforced rectangular shaped beams.
4. Design reinforced concrete T-beams with tension steel reinforcement.
5. Design one-way reinforced concrete slabs.
6. Perform analysis calculations for rectangular shaped reinforced concrete beams with tension steel and/or compression steel.
7. Perform analysis calculations for T-shaped reinforced concrete beams with tension steel.

**Student Performance Criteria addressed:**

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaborative Skills

**Topical Outline:**

- Concrete Formwork (22%)
- Mechanics and Mechanics of Bending (11%)
- Rectangular Reinforced Beams and Slabs (13%)
- T-Beams and Doubly Reinforced Beams (16%)
- Shear in Beams (13%)
- Development, Splices and Simple Span Cutoffs (4%)
- Footings (13%)
- Evaluation (7%)

**Prerequisites:**

CIVL 4104, Structures 1

**Textbooks/Learning Resources:**

Limbrunner, George F and Abi O Aghayere. *Reinforced Concrete Design* (Prentice Hall, latest edition).  
Wright, James K and James McGregor, *Reinforced Concrete* (Prentice Hall, latest edition).

**Offered:**

Spring, annually

**Faculty assigned:**

Ronald S. Nichols (F/T)

**Number & Title of Course:** ARCH 6306, Studio 4: Adaptive Reuse/Historic Preservation, 6 credits

**Course Description:** Concentrates on developing the problem solving skills associated with the design of adaptive reuse and historic preservation building projects.

**Course Goals:**

Students develop sensitivity to existing historic structures over the course of three or four projects. They synthesize their research building and site with new program requirements into schematic and design development proposals.

**Course Objectives:**

10. Research, document and present the history of existing buildings and their environmental context, and utilize that knowledge appropriately in shaping sustainable design projects.
11. Analyze and evaluate existing historic structures according to the preservation standards of the Secretary of the Interior, and propose appropriate treatments for adaptive reuse & preservation projects.
12. Investigate, analyze and document the as-built conditions of existing structures with regard to construction technology and materials, individually and as a part of a team.
13. Analyze use needs in formulating new programs for existing structures, and utilize hierarchical problem solving techniques to successfully integrate old and new in design proposals.
- Identify and analyze formal aspects of style and character, and propose appropriate design methodologies and vocabularies with respect to them.

**Student Performance Criteria addressed:**

A.1 Communication Skills	A.11 Applied Research	B.5 Life Safety
A.2 Design Thinking Skills	B.1 Pre-Design	B.6 Comprehensive Design
A.3 Visual Comm. Skills	B.2 Accessibility	C.1 Collaborative Skills
A.5 Investigative Skills	B.3 Sustainability	C.9 Community/Society Responsibility
A.7 Use Precedents	B.4 Site Design	

**Topical Outline:**

Precedents & Case Studies (25%)	Historic Construction Techniques & Materials (6%)
Research of Historic Buildings (10%)	As-Built Documentation (6%)
Secretary of Interior Standards/Guidelines (2%)	Problems of Adaptive Reuse (16%)
Historic Building Types & Local Traditions (8%)	As-Built Documentation (8%)
Historic Districts & Public Places (6%)	Problems of Preservation, Rehabilitation and Rehabilitation (16%)

**Prerequisites:**

ARCH 4304, Design Studio 2 (C or better)

**Textbooks/Learning Resources:**

Secretary of the Interior Standards and Preservation Briefs, online resources.  
Style Book

**Offered:**

Spring Semester, annually

**Faculty assigned:**

Terry L. Palmiter (F/T)  
Joy M. Carlson (F/T)

**Number & Title of Course:** ARCH 7306, Design Studio 5: Urban Design, 6 credits

**Course Description:** Students will study architectural theory, technology and planning principles relative to the design of buildings and places in an urban setting through civic engagement opportunities.

**Course Goals:**

The primary goal of this course is for students to progress through the schematic design and design development of short-term and extended design projects. Conventional media and three-dimensional computer modeling will be used to define, analyze and present solutions to complex problems.

**Course Objectives:**

1. Analyze site context variables and user requirements in the preparation of a site analysis and performance program.
2. Evaluate site and program information in the development of master plans and building designs in an urban environment.
3. Compare design alternatives and progress through schematic design and design development phases of a design project.
4. Evaluate a variety of civil, structural and mechanical components and systems for integration into a building design.
5. Defend a design concept and project proposal through multimedia architectural presentations.

**Student Performance Criteria addressed:**

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| A.1. Communication Skills        | B.3. Sustainability                  |
| A.2. Design Thinking Skills      | B.4. Site Design                     |
| A.3. Visual Communication Skills | B.5. Life Safety                     |
| A.7. Use Precedents              | B.6. Comprehensive Design            |
| A.11. Applied Research           | B.11. Building Service Systems       |
| B.1. Pre-Design                  | C.9. Community/Social Responsibility |
| B.2. Accessibility               |                                      |

**Topical Outline:**

- |                                |  |
|--------------------------------|--|
| Urban Design (9%)              | Engineering System Selection and Layout (9%) |
| Site Analysis and Design (14%) | Code Analysis (5%)                           |
| Programming (8%)               | Design Development (12%)                     |
| Schematic Design (12%)         | Presentation Design and Organization (5%)    |
| Master Planning (16%)          | Student Presentations (10%)                  |

**Prerequisites:**

ARCH 7306, Design Studio 5 (B or better)

**Textbooks/Learning Resources:**

Urban Design Associates. *The Urban Design Handbook* (W.W. Norton, latest edition).

**Offered:**

Spring Semester, annually

**Faculty assigned:**

William C. Dean (F/T)  
Jeffrey Johnston (F/T)  
Rex Simpson (F/T)

**Number & Title of Course:** ARCH 7003, Sustainable Building Design, 3 credits

**Course Description:** Focuses on advanced design strategies to maximize building design sustainability. Students concentrate on five major areas of sustainability: energy, air, water, materials, site planning.

**Course Goals & Objective:**

1. Analyze architecture from the standpoint of energy conservation, indoor air quality, efficiency, day light techniques, natural resources and their impact on environmental quality.
2. Research global issues that are leading the progression of sustainable building in design.
3. Evaluate the building envelope for energy efficiency using building assessment tools
4. Compare alternative building materials in terms of their environmental impact and suitability.
5. Site buildings with regard to existing site conditions, passive solar and cooling techniques.

**Student Performance Criteria addressed:**

- A.5. Investigative Skills
- A.7. Use Precedents
- B.3. Sustainability
- B.8. Environmental Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies

**Topical Outline:**

- Ecology and Site 25%
- Evaluation Criteria – Building efficiency 10%
- Building and the Thermal Envelope Material Selection and Technology 25%
- Natural heating and cooling design 15%
- Building layout and planning- residential, commercial 25%

**Prerequisites:**

ARCH 3003, Environmental Controls 1; ARCH 3304, Construction Technology 2

**Textbooks/Learning Resources:**

- Alison Kwok, AIA + Walter Grondzik, The Green Studio Handbook Environmental Strategies for Schematic Design (PE Architectural Press, 2007)
- Stang A. & Hawthorne C. The Green House (Princeton Architectural Press, 2007).
- Williams FAIA, Daniel E. Sustainable Design: Ecology Architecture and Planning (Wiley, 2007).
- Schittich, C Solar Architecture: Strategies, Visions, Concepts
- McDonough, W and Braungart, M. Cradle to Cradle: Remaking the Way We Make Things (North Point Press, 2002).

**Offered:**

Spring semester, annually

**Faculty assigned:**

Mary Golden (F/T)

**Number & Title of Course:** ARCH 8306, Design Studio 6: Comprehensive Design, 6 credits

**Course Description:** Asks students to demonstrate the integration of design, technology, theory and practice, from case study research through the project design and documentation phases.

**Course Goals:**

Using an educational or civic building of medium complexity, the studio is designed to progress through conceptual design, design development and construction documentation, including detail sections and outline specifications of selected building parts. It will use Building Information Modeling to integrate design and building technology, including structure, enclosure, code analysis and mechanical systems.

**Course Objectives:**

1. Evaluate site conditions and program requirements to maximize building potential and renewable resources.
2. Demonstrate sensitivity to the human and cultural factors in design based on the exploration of existing architectural precedents.
3. Integrate structure as well as other building systems as important aspects of complex building designs.
4. Utilize written, verbal, and/or graphic design tools to develop and communicate designs.
5. Generate and develop comprehensive solutions to design problems that integrate site conditions, accessibility considerations, and building code compliance.
6. Utilize perspective drawing, free-hand sketching, and Building Information Modeling to communicate complex design ideas and create architectural design and construction documents.

**Student Performance Criteria addressed:**

A.2. Design Thinking Skills	B.3. Sustainability
A.4. Technical Documentation	B.4. Site Design
A.5. Investigative Skills	B.5. Life Safety
A.8. Ordering Systems	B.8. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.2. Accessibility	B.11. Building Service Systems

**Topical Outline:**

Architectural Precedent Research (20%)  
Sustainable Concept Generation and Development (20%)  
Organization Principles and Skills (15%)  
Systems Integration (20%)  
Construction Documentation (25%)

**Prerequisites:**

ARCH 7306, Design Studio 5 (C or better)

**Textbooks/Learning Resources:**

Allen, Edward and Joseph Iano. *Architect's Studio Companion* (John Wiley & Sons, latest edition).  
Bachman, Leonard. *Integrated Buildings: The Systems Basis of Architecture* (John Wiley & Sons, latest edition).  
Wakita, Osamu and Linde, Richard. *The Professional Practice of Architectural Working Drawings* (John Wiley & Sons, latest edition).  
Williams, Daniel E. *Sustainable Design: Ecology Architecture and Planning* (Wiley, 2007).

**Offered:**

Fall Semester, annually

**Faculty assigned:**

Mary Golden (F/T)

**Number & Title of Course:** ARCH 8003, Professional Practices, 3 credits

**Course Description:** This advanced course is designed to provide the future practitioner with a comprehensive study of the rapidly evolving business and practice of architecture and design.

**Course Goals:**

The primary goal of this course is for students to gain a fundamental understanding of the practical skills and usable information that will enhance their ability to function within the design professions and/or related disciplines.

**Course Objectives:**

1. Analyze the traditional role of the architect in society and the responsibilities involved in the design of buildings and spaces.
2. Examine the business and legal aspects of the profession as well as the structure and organization of a typical architectural office.
3. Critically evaluate the ethical, social and economic basis of professional practice.
4. Differentiate between the various duties and tasks performed by the Owner, Architect, Contractor, and other participants in the process of building design and construction that are required for project delivery relative to the Owner-Contractor Agreement and the Owner-Architect Agreement.
5. Apply legal, contractual and construction document standards, individually or as part of a team, to the development of construction specifications.
6. Demonstrate an understanding of the requirements for architecture internship and licensure, including the role of the NCARB Intern Development Program (IDP) and the New York State Education Department Office of Professions Architecture Unit.

**Student Performance Criteria addressed:**

A.4. Technical Documentation	C.5. Practice Management
B.3. Sustainability	C.6. Leadership
B.7. Financial Considerations	C.7. Legal Responsibilities
C.3. Client Role in Architecture	C.8. Ethics and Professional Judgment
C.4. Project Management	

**Topical Outline:**

The Design Professional (7%)	Professional Development (7%)
Participants in the Building Process (9%)	Design and Design Development (33%)
Legal Aspects (4%)	Construction Documents (33%)
Office Organization and Management (7%)	

**Prerequisites:**

ARCH 4014, Construction Technology 2 (C or better)

**Textbooks/Learning Resources:**

The Architect's Handbook of Professional Practice – Student Edition. AIA Press, latest edition.

**Offered:**

Spring Semester, annually

**Faculty assigned:**

William C. Dean (F/T)

**Number & Title of Course:** ARCH 8716, Design Studio 7: Thesis Definition, 6 credits.

**Course Description:** Lectures and associated projects intended to offer students a framework to guide them through the beginning stage of their Bachelor of Architecture thesis project exploration.

**Course Goals & Objectives:**

Emphasis placed on developing research and writing skills to enhance the student's ability to define an acceptable thesis project, develop a program based on a given set of requirements, and select an appropriate project site. The student will complete the Schematic Design of the thesis project for review and approval by the department faculty. Students will

1. Compare the suitability and effectiveness of multiple thesis project ideas through focused research using print and electronic resources.
2. Defend the significance of the proposed thesis project type, in written and graphic form.
3. Students will evaluate site plan and photographic documentation of potential locations in selecting an appropriate site for the proposed thesis project.
4. Analyze, document and organize spatial requirements for the proposed thesis project in developing a comprehensive written program for the proposed building.
5. Compare design alternatives and progress through the schematic design phase of the thesis project.

**Student Performance Criteria addressed:**

- |                                  |                     |
|----------------------------------|---------------------|
| A.1. Communication Skills        | B.1. Pre-Design     |
| A.2. Design Thinking Skills      | B.2. Accessibility  |
| A.3. Visual Communication Skills | B.3. Sustainability |
| A.7. Use Precedents              | B.4. Site Design    |
| A.11. Applied Research           |                     |

**Topical Outline:**

- |                                      |  |
|--------------------------------------|--|
| Research Methods (5%)                | Site Selection and Documentation (15%) |
| Communication Skills (5%)            | Schematic Design (30%)                 |
| Concept Generation (15%)             | Student Presentation and Critique (5%) |
| Case Studies (5%)                    |  |
| Program Development (15%)            |  |
| Human Behavior and the Designer (5%) |  |

**Prerequisites:**

ARCH 8306 – Design Studio 6 (B or better)

**Textbooks/Learning Resources:**

Readings will be selected from the writings of various architects, historians and architectural commentators.

**Offered:**

Fall only; annually

**Faculty assigned:**

TBD

**Number & Title of Course:** ARCH 8733, Modern Architectural Theory, 3 credits.

**Course Description:** Introduces students to theories and criticisms of modern architecture from the beginnings of the Bauhaus to the present, and to issues of contemporary practice.

**Course Goals & Objectives:**

1. Analyze the constructs of modern architecture from the standpoint of political, social and technological influences.
2. Gain an appreciation and understanding of the major theories influencing the profession.
3. Evaluate case studies and arguments of major modern architectural theories.
4. Develop and clarify a vocabulary of architectural discourse.
5. Utilize writing as a medium for advancing ideas and presenting analytical methods.

**Student Performance Criteria addressed:**

A.2. Design Thinking Skills                      A.10. Cultural Diversity  
A.7. Use precedents                                C.2. Human Behavior  
A.9. Historical Traditions and Global Culture

**Topical Outline:**

Discourse	10%	Palimpsests	10%
Modern [ism]	30%	Typology	15%
Speed and Technology	10%	Regionalism	15%
Morphology	10%		

**Prerequisites:**

FNAT 5303 (C or better) and ARCH 8306 (B or better)

**Textbooks/Learning Resources:**

Crysler, C. Craig, Stephen Cairns and Hilde Heynen, eds. *The Sage Handbook of Architectural Theory* (Peter Cook, "Plug-in City" (1964)

Michel Foucault, "The Subject and Power," *Art after Modernism* (Boston: David Godine Publ., 1984), pp. 417-432.

Frampton, Kenneth. *Modern Architecture: A Critical History* (Thames and Hudson, 1992).

Frampton, Kenneth. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture* (MIT Press, 1995).

Ghirardo, Diane. *Architecture after Modernism* (Thames and Hudson, 1996).

Hays, K. Michael. *Architecture Theory since 1968* (MIT paperback ed. 2000).

Heidegger, Martin. "The Question Concerning Technology," *Basic Writings*, ed. David Farrell Krell, (New York: Harper Collins, 1993), 307-342.

Jameson, Frederick. "Post-modernism and Consumer Society," *The Anti-Aesthetic: essays on Post-modern Culture* (Seattle: Bay Press, 1983), 111-125.

Johnson, Philip. "The Seven Crutches of Modern Architecture," *Perspecta* 3 (1955), 40-45.

Koolhaas, Rem. *Conversations with Students* (Princeton Architectural Press, 1996).

Leach, Neil. *Rethinking Architecture: A Reader in Cultural Theory* (Routledge, 1997)

Martin, Reinhold. "Critical of What? towards a utopian realism," *Harvard Design Magazine* (2005), 104-109. 1949-1965," *Architectural Forum* (October 1966), 52-53.

Moholy-Nagy, Laszlo. "Space –Time Problems," *Visions in Motion* (Paul Theobald and Company 1961) pp.10-12, 244-269.

Moneo, Rafael. *Remarks on 21 Works* (Monacelli Press, 2010).  
(Cambridge: Cambridge University Press, 1983), 57-124.

Vidler, Anthony. "Vagabond Architecture," *The Architecture of the Uncanny* (1992) pp.207-14.

**Offered (semester and year):** Fall (Fifth year), to be first offered in Fall 2015

**Faculty assigned:** Mary Golden (F/T), Heinrich Hermann (F/T)

**Number & Title of Course:** ARCH 8753, Advanced Structural Concepts

**Course Description:** Addresses advanced structures, exterior building envelopes and production technologies. Explores structural elements, including more complex determinate, indeterminate, long-span, thin shells and tensile systems.

**Course Goals & Objectives:**

Select structural elements for architecture based on use and loading.  
Utilize computer modeling software to construct structural framing systems.  
Integrate structural frameworks with mechanical, electrical and conveying systems.  
Analyze structural systems elements using BIM computer software.

**Student Performance Criterion addressed:**

B.9. Structural Systems

**Topical Outline:**

Building structure and assemblies. (70%)  
Generation of detailed three dimensional computer structural models. (30%)

**Prerequisites:**

CIVL 5213 Foundations and Concrete Construction

**Textbooks/Learning Resources:**

Charleson, Structure As Architecture: A Source Book For Architects And Structural Engineers (*Wiley, latest edition*)

**Offered:**

Spring only; annually

**Faculty assigned:**

Ronald S. Nichols (F/T)

**Number & Title of Course:** ARCH 8776, Design Studio 8 – Thesis Development, 6 credits.

**Course Description:** This course is the capstone of the eight semester sequence of architectural design studios. Building upon the thesis research completed during the previous semester in Design Studio 7 – Studio Definition, students will finalize a design program for their chosen thesis project. They will carry out a comprehensive design development study, present their design solution to a jury of faculty and visiting professionals, and defend the decision making process that gave rise to their design. The student is expected to show competence and care in their technological solutions and in the creation of a livable, efficient, and contextually appropriate structure.

**Course Goals & Objectives:**

- Students will define the parameters and requirements of a specific building type and analyze the physical characteristics and constraints of a building site.
- Students will research building construction codes and local zoning laws and successfully accommodate regulatory requirements in the design process.
- Students will demonstrate an ability to develop a successful schematic design strategy utilizing adjacency matrices, analytical diagrams, and freehand sketches, etc.
- Students will demonstrate an understanding of the technics of architecture; including structural systems, mechanical systems and interior finishes.
- Students will exhibit the ability to document and explain complex architectural solutions through the effective use of graphic, verbal and written work.

**Student Performance Criteria addressed:**

- |                                  |                     |
|----------------------------------|---------------------|
| A.1. Communication Skills        | B.1. Pre-Design     |
| A.2. Design Thinking Skills      | B.2. Accessibility  |
| A.3. Visual Communication Skills | B.3. Sustainability |
| A.7. Use Precedents              | B.4. Site Design    |
| A.11. Applied Research           |                     |

**Topical Outline:**

Program Review and Refinement (5%)	Design Presentation Drawings (20%)
Site Analysis (5%)	Drawing Coordination (5%)
Schematic Design (15%)	Juried Presentations (5%)
Design Development (20%)	Summary Project Manual (5%)
Structural and Mechanical Integration (5%)	
Drawing Coordination (5%)	

**Prerequisites:**

ARCH/CIAT 8716 – Design Studio 7 (B or better)

**Textbooks/Learning Resources:**

Readings will be selected from the writings of various architects, historians and architectural commentators.

**Offered:**

Spring only; annually

**Faculty assigned:**

Richard Carlo (F/T)  
William Dean (F/T)

**Number & Title of Course:** ARCH 8793, Professional Development, 3 credits

**Course Description:** This advanced course is designed to provide students with a directed study that offers valuable real-life experience through the practical application of previously developed skills.

**Course Goals:**

The primary goal of this course is for students to engage in all aspects of a project for a college or community organization while under the guidance of the curriculum faculty. Internships outside the Alfred community are also an option and will be discussed prior to the student registering for the course.

**Course Objectives:**

1. Investigate and document community problems and opportunities.
2. Analyze and compare service opportunities within the community through discussions with agency heads, volunteers and clients and other individuals.
3. Obtain an effective project for college or community service and/or an internship in their specific field.
4. Demonstrate leadership and team building, and develop skills necessary to be an effective employee or volunteer.
5. Complete a project for a community organization under the guidance of program faculty.
6. Present the project outcome to members of the community organization.

**Student Performance Criteria addressed:**

A.4. Technical Documentation	C.6. Leadership
A.5. Investigative Skills	C.8. Ethics and Professional Judgment
C.1. Collaborative Skills	C.9 – Community/Social Responsibility

**Topical Outline:**

Service Learning Opportunities (5%)	Time Management (4%)
Professionalism (5%)	Weekly Review of Project (22%)
Meeting New Clients (9%)	Presentation to Class (22%)
Questions and Sketchbook (11%)	Final Evaluation (22%)

**Prerequisites:**

ARCH 8003 – Professional Practice (C or better)

**Textbooks/Learning Resources:**

Rhoads, Robert. Community Service and Higher Learning: Explorations of the Caring Self, latest edition.

**Offered:**

Fall/Spring Semester, annually

**Faculty assigned:**

TBD

## **IV.2. Faculty Resumes**

**David I. Carli, RA, AIA**

Associate Professor and Curriculum Coordinator, AAS and BS in Architectural Technology Programs

**Courses Taught (Two Academic Years Prior to Visit):**

ARCH 1184, Design Fundamentals 1  
ARCH 2394, Design Fundamentals 2  
ARCH 3304, Construction Technology 2  
ARCH 5306, Design Studio 3  
ARCH 7001, Studio Thesis Research  
ARCH 8306, Design Studio 6 – Thesis Studio

**Educational Credentials:**

Master of Architecture, State University of New York at Buffalo, 1990  
BPS Architecture, State University of New York at Buffalo, 1986  
AAS Prototype Modelmaking, Genesee Community College 1985

**Teaching Experience:**

Assistant Professor, SUNY College of Technology at Alfred, 2008-Present  
Lecturer, SUNY College of Technology at Alfred, 2007-2008

**Professional Experience:**

Design Consultant, Flynn Battaglia Architects, PC, Buffalo, New York, 2007-Present  
Senior Project Architect/Project Manager, Flynn Battaglia Architects, Buffalo, New York, 2000-2007  
Project Architect/Designer, Sear Brown Group, Rochester, New York, 1995-2000  
Project Architect, Flynn Battaglia Architects, Buffalo, New York, 1992-1995  
Intern Architect/Technician, Cannon Design, Grand Island, New York, 1985-1992  
Designer, Automation and Machine Tool, Lapp Insulator Company, LeRoy, New York, 1979-1985  
Principal, Haunted House Studio, Bethany, New York, 1982-present

**License/Registration:**

Registered Architect, State of New York, 1993

**Selected Publications and Recent Research:**

*Buffalo Rising*; concepts for articles regarding the Statler Hotel, Buffalo, NY, 2010  
*Roycroft Campus Master Plan*; (Flynn Battaglia Architects), East Aurora, NY, 2010  
*Buffalo State College Campus Master Plan*; (Flynn Battaglia Architects), Buffalo, NY, 2010  
*Erie Canal Harbor Master Plan*; (Flynn Battaglia Architects), Buffalo, NY, 2005

**Professional Memberships:**

American Institute of Architects, Rochester/Buffalo Chapters, 1993-present

**Richard T. Carlo, AIA**  
Professor

**Courses Taught:**

ARC 3104, Design Studio 1	ARC 8306, Design Studio 6
ARC 4304, Design Studio 2	ARC 7001, Thesis Research
ARC 5306, Design Studio 3	ARC 3304, Construction Technology 2

**Educational Credentials:**

Master of Architecture - SUNY at Buffalo - May 1980  
Bachelor of Professional Studies in Architecture - SUNY at Buffalo - May 1978  
Architectural Technology - SUNY at Alfred - May 1975

**Teaching Experience:**

Full Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1998-present  
Associate Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1993-1998  
Assistant Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1993-1986  
Lecturer, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1998-1980  
Graduate Teaching Assistant - School of Architecture and Environmental Design, SUNY at Buffalo.  
9/79-5/80

**Professional Experience:**

Anthro+Form Architecture - 2003-Present (various projects in private practice)  
BHNT Architects, Buffalo NY - 2002-2003 (Project Architect on sabbatical leave)  
Simpson Carlo Architects - 1985-2002 (various projects in private practice)  
Foit Albert and Associates, Buffalo NY - 6/80-9/80 - Project Manager  
Neighborhood Housing Services, Buffalo NY - 3/78-7/79 - Architectural Consultant  
SUNY Buffalo - 6/77-3/78 - Research Assistant

**Licenses/Registration:**

Registered Architect, State of New York, 1986

**Selected Publications and Recent Research:**

**Professional Memberships:**

American Institute of Architects, Buffalo Chapter, 1986-present

**Joy M. Carlson, AIA**  
Professor

**Courses Taught:**

FNAT 1303, Architectural History I  
ARCH 1184, Design Fundamentals I  
ARCH 2123, Environmental Controls  
ARCH 6306, Design Studio 4  
CIVL 6123, Advanced Mechanical Systems

**Educational Credentials:**

Master of Science in Architecture, The Pennsylvania State University, May 1986  
Bachelor of Architecture, The Pennsylvania State University, June 1975  
Study Abroad, Technische Hochschule Darmstadt, Germany, spring 1974

**Teaching Experience:**

S.U.N.Y College of Technology at Alfred, Alfred, NY:  
Full Professor, 2002-present  
Associate Professor, 1998-2002  
Assistant Professor, 1988-1998  
Lecturer, 1988  
The Pennsylvania State University, University Park, Pennsylvania  
Graduate Teaching Assistant, 1984-1986

**Professional Experience:**

J.M. Carlson, private practice, 1986 - present  
Facilities Space Analyst & Planning Engineer, The General Electric Company, Space Division,  
Valley Forge, Pennsylvania 1977-1982  
Intern architect: Miller, Reilly, Phillip, & Wampole, Ambler, Pennsylvania, 1977  
Intern architect: Martin, Gebhardt & DiPaola, Saddle Brook, New Jersey, 1975

**Licenses and Registration:**

Pennsylvania, 1986  
New York, 1993

**Professional Memberships:**

Landmark Society of Western New York, 1994 - present  
American Institute of Architects, Rochester Chapter, 1996 - present  
Finger Lakes Building Officials Association of NYS Building Officials Conference, 2001 - present  
Preservation Leagues of New York State, 2010 - present

**William C. Dean, AIA**

Professor and IDP Educator Coordinator

**Courses Taught (Two Academic Years Prior to Visit):**

ARCH 3304, Construction Technology 2  
ARCH 4003, Professional Practice 1  
ARCH 4304, Design Studio 2  
ARCH 6306, Design Studio 4 – Adaptive Reuse and Historic Preservation  
ARCH 7001, Studio Thesis Research  
ARCH 7306, Design Studio 5 – Urban Design  
ARCH 8003, Professional Practice 2

**Educational Credentials:**

Master of Architecture, State University of New York at Buffalo, 1994  
BPS Architecture, State University of New York at Buffalo, 1991  
AAS Architectural Technology, SUNY College of Technology at Alfred, 1985

**Teaching Experience:**

Professor, SUNY College of Technology at Alfred, 2009-present  
Associate Professor, SUNY College of Technology at Alfred, 2005-2009  
Assistant Professor, SUNY College of Technology at Alfred, 2001-2005  
Lecturer, SUNY College of Technology at Alfred, 2000-2001

**Professional Experience:**

Principal, Dean | Architect, Avon, NY, 2000-present  
Project Manager, James Fahy Design, Rochester, NY, 1997-2000  
Project Architect, The DeWolff Partnership, Architects, Rochester, NY, 1994-1997  
Intern, NH Architecture, Rochester, NY, 1991-1994

**Licenses/Registration:**

Registered Architect, State of New York, 1995  
NCARB Certified, 1996  
LEED AP, 2009  
CSI Construction Document Technician Certification, 2005

**Selected Publications and Recent Research:**

*Village of Bath Master Plan*, Bath, NY, in collaboration with the Village of Cuba, Fall 2012.  
*Village of Cuba Master Plan*, Cuba, NY, in collaboration with the Village of Cuba and the Cuba Friends of Architecture, Fall 2010-2011.  
*PACK Neighborhood Master Plan*, Rochester, NY, in collaboration with the City of Rochester Bureau of Planning & Zoning, Fall 2009  
*Bull's Head Neighborhood Master Plan*, Rochester, NY, in collaboration with the Rochester Regional Community Design Center, Fall 2008  
*Irondequoit Revisited: Schematic Design Alternatives for Two Branch Libraries*, Irondequoit, NY, in collaboration with Helping Irondequoit Plan for Progress (HIPP) and the Town of Irondequoit, Spring 2008

**Professional Memberships:**

American Institute of Architects, Rochester Chapter, 1995-present  
Landmark Society of Western New York, 1997-present  
The Construction Specifications Institute, 2004-present  
The Building Technology Educators Society, 2006-present

**Mary Golden, ASID**

Assistant Professor and Curriculum Coordinator, AAS in Interior Design Program

**Courses Taught:**

ARCH 7306, Studio V: Urban Design Studio  
ARCH C, Studio III: Integration and Application  
ARCH 5033, Construction Technology II  
ARCH 5503, Sustainable Building Design  
ARCH 2304, Interior Design II  
ARCH 1443, Color, Lighting and Acoustics  
ARCH 2223, History of Interior Design  
ARCH 2201, Architectural Computer Graphics

**Educational Credentials:**

MArch, University of Buffalo, 2002  
BA, Magna Cum Laude, University of Buffalo, 1990

**Teaching Experience:**

Adjunct Professor, Monroe Community College, Rochester New York, 2005-2007  
Assistant Professor, Alfred State College, Alfred New York, 2007-present

**Professional Experience:**

Owner, Designer, Gaiaecture Design Studio, Rochester, New York 2002- present

**Licenses/Registration:**

**Selected Publications and Recent Research:**

Mehrdad Hadigi. *Buffalo Experiments* a book in process by Chair and Professor of Architecture at Penn State will include images and notation of my thesis investigation.  
Cox, K. *Space Matters*. Project photographs included in "Function and Ambience-Match them up:" "The Healing Touch of Nature." New Jersey. (Stewart Tabori and Chang, Oct. 2007). Pgs. 48, 49, 72, 73, 121, 129.  
Chiras, Dan. *EcoKids: Raising Children Who Care for the Earth*, interview in introduction "My Path to Sustainable Living." Gabriola Island, Canada (New Society Publishers. Aug, 2005 P. 7.).  
Golden, M. "Building the Future Naturally: The 2004 Natural Building Colloquium-East "(Fall Issue, 2004, *Last Straw Journal*).  
Axel Lute, M.( "Clay, Sand and Row Houses" Company noted for natural building in *Metroland, Features* section. Vol. 29 No. 12 Albany, NY ed. (May 2006).  
Bowker, J.A "Straw Bale Home", *Democrat and Chronicle: At Home Magazine*, Winter 2003.  
Loviglio, J "The Straw-Bale House". (October 9, 2002 edition *City Newspaper Rochester's Alternative Newsweekly*).

**Professional Memberships:**

Allied- Educator Member, American Society of Interior Designers  
Member, National Association of Professional Women  
Member, United States Green Building Council Upstate New York Chapter, SUNY  
Member, American Federation of Teachers, United University Professions

**Heinrich Hermann, PhD**

Professor and Chair, Department of Architecture and Design

**Courses Taught** (at DIS - the Danish Institute for Study Abroad in Copenhagen; in Departments of Architecture and Interior Architecture at RISD; and at Alfred State):

AD Int Arch, DIS, Introductory Graduate Design Studio  
ARCH-21ST-06/INTAR 23ST-04, Advanced Design Studio  
INTAR 2370, Theory of Adaptive Reuse  
ARCH 8306, Design Studio 6 – Thesis Studio

**Educational Credentials:**

PhD, History and Theory of Architecture, Harvard University, 1995  
Master of Architecture, Cornell University, 1982  
Magister Architecturae (MArch), University of Applied Arts in Vienna, Austria, 1979

**Teaching Experience:**

Professor and Chair of Architecture and Design, SUNY College of Technology at Alfred, 2012-present  
Associate Professor and Adjunct Professor, Rhode Island School of Design, 2008-2012  
Visiting/adjunct appointments, 1982 to 2008, at: Cornell University (TA); Montana State University; Virginia Tech; Washington University in St. Louis; Harvard University; Cranbrook Academy of Art; Rhode Island School of Design; Danish Institute for Study Abroad; Massachusetts College of Art; Roger Williams University; Boston Architectural College; Northeastern University.

**Professional Experience:**

Principal, Hermann Design Studio, Concord, MA, 2002 to present  
Senior Designer, Hanbury Evans Austin, Cambridge, MA, 1898-2002  
Senior Designer and Project Architect, CBT Inc, Boston, MA, 1996-1998  
Designer, Robert Olson + Associates, Boston, MA, 1995-1996  
Designer, Shepley Bulfinch Richardson and Abbott, Boston, MA, 1984-1988  
Designer, Studio of Prof. W. Holzbauer, Vienna, Austria, March 1979 to August 1980  
Designer, Hentrich Petschnigg & Partner, Düsseldorf, Germany, June 1972- 1973

**Licenses/Registration:**

Since 1993 missing Building Design part of the ARE (now spread over 4 sections),  
Commonwealth of Massachusetts

**Selected Publications and Recent Research:**

*Int|AR Journal*, vols. 01 and 02, 2009-11, RISD Dept. of Interior Architecture, co-founder, co-editor and co-designer (first American scholarly journal on adaptive reuse). Now Head, Board of Advisors.  
"Sea Change: Re-creation as Preservation," in *Wood Design & Building Magazine* by Canadian Wood Council, 'Craft and Heritage' section of their Spring 2010 Issue, pp. 30-38.  
"On Teaching the Design of Poetically/Spiritually Evocative Spaces and Environments," in *2A – Architecture and Art Magazine*, Volume 12 (Dubai, UAE: Fall 2009), pp. 71-77.  
"On the Transcendent in Landscapes of Contemplation," in *Contemporary Landscapes of Contemplation*, ed. Rebecca Krinke (London: Routledge, 2005), pp 36-72.  
"The Forest Refuge: A Long-Term Buddhist Retreat Center for IMS in Barre, MA," in *WORK in progress*, Issue 6, Spring 2002, Department of Architecture, Rhode Island School of Design, pp. 22-25.  
*Spiritual Dimensions In 20th Century Architecture* (Ann Arbor, MI: University Microfilms International, 1995) - PhD-Dissertation in History and Theory of Architecture, Harvard University.

**Professional Memberships:**

Member: Society of Architectural Historians, Environmental Design Research Association; Architecture, Culture, and Spirituality Forum; Society for Human Ecology; Architects/ Designers/ Planners for Social Responsibility; DOCOMOMO US (Documentation and Conservation of works of the Modern Movement).

**Jeffrey F. Johnston**

Assistant Professor and Coordinator, Study Abroad Semester in Sorrento, Italy

**Courses Taught:**

FNAT 5303, Architecture History II  
ARCH 7306, Urban Design Studio  
ARCH 6406, Studio Sorrento  
ARCH xxx3, Urban Sketching and Journaling

**Educational Credentials:**

BArch, University of Notre Dame, 1971  
Rome Studies Program, University of Notre Dame, 1969-70

**Teaching Experience:**

Coordinator, AS Study Abroad Semester in Sorrento, Italy, 2008-present  
Assistant Professor, Alfred State College, 1993-present  
Adjunct Faculty, Alfred State College, 1983 and 1988-90  
Lecturer, Alfred State College, 1980-82 and 1991-92  
Instructor, Alfred State College, 1974-80

**Professional Experience:**

J Johnston Architect, Alfred, NY, 1975-2001  
Designer, Project Manager, Hueber Hares Glavin Partnership, Syracuse, NY, 1973-74  
Draftsman/Designer, Hueber Hares Glavin Partnership, Syracuse, NY, Summers 1969, 1970  
Designer, City Planning Associates, Mishawaka, IN, 1971-72  
Designer, Associated Architects, Syracuse, NY, 1972-73

**Licenses/Registration:**

New York (currently inactive)

**Ronald S. Nichols, P.E.**  
Assistant Professor

**Courses Taught (Two Academic Years Prior to Visit):**

CIVL 4104, Structural Technology  
CIVL 5104, Geological Eng. Tech.  
CIVL 5213, Foundations and Concrete  
CIVL 7104, Land Development and Design  
ENGR 3213, Analytical Mechanics I  
MECH 3113, Statics

**Educational Credentials:**

M.S. Civil Engineering, University of New Hampshire, 1972  
BS Civil Engineering, University of New Hampshire, 1967

**Teaching Experience:**

Assistant Professor, SUNY College of Technology at Alfred, 1981-Present  
Assistant Professor, Western Kentucky University, 1977-1981  
Instructor and Assistant Professor, Vermont Technical College, 1972-1977

**Professional Experience:**

Summer and part time employment for Knight Consulting Engineers in Vermont from 1973-1977 and as consultant to other firms in Kentucky from 1978-1981.  
Consulting practice in Geological Engineering and Site Development.  
Portsmouth Naval Yard as Naval Architect and General Engineer, 1967-1970 Design of pressure hull and high pressure bulkheads of submarines. Specification writing for main and auxiliary water components.

**License/Registration:**

PE, Kentucky No. 11392 (presently on retired status)

**Selected Publications and Recent Research:**

*None*

**Professional Memberships:**

American Society for Engineering Education  
New York State Engineering Technology Association

**Terry L. Palmiter**  
Assistant Professor

**Courses Taught (Two Academic Years Prior to Visit):**

ARCH 1184, Design Fundamentals 1  
ARCH 3104, Design Studio 1- Design Methods  
ARCH 6306, Design Studio 4 – Adaptive Reuse and Historic Preservation  
ARCH 7001, Studio Thesis Research  
ARCH 8306, Design Studio 6 – Senior Thesis

**Educational Credentials:**

Master of Architecture, University of Colorado, 1975  
Bachelor of Architecture, Virginia Polytechnic Institute and State University, 1972

**Teaching Experience:**

Assistant Professor, SUNY College of Technology at Alfred, 1999-present  
Lecturer, SUNY College of Technology at Alfred, 1991-1992  
Instructor, University of Colorado, Environmental Design, 1975  
Instructor, SUNY College of Technology at Alfred, 1972-1974

**Professional Experience:**

Principal, Design/Build, Alfred Station, NY 1975 to 1999  
NPS, The Roofing Conference & Exposition for Historic Buildings, Philadelphia, lecture on history of terra cotta roofing, 1999  
Consultant, various Architectural firms in Western NY, terra cotta roof tile.  
Jeffrey Johnston, Architect, collaborated with him on design proposal for rehabilitation of Alfred Business Block, 1984  
Director, Minturn Valley Comprehensive Master Plan, Vail Associates, 1974-1975

**Licenses/Registration:**

Not licensed

**Selected Publications and Recent Research:**

National Register of Historic Places, Downtown Dansville District, study and documentation of 55 Main Street buildings in preparation for listing.  
National Park Service, Preservation Brief #30, contributor  
Kaplan Fund & Friends of Terra Cotta, grant to survey and lecture about terra cotta roofs of Town of Alfred, 1991-1992

**Professional Memberships:**

American Institute of Architects, Southern Tier Region, associate member  
Landmark Society of Western New York  
National Trust for Historic Preservation  
Association of Preservation Technology

**Rex Alyn Simpson, AIA**

Professor and Curriculum Coordinator, BArch Program

**Courses Taught**

ARCH 2201, Computer Graphic Applications  
ARCH 2014, Computer Visualization (formally ARCH 4403)  
ARCH 4014, Construction Technology 2 (formally ARCH 3304)  
ARCH 4304, Design Studio 2  
ARCH 7306, Design Studio 5 – Urban Design

**Educational Credentials:**

Master of Architecture, State University of New York at Buffalo, 1980  
Bachelor of Professional Studies – Architecture, SUNY Buffalo, 1978  
Associate of Arts, Orange County Community College, 1975

**Teaching Experience:**

Professor, Alfred State College, Alfred, NY, 2006-present  
Associate Professor, Alfred State College, Alfred, NY, 1988-2005  
Assistant Professor, Alfred State College, 1984-1988

**Professional Experience:**

Principal, Finger Lakes Architecture P.C., Arkport, N.Y., 2004-present  
Principal, Simpson Carlo Architects, Almond, N.Y., 1984-2004  
Project Architect, Mussachio Architects, Buffalo, N.Y., 1983-1984  
Intern, Cannon Design Inc, Grand Island, N.Y. 1980-1983

**Licenses/Registration:**

Registered Architect, State of New York

**Selected Publications and Recent Research:**

*Village of Bath Master Plan*, Bath, NY, in collaboration with the Village of Bath, Fall 2012.  
*Village of Cuba Master Plan*, Cuba, NY, in collaboration with the Village of Cuba and the Cuba Friends of Architecture, Fall 2010-2011.  
*PACK Neighborhood Master Plan*, Rochester, NY, in collaboration with the City of Rochester Bureau of Planning & Zoning, Fall 2009  
*Bull's Head Neighborhood Master Plan*, Rochester, NY, in collaboration with the Rochester Regional Community Design Center, Fall 2008

**Professional Memberships:**

The American Institute of Architects

**David Snyder**

Assistant Professor

**Courses Taught:**

ARCH 1184 Design Fundamentals 1  
DSGN 2204 Interior Design 1 Studio  
DSGN 2304 Interior Design 2 Studio  
ARCH 2394 Design Fundamentals 2  
DSGN 1443 Color, Lighting and Acoustics  
DSGN 1433 Furniture, Fabrics and Finishes

**Educational Credentials:**

Master of Architecture, University of Pennsylvania, 1983  
AAS Arts, Philadelphia College of the Arts, 1986  
Bachelor of Science, Trinity College, 1976

**Teaching Experience:**

Assistant Professor, SUNY College of Technology at Alfred, 2005-present  
Adjunct Professor, Philadelphia University 1995-2005  
Adjunct Professor, Drexel University 2002-2005

**Professional Experience:**

Collaborative Design, Inc. Ambler PA: Design Director, 1999-2004  
45,000 sq.ft. corporate headquarters interior fit-out for The Danella Companies;  
Project Designer for Merrill Lynch offices in Princeton, New Jersey. Work included over 150,000 sq.ft. of space for six departments.

Granary Associates Philadelphia, PA: 1993-1999  
Project Designer/Manager, Primary Care Facilities for Children's Hospital of Philadelphia  
Principal Project Designer, addition and renovation of the Burdette Tomlin Hospital in Cape May Courthouse, New Jersey  
Project Manager/ Designer, renovation of Building #6 at the Philadelphia Navy Yard for the combined ports of Philadelphia and Camden

David Jacobson Associates, Ventnor, NJ: 1990-1993  
Project Designer, new offices for Marvel Comic Books, a 75,000 sq.ft. corp. interior, New York, NY  
Project Designer, the Atlantic City Bus Terminal, a 25,000 sq.ft. facility.  
Project Designer, additions and renovation to Harrah's Hotel and Casino in Atlantic City, New Jersey,  
Project Architect, new 21 story hotel for Trop World in Atlantic City, NJ. (incl. D, DD, CDs).

FCFH Architect/Diversified Interior Design, Philadelphia, PA: 1984-1989  
Project Manager/Designer, interior/ exterior renovations, historic Land Title Building, Philadelphia, PA.  
Designer, new conceptual image and graphics package for MacIntosh Motor Inns  
Principal Designer for, first new Inn in Lancaster, Pennsylvania.  
Designer, graphics package and interior renovations, the historic bourse Building, Philadelphia, PA.  
Project Architect for interior renovations to the Freedom Business Center, a 30,000 sq.ft. corporate facility in King of Prussia, Pennsylvania

**Licenses/Registration:**

Not licensed

**IV.3. Visiting Team Report**

N.A.

**IV.4. Catalog**

<http://www.alfredstate.edu/academics/college-catalog>

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