The Design School

MASTER OF ARCHITECTURE PROGRAM REPORT
PREPARED 09|07|11 FOR 2012 NAAB ACCREDITATION VISIT

ASU Herberger Institute
FOR DESIGN AND THE ARTS
ARIZONA STATE UNIVERSITY

ARCHITECTURAL PROGRAM REPORT
Submitted to the National Architectural accrediting Board (NAAB)

Institution

Herberger Institute for Design and the Arts
Arizona State University
Tempe, Arizona

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Master of Architecture
First Professional Degree

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1.1.1 History and Mission

The history of the Arizona State University dates to 1885 when the first teachers college was founded in the present location of the campus in a rather modest building. Since then, the campus has grown to its present size of over 70,440 students (Fall 2011 headcount) on four campuses, with over 58,000 (Fall 2011 headcount) on the 800-acre Tempe campus where our program is located. The University is currently engaged in a comprehensive 2020 master plan with projected growth on all campuses exceeding 100,000 students--including a new 15,000 student Capital Center campus in central Phoenix (http://www.asu.edu/cdp/).

Arizona State University, located in the Phoenix metropolitan area, has emerged as a leading national and international research and teaching institution with a primary focus on Maricopa County, which is Arizona's dominant population center and the fastest growing large county in the country. This rapidly growing, multi-campus public research university offers programs ranging from the baccalaureate through the doctorate for approximately 70,000 full-time and part-time students through ASU Tempe campus; ASU West campus in northwest Phoenix; a major educational center in downtown Phoenix; ASU East Polytechnic campus, located at the Williams Campus (formerly Williams Air Force Base) in southeast Mesa; and other instructional, research, and public service sites throughout Maricopa County.

Arizona State University is part of a university system governed by the Arizona Board of Regents. The board consists of ten appointed members, including two student members, with the elected governor and the state superintendent of public instruction as ex-officio members. The term of each member (except the student members) is eight years. Students serve two year staggered terms, the first year as a non-voting member.

The regents select and appoint the president of the University, who is the liaison between the Arizona Board of Regents and the institution. The President is aided in the administrative work of the institution by the executive vice president and provost of the University, as well as other provosts, vice presidents, deans, directors, department chairs, faculty, and other officers.

Arizona State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Programs in the various colleges, schools, divisions, and departments are accredited by, or affiliated with, national bodies as described in the Academic Accreditation, Academic Affiliation and Academic membership tables published on page 702-708 of the 2004/05 Arizona State University General Catalog. The academic units develop and implement the teaching, research, and service programs of the University, aided by the University libraries, museum, and other services.

The faculty and students of the University play an important role in educational policy, with campus Academic Senates, joint University committees and boards, and the student associations serving the needs of the institution.

University Campuses and Sites

Dr. Michael Crow is the President of the University and Dr. Elizabeth Capaldi is Executive Vice President and Provost of the University.

Arizona State University is one university in many places. ASU-Tempe campus and ASU-West campus are separately accredited by the Higher Learning Commission, and by the professional accrediting agencies. Arizona State University East campus is recognized by the Higher Learning Commission as a full-service campus and is accredited under the Tempe campus.

The Tempe campus of ASU is situated on over 800 acres in a setting of desert trees and subtropical plantings. ASU's best-known landmark is the Gammage Center for the Performing Arts, designed by Frank Lloyd Wright. Several significant buildings, including Antoine Predock's Performing Arts Center and University Museum, Scogin Elam and Bray's Law Library Addition, ISTB II by Richard + Bauer, Lattie Coor Building by Jones Studio, and the Architecture facility designed by Alan Chimicoff and the Hillier Group, are distinctive in their own right. The University recently completed a significant number of new facilities including over 1 million sf. of new research facilities. New facilities include the 800,000 sf, four phase, Arizona Bio Design Institute by Gould Evans/Lord Aeck Sargent, a 175,000 sf Interdisciplinary Science and Technology Building One by Perkins and Will/Dick and Fritsche, a 1,928 bed freshman academic village by Machado Silvetti/Gould Evans, a 140,000 sf. home for the ASU Foundation and the Office of the President by Architekton/Gould Evans, and a new central campus co-generation and chiller by Machado/ Silvetti/Gould Evans. Our faculty and administration has had much influence on the architectural and urban development of the University. Wellington Reiter, the former Dean of our schools when they were known as the College of Design, led the effort to develop the new Capital Center campus. In 2004, Ron McCoy stepped down from his position as Director of the School of Architecture within the College of Design in order to assume the position of the University Architect. In this role he was responsible for the implementation and oversight of all the building and design projects within the University. In 2008 Ron McCoy left the University to become the Campus Architect at Princeton University.

The degree granting programs on the Tempe Campus of the University are: Business, Engineering, Graduate, Law, Letters and Sciences, Letters an Sciences, Liberal Arts and Sciences, Teachers, Nursing, Sustainability, Honors, The Bio-Design Institute and The Herberger Institute for Design and The Arts (HIDA) .

The colleges and institutes are made up of schools, divisions, academic departments, and centers of research and service with more than fifty specific units of instruction. The Design School is housed in HIDA. HIDA is composed of six schools (from largest to smallest): The Design School, School of Art, School of Music, School of Theater and Film, School of Arts Media and Engineering, and the School of Dance.

ASU offers baccalaureate degree programs in more than 100 areas of interest, master's degrees in about 100 majors, as well as nearly 50 doctoral degrees such as Juris Doctor, Doctor of Education, Doctor of Musical Arts, Doctor of Audiology, Doctor of Nursing Science and Doctor of Philosophy degrees. ASU is a Research Extensive University. Underlying the range of research conducted at ASU is the competitively funded external support received in the form of sponsored project grants and contracts that provide research opportunities for our faculty, researchers, graduate students, and undergraduates. In the fiscal year 2006, over $202 million sponsored

project expenditures were supported through external grants and contracts. This places ASU 81st highest among the 630 US colleges and universities. reporting positive research expenditures in surveys conducted by the National Science Foundation. The Carnegie Foundation classifies ASU for the Advancement of Teaching in the group of doctorate-granting institutions with the "highest level of research activity."

The University's libraries hold over 3.8 million volumes ranking as the 36th largest research library in the United States and Canada, according to criteria established by the Association of Research Libraries. The Design School Library contains over 50,000 items including: books, periodicals, tape recordings, dvds, films, microfilm, and portfolio materials in the areas of urban planning, environmental design, and architecture. The archives of several prominent architects, such as Will Bruder, are also housed here. It is located in the Design South building. ASU is affiliated with the Pacific Athletic Conference (PAC-12). ASU is also a participating member of Western Interstate Commission for Higher Education (WICHE), established to allow reciprocity for students in designated professional programs that are not available locally in each of the cooperating states.

History and Description of the School

The founding Dean of the College of Architecture and Environmental Design, James Elmore, began teaching at Arizona State University in 1949. A two-year technical program was developed upon the suggestion of the National Architectural Accrediting Board and the first classes were offered in 1949-50 academic year. During the 1950s, the program grew from a two-year program to three then to four with a Bachelor of Science degree, and finally to five with the Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. At this point the School of Architecture was a part of the College of Engineering and Applied Sciences. It became independent as College of Architecture in July 1, 1964, and was later renamed as the College of Architecture and Environmental Design in 1983. In 2005, The College of Architecture and Environmental Design was renamed The College of Design and housed three academic units: The School of Architecture + Landscape Architecture, The School of Design (Industrial Design, Interior Design, Graphic Design), and The School of Planning. Also during this time three new college initiatives were launched: The Master of Real Estate Development (MRED), The Phoenix Urban Research Lab (PURL), and the Stardust Center for Affordable Homes and the Family. In 2009, The College of Design merged with The Herberger College of The Arts forming the Herberger Institute for Design and The Arts. During the merger MRED moved to the Business School and Planning moved to The School of Geographical Sciences. The School of Design Innovation was established in 2009. In 2010, The School of Design Innovation was disestablished, and the faculty unanimously voted to merge with the School of Architecture + Landscape Architecture creating what is now The Design School. The Design School currently provides undergraduate and graduate education for professional, research, and academic careers in architecture, industrial design, interior design, landscape architecture, visual communication design (graphic design), environmental systems design, urban design and healthcare design.

The School has eight distinct academic programs:

Architecture
Environmental Systems Design

Industrial Design
Interior Design
Landscape Architecture
Urban Design
Visual Communication Design
Design Research

The officers of the Herberger Institute for Design and The Arts are: Dean + Director Dr. Kwang-Wu Kim, Executive Dean Michael Underhill, Associate Dean Dr. Heather Landes. The officers of The Design School are: Director Darren Petrucci (professor of architecture and urban design); Assistant Director Joe Ewan (associate professor of landscape architecture), Assistant Director Lauren McDermott (associate professor of industrial design). Additionally, each program has a faculty member who serves as a Program Coordinator. Associate Professor Tom Hartman is the Program Coordinator for the Architecture Program.

Undergraduate Programs

The School houses the following baccalaureate degree programs offered by the faculty of the five Programs:

Architectural Studies, B.S.D.

Industrial Design, B.S.D.

Interior Design, B.S.D.

Landscape Architecture, B.S.L.A

Visual Communication Design (i.e. Graphic Design), B.S.D.

Housing and Urban Development, B.S.D., School of Planning

The Herberger Institute houses the following baccalaureate degree program with contributions from faculty in The Design School:

Bachelor of Arts in Design, B.A.D., Herberger Institute

Graduate Programs

Faculty in The Design School offer five master's degree programs and one Ph.D. through the Division of Graduate Studies:

MArch: A professional program leading to the NAAB accredited degree Master of Architecture (the two-year as well as three-plus-year programs).

MSBE: A research and application Master of Science degree with a major in the built environment

MUD: A two-year studio based program leading to a Master in Urban Design

MLA: (In progress) A two-year professional program leading to the LAAB accredited degree Master of Landscape Architecture (two year as well as 3+ year programs)

MSD: The Master of Science in Design degree with a major in design with concentrations in Industrial Design, Graphic Design and Interior Design.

NOTE: the School is currently planning three new studio based master degree programs in Industrial Design (MID), Interior Architecture (MIA), and Visual Communication Design (MSVD). The 3+ track of these two-year programs are planned for start in the summer of 2012. All three are expected to be accredited programs.

The Ph.D. in Design, Environment, and the Arts is a Herberger Institute wide interdisciplinary degree offered by faculty representing the Schools of Art, Arts Media + Engineering, Dance, Design, Music, and Theater and Film. Three areas of concentration are available: design; planning; and history, theory, and criticism. The director of the Ph.D. program is Prof. Michael Kroelinger from The Design School.

Community Outreach Programs

In addition to the degree conferring programs The Design School also houses two outreach programs:

Phoenix Urban Research Lab (PURL)
The lab focuses on the design of human settlement and its relation to sustainability, social justice, and cultural understanding. Professor Emily Talen in the School of Geographical Sciences and Urban Planning is the Director of PURL.

Stardust Center for Affordable Homes and the Family
Through research, educational outreach, advocacy, and design innovation, the center supports organizations, neighborhoods, and professionals in their efforts to improve the growth of quality affordable homes and sustainable communities. Kurt Creager is the Executive Director of the Stardust Center.

Institutional Mission

The Mission Statement of the University

To establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social, and cultural vitality and health and well-being of the community.

Arizona State University is charged with providing outstanding programs of undergraduate and graduate education, cutting-edge research, and public service for the citizens of the State of Arizona with special emphasis on the Phoenix metropolitan area. (January 2005)

To fulfill this mission, ASU seeks to be a university that is fully committed to its community; that directly engages the challenges of its cultural, socioeconomic, and physical setting; and shapes its research initiatives with regard to their social outcomes. In support of its mission, the faculty, staff, and administration of ASU are committed to:

- Admitting a broadly diverse group of students and providing them a learner-centered education that engages students individually as active participants in the learning process.
- Encouraging interdisciplinary and core academic programs with an emphasis on their relevance to society, both regionally and in the larger global arena.
- Advancing use-inspired research that serves as an engine for economic, workforce, and technology development.
- Transforming the University from a state agency to an entrepreneurial institution that leverages its research enterprise to provide new revenues for the University and a higher return on the state's investment.
- Empowering colleges, schools, and interdisciplinary units to seek academic excellence, foster creativity, and enlarge the social, economic, and cultural impact of the university.
- Becoming an active presence in our community, socially embedded, and serving the needs of the people of Arizona and beyond.
- Embracing the cultural diversity of our unique locale, leveraging its economic and cultural heritage, social dynamics, and aspirations.

The Mission Statement of The Design School

The school's mission is to educate future designers, to shape collaborations, synthesize complexity, and catalyze transformation for public good.

The Design School's collaborative structure fosters innovation through integration. This ethos brings together the expertise of architecture, industrial design, interior design, landscape architecture, visual communication design, urban design, and environmental science to pool knowledge among these fields of study and synthesize our discoveries to define relationships among culture, technology, and design. We call upon and integrate the expertise of our own faculty, as well as faculty members from other academic units, to foster creative and innovative design research that seeks to embody the University's goals and benefit our own professional community both locally and globally. (Adopted in 2006)

The Design School plays an important role within the context of the community it serves. As the largest professional design school in the region, we graduate future leaders in the design of the built environment whose work impacts the citizens and public realms of our rapidly urbanizing city. As a public professional school, we have a responsibility to contribute to the public good. Our success, and the success of our graduates, directly translates into a better future for the greater metropolitan area.

Program History

The program in architecture at Arizona State University has its roots in a two-year technical program offered in the College of Engineering in the 1949-50 academic year. The program evolved throughout the 1950s and eventually led to the establishment of the College of Architecture and Environmental Design. The first Bachelor of Architecture degree, which was a five-year degree, was conferred on a class of one in May,1960.

The first advisory visit by the National Architectural Accrediting Board (NAAB) to ASU occurred in January 1961, and accreditation was granted effective in the fall of 1961. The initial accreditation has since been extended as a result of further visits in 1962, 1968, 1973, 1975, 1979, 1984, 1989, 1995, 2000, and 2005.

In 1978, the College was organized into the departments of Architecture, Design Sciences, and Planning with Calvin Straub appointed the first chair of the Department of Architecture (1978-79). James Scalise succeeded him as acting Chair, and Roger Schluntz was appointed Chair in 1980. In 1985, the Board of Regents raised the program's status to that of "School of Architecture." The Chair's title was simultaneously changed to Director. Jack Peterson served as the Acting Director of the School for one year from 1988 to 1989. In 1989, Michael Underhill was appointed as Director of the School and served in that capacity through 1994. Jack Peterson served as Acting Director in the 1994-95 academic year. Ron McCoy served as Director from 1995 to 2004. Ron McCoy served as Interim Dean in 2003-2004. Catherine Spellman was appointed Interim Director in the fall of 2004, and Max Underwood was appointed Interim Director for the spring of 2005. Darren Petrucci was appointed Director in the fall of 2005.

The organization of the program has also evolved throughout the years. The department developed its first graduate program in 1973. The original Master of Architecture degree was to be research-oriented and follow the five-year Bachelor of Architecture degree. In 1976, the Master of Architecture degree was changed to the Master of Environmental Planning (MEP) and was intended to focus on research and related efforts in (a) urban planning in arid regions, and (b) building design in arid regions. This degree was intended to serve the needs of all departments within the College of Architecture and Environmental Design (CAED). In the spring of 1980, the faculty adopted a proposal to reorganize the professional program from a five-year Bachelor of Architecture format to an undergraduate degree program and the current two-year Master of Architecture as a first professional degree program. The Board of Regents approved the program in the fall of 1981. Students with previous architectural undergraduate degrees from other institutions were first accepted into the new Master of Architecture (MArch) program in the spring of 1982. The first Master of Architecture degree was conferred at winter commencement in 1983, and an additional five candidates were awarded with the degree in the spring of 1984. The five-year professional Bachelor of Architecture degree was phased out and the last class of Bachelor of Architecture students graduated in the spring of 1985. In 1986, the School of Architecture was granted permission by the Board of Regents to

offer a research-based degree - the Master of Architecture (MArch) 4+2 Bachelor of Science/Master of Architecture structure. Thus, the current undergraduate degree is a Bachelor of Science in Design (BSD) with a major in Architectural Studies. In 2004, the faculty merged with the faculty of Landscape Architecture and changed the name to the School of Architecture and Landscape Architecture.

The largest number of professional degrees in architecture from ASU was granted in 1976 when eighty-eight Bachelor of Architecture (five-year program) degrees were conferred. That number was subsequently reduced to approximately fifty students each year. This number reflects space limitations and restrictions imposed on admission into the professional program.

With changing demographics and educational needs of the population in Arizona (and the society in general), a proposal for a new Master of Architecture degree track for those applicants who already hold an undergraduate degree in non-architecture fields was developed. The resulting program, organized as a seven-semester program of study, is the 3+ Master of Architecture. The Board of Regents approved the program in the fall of 1993, and the first students were admitted to the 3+ Program for the fall semester of 1994 with the first students graduated in the spring of 1997.

In the 1996-97 academic year the college enrolled the first class of students into the Ph.D. in Environmental Design and Planning Program. In 2010, as part of the merger of The College of Design and The College of The Arts, the Ph.D. program was expanded to include the entire Herberger Institute for Design and the Arts, and the degree was renamed Ph.D. in Design, the Environment, and the Arts. This program provides new opportunities for faculty, a new infusion of advanced students, and new opportunities such as the series of Institute-wide Ph.D. symposia. The school is committed to maximizing the opportunities of the Ph.D. program within the Institute. The majority of PhDs in the Institute-wide program are in The Design School. It is anticipated that with the new structure of the School a clear set of Ph.D. trajectories will be established that leverage the multi-disciplinary offerings of the School, especially in the area of design thinking. The Coordinator for the Institute's Ph.D. program is Professor Michael Kroelinger of The Design School.

In the fall of 2004, the School of Landscape Architecture, formerly residing in the School of Planning and Landscape Architecture was incorporated into the School of Architecture. The move was due in part to the desire of the landscape faculty to reside within a studio-based program instead of the research-based program of Planning within which it was previously housed. Previous to the merger of architecture and landscape architecture, faculty from both programs had a record of successful collaboration with one another and welcomed the opportunity to further share their interests in a structured, pedagogical environment. It should be noted that the desert environment is a strong presence in the architecture of the region, and merging the two disciplines within one School has produced opportunities to expand the disciplines in unique and challenging ways.

In the fall of 2005, the College of Architecture and Environmental Design under the leadership of Dean Wellington Reiter changed its name to the College of Design. During this time the School of Design, in the College, housing industrial design, interior design, and graphic design was disestablished and the three programs reestablished as the School of Industrial Design, the School of Interior Design, and the School of Visual Communication Design (graphic design). In addition to these three programs the College of Design housed The School of Architecture + Landscape Architecture, School of Planning, Master of Real Estate Development,

Phoenix Urban Research Lab, and the Stardust Center for Affordable Homes and the Family (moved to COD in 2007).

In the summer of 2008, Dean Reiter left the University, and in the spring of 2009 his administrative position was removed by the University and the College of Design was merged with the College of The Arts to form the Herberger Institute for Design and the Arts under the leadership of the former Dean of The College of The Arts, Dr. Kwang-Wu Kim. During the merger the School of Planning was moved to the School of Geographical Sciences, the Master of Real Estate Development was moved to the College of Business, and the Phoenix Urban Research Lab (PURL) and the Stardust Center for Affordable Homes and the Family became part of the School of Architecture + Landscape Architecture. Additionally, the three independent design schools (industrial, interior, visual communication design) were recombined into the School of Design Innovation.

In the spring of 2010, the School of Design Innovation was disbanded by the University and their faculty unanimously voted to merge their programs with the School of Architecture + Landscape Architecture. In the spring of 2011, the School of Architecture + Landscape Architecture under the leadership of Director Petrucci renamed itself as The Design School to better represent the comprehensive suite of design programs within the School.

Description of the Program

The Design School is one of six schools housed in The Herberger Institute for Design and the Arts at Arizona State University. The Architecture Program is one of eight programs in The Design School. Director, Professor Darren Petrucci heads The Design School and Associate Professor Thomas Hartman coordinates the Architecture Program. The School staff supports the Director, two Assistant Directors, eight Coordinators and the fifty full time faculty in administrative, instructional, research, and business matters. The seven staff includes Courtney Carroll, Business Manager Senior, Robin Lattin, Graduate Coordinator, Stephanie Alvey, Graduate Coordinator, Cammy Cecil, Business Manager, Joni Escobedo, Specialist, Heather Hilton, Administrative Associate, Carrie Tovar, Specialist. The three shop staff include: Steve Biltz, Manager, Matt Krise, Shop Superintendent, Melissa Button, Shop Superintendent (See Table 1)

The School faculty currently offers the following programs:

- Bachelor of Science in Design in Architectural Studies (four years)
- Bachelor of Science in Landscape Architecture (four years)
- Bachelor of Science in Design in Industrial Design (four years)
- Bachelor of Science in Design in Interior Design (four years)
- Bachelor of Science in Design in Graphic (Visual Communication) Design (four years)
- Master of Science in Design – two-year non-studio research program.
- MArch - Master of Architecture – two-year and 3+ programs of study

- MSBE - Master of Science in the Built Environment (two-years), concentrations in Energy and Climate.
- MLA - Master of Landscape Architecture – two-year and 3+ programs of study.
- MUD - Master of Urban Design – two-year program

Concurrent degree offerings:

- Master of Architecture / Master of Urban Design–(three years)
- Master of Architecture / Master of Science in the Built Environment - (three years).
- Master of Urban Design / Master of Landscape Architecture– (three years)
- Master of Architecture / Master of Landscape Architecture– (three and a half years)
- MBA/Master of Architecture Concurrent Degree (three years)

Additionally, The Design School faculty participates in offering the Herberger Institute wide interdisciplinary Ph.D. degree program with a major in Design, Environment, and the Arts

Overview:
The students in their first year of the undergraduate program (freshmen) are classified as "pre-architecture." Students must apply to the Milestone for admission to the upper division of the program. The professional program includes one sophomore year and two years of upper division study leading to the Bachelor of Science in Design (with a major in Architectural Studies) and two years of graduate study leading to the Master of Architecture.

The School is currently a full member of the Association of Collegiate Schools of Architecture (ACSA). Full members of the ACSA are institutions in the United States or Canada that offer at least one architecture degree program accredited by the National Architectural Accrediting Board (NAAB) in the US or the Canadian Architectural Certification Board (CACB).

Program Mission

The current mission statement of the Architecture Program (adopted in 1997 by the School faculty) is as follows:

The Architecture Program educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture.

The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.*

This statement emphasizes our role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of architecture. The emphasis on place, context, and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline reflects a growing commitment to architecture and appropriate technologies.

The statement reaffirms our dedication and recognized excellence in teaching and to the knowledge and skills that are unique to the art of architecture. At the same time we have committed ourselves to experimentation and the challenges facing the future of architecture and education.

**(The mission statement is currently under revision to reflect the new comprehensive disciplinary offerings and collaborative structure of the school.)*

1.1.2 : LEARNING CULTURE AND SOCIAL EQUITY

The Design School adopted a clear mission statement and messaging system that embodies the spirit and culture professionalism of the School (See messaging system). The mission, message, and culture of the school is conveyed in the following ways:

Orientation
Every fall the Director, Assistant Directors, and Program Coordinators meet with all of the freshmen in each of the five core design disciplines (architecture, industrial, interiors, landscape, and graphic). During this meeting the mission of school ("*Tomorrow's designers will shape collaborations, synthesize complexity, and catalyze transformation for public good*.") is explained and discussed. This conversation begins to communicate a culture of collaboration, professionalism, and design culture at the freshmen level.

DSC 194
As part of a university-wide initiative all freshmen students must participate in a one-credit course that conveys the mission and imperatives of the University and the School toward greater student success. The course description is as follows: Students will learn about ASU's mission as the New American University, the importance and benefits of an entrepreneurial approach to problem solving, solutions to sustainability challenges, and the importance of social embeddedness. Additionally, through various course discussions and assignments, students will examine the concept of academic integrity and its potential impact on their future, gain awareness of the value of engaging in research activities, and learn about taking an interdisciplinary perspective. (See ASU 194 Syllabus)

Director / Student Meetings
Each fall and spring the School Director meets with the undergraduate and graduate students respectively. During the meeting the Director shares new trajectories, opportunities, and events with the students, and provides the students with an opportunity to discuss openly satisfactions and concerns with their educational experience in the school. This bi-yearly 'Town Hall' meeting provides valuable feedback and facilitates greater communication between the students and the administration and typically results in new initiatives.

Studio Contract
Each student signs a studio contract at the start of each semester studio. The contract confirms their awareness and understanding of protocol, the culture of the studio, and behavior within the studio environment (A Studio Contract will be provided in the Team Room during the visit).

Syllabus & Academic Integrity
All syllabi in the School have a section that conveys a uniform grading policy and plagiarism warnings for all course work. Many professors have adopted an Academic Integrity Contract or Honor Code Contract into their course culture. These contracts clearly articulate the University's policy toward academic integrity and plagiarism and students are required to read and sign the pledge that acknowledges the consequences of acting in opposition to the Academic Integrity Policy. (The APH 421 Academic Integrity Policy will be available in the Team Room)

Harassment and Discrimination Policy
The Schools within the Institute deal with issues related to alleged harassment and discrimination by Institute undergraduate and graduate curriculum committees. The

undergraduate curriculum committee handles student appeals only if the accused student files a formal appeal. The graduate curriculum committee handles the appeal for a graduate student. Once the Institute has made their final decision, the Dean's office reports to the Graduate College if there are any sanctions we are recommending. We follow the University's academic integrity policy: http://provost.asu.edu/academicintegrity/students.

Student Organizations
The School has a very strong culture of student organizations. The School charges these organizations with not only being productive assets for their respective disciplines, but also acting as a quasi student council for the School. The Director meets with the presidents of each organization monthly to discuss new innovations, opportunities, and academic culture. The leaders of these organizations provide valuable feedback from the student body.

Studio Culture Posters
Each studio is equipped with a messaging poster that communicates the values and culture of the School. These daily reminders are part of the larger collaborative mission of the School, and help facilitate greater integration among the multi-disciplinary design cultures that exist within the school. (See studio posters)

Social Equity & Diversity
The School is actively engaged in the recruitment and retention of students, faculty, and staff from multiple and diverse backgrounds to better reflect the diverse make-up of the metropolitan area and the University. We continue to increase in the ethnic diversity of our students.

We have expanded our Teaching Assistant offerings for incoming graduate students as a form of scholarship to reduce their tuition costs, this helps to attract students from diverse backgrounds and cultures.

The staff of the School is made up almost entirely of women and includes African American and Hispanic staff members.

The administrative team of the School (although weighted more heavily with men) includes two women, a professor from India, a professor from Tonga, and a professor from Syria.

In terms of hiring, we are consistently trying to hire from and attract a diverse pool of faculty. Fifty percent of our last hires were diversity hires. Our plan is to continue to attract the best possible candidates for our faculty hires with emphasis upon creating a rich and diverse faculty.

In terms of educating our students and attracting a diverse student body, we have a graduate abroad program in Buenos Aires, we are implementing a graduate abroad program in Mexico, and beginning research upon a graduate abroad program in India.

The Director went to Puerto Rico this past spring to recruit students for our Master degree programs. The interest at that meeting was strong and we expect a number of applications this fall.

1.1.3 : RESPONSE TO THE FIVE PERSPECTIVES

1.1.3 A : ARCHITECTURAL EDUCATION AND THE ACADEMIC COMMUNITY

The mission statement of the School emphasizes the shaping of collaborations, and the architecture program emphasizes a professional education within a liberal arts and sciences research oriented academic community. Toward this end our faculty and students are actively engaged in research and scholarship that is consistently recognized for excellence at a local, national, and international level. Additionally, much of the research and teaching done through The Design School directly deals with the idea that designers have the tools to affect positive change from the local to the global. To understand the challenges that are presented to us today, our students are engaged in learning that expands the boundaries of their discipline and introduces them to larger concepts, questions, and problems that demand a complex level of thinking and cultural engagement. Additionally, the faculty, staff, and students of both our accredited graduate and undergraduate programs are deeply embedded in the life of both the institution and the community. Community engagement is not a category that we check off, but part of the ethos of our School and a part of everything we do.

The School

During the past five years, the School has made consistent efforts to encourage practice and scholarship through the refinement, integration, and collaboration within the curriculum. The Design School now offers the most comprehensive and collaborative design education in the Nation. In addition to our seven degree-offering programs, we established six significant areas where cross-disciplinary design education is emphasized. (See Curricular Diagrams attached at the end of section 1.1). These include: a university-wide course entitled *Design Thinking*; a combined curriculum of architecture and landscape architecture in freshman and sophomore years; a required annual cross-disciplinary competition called *Clusters* in the spring of the Junior year; a collaborative cross-disciplinary year-long capstone in the undergraduate called *Bundles*; a cross-disciplinary international studio in the second year of the graduate program; and a collaborative transdisciplinary capstone studio for Masters students called the *Applied Research Collaborative*. Additionally, the School has and continues to develop new required cross-disciplinary courses that provide proficiency in sustainability, research methods, storytelling, and entrepreneurship. Currently, all graduate students in the School take the course called Sustainability in the Built Environment. The other three proficiencies (storytelling, research methods, and entrepreneurship) will be offered in 2013 when the three new graduate programs in industrial design, interior architecture, and visual communication design begin. To substantiate this vision, we have recruited new faculty who have broadened the scope of research, practice, and scholarship. Notable success in the area of applied research and professional experience for students and faculty has been achieved through the *Integral Studio* (IS), a faculty directed studio for students in the upper division and graduate programs. Notable success in the area of transdisciplinary design has been achieved in the *Cluster, Bundle*, and *International Studios*.

Over the past five years, the Architecture Program has benefited from and contributed to the disciplines represented within the School. In The Design School the disciplines are: architecture, landscape architecture, urban design, environmental systems design, interior design, industrial design, and visual communications design.

In the fall of 2005, the faculty decided to have landscape architecture program and architecture program integrate at key points in the education of our undergraduates. Our landscape architecture and architecture students now share their freshman and sophomore years. In the graduate program, the first two semesters of the 3+ program begin in the summer each year and joins the architecture and landscape architecture students together for both of those semesters. In the undergraduate program we engage in cross and transdisciplinary education in a number of ways. In the spring of 2008, a cross-disciplinary experience called Clusters was initiated, and in the Fall of 2011 a collaborative cross-disciplinary capstone year called Bundles was established.

The benefits and contributions of an educational pedagogy of shared design knowledge and research is disseminated both formally and informally in the education of our architectural design students. It is evidenced in the following ways within our program:

- The shared foundation course APH/ALA100 Introduction to Architecture and Environmental Design.

Lectures in this course convey the breadth of environmental design and establish the shared heritage within the design disciplines. Students also have the opportunity to establish relationships with other students within the School and Institute (who may be outside of their declared major), as well as those outside of the School and Institute, as this is an extremely popular University general studies course.

- The shared foundation studios, ALA 121 / ALA 122: Design Fundamentals. ALA 121/122 Design Fundamentals Studio and ALA 122/124 Lecture teach the fundamentals of design relative to the fields of architecture and landscape architecture. The course is composed of two complimentary learning environments, lecture, and studio/lab. The lecture component introduces the basic concepts, framework, and methodologies that will be employed in the studio/lab assignments.

- The shared second year studios ALA 221 / ALA 222: Design Fundamentals II. Students are introduced to the fundamentals of physical design as well as the tools to facilitate the design process, including drawing methods, documentation strategies, research techniques, and an array of computer programs.

- APH 421: First Concepts. What is…the writing, philosophy, and culture of architecture. This course was designed specifically to introduce our undergraduate students to ideas, issues, terms, and polemics of the 20th and 21st century that emerge from architecture, art, philosophy, and cultural studies. The idea was to actively address what we perceived was a lacuna in the pre-professional education of architecture students and give them a broad introduction to concepts that they would learn within the context of a liberal arts education. This course attempts to give students going through a pre-professional degree program access to the ideas and movements that shape Western thinking and culture in the 20th and 21st century and encourage critical thinking, applied design thinking problems, and argument through design and writing. It is intended to better prepare them for graduate school.

- APH 515 What is Architecture? In an effort to make the study of architecture and landscape architecture at ASU a more holistic enterprise, Professors Hejduk and Montemayor are actively collaborating at key points within their fall graduate theory courses with shared lectures and student projects. Students come together in the classroom and in the field to listen to lectures that breakdown the boundaries between the disciplines and finds shared issues, projects, and contexts

that necessitate the shared education of architecture and landscape architecture students.

- Shared coursework for professional electives.

Qualifying electives offered within the School satisfy the required professional electives in Architecture Program. This requirement assures exposure to the academic and professional issues of related disciplines.

- Required Graduate Proficiency Courses.

The School is developing a suite of design proficiency courses that are and will be required of ALL of our graduate students (no matter the discipline).

These courses include:

Designing Sustainability
(currently Sustainability in the Built Environment)
This course provides students with awareness and understanding of sustainable issues and practice at all scales of design from products to regions. This course is part of the current curriculum taught to architecture, landscape architecture, and MSBE students. Its content is currently being modified to include industrial design, interiors, and graphic design.

Research Methods
This course provides students with awareness and understanding of the various and complex research methods employed by designers from multiple fields and scales. Students will gain research abilities relative to their own discipline in this course and be encouraged to make intersections with other disciplinary research methods.

Entrepreneurship in Design
This course will replace Architectural Management II and provide students with awareness, understanding, and ability of professional ethics, standards of care, and management, as well as alternative practices, multidisciplinary practice, and collaboration.

Interdisciplinary design studios

Interdisciplinary design studios are offered to expand the students' exposure to various design goals, objectives, and methodologies. The following are Interdisciplinary Studios experiences:

Design Fundamentals I & II
The first four semesters (first and second year) of the undergraduate BSD & BSLA programs provide students with a balanced curriculum of architecture and landscape architecture. Content between these two disciplines is taught in a combined manner so that students have an awareness, understanding, and early ability to conceive of and design integrated buildings and landscapes. Graduate students are engaged as the primary Teaching Assistants for all the sections of Design Fundamentals I & II. This introduces our graduate students to teaching and creates an excellent teaching environment where the undergraduate students form positive relationships graduate students and gives them a comfortable forum within which to ask questions about the successive years of their professional education.

Clusters

During the first two weeks of the fifth semester of the undergraduate program (spring junior year), students are divided into transdisciplinary teams comprised of students in architecture, industrial design, interior design, landscape architecture, and visual communication. Each team of five students is given a “wicked problem” (a problem too complex for a single solution), and asked to produce a potential design solution that leverages all scales and disciplines of their team. Faculty and local design professionals judge the projects.

Bundles

The final year of the undergraduate program is taught as a year-long capstone studio in conjunction with all of the disciplines in the School. Three studios, each of a different discipline, are “bundled” together to share critical moments throughout the semester. Students are expected to work within their respective disciplines while engaging, learning, and collaborating with students in allied disciplines. Bundles provide students (and faculty) with the opportunity to create more integrated design processes and proposals that engage multiple scales of the built environment.

International Traveling Studios

The first semester of the two-year architecture graduate program focuses on local conditions, the second semester travels nationally, and, in the third semester, all students in the School travel for two weeks somewhere outside the United States (travel expenses and lodging are built into their differential tuition). Students have options to choose which of the currently five studio offerings best suits their interests. Additionally, one studio spends the fall semester in Buenos Aires, Argentina as part of our abroad program. International Traveling Studios are transdisciplinary with student participation from other design disciplines, and disciplines outside the School.

- Symposia and Lecture Series

The Institute sponsors symposia through its individual schools and the Ph.D. program. The symposia are meant to provide leadership from our faculty in important areas of scholarship and discourse within the disciplines. The symposia provide valuable opportunities for exchange among faculty of the Institute as well as providing faculty and students with fresh perspectives on their disciplines. For the past three years, the Master of Science in Design students have conducted a multi-disciplinary symposium entitled *Exposed*. This event brings together professionals and students around the notion of transdisciplinary design, alternative practices, and innovative thinking. The Exposed Spring 2010 Conference included key note presentation by Michael Graves, Bruce Mau, and Dan Formosa. Additionally, The Design School has its own lecture series each semester open to the entire University and special lectures are often sponsored by the Rio-Salado Foundation (a branch of the local AIA) and include the professional community.

- Integral Studios

The Integral Studio is a faculty led research design studio offered as a multi-disciplinary option for senior architecture and landscape architecture students.

The Institute

- The Herberger Institute Research Center

The Herberger Center acts as a catalyst within the Institute for research, publications, and service learning. This center provides vital links between Design School faculty research and other research initiatives in the University. Research Partnerships include the Global Institute for Sustainability, Global Resolve, Engineering, LightWorks, Bio-Design, Construction, to name a few.

- Interdisciplinary Ph.D. in Design, Environment, and the Arts.

The Ph.D. program, initiated in 1996, extends the advanced level of research within the Herberger Institute for Design and the Arts through a curriculum that is fundamentally interdisciplinary. Faculty and students of the Institute benefit from research and publications generated through the program and from the presence of scholars and research assistants.

- X Square

The Design School, in collaboration with the School of Art, developed a transdisciplinary student design/build competition that teams students from Design with those from the Arts to conceive of and implement a project that activates the courtyard between The Design School and The School of Art. This program is now in its third year and has resulted in structures built by the winning teams for less than $20,000. The two schools fund the competition equally.

- Digital Culture

The Design School was instrumental in helping the Herberger Institute develop the new Digital Culture program in collaboration with the School of Arts, Media + Engineering (AME). The curriculum of this new undergraduate degree program is formed by a collection of 56 different courses from many different schools in the University. Of the other participating schools, Design is third after AME and Engineering in course content and offerings. Funding from the Digital Culture endowment gave the Architecture Program the ability to hire two new Lecturer positions with expertise in digital design and fabrication.

- Arcadia Residential Community

First-year students in the Herberger Institute for Design and the Arts reside in the Arcadia residential community that provides academic support and an opportunity to live with other students who share the same passion, appreciation, and dedication to arts and design. Research shows that students who live on campus their first year experience greater academic success. They tend to transition more easily to university life, remain in school at higher rates than students who live off-campus, graduate faster, be more involved in co-curricular activities, and be more connected to the university community. The community is an academic and residential program specifically designed for students who are pursuing a major in architecture, art, dance, design studies, film, graphic design, housing and community development, industrial design, interior design, landscape architecture, music, or theatre.

The University

- The Master of Real Estate Development (MRED) Program

The MRED program was initially born out of the former College of Design as a transdisciplinary Masters programs that brings together: Business, Construction, Law, and Design. Now located in the W.P Carey School of Business, The Design School contributes to and collaborates with the program through teaching design thinking to MRED Students and through a collaborative synthesis project between Design School, Master of Urban Design Students, and MRED students. In this studio environment students from both disciplines work in teams to develop a particular part of the Phoenix metropolitan area.

- The Del E. Webb School of Construction

The School recently began conversations with the Construction School in the School of Sustainable Engineering and the Built Environment to create a collaborative program that brings together architecture, landscape architecture, interior design, construction, and engineering into a year-long undergraduate capstone studio experience that parallels the Industrial Design Program's Innovation Space. In this studio, student groups of four (one from each discipline) work together in the research, design, and synthetic development of a project within the City of Phoenix. This Innovation Environment studio will be implemented in the fall of 2012 with faculty from each respective discipline.

Many of our students take advanced coursework in the Construction School and graduate students from the construction management program often take our course ATE 500: Research Methods. Professors Ryc Loope and Filiz Ozel have served on thesis committees of the students in the MS in Construction program.

- Other Affiliated Disciplines

Engineering and fine arts are other related disciplines within the University with which architecture has close affiliations. In recognition of this, the School developed Option B in the BSD curriculum: a program of study that allows the student to develop a minor in engineering and prepares the student for advanced standing in the MS in Engineering degree.

- Joint MArch/MBA degree

The School offers the Master of Business Administration/Master of Architecture concurrent degree program, offered through a cooperative arrangement with the W.P. Carey School of Business. This program, allows adequately prepared students to obtain both degrees in approximately three years of study.

- Center for Nanotechnology in Society

The Center for Nanotechnology in Society at Arizona State University (CNS-ASU) is a Nano-scale Science and Engineering Center (NSEC), funded by the National Science Foundation (NSF) in October 2005 as one of two centers in a broader network to investigate the societal dimensions of emerging nanotechnologies. The Center's four-fold mission is to: 1) *research* the societal aspects of nanotechnologies; 2) *train* a community of scholars with new insight into the societal dimensions of nanoscale science & engineering (NSE); 3) *engage* a variety of publics and NSE

researchers in dialogues about the goals and implications of NSE; and 4) *partner* with NSE laboratories to introduce greater *reflexiveness* in the R&D process. The Design School is a partner with CNS and a number of our faculty actively do research with the Center and received funding through the Center. Additionally, a few of our faculty act as advisors to both Masters and Doctoral level students in CNS.

Recently, we partnered with CNS to work on their Thematic Research Cluster entitled TRC2 Urban Design, Materials, and the Built Environment (Nano and the City). Its goal is to investigate the nano-enabled city of the future and address the links among NSE, the built environment, social structures and sustainability. The TRC will map out the diversity in problem perceptions, future visions, value-laden sustainability appraisals, and related implementation strategies across various stakeholder groups. Deliberative research will be conducted with various urban communities including public policymakers, business people, engineers, interest groups representatives and citizens from the Phoenix metropolitan area. Deliberative and visioning approaches that CNS-ASU has previously pioneered will be used to identify points of consensus as well as contest that might foster or hamper progress towards a sustainable co-evolution of NSE, the built environment, and societal needs. With the objective of better understanding, from a systemic perspective, supply and demand, the TRC will create a Nanotechnologies in City Environments (NICE) database. It will allow researchers to search, view and comment on urban nanotechnologies with a particular view toward their functionality, nano-scale mechanism, potential benefits and hazards, and related urban sustainability issues.

This collaboration resulted thus far in a series of lectures that we co-sponsored in the 2010- 2011 academic year by key national thinkers and designers dealing with the question of the relationship of nanotechnology to the city.

- Barrett Honors College

The Design School has a strong and mutually beneficial relationship with the Barrett Honors College. The Barrett Honors College is rated one of the top honors colleges in the United States and attracts some of the best students from around the country. Barrett students have the unique advantage of experiencing a small, intellectually and socially vibrant environment while having access to the vast resources of the major research university at ASU. Barrett students simultaneously benefit from being with others of the same intellectual preparation and commitment and enjoy the advantages of a university environment actively engaged in exploring all areas of human interest and concern.

All students who enter ASU through Barrett, The Honors College also enroll in a disciplinary college or academic unit. Their education is the result of the integration of all colleges at ASU, including Barrett, that cultivate the talents and interests of Barrett students and endeavor to meet their changing needs as they develop academically and socially

Approximately 70 of our undergraduates are currently in the Honors College, with approximately 25 in the architecture program where they are given the opportunity to expand the challenges and rewards of their education at ASU. Students in this program have special advisors from each of our disciplines to assist in programs of study and personally advise and nurture them throughout their undergraduate education. Honors students receive priority at pre-registration. The Institute students all live together on designated floors within the Barrett Honors College All honors students do a two semester Honors Thesis project of their own devising. Architecture and Landscape Architecture students present their theses with the graduate

independent final project students. Because of the intellectual rigor of the Honors students, the opportunity to work alongside the Masters students creates a supportive environment that encourages the students to pursue their graduate degrees.

- International Programs Office

During the past six years, the School has successfully delivered a one semester abroad program for 6th year graduate students in the City of Buenos Aires. Associate Professor Claudio Vekstein directs this initiative and spends the first semester of the second year of the MArch with fifteen students in Latin America. This program is directly aligned with the University's Latin American Initiative. Additionally, with the more recent hire of Assistant Professor Gabriel Diaz-Montemayor in the Landscape Architecture Program (he is both an architect and landscape architect in Mexico) the School increased its contribution to the Latin American Initiative. Professor Montemayor's research and design work is on border issues between the US and Mexico.

- Summer Sessions (study abroad)

Each year the School offers a travel program sponsored by ASU Summer Sessions. This program attracts students from The Design School, the University, and from other schools in the country. Students receive credit for coursework in Elements of Urban Form and Analytical Architectural Drawing. Typically 20-30 students and 2-4 faculty members participate each summer. Cities recently visited include Rome, Basel, Florence, Venice, Barcelona, Madrid, Paris, Athens, and several sites in Portugal.

- Stardust Center for Affordable Homes and the Family

Established five years ago, this outreach program began in the University and became part of the School of Architecture + Landscape Architecture and now The Design School in 2008. Stardust takes an interdisciplinary approach to the issues of low income housing in the Phoenix area including research into community based non-profits, governmental funding and regulations, construction, and design. Initially directed by Michael Pyatok, one of the nation's leading authorities on affordable housing, and now Kurt Creager, a nationally recognized housing and public policy authority. Members of the center provide theoretical as well as practical assistance to the Valley's housing effort. Faculty and graduate students from the School often interface with and are directly involved in the project within the Center.

- Lightworks Energy MetaPlan

In addition to the long-standing resource allocation planning activities at ASU, the University has initiated a process that integrates plans from each of the Colleges and Departments into a hiring 'MetaPlan.' The purpose of the MetaPlan is to provide strategic context for new hires and to ensure plans are coordinated and harmonized to capture maximum benefit for the University community. The MetaPlan provides a strategic framework for defining energy priorities for ASU, identifies opportunities for enhancing reputation, attracting students, providing community outreach, and capturing sponsored research. Design School professors Harvey Bryan and Agami Reddy from The Design School are heading up the *Energy Efficient Culture* component of the MetaPlan.

- Sponsored Research

The School consistently partners with faculty in other units throughout the University in sponsored research projects. (Please see faculty resumes in Volume II of this report)

1.1.3-B - ARCHITECTURAL EDUCATION AND THE STUDENTS

The Design School is committed to student involvement in the educational and social life of the School, facilitating the relationship between students and the profession, and expanding the students' horizon beyond the current boundaries of the profession. The mission of the School emphasizes learning architecture within the context of collaboration, contribution, and public good.

- AIAS

The school has a very active chapter within the American Institute of Architects Students organization. In recent years, the membership has been approximately 120 students, primarily upper division and graduate students. The School provides financial assistance for the early membership program and pays to send representatives to the annual grass roots conference or other activities. The Rio Salado chapter of the AIA regularly supports students in the AIAS. The chapter recently won the bid to host the national Forum meeting in Phoenix in 2011.

- Faculty/Student Governance

In accordance with the School Bylaws, students are appointed to committees responsible for the governance of the School. Student representatives are selected from the membership of the Student Council. There are student representatives in the following committees: Computer, Curriculum, Exhibition, Faculty Search committees, MArch, 3+, the two year programs, MS, Speakers/Colloquia, Standards & Appeals, and Undergraduate Program committee.

- Student Council

The Presidents of the five respective student organizations in the School act as the student council and facilitate joint programs, event, and activities among the organizations. The presidents of the organizations meet with the Director on a monthly basis.

- Alpha Rho Chi

ASU students organized a new colony of this society in 1999. This is a multidisciplinary co-educational fraternity for students in the college to support and facilitate social and academic activities.

- Studio Nights

The School has initiated an annual Studio Nights, organized by the School administration and student organizations for the benefit of all students. Each year a number of local and regional professional offices are invited to the design studios where students 'speed date' at their desks with professionals and discuss their work. The event has been very successful with approximately 15 firms and 70 students participating in architecture and over 300 students and 100 professionals in the School.

- Students and Community

Students are encouraged to participate in community design projects. These opportunities arise through partnerships in community projects with the AIA or through community charrettes organized by the AIA. The Integral Studio, a faculty led research studio for applied projects in the Phoenix metropolitan area, provides students with opportunities for direct interaction with community-based clients. (See the work of Assistant Professor Jason Griffiths, and Gabriel Diaz-Montemayor.)

In the fall of 2011, a transdisciplinary design elective *Applied Landscape* was created bringing together graduate and undergraduate students in architecture, industrial design, interior design, landscape architecture, and visual communication design to program and design a series of mini-golf holes that raise awareness of sustainable practices employed by the Waste Management Company that sponsors the Professional Golf Association's Tournament of Players Club Phoenix Open. These transdisciplinary student teams are designing, installing, and manning the holes during the nations' largest golf tournament. The project will raise the exposure of The Design School with over 500,000 people attending and national television coverage. Waste Management is funding the project and giving each student an honorarium. If successful, this project is expected to expand into a student competition in the fall of 2012.

- Internship Program

The curriculum of the school requires a 3 credit, 200-hour internship for all students in the summer between their first and final year of the graduate MArch. The internship program is actively supported by dozens of local and national architectural firms. The purpose of the program is to directly support the mission of the School by providing experience in the context of professional practice. Firms are encouraged to allow students to participate in the widest possible range of professional activities. Students and sponsoring firms participate in an evaluation of the work and accomplishments. If students are unable to secure an internship experience, a course substitution has been developed called *Architectural Professional Practice*.

- Design Excellence

At the end of each fall semester the School presents an exhibition of the outstanding work done in each of the upper division and graduate design studios. Local professional firms are invited to participate in an evaluation of the exhibit and to identify one project from each design studio for commendation. The exhibit is an annual opportunity for the students and faculty to share their work with each other and the professional community.

- Design Build

In addition to the professional built work of the Stardust Center for the Affordable Homes and the Family, Associate Professor Jason Griffiths has been conducting a digital design and fabrication Integral Studio where students construct full scale structures typically resulting in small pavilions, shade canopies, and urban furniture. Periodically, other design build studios are offered conducted, for example: Faculty Associate Mark Ryan conducted a pre-fabrication design/build studio in collaboration with the School of Architecture at Tulane University. This Integral Studio's cooking-parking pavilion was built at The Design School, dismantled, shipped to New Orleans, and constructed on site by ASU students in conjunction with a new home built by Tulane architecture students.

1.1.3 C: ARCHITECTURAL EDUCATION AND THE REGULATORY ENVIRONMENT

The School is dedicated to preparing the student for registration as a requirement for entering the profession. Most of the programmatic opportunities discussed in the previous sections are designed to provide students with preparation for and transition to the profession and to registration.

The state registration board statistics indicate that the success rate of our students in passing the registration examination in 2010 is equal to or higher than the national average on the following sections Site Planning & Design, Structural Systems, and Construction Documents & Services. Registration continues to be a primary goal of our students.

1.1.3 D ARCHITECTURAL EDUCATION AND THE PROFESSION

At ASU we prepare the students for the profession by discovering the greatest potentials of the discipline of architecture within the conditions of our place and the context of contemporary culture.

Excerpt from our mission statement

The program mission statement is designed around our responsibility to prepare students for the profession and for the appreciation of the changing context in which architects practice. Education and preparation for the profession is addressed through the curriculum of the program, in partnerships with other academic units in the school, the Institute, the University, in partnerships with the local professional community, and in a variety of informal relationships.

The curriculum is developed toward preparing the student for the profession, and there are several crucial areas that address the NAAB perspectives. The Architectural Administration and Management (AAD) portion of the curriculum addresses fundamental issues of management both the internal environment of practice, and external environment affecting the architectural firm. This course relies on current case study techniques.

Another challenge to the profession and the program is preparing students to understand and creatively engage the diverse cultural context that architecture serves. Professors Gabriel Montemayor and Kim Steele have run successful Integral Studios that engage urban populations such as the Latin American population in Arizona and border issues, and adults with autism and learning disabilities. Students have actively engaged communities in Nogales, Arizona, elderly housing communities, and the economically struggling Maryvale neighborhood in Phoenix to redefine new urban infrastructures, open space strategies, or healthy communities via urban agriculture. Additionally, cultural context is an issue that is addressed extensively in the required graduate theory course sequence.

Respect for associated professional disciplines is essential in architectural education and is accomplished by virtue of our location in a school that includes, landscape architecture, interior design, industrial design and graphic design, urban design, and environmental systems design. Our students share some required courses with students in these disciplines. Additionally, architecture students may satisfy professional elective requirements by taking courses offered by the other disciplines

and within the Institute. Professor Darren Petrucci has actively engaged design students *Applied Research Collaborative* (ARC) capstone studio. This studio attempts to expand the architectural practice by employing design thinking in transdisciplinary teams toward the redefinition of 'wicked problems.' The ARC has engaged in problems such as 'Wellness and 3rd World Countries', and 'Immigration as a Design Problem.' This studio was also the recipient of the 2008 NCARB Prize.

The internship program required of students in MArch program is designed to provide a direct experience within professional practice. Although the course is a formal requirement of the program, it is successful in nurturing important informal relationships between students and professionals and between the profession and the school.

Other programs and activities that strengthen the relationship between education and the profession are as follows:

The Director of the School is a member of the Board of Directors for both the AIA Rio Salado and the AIA Central Chapter.

The School and the program are certified as providers of continuing education credits for local professionals. One example is Professor Harvey Bryan's LEED certification course.

Representatives of the School sit on the Continuing Education Committee for AIA Arizona.

The Rio Salado Foundation sponsors an annual faculty development grant to enable one faculty member to attend the AIA national convention. One of the goals of the grant is to enable the faculty to share lessons from the AIA with students through the core coursework of the program.

Master of Architecture independent final project students are encouraged to seek out local professionals who have expertise in the subject matter of their project.

The annual Design Excellence exhibition and award program is sponsored and judged by local professionals.

The School developed an annual Studio Nights to promote relationships with the profession and to provide professional opportunities for graduating students.

Local professionals regularly teach required courses in the program, and participate in mid and final reviews. In the 2010-11 academic year, local professionals taught in 23 of our required courses.

The Professional Advisory Committee (PAC): The Director formed the PAC at the outset of his tenure. It operates as an advisory board to the Director. They meet once a year in the fall and the Director gives an update on the School and they give the Director feedback. The Committee is made up of ten architects and ten landscape architects.

1.1.3 E: ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD

The mission of the School emphasizes that tomorrow's designers will "catalyze transformation for public good." The curricula of the School is built on the notion that students and faculty are actively engaged in research and projects that will contribute to the greater good of society and the environment. The School has a long history of conceiving and catalyzing significant public works that have benefited the greater good of the metropolitan area. In the past decade three significant projects conceived in the School were implemented locally: the Rio Salado Project, the Sonoran Preserve, and Pedestrian Amenities along Seventh Avenue. Each of these projects transformed the city in measurable ways. Additionally, the School recently produced a new master plan for the Capitol Mall District in Downtown Phoenix. This project was used to catalyze a collaborative charrette with the Arizona Chapter of the AIA to produce a series of phased developments celebrating the centennial celebration of the State of Arizona.

In 2005, the President of ASU (Dr. Michael Crow) charged former Dean Wellington Reiter with guiding the development of the new ASU Downtown Campus. This process brought together local professionals, developers, faculty, and students in the architecture program to develop a master plan that leveraged the university with the assets and infrastructure of downtown Phoenix. The resulting projects included the Downtown Park, the Cronkite School of Communications building, the Nursing Building and campus, the renovation of the historic post office into a new student center, and multiple new housing and hotel towers.

Former Design School professor Dan Hoffman's work on form based zoning and his subsequent Integral Studio demonstrating an alternative density for the Evan's Churchill District in downtown Phoenix was instrumental in changing local zoning to allow for more mixed use and higher density development in this area.

This year Professor Gabriel Montemayor is engaged with the City of Phoenix and the Hance Park Community in the redesign of the deck park in Phoenix. The objective of this project is to produce a 21st century public park for the city.

Like many urban schools, we use the city and the region as a laboratory for design problems and many of the studios are directly involved with community organizations. As an example, each semester typically one third to one half of our studios are engaged in projects with both local community partners and international partners.

The International Traveling Studios are engaged in global issues related to public good. For example: Faculty Associate Jack DeBartolo III's 2010 international travelling studio worked with a village in Ethiopia to design an orphanage that is currently under construction. This year he is taking a studio back to Ethiopia to design a new school for another village. Professor James Shraiky's 2011 fall studio is working with a village in Rwanda to build a community center that promotes better health and wellbeing. Other studios include alternative infrastructural landscapes in Spain, affordable housing in Berlin, a studio studying biomimicry in Panama, and new public infrastructures in Buenos Aires for disenfranchised neighborhoods.

Since 2006 (when the program fee was initiated) students have traveled to the following international destinations:

Fall 2011
Rwanda, Ethiopia, Panama City, Spain, Berlin, Buenos Aires

Fa**ll 2010**
Istanbul, Portugal, Netherlands / Dusseldorf Germany, Amsterdam, Ethiopia, Buenos Aires

F**all 2009**
Paris and the Netherlands, Germany *2 studios, Buenos Aires

Fall 2008
Spain – Barcelona, Tokyo, Buenos Aires

Fall 2007
London, Hong Kong, Buenos Aires

Fall 2006
Helsinki, Mexico City

At the undergraduate level, the Integral Studio has been an important vehicle for the School in conveying how architects engage society on a variety of levels. This studio parallels the model of a community design studio, working with community partners on real and speculative problems of architecture and urban design in the Phoenix metropolitan area. The studio is open to fourth year students from all programs in the School, and a single faculty member leads each of the four studios. Recently tenure track faculty members have been given these studio assignments as a means to help find moments of collaboration between their research and teaching and to introduce our students to the research interests of our faculty. Examples of Integral Studios that are particularly exemplary in their work and impact on the public good are:

Prof. Diaz-Montemayor's ADE 422 The Edge of the City studio which looks at the complex formal and informal situation landscape and development issues of Chihuahua, Mexico through the rubrics of political class, informality, poverty, and improvisation that dominate the city. Prof. Kim Steele's ADE 422 Integral Studio where the objective was to develop a set of design strategies and proposals for an urban-integrated residential community for adults with developmental disabilities with special consideration for adults with autism.

A particularly important moment in our undergraduate education is the aforementioned required senior history/ theory course entitled First Concepts: What is…the writing, philosophy, and culture of Architecture created and taught by Professor Renata Hejduk. The idea of the public good and architecture's role in the public sphere is a strong theme throughout the course. Since its inception in 2006, the course has introduced each successive class of seniors to concepts such as "what is the and who can occupy the public space/sphere", "rhetoric and public space", who is the "public", "informal and everyday architecture and urbanism", and "Why should you give a damn? Good intentions and activist architecture". A key collaborative assignment for this class is a commercial spot that small groups of students create each semester. The students research and choose an activist architect, practice, or project and create a 1:30 commercial spot for that practice. These are all posted on You Tube or Vimeo. A particularly poignant and evocative example of this assignment was produced around the work of Shigeru Ban. http://www.youtube.com/watch?v=lOl8peqtxWk

Architectural Education, the Environment, and the Public Good:

We believe that a large part of our role in the Design School is to educate our students about the necessity of design to impact the public realm in positive ways. Our three decades of excellence in educating our students in sustainability and the environment demonstrates our commitment to stewardship of the environment through education.

The architecture program enjoys a strong history of excellence in environmental issues and the School library holds important archives in energy related design research. The current research in environmental issues is primarily the territory of the MS in the Built Environment degree with a concentration in energy and climate. Professor Harvey Bryan has strengthened teaching and research in energy and climate concentration. Professor Bryan is at the forefront of energy monitoring and in computer modeling of energy in design and analysis. In 2008, Professor Agami Reddy was the schools first joint hire with the School of Sustainability. Professor Reddy's expertise in HVAC systems and solar thermal systems brings greater depth to this program. The goal of the MS program is to prepare students to be experts in energy efficient design. We now offer a concurrent degree program that MArch students can apply to in their first year of graduate study. These students receive both MArch and MSBE degrees in 3 years of study. This is a very popular program for our MArch students and, in the last three years, we have graduated our first concurrent degree students. They are finding that their dual degrees are making them much more attractive to firms locally and nationally.

Specific projects that illustrate the application of the research and scholarship undertaken in the MSBE is evidenced with Professor Bryan and his students having completed numerous studies that impact local and regional initiatives. These include: Energy Design Guidelines for the Phoenix Light Rail System (prepared in collaboration with the late Professor Jeffery Cook). Professor Bryan collaborates with other faculty members, including former professor Dan Hoffman's (with other team members) winning entry to the National Endowment for the Arts Papago-Salado Trail competition. In 2008, the School's MSBE program was cited by *Fast Company* Magazine as one of the top three programs in the country with Michigan and Columbia University.

Finally, the combined activities of the Architecture, Industrial Design, Interior Design, Landscape Architecture, Master of Science in the Built Environment, Urban Design, and Visual Communication Design programs bring a number of special opportunities for our students to engage in problems that directly address questions of growth, ethics, and civic responsibility in service of the greater public good. These activities are built into the curriculum and engage communities in a collaborative process toward problem definition and design proposals. This fall the Herberger Institute will be initiating an Institute wide symposium in 'Public Practice' and a new Institute Desert Initiative program. The Design School will be a major contributor to both of these endeavors.

1.1.4 – LONG-RANGE PLANNING

The current trajectory of The Design School will be fully formed in 2014 (see curricular diagrams). Initiatives currently underway include:

- Three new graduate programs: Master of Industrial Design (MID), Master of Interior Architecture (MIA), Master of Visual Communication Design (MVCD). These programs were approved for planning by the Arizona Board of Regents in the spring of 2011 and recruiting for the summer 3+ tracks began in the fall of 2011.

- Syllabi for the four transformed shared graduate proficiency courses (taken by all graduate students) including: Designing Sustainability, Research Methods, and Entrepreneurship in Design, will be completed by the fall of 2012. (See Architectural Education and The Academy)

- Expansion of International Traveling Studios from five to nine with greater definition relative to 'wicked problems' will begin in the fall of 2014. Transdisciplinary collaborative studios in: Biomimicry, Urbanism, and Healthcare will be continued each year. (These began in the fall of 2011).

- InnovationEnvironment: Undergraduate capstone studio. Building off of the School's nationally recognized *InnovationSpace* (a collaborative year-long studio bringing together students in Industrial Design, Visual Communication Design, Engineering, and Business), the School is developing *InnovationEnvironment* bringing together students in architecture, landscape architecture, interior design, construction, and engineering into a collaborative environment that promotes innovative thinking in the process of designing for the built environment. This program will employ the highly developed collaborative curriculum of the school with current technologies such as building information modeling, cost estimating, and energy simulation.

- New Bachelor of Science in Environmental Design: As part of the School's academic plan for 2012, a new BSD in Environmental Design is being developed to capture those strong students who do not make the milestone, increase retention, and provide students with a rigorous path toward an accredited graduate degree in architecture, industrial design, interior design, visual communication design, or a research path in the Master of Science in Design. This new bachelor's degree will leverage existing course work in the undergraduate programs and create new core courses that synthesize the degree program offerings. Students will be able to use up to nine credit hours in their senior year toward their graduate studies. Additionally, it is anticipated that the BSD in Environmental Design will be an attractive minor for students in the Schools of Sustainability, Business, and Engineering, as well as the Honors College.

- Foundation Semester: The School is engaged in a dialogue to transform the first semester of the undergraduate program into a school-wide foundation curriculum that leverages the best practices of each program. This semester will be taught collaboratively by faculty with expertise in each of the School's core disciplines providing students with a more comprehensive experience in design thinking and making, as well as greater awareness and understanding of the multiple design disciplines and curricular trajectories available.

- New University Course "Design Thinking": In the fall of 2011, The Design School created a new university-wide introductory course in design thinking. The course is undergoing a trial period with students in the Barrett Honors College with the expectation that it will be offered as an on-line course for all freshmen in the University. The Provost's office helped to fund the development of the course.

1.1.5 Self-Assessment Procedures

Strengths

The Design School in the Herberger Institute for Design and the Arts at ASU continues to advance as the most comprehensive and collaborative design school in the nation. Many of the School's programs enjoy a well-deserved reputation of excellence. The new administrative framework for the School (one Director/one budget) has created a less hierarchical, more horizontal structure allowing for greater transdisciplinary collaborative opportunities to occur. This meta-curriculum clearly differentiates the School both nationally and internationally. The meta-curriculum combined with the very collegial nature of the faculty has established a culture of collaboration that is fast becoming the norm rather than the exception. Over the past six years the School has more than doubled its graduate programs in both offerings and students. Significantly, in 2005, the Master of Science in Building Design had only 3-4 students per year admitted to the program. Given the acclaimed history of the program (and the trend toward greater sustainable practice) a concerted effort was made to rebuild the program. Toward this end a more transparent graduate curriculum was created between the architecture program and the MSBD. This resulted in more architecture students applying for a concurrent degree in MSBD, and a 300% increase in students in the first year. Additionally, new Master of Urban Design Program and Master of Landscape Architecture Program were created and their curricula were developed in parallel to the MArch. The MSBD was renamed the MS in the Built Environment to be more inclusive and attract urban design and landscape architecture students to the concurrent degree option. Currently, over 30% of the School's graduate students are graduating with two concurrent degrees. With the three new studio based programs approved (industrial, interior, visual communication design), it is anticipated that the graduate programs will double again by 2014. Based upon the current trend, it is expected that the number of concurrent degree students will also double. This growth brings with it significant increases in differential tuition providing much needed funding for new clinical faculty, equipment, capital improvements, lectures, publications, and events. Current examples include: all graduate students travel nationally and internationally, all student work published in the School's INFOlios, four new digital fabrication machines (multi-axis mill, large CNC router, water jet cutter, and large laser cutter), digital mediation of all graduate studio spaces, new studio desks, 20" flat screen monitors on all graduate studio desks, conversion of large lobby space (aka Red Square) into a significant new review/exhibit/presentation space, and a new mediated seminar room.

In 2006, Professor and Director Darren Petrucci created the *Applied Research Collaborative* (ARC) graduate capstone studio. The studio is designed as a testing ground for developing a highly collaborative transdisciplinary design environment that leverages design thinking toward the redefinition of complex or wicked problems. The studio is co-taught with the school's Clinical Psychologist Professor Wil Heywood, and Faculty Associate and alum Phil Horton. The role of the studio in the greater context of the School is to test, evolve, and develop new pedagogical structures for developing the meta-curriculum of The Design School and define its mission to 'shape collaborations' (to teach students to be leaders of collaborations), 'synthesize complexity' (to teach students to leverage their qualitative and quantitative skills to embrace complex problems), 'catalyze transformation for public good' (to teach students to redefine problems rather than simply solve problems through the filter of what is best for the greater good). The mechanism for this approach is the development of the students' emotional intelligence. In 2008, the studio won the prestigious NCARB Prize for its adaptive reuse of ASU's Nursing Building into the

new Global Institute of Sustainability. The studio has engaged in complex problems such as wellness in third world cultures and immigration. Many of the School's meta-curricular moments have been informed by the experiences of the ARC.

See Curricular Diagrams for mandatory Meta-Curricular collaborative moments: Design Thinking, Clusters, Bundles, International Studios, & Applied Research Collaborative.

The architecture program benefits enormously from being nested within the context of the Phoenix metropolitan area ASU, and The Design School. The City of Phoenix is now the fifth largest city in the country and the center of what was (until the economic downturn) the fastest growing large county in the country. It is also situated in the sublime beauty of the Sonoran Desert.

The University President, Dr. Michael Crow, has articulated a clear role for the University, one that includes eight design imperatives for the New American University (www.asu.edu/president/library/index.html):

- Leveraging Place
- Societal Transformation
- ASU as Entrepreneur
- Use-Inspired Research
- A focus on the Individual
- Intellectual Fusion
- Social Embeddedness
- Global Engagement

The President has challenged all units to engage these imperatives. The School is in a position to be capable, engaged, and successful in each of these elements. The School is also in an excellent position because President Crow values and privileges our disciplines, primarily for our training as problem solvers and for our studio-based educational model.

The President's urban initiatives have resulted in funding for the creation of the Phoenix Urban Research Laboratory (PURL) and The Stardust Center. Combined with the new Master of Urban Design Program and the School's collaboration in delivering the Master of Real Estate Development Program in the Business School, The Design School is uniquely positioned to have a significant impact on the local urban context. Evidence of this is found in the schools participation in tri-city/university initiative: The Discovery Triangle. This large-scale urban initiative is a collaborative effort between public and private stakeholders and experts for the redevelopment of a 25 square mile area between the cities of Phoenix, Tempe, and Scottsdale. The Design School is charged with synthesizing the subject matter expertise toward developing design proposals that demonstrate potential futures for this metropolitan area.

Several University initiatives outside the School are providing learning and research opportunities for our faculty and students. The recently established Global Institute of Sustainability (GIOS) has direct impact on the School as a whole. GIOS recognizes five of The Design School faculty as Senior Sustainability Scientists (Professors Boradkar, Bryan, Petrucci, Reddy, and White). These faculty members teach courses in the School of Sustainability, and have been either PIs or co-PIs on significant grants with faculty in GIOS. In 2008 Professor Agami Reddy was hired as the School's first joint appointment with GIOS's School of Sustainability. Professor and Coordinator of The Design School's MSBE Program, Harvey Bryan, is actively

involved in both GIOS through his research on sustainability, climate responsive design, and heat island effects, and also in ASU's MetaPlan and LightWorks.

In 2005, the School expanded the Integral Studio (IS) from one offering to four faculty-led research studios, addressing issues of architecture, landscape architecture, and urbanism in the Phoenix metropolitan area. The studio is offered to architecture and landscape architecture students in the final semester of their undergraduate education. The Integral Studios have generated a number of effective projects from a wide range of faculty from both the architecture and landscape architecture (Griffiths, Hoffman, Montemayor, Meunier, McCown, Steele), Members of the community consistently refer to the beneficial work produced by IS, and the studio work has had a life beyond its curricular role. Professor Steele's work in collaboration with the Stardust Center focused on healthy communities and worked with the disenfranchised Maryvale neighborhood in Phoenix. The work of her students won a national ASLA award. Professor Griffith's IS on digitally designed and fabricated eating pavilions won an international AA award. Professor McCown's IS studio collaborated with the City of Scottsdale to develop a peak oil report that helped the city shape and make decisions about their development plan. Professor Montemayor's collaboration with the University's Center for Latin Studies looked at the infrastructural challenges in Nogales, Mexico, and the students produced a series of infrastructural alternatives that have impacted the growth and infill of the city. Professor Meunier's IS produced examples of compact urban alternatives for the City of Phoenix that informed his book on Compact Urbanism. Professor Hoffman's IS leveraged his professional consulting on Form Based Zoning and collaborated with the City of Phoenix to illustrate alternative development patterns for the Evans Churchill District in downtown Phoenix. Each Integral Studio receives funding from the Rio Salado Foundation to hire students during the summer following the studio.

Challenges

The primary challenge moving forward is that the current Director is stepping down from his position at the end of the academic year. Director Petrucci guided the School through more structural and curricular changes in the last six years than the School has encountered since its inception in 1959. Although the faltering economy necessitated most of the recent structural changes, the Director's consistent and clear leadership married with an incredibly collegial and motivated faculty allowed the new School that emerged to be structurally stronger and one that embraces the richness and complexity that comes from the merging of multiple disciplines under one leadership. Financially, the School's focus on the expansion and growth of graduate programs has resulted in greater differential tuition that supports the inclusive and expansive curriculum.

Since 2005, the number of graduate students has tripled. The Design School currently has the largest student body in the Herberger Institute and its graduate programs make up almost half of all the graduate students in the Institute. One consequence of the increase in our graduate students (and the resulting increase in our differential funding) is that the Dean's office reverted a greater amount of our School's state funding during the most recent budget cuts. This reduces our ability to hire tenure-track faculty.

With three new graduate programs under review, the School hopes to fill out its graduate offerings in 2012, and provide unique opportunities for expanding the concurrent degree programs and provide more a collaborative trans-disciplinary courses at the graduate level. It is anticipated that the Dean and Provost will support the new expansion through additional state funding. The University's focus is currently on undergraduate expansion, and while the BSD in Architecture has had a steady decline in application since the economic recession, the School has increased

its undergraduate teaching by 30% since 2005. It is anticipated the School's new undergraduate Bachelors of Science in Environmental Design will help both the Full Time Enrollment (FTE) of the School, as well as post-milestone retention. Additionally, we developed a new on-line course entitled "Design Thinking" and will be offering it to all undergraduates in the University by 2012. It is anticipated that success in both of these endeavors will bring additional state funding to the School.

Remarkably, not only has the School continued to function efficiently within the economic restraints of the past few years, but it also continues to thrive, grow, and develop new curricular models within these constraints. Our small but efficient staff allows us to continue to work at this pace, and our faculty members have stepped up to the challenge and assumed greater administrative responsibilities as assistant directors and program coordinators. This success can be attributed to a shared vision put forth by the Director to create the most comprehensive and collaborative design school in the country. While the success of this trajectory is evident within the School, the local professional community is beginning to see the prescience of this vision, and the Director is being asked to present nationally about the transformation, it is not yet quite evident that the greater University administration sees the strength and meaning of these changes. Part of this lack of visibility can be attributed to relative newness of the School, and part may be explained by the fact that the Director's position was expanded to function as curricular guide, faculty evaluator, school promoter, fundraiser, and public intellectual. Thus, being asked to take on the responsibilities that a Dean would normally hold (and our previous College of Design Dean did hold) while also functioning a School Director at the same time. While the de facto Dean/Director responsibilities of the School Director provides a more integrated leadership model (and ultimately resulted in the collegial integration of the faculty and development of new curriculum), the ability to be all things to everyone has created greater challenges for the position. Finding a new Director with the administrative experience of a Dean, and the stamina and curricular vision of a Director, remains the greatest challenge for the School if it is to continue to develop its meta-disciplinary curriculum and have greater impact locally and nationally.

1.1.5 – SELF-ASSESSMENT PROCEDURES

The self-assessment of the program is achieved through ongoing dialog among the Director of the School, the Assistant Directors, the Coordinators, the faculty, the students, the alumni, and the profession. Since the Directors, Coordinators, and the faculty are in contact with the students on a regular basis, they are well situated to assess the program and to evaluate its strengths and weaknesses. The Director is responsible for responding to comments and criticism regarding the School's structure and shares the responsibility of program's structure, course content, pedagogical effectiveness, etc. with the Program Coordinator. The Associate Dean for Academic Affairs of the Herberger Institute provides valuable input to the self-assessment of the School's programs relative to enrollment and advising--especially at the undergraduate level.

At the end of each semester, students are asked to complete course evaluations for each course offered in the School (course evaluation forms will be provided in the Team Room exhibits) Evaluations are made available to individual faculty members to provide them with information that can assist them in improving course content and teaching methodology.

The Presidents of the student professional organizations operate as the de facto student Council. Their monthly meetings with the Director play an important role in establishing contact between the administration, the faculty, and the students. Students provide input on issues such as the curricula of the School, suggesting curricular developments, and the expansion and/or improvement of Program and School resources such as the facilities and the digital resources.

The Architecture faculty meets regularly, typically once a month, throughout the academic year. These meetings serve the purpose of providing information to the faculty, asking for advice on Program matters and issues of student affairs, and discussing the direction of the Program and pedagogical issues. Faculty members also meet together at the end of each term to review representative samples of design studio work throughout the program. One example of the effectiveness of these end-of-the-semester program meetings can be illustrated in the program's attempt to integrate the architecture studio curriculum with the landscape architecture studio curriculum in the summer and first year of the 3+ tracks in each discipline. After attempting to teach across these disciplines, it was determined that the summer and first semester of the 3+ were well integrated. The second semester was reverted back to each discipline. This decision was part of a two-year conversation during the all day faculty studio reviews. (See Director's notes from an end of the semester meeting in the Appendix, section 4)

The Curriculum Committee of the School is made up of the respective Coordinators of each discipline as well as the Assistant Directors. This group meets weekly with the Director to discuss and manage the business, curriculum and events of the school. The Architecture program committees (BSD, BSLA, and MArch.) continuously assess the curriculum, and provide input into the evaluation of the courses offered, the academic standards of the Program, admissions, etc. These are communicated to the School's Curriculum Committee through the Program Coordinators.

The Executive Committee of the School is comprised of faculty (nominated and elected members representing each rank in the school) and one member at large. The Director and the Assistant Directors are ex-officio members of the committee. The Business Manager of the School also participates in the meetings as required. This committee evaluates on an ongoing basis the policies and procedures of the School, and makes recommendations to the faculty of the School.

The personnel committee of the School is comprised of all tenured faculty for recommendations of tenure and promotion to associate professor. On recommendations of promotion to full professor, only tenured, full professors vote. Personnel committee and the search committees are an important part of the process of evaluating the future direction of the School.

Arizona State University, as mandated by the Arizona Board of Regents, periodically reviews all of its programs each seven years, with the participation of external reviewers from other architecture programs around the country, the representatives of the local professionals, and the alumni of the School.

The University performs exit surveys of the graduating class every year for the undergraduate and graduate programs, which are used by the school to help determine the effectiveness of the program.

Progress relative to each dimension of the School's Mission Statement

The Mission Statement of the School

The School's mission is to educate future designers, to shape collaborations, synthesize complexity, and catalyze transformation for public good.

The Design School's collaborative structure fosters innovation through integration. This ethos brings together the expertise of architecture, industrial design, interior design, landscape architecture, visual communication design, urban design, and environmental science to pool knowledge among these fields of study and synthesize our discoveries to define relationships among culture, technology, and design. We call upon and integrate the expertise of our own faculty, as well as faculty members from other academic units, to foster creative and innovative design research that seeks to embody the university's goals and benefit our own professional community both locally and globally. (Adopted in 2006)

The Architecture Program is progressing toward the mission in the following ways:

1. **Shaping Collaborations**: In an attempt to foster a culture of collaboration and transdisciplinary work, a number of curricular modifications have been implemented across the School that have impacted each discipline.

    a. *Integration of Architecture + Landscape Architecture studios*. Year one and two of the undergraduate program (See section 1.1.3 A).
    b. *Clusters*: In the first two weeks of the Junior (5^{th} semester) year of the undergraduate degree program. (See section 1.1.3 A)
    c. *Bundles:* A year-long capstone studio experience in the senior year of the undergraduate program. (See section 1.1.3 A)
    d. *3+ Summer & First Semester Integration of Architecture + Landscape Architecture:* Similar to the beginning years of the undergraduate program the 3+ Masters degree tracks, MArch, and MLA have an integrated studio experience where students are taught architecture that includes both tectonics and ecological systems toward better integration and performance between the built form and the landscape.
    e. *Concurrent Degree Program:* In order to provide students with educational opportunities that better suit their individual interests and promote integrated thinking between and among disciplines, the graduate programs are organized to

allow students to easily apply for and complete a second master's degree offering. Over 30% of The Design School's master's students are graduating with two degrees. (See section 1.1.3 A)

f. *International Traveling Studios:* In the third semester (fall of final year of 2 year masters program) all of the students travel internationally for 2 weeks. These studios are selected and assigned by lottery and result in transdisciplinary design experiences. (See section 1.1.3 A)

2. **Synthesizing Complexity**: In 2006, the faculty of the architecture program adopted a pedagogical framework for design studios that recognizes the evolution of students' academic careers not as a linear set of skills and knowledge, but as a non-linear set of conditions that are repeated with each design problem. This was termed the 'Complexity Model.' Additionally, a series of professional proficiencies that better address the shifting field of 21st century creative practices were identified and are being developed as required course for all graduate disciplines.

   a. *Complexity*: Establishes a set of six curricular Design Imperatives: History, Context, Program, Technology, Construction, and Representation. These make up the curricular DNA, and as such, are part of every design studio from first year through sixth year. The objective is to develop an understanding of design as a non-linear set of conditions that are synthesized toward a possible solution. The curriculum begins with a simple DNA and increases in complexity as students move up in years culminating in a graduate design thesis. In addition to the increasing complexity each year, the graduate program moves from local issues, to national contexts, to international impact.
   b. *Design Imperatives*: The six imperatives (History, Context, Program, Technology, Construction, and Representation) also serve as points of accountability for each faculty developing a studio problem. It is expected that some form of each of the six conditions is present in the studio work of the students. Faculty members are free to manage the distribution that best suits their interests and skill set. The repetition of the Design Imperatives in each subsequent studio reinforces a more inclusive design methodology as students progress though the curriculum.
   c. *Design Proficiencies:* At the graduate level, the faculty members are developing a set of courses that are inclusive of the five core disciplines in the School (architecture, landscape architecture, industrial design, interior design, visual communication). These new courses are: Research Methods for Designer, Sustainability for Design, Storytelling/Branding/Communication, and Entrepreneurship in Design. These courses will be replacing/modifying existing courses in the curriculum, and will be required for all studio- based graduate students. (See section 1.1.3 A)

3. **Catalyze Transformation for Public Good**: As a public design school, we are guided by ideals greater than ourselves. As a professional school, we have a responsibility to contribute to the public well-being. Toward this end the curricular agenda of the School attempts to frame the work of the students and faculty in terms of the greater good. Community outreach, 21st century challenges, and sponsored research are core to the mission of the curriculum.

   a. Community Based Design Studios:
      i. Maryvale On The Move
      ii. Nogales US/Mexico Border Infrastructure
      iii. Little Mexico Town Planning
      iv. Hance Park Revisioned
      v. Harmon Neighborhood Housing
      vi. Form Based Zoning + Evans Churchill District
      vii. Discovery Triangle Urban Design + Adaptive Reuse
      viii. ASU Nursing to GIOS Adaptive Reuse
      ix. Capital Mall District Revitalization Plan

   b. 21st Century Challenge Studios
      i. Immigration a Design Problem - ARC
      ii. Wellness and Third World Countries – Navajo ARC
      iii. Alternative Educational Environments – ARC
      iv. Orphans in Africa – International Studio
      v. Education in Africa – International Studio
      vi. Wellness in Africa – International Studio
      vii. Urban Heat Island – Cluster
      viii. Peak Oil Urbanism – Cluster

   c. Sponsored Design Research
      i. Urban-Integrated Residential Development for Special Populations (Professor Ahrentzen).
      ii. ASU & ADOH Partnering to Promote Sustainable Homes and Communities in Arizona (Professor Ahrentzen)
      iii. Reaching Grid Parity using BP solar Crystalline Silicon Technology (Professors Bryan and Petrucci)
      iv. Sustainable Urban Future: Scottsdale (Professor McCown).
      v. Solarscape Energy: Solarport, solar-ready carport (Professor Petrucci).
      vi. Bell Road Identity and Branding Project (Professor Petrucci).
      vii. Maryvale on the Move (Professors Steele, Ahrenzen)
      viii. City of Phoenix; Transit Oriented Development Professional Services (Kurt Creager)
      ix. Town of Guadalupe Affordable Housing Design (Kurt Creager).
      x. Desert Cities of the World: In Search for Sustainability (Professor Meunier).
      xi. Herberger Theater Addition, Applied Research Collaborative Studio (Professor Petrucci).
      xii. 16th ST Fight Back Identity & Branding Project (Professor Petrucci).
      xiii. Tempe Town Lake Sister Cities Plaza Project (Professor Spellman).
      xiv. Maryvale Affordable Housing Preservation/Rehabilitation Program (Professor Ahrentzen).

   We have concluded from the results of the ASU Graduating Senior and Graduating M-Arch students' report card surveys that the students are satisfied with the academic environment of the program. Additional work is needed in the areas of advising and student/faculty interaction. The School has made a strong effort during the last year to increase the level of accessibility and responsiveness to student concerns by the Director and faculty. Efforts were also made to clarify the curricular

structure and performance expectations. *(Please see ASU survey data in appendix of section 4 (graduating senior and graduating M-Arch students' report card)*

Assessment of the School's Performance from the Faculty's Point of View

Faculty assessment on the performance of the school are obtained through the yearly faculty self evaluation process. The process is as follows: faculty fill out a document detailing all their School related activities. The executive committee reviews all the self-evaluations (this committee is an elected body with a representative from each faculty rank) and an evaluation matrix is filled out and delivered to the Director summarizing the views of the Committee. An individual meeting is then held between each faculty member and the Director to discuss the review and any other related school issues. This also provides an opportunity for the faculty to offer frank opinions on the nature of their work and the progress of the School.

Assessment of the School's Performance: Alumni & Local Professionals

Letter to Alumni: The Director sent an open letter to the architecture and landscape architecture alumni in October of 2007 to engage them in all the progress that the School had made since the beginning of his tenure in 2005, and to let them know about forthcoming initiatives. It was the first time that all the alumni had been sent a letter updating them on the progress of the School.

The 50th Anniversary Celebration: In the spring of 2010, the School celebrated the 50th Anniversary of the School. We had over 450 alumni, past administrators, professionals, and friends of the School attend. The Director gave a presentation about the mission and the direction of the School, and the President of the University, Michael Crow gave a talk on the value of design in University and society. The Dean of the Institute, Dr. Kwang-Wu Kim, spoke about the trajectory of the Institute and the role the School within it. By all accounts it was a huge success and the School received a number of new funding resources and opportunities that were generated because of it.

The Professional Advisory Committee (PAC): The Director formed the PAC at the outset of his tenure. It operates as an advisory board to the Director. They meet once a year in the fall and the Director gives an update on the School and they give the Director feedback. The Committee is made up of ten architects and ten landscape architects.

CURRICULAR DIAGRAMS

Transformation of The School of Architecture + Landscape Architecture into The Design School from 2005-2014

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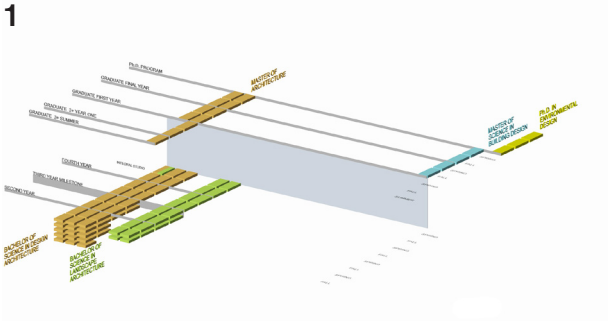

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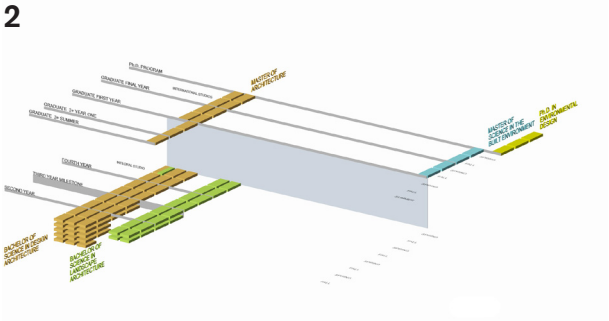

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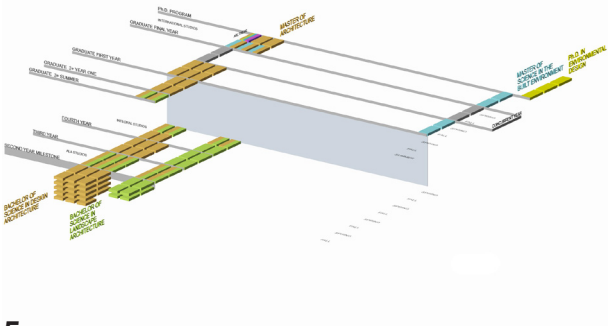

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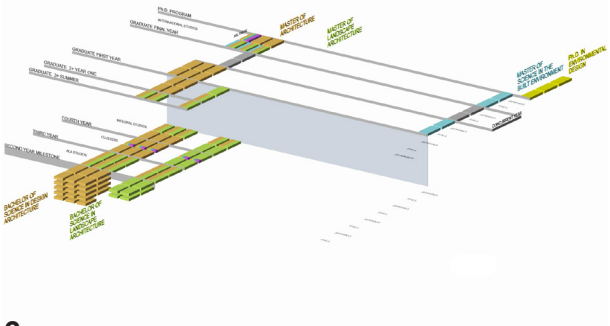

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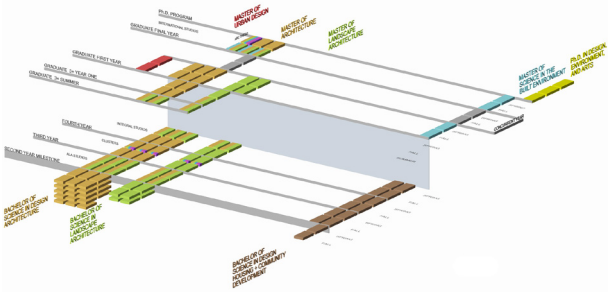

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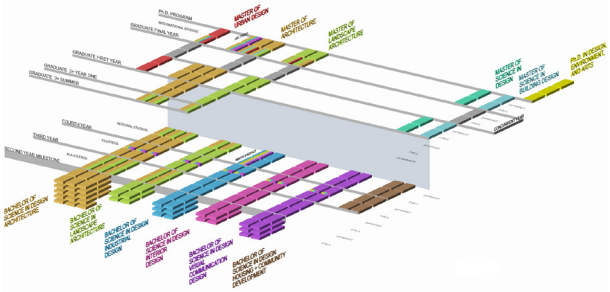

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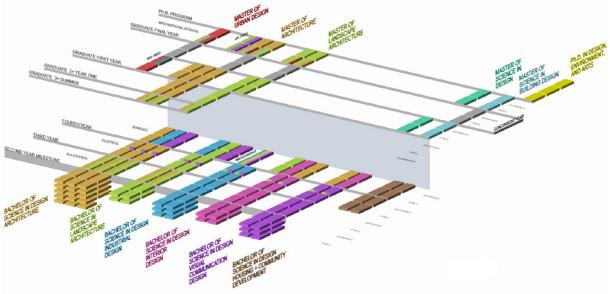

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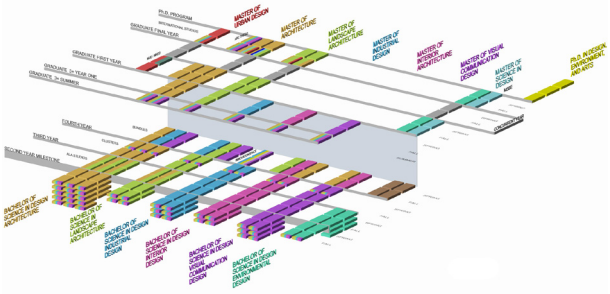

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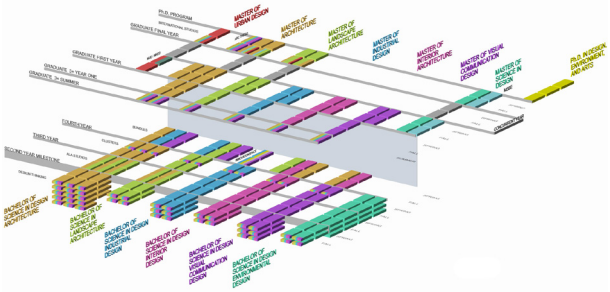

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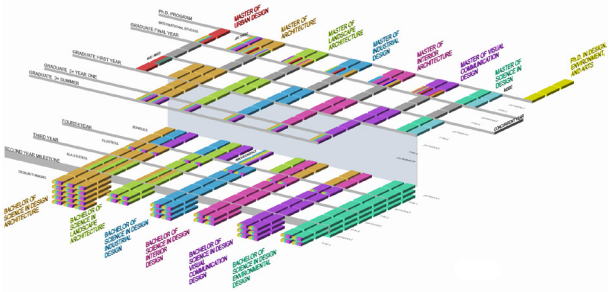
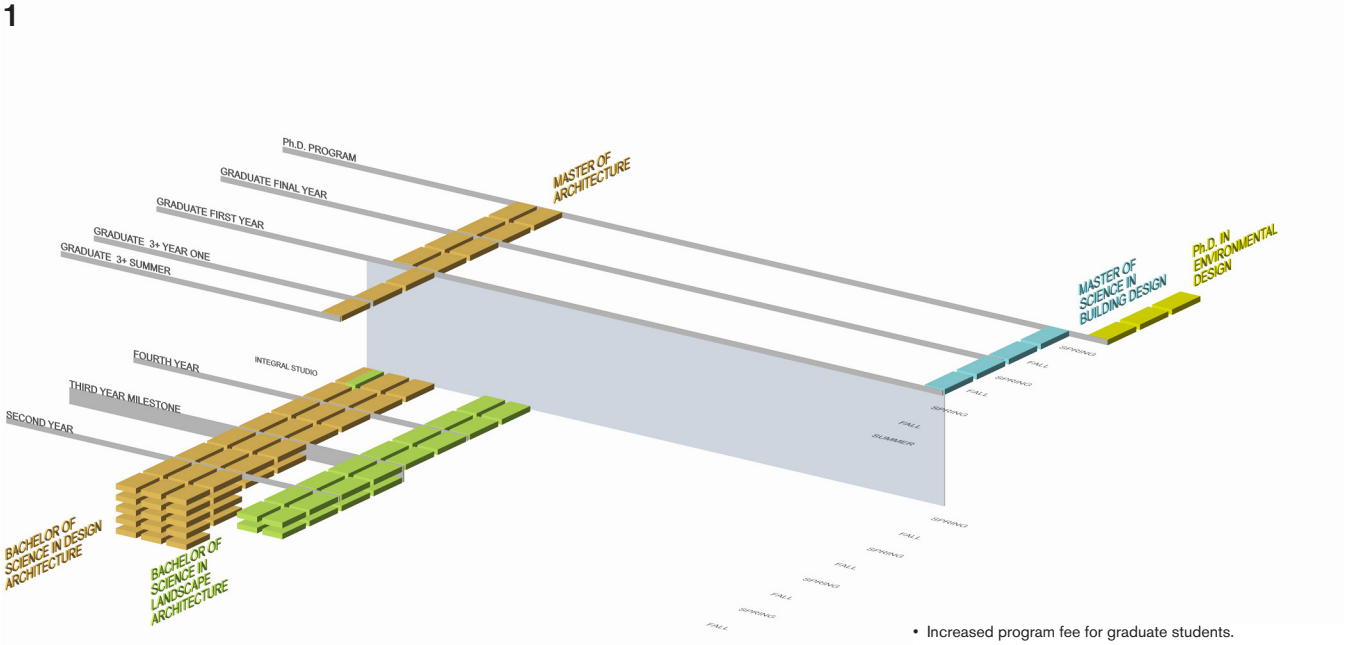


1



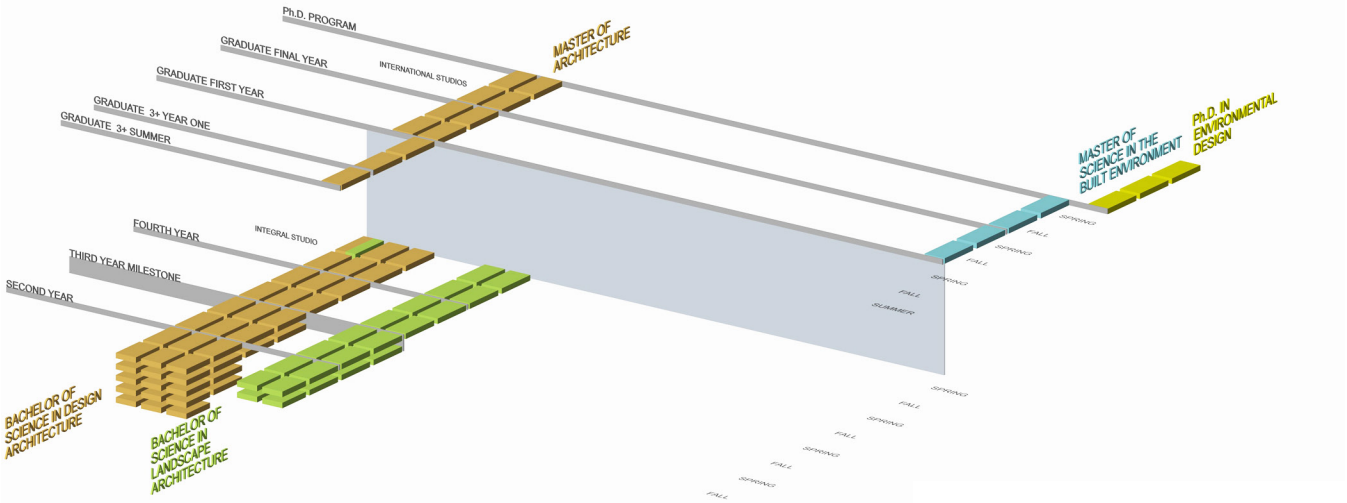
- Increased program fee for graduate students.

2005

NOTE:

Each colored tile represents 1 studio or approx. 15 students.

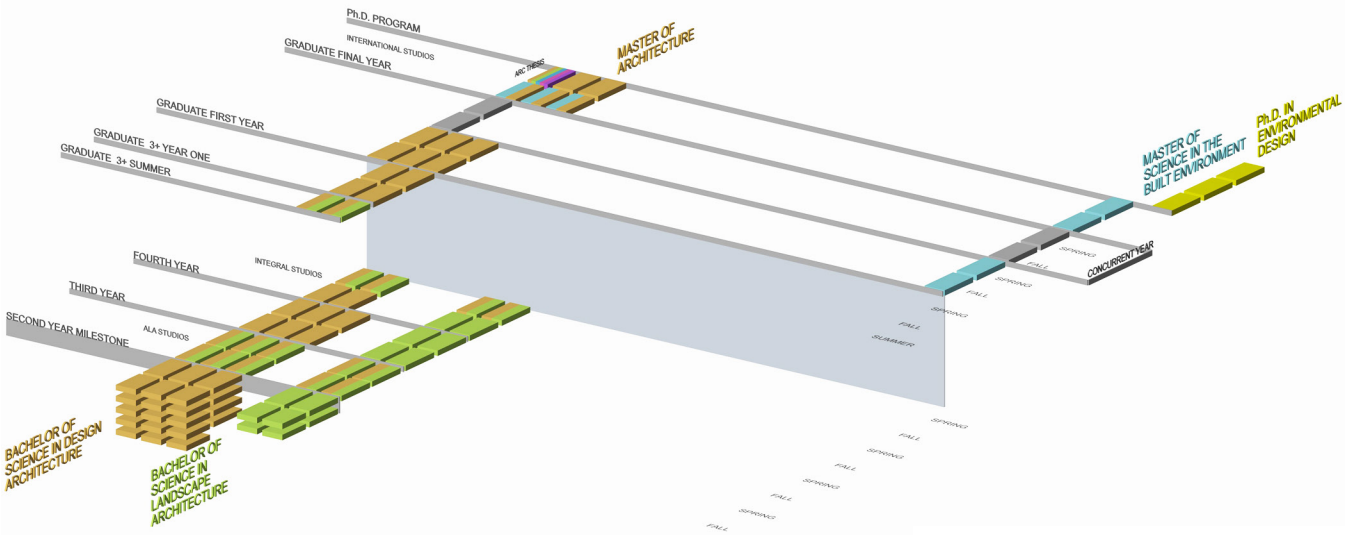
2



- NAAB accreditation visit.
- 3 new faculty searches (2 landscape, 1 architecture).
- Studios are lofted - (walls between studios are removed).
- INFOlio's created - (all student work published)
- Integration of third year studios.
- Initiate MArch curricular structure.
- First abroad program class in Buenos Aries.
- 621 International Traveling Studios launched.
- LAAB accreditation visit.
- School receives full NAAB accreditation term.

2006

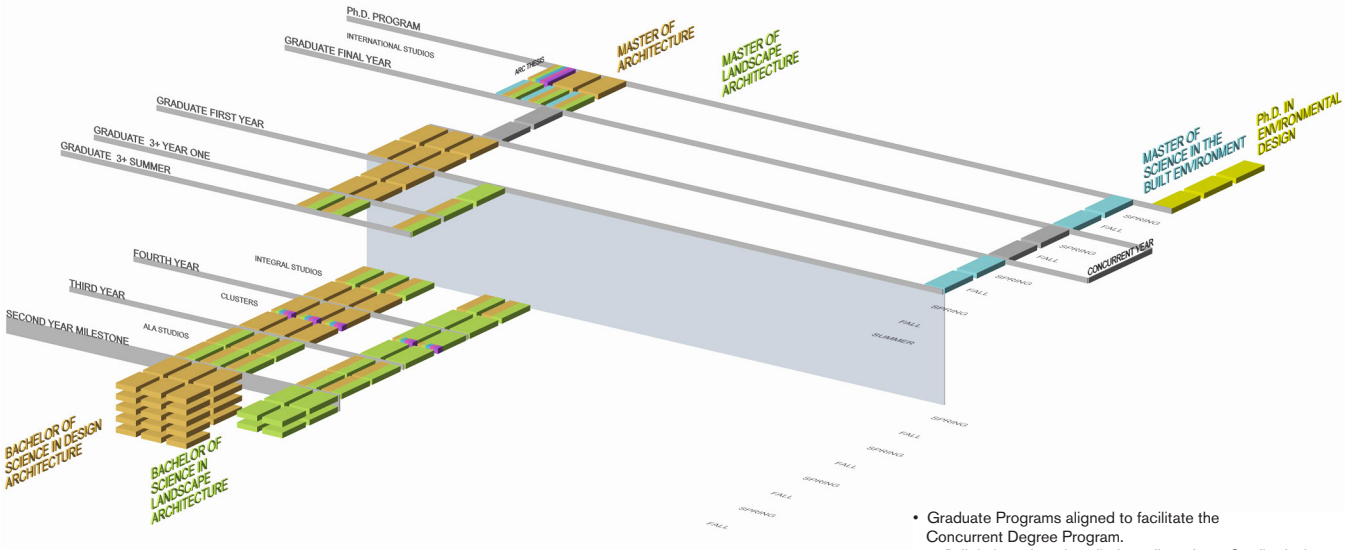
3



- Integral Studios expanded to four offerings.
- First students accepted under new joint MArch-MSBD
- Upper division gate moved to spring of first year.
- Integration of architecture and landscape architecture into second year curriculum.
- New first year (2 semester) design curriculum developed.
- LAAB accreditation successful, next accreditation 2012.
- Students begin Dual Degree Tracks

2007

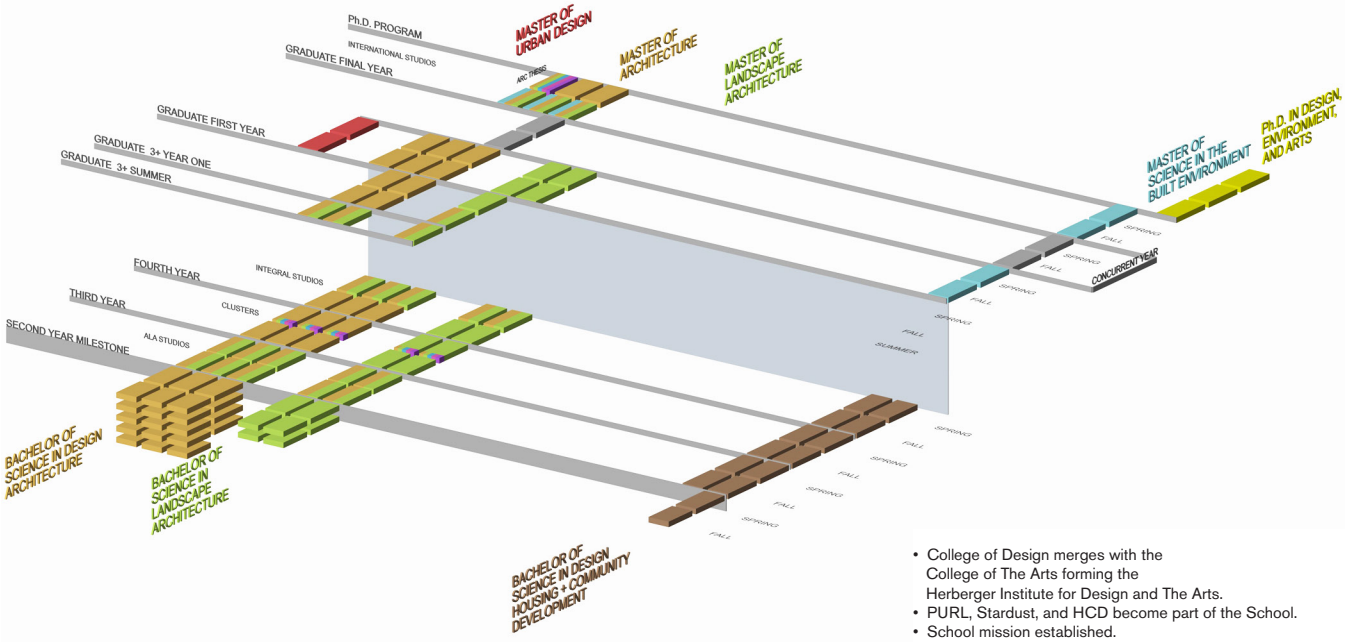
4



- Graduate Programs aligned to facilitate the Concurrent Degree Program.
- 20" digital monitors installed on all graduate Studio desks.
- Sustainability in The Built Environment course for all SALA graduate students.
- 44% Growth in Graduate Programs.
- Applied Research Collaborative wins NCARB Prize.
- First Undergraduate Cluster (3rd year of all Design Programs).

2008

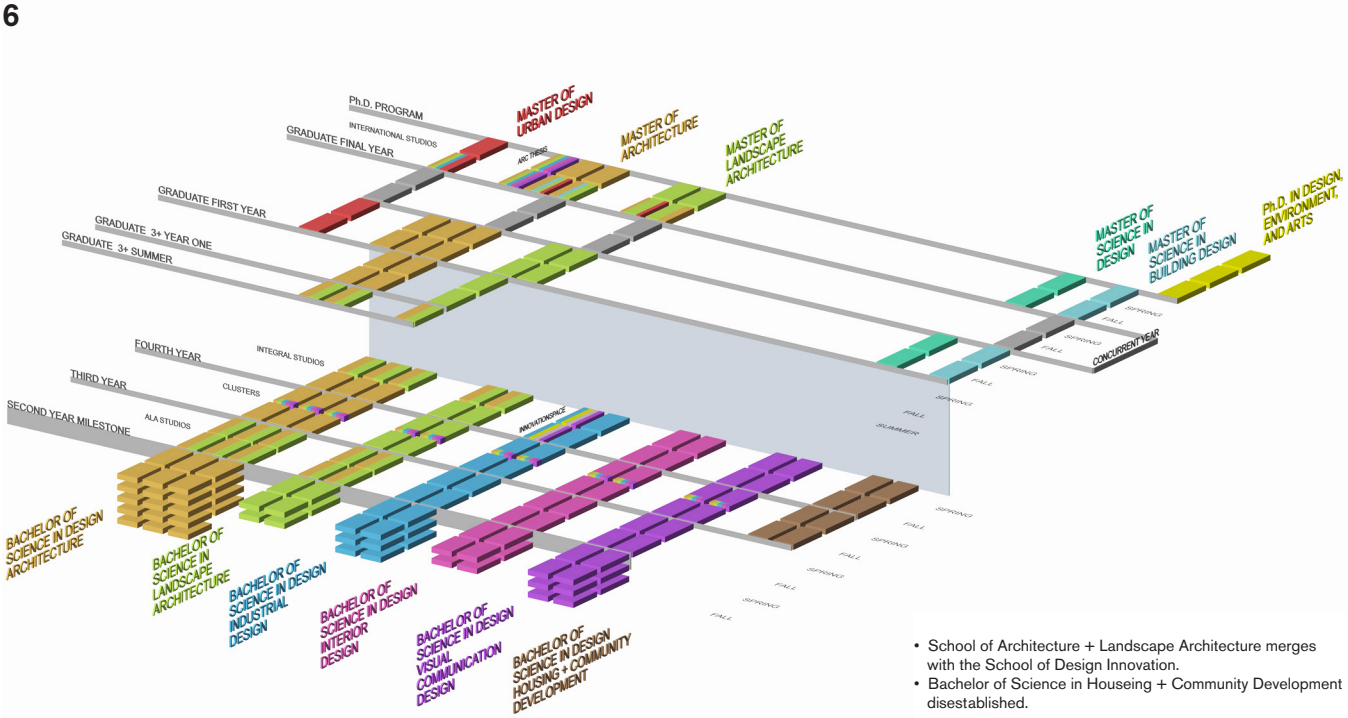
5



- College of Design merges with the College of The Arts forming the Herberger Institute for Design and The Arts.
- PURL, Stardust, and HCD become part of the School.
- School mission established.
- New messaging materials developed. (INFOlio, Video, Advertisement).
- Graduate Studios mediated with video projectors.
- First MUD class admitted.
- First MLA 2 year students admitted.
- 30% Growth in Graduate Programs.

2009

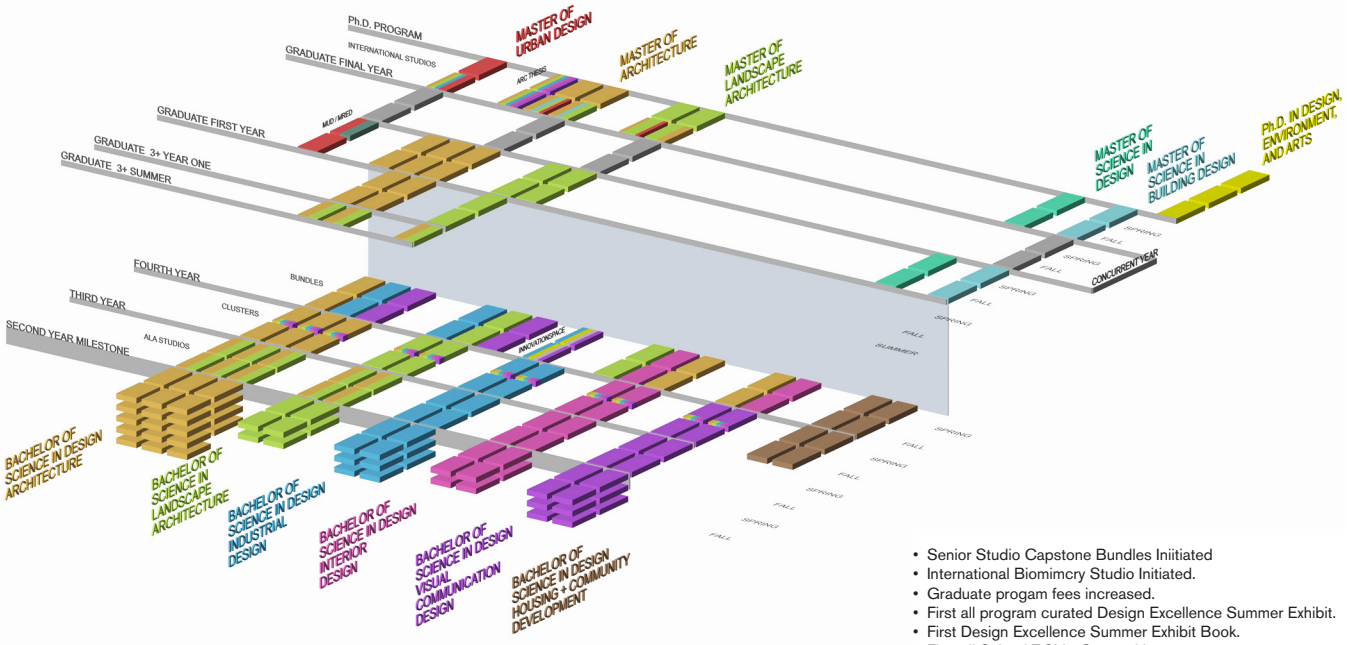
6



- School of Architecture + Landscape Architecture merges with the School of Design Innovation.
- Bachelor of Science in Houseing + Community Development disestablished.

2010

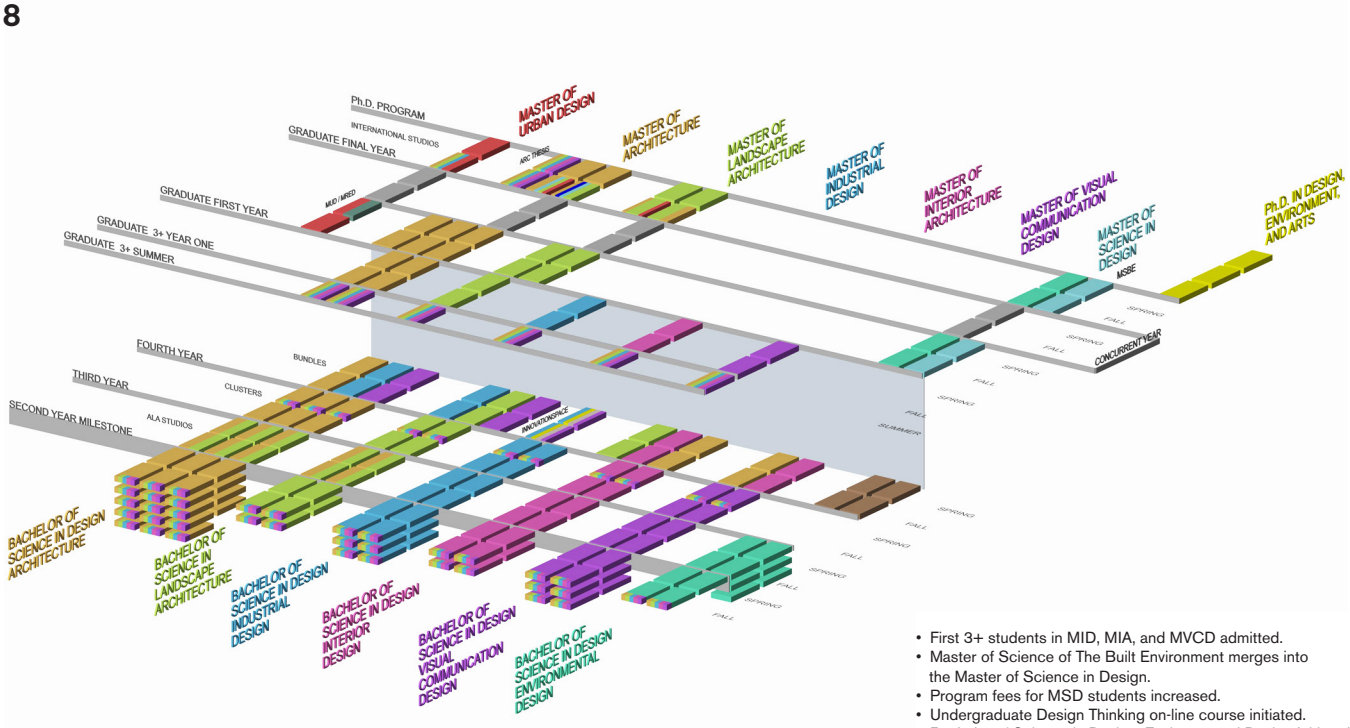
7



- Senior Studio Capstone Bundles Iniitiated
- International Biomimcry Studio Initiated.
- Graduate progam fees increased.
- First all program curated Design Excellence Summer Exhibit.
- First Design Excellence Summer Exhibit Book.
- First all School T-Shirt Competition.
- First all School Graduate Celebration.
- First X-Square competition Constructed.

2011

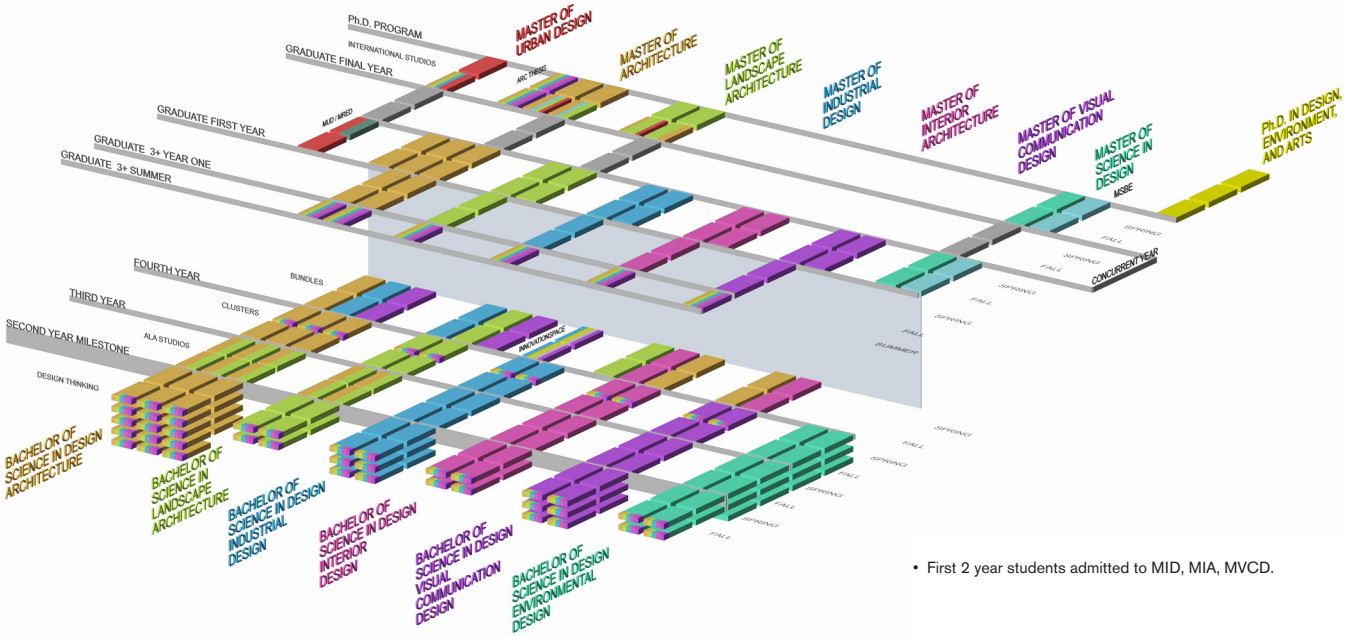
8



- First 3+ students in MID, MIA, and MVCD admitted.
- Master of Science of The Built Environment merges into the Master of Science in Design.
- Program fees for MSD students increased.
- Undergraduate Design Thinking on-line course initiated.
- Bachelor of Science in Design, Environmental Design Initiated.
- Last class of Bachelor of Science in Housing + Community Development graduates.

2012

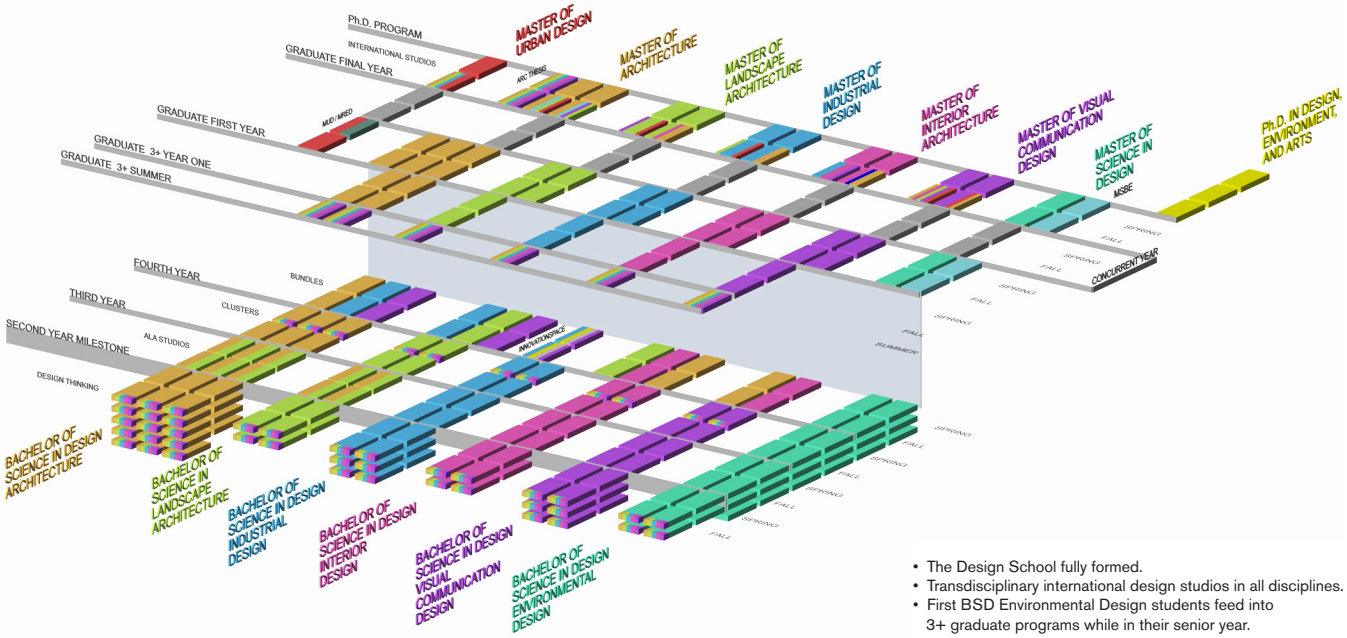
9



- First 2 year students admitted to MID, MIA, MVCD.

2013

10



- The Design School fully formed.
- Transdisciplinary international design studios in all disciplines.
- First BSD Environmental Design students feed into 3+ graduate programs while in their senior year.

2014

I.2.1 Human Resources & Human Resource Development

Part One : Faculty and Staff

Human resources supporting student learning and achievement

The Design School Architecture program faculty is comprised of seven professors, five associate professors, two assistant professors, one professor of practice, two clinical assistant / associate professor and three lecturers. There are currently 3 vacant faculty lines in the architecture program, and the School will conduct a national and international search for these positions. Faculty teach in diverse areas of the curriculum of the School, including design studios, courses in architectural history and theory, building systems, structures, computers, graphics, construction technologies, urban design and sustainability issues, energy performance of buildings, codes and regulations, management aspects of the profession, urban design, etc.

Note: Data on faculty is included in section 1.3.3 – Faculty Credentials, as well as in section 1.3.1 – Statistical Reports.

The professional as well as academic aspects of architectural education are carefully balanced within the School as reflected by the backgrounds and areas of interest of the faculty members. Currently there are many faculty members who actively practice architecture, which represents an important component in the professional program. Faculty members Michael Underhill, Darren Petrucci, Michael Rotondi, Max Underwood, Claudio Vekstein and Wendell Burnette are actively involved in architectural practice. Faculty members Scott Murff Tom Hartman, Catherine Spellman and Jason Griffiths are involved in design activity. Furthermore, faculty associates, who are often practicing architects, are an important resource for bringing the concerns and expertise of practicing architects into the professional program and thus to the students.

Faculty members with doctoral degrees reflect the tradition of research that exists in universities in general and in schools of architecture in particular. Currently there are six faculty members with doctoral degrees who are actively involved in research and in the education of graduate students. These faculty members have a research focus such as those in the Master of Science program and the interdisciplinary Ph.D. programs. Faculty members Harvey Bryan, Agami Reddy, Thomas Morton, Filiz Ozel, Renata Hejduk, and Paul Zygas hold doctoral degrees and are involved in the professional program as well as in the MS and Ph.D. programs in areas such as history/theory, sustainable design, solar energy, computational aspects of design, life safety, urban design, etc.

The School benefits from experienced and talented staff members, not only within the structure of The Design School but also at the Institute level. They are all dedicated professionals who make the programs within the Institute run smoothly. There are seven staff members within The Design School:

Name	Hire date	Position
Courtney Caroll	2008	Business Manager, Sr. (100%)
Heather Hilton	2006	Administrative Associate (100%)
Joni Escobedo	1984	Specialist, Scheduling (100%)
Stephanie Alvey	2011	Graduate Coordinator (100%)
Carrie Tovar	2011	Specialist (100%)
Cammy Cecil	2011	Business Manager (100%)
Robin Lattin	2007	Graduate Coordinator (100%)

Equal Employment Opportunity/Affirmative Action

Arizona State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age or veteran status in the University's services, educational programs, and activities, including, but not limited to, admission to and employment by the University.

Diversity at ASU:
http://diversity.asu.edu/home

ASU Office of Equity and Inclusion:
http://cfo.asu.edu/hr-equityandinclusion

Detailed EOO/AA documentation will be available to the Accreditation Team at the time of their visit.

Workloads of faculty

The typical distributions of effort in three areas of responsibility are 40% teaching, 40% research and 20% service. This distribution of effort supports a tutorial exchange between student and teacher promoting achievement for both groups. As a result of a policy change at ASU and the ongoing discussions on post tenure review process, the School administration now, in coordination with the individual faculty member, identifies the distribution of responsibilities for each faculty member in the areas of teaching, research and service. The distribution identified for the individual faculty member is documented in writing and kept on file by the School.

The distribution of effort for the academic year 2010-2011 can be found at the end of section 1.3.1, item 1.3.1 – F1

IDP Education Coordinator

An internship program is required for students in the M-Arch program between the fifth and sixth years and for the 3+ students between their third and fourth semesters. The program involves two hundred hours of work in a professional office. Student experience logs and evaluations are required as part of the program. Scott Murff, with assistance from Max Underwood, are the faculty members who have been designated the IDP Education Coordinators. Professor Murff attended the most recent National IDP Educators Conference this past summer. In response to the information from the conference, we are planning a series of enhancements to the internship program to better educate our students about the IDP program and the path to licensure. Our plans for the upcoming summer internship are:

- A presentation on the IDP program and the path to licensure to the internship-eligible students in the program.
- The IDP Education Coordinator will be given more responsibility for administering the internship and ensuring the students are aware of the IDP process.
- Students will be requirement to establish and account with IDP.
- An online resource will be created for the Internship course, which will contain information on the IDP, NCARB, and other issues related to licensure.

Professional development for faculty and staff:

Faculty research, scholarship, and creative activities

The facilitation of research, scholarship and creative activities occurs in a number of ways. Within the School itself, faculty-led research studios such as the Integral Studio and directed seminars offer opportunities for students to participate directly in faculty work, and for faculty to bring their research interests to the students. An abundant array of resources provided at the level of the University include research centers, joint programs, affiliated centers, partnerships and other college and University – wide opportunities for collaboration and funding, The Design School has direct access to the Herberger Institute Research Center. The Center, now transitioning to the Dean's office, will continue to serve as an advocate and connector for research activities in the Herberger Institute. Through the provision of sponsored project services for faculty, the center advocates for and facilitates the successful submission and completion of faculty grant and contract proposal work. As connector, the center provides a bridge across the wide scope and rich variety of institute research activities and a linkage between the many interests of its faculty members.

How faculty and staff remain current in their knowledge

Faculty and staff are provided with the opportunity to take continuing education courses both at the University and at the professional level. Faculty members who are licensed in the State of Arizona are required to acquire continuing education credits every year. They participate in the activities, workshops and expositions arranged by the local chapter of American Institute of Architects (AIA). Faculty and staff also travel to professional expositions in the neighboring states, especially in California and in Nevada which are major sites for professional expositions.

The Information Technology and the College of Extended Education areas in the University regularly offer courses and workshops that are open to faculty and staff on existing and emerging computer technology and software.

Human Resource Development Opportunities

The School supports the scholarly activities of the faculty members in a number of different ways. Among these, the most important individual support is the travel support provided for faculty development. The School has a budget that allows approximately $1000 per faculty member. Usually faculty members choose to use this money for travel to professional conferences to present a paper or participate in some other activity such as chairing sessions, presenting papers, etc. The decision to support faculty travel is typically made by the Coordinators of the School based on the guidelines of the School and the written travel request provided by the faculty member. The faculty is successful in securing funds from research projects and from cooperative projects with other Universities within the US as well as abroad which were used for travel.

A list of faculty and staff attending conferences and other events will be provided to Team members during their visit.

The School also supports faculty through purchasing of computer equipment, in many cases to upgrade their existing equipment, and occasionally to purchase new computers.

The University provides opportunities to improve teaching through the Center for Teaching Excellence and other programs.

ASU policy and guidelines allow the School faculty to go on sabbaticals and to take leaves of absence for professional or personnel reasons.

Leaves and sabbaticals since last accreditation visit:

Harvey Bryan	2006-2007
Thomas Hartman	Spring 2007
Max Underwood	2009-2010
Claudio Vekstein	2009-2010
Catherine Spellman	Fall 2009
John Meunier	2010-2011
Kestuits Zygas	Fall 2010
Renata Hejduk	Fall 2011

Teaching releases to develop research for tenure track faculty:

Renata Hejduk
Claudio Vekstein
Thomas Morton
Wendell Burnette
Jason Griffiths (upcoming)

Policies, procedures and criteria for appointment, promotion, and tenure and for accessing faculty development opportunities

Faculty appointments, promotion and tenure recommendations are made by The Design School Personnel Committee, comprised of all tenured faculty, to the School Director who is empowered to write his/her own recommendations. These recommendations are forwarded to the Institute Personnel Committee for action. The review and evaluations of this committee are passed on to the Dean of the Institute. The Dean makes recommendations to the Provost. The University Promotion and Tenure committee reviews all recommendations, and the Provost makes tenure and promotion recommendations to the President and Arizona Board of Regents for their decision. A tenured faculty member represents the School on the Institute personnel committee. Currently Professor Spellman represents the The Design School on the Institute personnel committee.

Initial appointments are made by the Director of the School as the “hiring official.” The Design School search committees make recommendations to the Director for initial hires, and the Director is responsible for making recommendations to the Dean and to the Provost. The Provost makes the final appointment decisions on recommendation from the Dean.

Evaluation of faculty and staff

Annual evaluations for faculty are conducted by the School Executive Committee. Members are elected by the faculty of the School, and represent the range of disciplines in the School. Evaluations for teaching, research/scholarly work and service for each faculty member are forwarded to the Director. The annual evaluations of the members of the executive committee are made individually by the remaining members of the executive committee and are forwarded to the Director.

Annual evaluations for staff members are completed by the Business Operations Manager and then reviewed by the Director. The Director writes an evaluation letter with recommendations for each faculty member, and provides comments for each staff member. The Director completes the evaluation for the Business Operations Manager. All evaluation letters are forwarded to the Dean of the Institute.

Faculty members in tenure track positions are required to submit a third year self assessment report of their teaching, research and service activities. Third year evaluations are initially reviewed by the School Executive Committee. Their evaluation and recommendations are submitted to the Director who writes an evaluation letter that is forwarded to the Herberger Institute Personnel Committee, whose recommendation is forwarded to the Dean.

Note: Charts containing data on Program faculty can be found at the end of sections 1.3.1 – statistical reports and in section 1.3.3 – Faculty Credentials.

Part Two : Students

Admissions policies:
(additional data on students can be found at the end of section 1.3.1)
Due to the structure of the programs in the School, the profile of the students in the School can be divided into three different sections. The lower division students go through one-year of preparatory work before they apply for admittance to the upper division of the B.S.D. program in architectural studies (the “milestone”). Admission to the upper division is competitive. While most of the applicants to the upper division come from our own lower division, the applicants to the Master of Architecture program are graduates of the B.S.D. program in Architecture at ASU as well as other architecture programs around the country. Additionally we admit students with undergraduate degrees in subjects other than architecture to our MArch 3+ program.

Criteria and procedures for achieving equality and diversity in student admissions, advancement, retention, and graduation.

Equality and diversity in student admissions is achieved through established application procedures and the admission criteria that are applied uniformly to all applicants without any regard for race, color, religion, national origin, citizenship, sex, sexual orientation, age, or disability. The application procedures and admissions criteria can be summarized as follows:

The Master of Architecture program at ASU/The Design School is designed as a first professional degree in architecture. Students who are graduates of non-professional architecture programs (such as those that are 4 year programs) may apply to the 2-year MArch program. Applicants who hold a 4-year degree from non-architecture programs may apply to the 3+ year program. Students are admitted to the MArch program for the Fall semester only.

All applicants must provide the Design School with the following admission materials (all materials are to be submitted electronically):

- Statement of Intent
- Contact information for a minimum of 3 references
- Portfolio (Candidates applying for the two-year master of Architecture program are required to submit a portfolio.)
- Creative Work (Candidates applying for the 3+ year Master of Architecture program must also provide a portfolio of work as described in paragraph 3 above. It is recognized that candidates to this program may not have work related to architecture. Therefore, the portfolio should include other forms of creative work such as drawings, designs, paintings, photography, writing, craft and construction.)
- Transcripts. One copy of transcripts/mark sheets from every college and University they have attended, including ASU, for each application submitted should be sent directly to the Graduate College Graduate Enrollment Services (GES).
- Graduate Record Examination (GRE). Graduate Record Examination scores are required, and should be sent directly to the Graduate College Graduate Enrollment Services (GES).
- TOEFL. All international students from a country where English is not the native language are required to submit an official score report for TOEFL, IELTS, or Pearson Test of English(PTE) test, sent directly to the Graduate College Graduate Enrollment Services (GES) by ETS.

Admissions Criteria

Applicants for the 2-year Master of Architecture Program are reviewed on a case-by-case basis and rated on the following criteria:

- General academic record and aptitude for graduate study.
- Academic preparation in studies of the built environment, including architecture, building technologies, construction, design, engineering, and real estate.
- Practical experience relevant to the intended area of study.
- Recommendations.
- Suitability of goals to the program.

Applicants for the 3+ year Master of Architecture Program are reviewed on a case-by-case basis and rated on the following criteria:

- General academic record and aptitude for graduate study.
- Demonstrated evidence and quality of creative endeavor.
- Recommendations.
- Suitability of goals to the program.

Applicants are considered on a competitive basis.

The School is committed to achieving diversity in the student body, and follows the policy and guidelines provided by ASU to provide equal opportunity through affirmative action in educational programs and admissions. For student diversity, the University sponsors the following programs:

Diversity Across the Curriculum (DAC) seminar series. DAC is an interdisciplinary course designed to increase the knowledge of diversity in research at ASU. DAC provides an opportunity for students to hone their skills, gain self-

confidence, present their research topic in a way that is understood by all and develop leadership abilities. Graduate scholars have also used DAC Seminars as an opportunity to network and collaborate with their peers across disciplines. DAC seminars are restricted to students enrolled in DAC; however, DAC student presentations will be open to the ASU community and invited guests.

Dean's Fellowships. Graduate College Dean's Fellowships provide up to $10,000* of support to regularly admitted first year graduate degree students who are Arizona residents or underrepresented in their discipline, and who demonstrate academic excellence. This can include under-represented minorities, i.e. Hispanics, African Americans and Native Americans in all disciplines and under-represented students in particular disciplines, e.g., Asian Americans in the Humanities and Social Sciences, women in Mathematics, Science, Engineering and some CALS programs, men in Nursing, Public Health or Women's Studies.
*The amount of the award will be based on the student's financial need as determined by a Free Application for Federal Student Aid (FAFSA).

Reach for the Stars Fellowships. The Graduate College fellowship provides a $15,000 award for the first academic year plus tuition. In the second year, the academic unit will provide at least a 50% TA or RA position (at the department standard program rate) or similar funding assuming satisfactory academic progress.

The Gates Millennium Scholars Program is a $1 billion initiative of the Bill and Melinda Gates Foundation to promote academic excellence and increase the number of underrepresented students enrolling in and completing undergraduate and graduate degree programs. Gates Millennium Scholars are chosen for their academic excellence and their promise to assume roles as leaders in their professions and in the community. We are honored that these scholars have chosen to pursue their educational goals at Arizona State University.

Social and Academic Mentoring (SAM). The Graduate College and academic unit match newly-enrolled first year graduate students with a second-year or more experienced student mentor to help acclimate the new enrollee to graduate education at ASU.

Rushia G. Fellows Minority Scholarship. The scholarship was inaugurated in honor of Rushia Fellows, a deceased African American faculty member from the School of Architecture. The purpose of this fund is to provide moneys for minority students interested in pursuing a career in the fields related to Architecture and Environmental Design.

Scholarships for The Design School – 2004-2011:
Private Scholarship / Awards: $347,212
Scholarships from the Graduate College: $50,500
(Block grants stopped for graduate students effective AY 09-10)
Graduate Teaching Tuition Scholarships: $1,218,630

Lower Division Undergraduates:

Students admitted to the lower division are admitted by the University, and are required to meet the general requirements of the University. High School students from Arizona are required to come from the upper quartile of their class, or have a GPA of 3.0 or an ACT score of 22, or an SAT score of 1040. Out-of-state applicants must come from the upper quartile of their class, or have a GPA of 3.0, or an ACT score of 24, or an SAT score of 1110. Students transferring from other Arizona

higher education institutions must must have a 3.0 GPA, and those transferring from out-of-state institutions must have a GPA of 3.0.

Upper Division Undergraduates:

Each year approximately 120 lower division students apply to enter the professional program that commences at the sophomore year (upper division) of the undergraduate program. Applications are considered on the basis of GPA in core architectural courses (40%) and cumulative GPA from all course work (40%), and the GPA from the two studio courses in the first year of the program (20%).

Transfer students applying to the upper division BSD program must have completed equivalent course work to the students at ASU. Evaluation of coursework is done by the faculty teaching each required course. If work is found not equivalent to work in the ASU course, the student must take the ASU required course before applying to the BSD program upper division.

Note: Characteristics of the undergraduate and graduate student class can be found at the end of this section and in section 1.3.1 – statistical reports.

Master of Architecture Graduate Students

Master of Architecture students come to The Design School from a variety of architecture programs as well as non-architecture programs. The 2-year M-Arch. program accepts applications from those who already have a baccalaureate degree in architectural design, which can either be a 4 year unaccredited degree or a 5 year B.Arch. degree. On the other hand, applicants to the 3+ M-Arch. program are those who have a baccalaureate degree in a non-architecture field. Usually one-third of the 2-year M-Arch. program comes from the undergraduate program in the School, one third from the 3+program and one third from other undergraduate programs.

The initial majors of the students coming into the 3+ M-Arch. represent a wide range of disciplines. Students are drawn from all over the country. Over the last five years the top six feeder schools for students with a Bachelor of Science degree in architecture have been ASU, Ohio State, University of Illinois, University of Minnesota, Texas A&M, and Clemson University.

Admissions policies and procedures:

Information on the application process can be found at:
http://design.asu.edu/students/grad/prospective/applying/

Additional documentation on admissions procedures will be available to Team Members during their visit.

Admissions procedures:

Admission to the M-Arch and M-Arch 3+ programs involves a two-step process. Applicants must apply to both the graduate college of the University and to the graduate program within the School. Applicants are recommended for acceptance by the school to the graduate college. Upon recommendation, the graduate college will check the applicants' record to ensure that it meets University standards. If the applicant's record is not sufficient for acceptance by the graduate college, then the school is required to write an explanatory letter presenting the reason for recommending the applicant. (The most common situation is a lower than 3.0 GPA but very strong portfolio.) If the graduate college accepts the explanation then the applicant may be given a provisional acceptance.

Within the architecture program, admissions decisions to the graduate programs are made by the M-Arch committee or the 3+ admissions committee. The committees will review and score portfolios, statements of intent, letters of recommendation, GRE scores, and academic transcripts. Scoring is done in such a manner that all applicants are placed in a rank order. Students who do not meet minimum qualifications are taken out of the rank order. Depending on the desired class size, students are admitted in order, according to rank.

Charts containing additional information about the characteristics of students in the 2 year and 3+ M-Arch. programs can be found at the end of this section and in section 1.3.1 – statistical reports.

Evidence of commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities:

Evaluation of progress of graduate students:
All graduate students are required to sign a policy on academic standards. Each semester all student records are evaluated and those students whose GPA falls below 3.0 are placed on academic probation. They are given the following semester to bring their GPA up to a minimum of 3.0 out of 4.0. Students who maintain a GPA of 3.0 or higher are removed from academic probation. Those with a GPA that is below 3.0 for more than 2 semesters may be withdrawn from the program. Students on probation are required to meet with the Architecture Program Coordinator to discuss their progress.

It is the policy of the University that any student who has not continued through the program with satisfactory progress may be withdrawn from the program at the request of the head of the academic unit. Additional information on academic standards at ASU can be found at: http://students.asu.edu/academicstandards

Student Support:

Among the graduate student support services provided by the University are: Division of Graduate Studies Financial Support Office, Advising and Career/Professional Development Office, Diversity programs, etc.

Graduate student support at ASU can be viewed at:
http://graduate.asu.edu/student_community/student-support-services.

ASU offers a wide range of student support services including Career Services, Counseling and Consultation, University College Academic Advising and the Learning and Resource Center.

Undergraduate advising is provided through the Institute's Academic Advising Office. Graduate advising is done by the School's Graduate coordinator, the Architecture Program Coordinator and the Director. Master of Science students are assigned a faculty advisor during their first semester.

Each spring semester, the School organizes a career day where approximately 15 architecture firms are invited to give presentations on their firms, and then hold interviews with interested students. In recent years, the School has organized an annual "studio nights" open house, where local practitioners can visit studios, review exhibits of the students' work and discuss possible job opportunities. The studio nights event and career day event are instrumental in securing Internship opportunities for our students.

The internship program is a requirement for students in the graduate program between their first and second years, and for the 3+ students between their third and fourth semesters. The program involves two hundred hours of work in a professional office. Students are placed in local, national and international offices. Student experience logs and evaluations are required as part of the program.

Guest lecturers and visiting critics

Every year, the School Lecture committee organizes a series of lectures that include prominent academicians and practicing architects. The list of lecturers who have participated in the Lecture series of the School since the last accreditation visit is included at the end of this section.

Throughout the academic year, individual faculty members invite the members of the profession to their classes for lectures and also to studio project reviews. These guests bring valuable insight into the educational process with their experience in the profession. Guest lecturers and critics also provide the opportunity to connect architecture students with the professionals that can result in internship arrangements or employment opportunities. Final semester reviews are an opportunity to invite a particularly large and varied array of guest critics to the school. The final review schedule is typically scheduled and organized so that students in all sections can meet informally with critics at regular intervals throughout the day.

A list of guest critics and lecturers is provided at the end of this section, items 1.2.1 C1 and C2)

Public exhibitions

The School maintains an active exhibition schedule in its public gallery with exhibits running continuously during the year. Gallery exhibits represent the breadth of programs and interests of the School - including architecture. In addition, the gallery houses a summer “design excellence” show in which the three best projects from each studio section are displayed. In the summer of 2011, the design excellence exhibit was expanded to include examples of the best work of all years and all disciplines within the School. A publication of the summer 2011 work was also created.

A partial list of exhibits is provided at the end of this section, item 1.2.1 C3)

Facilitation of student opportunities to participate in field trips and other off-campus activities.

The School provides limited funding and insurance for field trips faculty members may want to organize for their classes. Graduate student travel to conferences for paper presentations or for participation in design charettes are also supported by the School as well as by the Herberger Center for Design Excellence. Travel grants to attend conferences are available through the Division of Graduate Studies.
The 5th year Comprehensive Design Studio has a “national” focus. In conjunction with the concurrent ATE 556 Building Development class, the entire 5th year class travels to a national destination that is typically also the site of the studio project. In addition to providing an opportunity for site/client visits, the 3-day trip is used to visit noteworthy buildings. Project architects, clients or technicians who were responsible for significant aspects of the design(s) are present for the building tours. This directly supports and enhances the Bulding Development / Comprehensive Studio focus on a connection between design and “technique(s)”. Recent destinations have included Seattle, San Francisco, Los Angeles, San Diego and Dallas-Fort Worth.

In recent years, the International Studios have provided a wonderful travel opportunity for every student in the M-Arch program. Destinations have been noted in section 1.1

InFolios

A small-format publication of all studio work is produced at the end of each semester. The InFolio is produced by the students in each section, following a common template, and includes the work of every student in every studio. Each student is given an InFolio box containing not only the work of their own studio, but of the Architecture Program in its entirety. Examples of InFolios can be viewed at: http://design.asu.edu/degrees/grad/march_curriculum_2.php

AIAS

Students in the Architecture program have established a chapter of the American Institute of Architecture Students (AIAS) Association. The ASU chapter of AIAS is very active, and has been very successful in involving students in the association.

1.2.1 A FACULTY CREDENTIALS

			Architectural Management II	Architectural Studio I	Architectural Studio II	Architectural Studio III	Architectural Studio IV	Foundation Architectural Studio	Core Architectural Studio	Core Architectural Studio II	Advanced Architectural Studio I	Advanced Architectural Studio II	Advanced Architectural Studio III	Advanced Architectural Studio IV	Intro to Environmental Design	Architecture, Landscape Architecture and Society	Design Fundamentals I	Design Fundamentals II	Design Fundamentals III	Design Fundamentals IV	Introduction to Computer Modeling	History of Architecture I	History of Architecture II	20th-Century Architecture I	20th-Century Architecture II	First Concepts	Foundation Theory Seminar	Foundation Seminar (3+)	Current Issues and Topics (AAD515)	Clinical Internship (or ARP 598)	Arch Professional Practice (or ARP 584)	Building Systems (construction)	Building Structures I	Building Structures II	Building Systems I	Building Systems II	Building Systems III	Building Development	Building Structures III	Sustainability of the Built Environment	ASU Design Experience ("ASU101")
			AAD 552	ADE 321	ADE 322	ADE 421	ADE 422	ADE 510	ADE 511	ADE 512	ADE 521	ADE 522	ADE 621	ADE 622 (692)	ALA 100	ALA 102	ALA 121	ALA 122/124	ALA 225/227	ALA 226 (was ALA 294)	ALA 235	APH 313	APH 314	APH 336	APH 337 (was 447)	APH 421	APH 505	APH 509	APH 515	ARP 584	ARP 598	ATE 294 (was ALA 240)	ATE 361	ATE 362	ATE 451	ATE 452	ATE 553	ATE 556	ATE 563	ATE 598	DSC 194
FALL 2009																																								
F '09	Brenes-Garcia	Landscape Architect specializing in urban design, planning and landscape projects emphasizing balance between nature and the built environment.																	X																					
F '09	Bryan	PhD. Licensed architect. Specialist in building technology, written over sixty papers and articles, many of which focus on the interface between technology and the design of ecologically-responsible environments.																																		X				
F '09	Burnette	Faculty and licensed practicing architect. Principal of award-winning firm WBA. 30 years experience in programming, design, document preparation, contract admin and const. mgmt.		X																																			
F '09	Cook	Faculty, landscape architect. Research interests in ecological networks, urban ecology, riparian and wetlands planning, and bioengineering in landscape architecture.														X																								
F '09	Debartolo	Adjunct faculty, practicing architect with award-winning firm DebartoloArchitects.				X																																		
F '09	Gino	Faculty Associate, partner in architecture firm Gino-Griffiths. Work explores time-based media and architecture. Published in World Architecture, Japan Architect and the JAE.									X																													
F '09	Griffiths	Faculty and partner in arch. firm Gino-Griffiths. Expertise in digital design and fabrication.									X																													
F '09	Hargrove	Landscape Architect																	X																					
F '09	Hartman	Faculty. Former collaborator of Renzo Piano Bldg Workshop (Paris). Work+teaching explore transforming constraints into opportunities. Design process / design development.											X																											
F '09	Hejduk	Ph.D. Architectural History & Theory, Harvard University. Master's Degree in Contemporary Art History and Theory from Tufts University.																								X														
F '09	Hoffman	Former ASU faculty+practicing architect, specializing in innovative + sustainable design.																																					X	
F '09	Horton	Faculty Associate. Work w/ SCAPE research laboratory at ASU, experience with mass-customized furniture, civic infrastructure, buildings, and urban design		X																																			
F '09	Imirzian	Faculty Assoc. Practicing architect with experience in commercial, residential, medical, higher education, civic, and historic preservation projects.				X																																	
F '09	Labonte	Faculty Associate. Partner at SUBSTANCE design consortium. Over 20 years of experience as a registered architect, a licensed contractor and developer.				X																																	
F '09	McCord	Faculty Assoc. Practicing architect. Has applied sustainable principles to diverse building types from spas and resorts to schools and affordable housing																	X																					
F '09	Meunier	Faculty and former Dean. Current research in desert cities and the challenge of sustainability in rapidly growing desert cities.							X						X																									
F '09	Morton	PhD U Penn. Specialist in the architecture and urbanism of the Roman Empire, has conducted archaeological fieldwork in many locations.																				X																		
F '09	Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.									X																													
F '09	Newton	Lecturer. Work focuses on the design of architecture and urban proposals which explore the convergence of architecture, biology, and ecology. Expertise in parametric design methods.									X																													
F '09	Nordfors	Landscape architect. Consultant / sole practitioner.																		X																				
F '09	Ryan	Fac. Assoc. Practicing architect. Expertise in housing, cultural and institutional projects.				X																																	
F '09	Salt	Fac. Assoc. Licensed structural engineer.																																				X		
F '09	Schroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																			X																			
F '09	Schwartz	Fac. Associate, practicing licensed architect.																	X																					
F '09	Steele	Faculty member. Architect and Landscape Architect. Research and work on integration of architecture and landscape.																	X	X																					
F '09	Underhill	Faculty, former Director, licensed architect. Expertise in housing projects and urban design.																														X								
F '09	Vekstein	Faculty. Practicing architect, teaching and researching the relationship between the discipline of architecture, the public work and the Public Interest.												X																										
F '09	Webster	fac. Assoc. PhD in Envron. Design, Project management and consulting experience. Leed accredited.																																	X					
F '09	Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.							X								X																							
F '09	Zygas	BARCH Harvard, M-Arch Garvard, PhD Cornell. Architectural historian. Writings on Soviet avant-garde architects, Frank Lloyd Wright, and Baroque architecture in northern Europe.																				X																		

1.2.1 A FACULTY CREDENTIALS

		AAD 552 Architectural Management II	ADE 321 Architectural Studio I	ADE 322 Architectural Studio II	ADE 421 Architectural Studio III	ADE 422 Architectural Studio IV	ADE 510 Foundation Architectural Studio	ADE 511 Core Architectural Studio	ADE 512 Core Architectural Studio II	ADE 521 Advanced Architectural Studio I	ADE 522 Advanced Architectural Studio II	ADE 621 Advanced Architectural Studio III	ADE 622 (692) Advanced Architectural Studio IV	ALA 100 Intro to Environmental Design	ALA 102 Architecture, Landscape Architecture and Society	ALA 121 Design Fundamentals I	ALA 122/124 Design Fundamentals II	ALA 225/227 Design Fundamentals III	ALA 226 (was ALA 294) Design Fundamentals IV	ALA 235 Introduction to Computer Modeling	APH 313 History of Architecture I	APH 314 History of Architecture II	APH 336 20th-Century Architecture I	APH 337 (was 447) 20th-Century Architecture II	APH 421 First Concepts	APH 505 Foundation Theory Seminar	APH 509 Foundation Seminar (3+)	APH 515 Current Issues and Topics (AAD515)	ARP 584 Clinical Internship (or ARP 598)	ARP 598 Arch Professional Practice (or ARP 584)	ATE 294 (was ALA 240) Building Systems (construction)	ATE 361 Building Structures I	ATE 362 Building Structures II	ATE 451 Building Systems I	ATE 452 Building Systems II	ATE 553 Building Systems III	ATE 556 Building Development	ATE 563 Building Structures III	ATE 598 Sustainability of the Built Environment	DSC 194 ASU Design Experience ("ASU101")
Spring 2010																																							
SP '10 Anderson	licensed Landscape Architect. 20 years of experience in projects ranging from neighborhood parks to New York's American Museum of Natural History. Strong background in public process, has completed many community projects. Interest in the development of urban ecologies.					X																																
SP '10 Brenes-Garcia	Landscape Architect specializing in urban design, planning and landscape projects emphasizing balance between nature and the built environment.																		X																			
SP '10 Burnette	Faculty and practicing architect. Principal of award-winning firm WBA. 30 years experience in programming, design, document preparation, contract admin and const. mgmt.																																			X		
SP '10 Cook	Faculty, landscape architect. Research interests in ecological networks, urban ecology, riparian and wetlands planning, and bioengineering in landscape architecture.													X																								
SP '10 Gino	Faculty Associate, partner in architecture firm Gino-Griffiths. Work explores time-based media and architecture. Published in World Architecture, Japan Architect and the JAE.																		X																			
SP '10 Griffiths	Faculty and partner in arch. firm Gino-Griffiths. Expertise in digital design and fabrication.					X																																
SP '10 Hargrove	Landscape Architect																		X																			
SP '10 Hartman	Faculty. Former collaborator of Renzo Piano Bldg Workshop (Paris). Work+teaching explore transforming constraints into opportunities. Design process / design development.										X																				X							
SP '10 Hejduk	Ph.D. Architectural History & Theory, Harvard University. Master's Degree in Contemporary Art History and Theory from Tufts University.												X																									
SP '10 Hoffman	Former ASU faculty+practicing architect, specializing in innovative + sustainable design.								X																													
SP '10 Imirzian	Faculty Assoc. Practicing architect with experience in commercial, residential, medical, higher education, civic, and historic preservation projects.										X																											
SP '10 Loope	Licensed practicing architect, Licensed contractor. Extensive experience in management of architecture firms, former director of ASU Masters of Real Estate Dev't program.	X																																				
SP '10 McCown	Licensed architect and landscape architect, with interests in sustainable					X																																
SP '10 Melendez											X																											
SP '10 Meunier	Faculty and former Dean. Current research in desert cities and the challenge of sustainability in rapidly growing desert cities.										X			X																									
SP '10 Montemayor	Faculty, Architect, Landscape Architect He has built architecture, urban design, and landscape architecture projects in the State of Chihuahua, Mexico. Research and work on 'border cities'.					X																																
SP '10 Morton	PhD U Penn. Specialist in the architecture and urbanism of the Roman Empire, has conducted archaeological fieldwork in many locations.																						X															
SP '10 Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.								X											X																		
SP '10 Newton	Lecturer. Work focuses on the design of architecture and urban proposals which explore the convergence of architecture, biology, and ecology. Expertise in parametric design methods.			X																																		
SP '10 Rotondi	Faculty. Practicing licensed architect, principal of award-winning firm RoTo architects (L.A.)												X																									
SP '10 Ryan	Fac. Assoc. Practicing architect. Expertise in housing, cultural and institutional projects.										X																											
SP '10 Sampson	Landscape Architect with over 25 years of progressive responsibility managing multi-million budgets, coordinating and balancing needs of various disciplines, and leading cross-functional teams.																		X																			
SP '10 Schwartz	Fac. Associate, practicing architect.			X																																		
SP '10 Shroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																		X																			
SP '10 Spellman	Faculty, former Associate Director and Interim Director, practiced architecture in Germany and Spain, Associate AIA and Affiliate ASLA, experience in community design projects																X																					
SP '10 Underhill	Faculty, former Director, licensed architect. Expertise in housing projects and urban design.					X																																
SP '10 Webster	fac. Assoc. PhD in Envron. Design, Project management and consulting experience. Leed accredited.																																		X			
SP '10 Yarborough	Licensed structural engineer.																																	X				

1.2.1 A FACULTY CREDENTIALS

		AAD 552 Architectural Management II	ADE 321 Architectural Studio I	ADE 322 Architectural Studio II	ADE 421 Architectural Studio III	ADE 422 Architectural Studio IV	ADE 510 Foundation Architectural Studio	ADE 511 Core Architectural Studio	ADE 512 Core Architectural Studio II	ADE 521 Advanced Architectural Studio I	ADE 522 Advanced Architectural Studio II	ADE 621 Advanced Architectural Studio III	ADE 622 (692) Advanced Architectural Studio IV	ALA 100 Intro to Environmental Design	ALA 102 Architecture, Landscape Architecture and Society	ALA 121 Design Fundamentals I	ALA 122/124 Design Fundamentals II	ALA 225/227 Design Fundamentals III	ALA 226 (was ALA 294) Design Fundamentals IV	ALA 235 Introduction to Computer Modeling	APH 313 History of Architecture I	APH 314 History of Architecture II	APH 336 20th-Century Architecture I	APH 337 (was 447) 20th-Century Architecture II	APH 421 First Concepts	APH 505 Foundation Theory Seminar	APH 509 Foundation Seminar (3+)	APH 515 Current Issues and Topics (AAD515)	ARP 584 Clinical Internship (or ARP 598)	ARP 598 Arch Professional Practice (or ARP 584)	ATE 294 (was ALA 240) Building Systems (construction)	ATE 361 Building Structures I	ATE 362 Building Structures II	ATE 451 Building Systems I	ATE 452 Building Systems II	ATE 553 Building Systems III	ATE 556 Building Development	ATE 563 Building Structures III	ATE 598 Sustainability of the Built Environment	DSC 194 ASU Design Experience ("ASU101")
SP '10 Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.			X																																	
SP '10 Zygas	BARCH Harvard, M-Arch Garvard, PhD Cornell. Architectural historian. Writings on Soviet avant-garde architects, Frank Lloyd Wright, and Baroque architecture in northern Europe.																							X														
Summer 2010																																							
SU '10 Hartman	Faculty. Former collaborator of Renzo Piano Bldg Workshop (Paris). Work+teaching explore transforming constraints into opportunities. Design process / design development.						X																															
SU '10 Horton	Faculty Associate. Work w/ SCAPE research laboratory at ASU, experience with mass-customized furniture, civic infrastructure, buildings, and urban design						X																															
SU '10 Loope	Licensed practicing architect, Licensed contractor. Extensive experience in management of architecture firms, former director of ASU Masters of Real Estate Dev't program.																												X									
SU '10 Montemayor	Faculty, Architect, Landscape Architect He has built architecture, urban design, and landscape architecture projects in the State of Chihuahua, Mexico. Research and work on 'border cities'.						X																															
SU '10 Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.						X																															
SU '10 Schroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																			X																		
SU '10 Steele	Trained as architect and landscape architect.						X																															
SU '10 Swartz																														X								
SU '10 Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.						X																															
SU '10 Zygas	Architectural historian. Writings on Soviet avant-garde architects, Frank Lloyd Wright, and Baroque architecture in northern Europe.														X																							
Fall 2010																																							
F '10 Brenes-Garcia	Landscape Architect specializing in urban design, planning and landscape projects emphasizing balance between nature and the built environment.																	X																				
F '10 Brickey	Licensed structural engineer. Principal of BDA associates, engineers.																															X						
F '10 Bryan	Licensed architect. Specialist in building technology, written over sixty papers and articles, many of which focus on the interface between technology and the design of ecologically-responsible environments.																																			X		
F '10 Burnette	Faculty and licensed practicing architect. Principal of award-winning firm WBA. 30 years experience in programming, design, document preparation, contract admin and const. mgmt.		X																																		
F '10 Cook	Faculty, landscape architect. Research interests in ecological networks, urban ecology, riparian and wetlands planning, and bioengineering in landscape architecture.											X			X																							
F '10 Dallman												X																										
F '10 Debartolo	Adjunct faculty, practicing architect with award-winning firm DebartoloArchitects.											X																										
F '10 Gino	Faculty Associate, partner in architecture firm Gino-Griffiths. Work explores time-based media and architecture. Published in World Architecture, Japan Architect and the JAE.									X																												
F '10 Griffiths	Faculty and partner in arch. firm Gino-Griffiths. Expertise in digital design and fabrication.									X																												
F '10 Hargrove	Landscape Architect																	X																				
F '10 Hejduk	Ph.D. Architectural History & Theory, Harvard University. Master's Degree in Contemporary Art History and Theory from Tufts University.																		X										X								
F '10 Herzog	Faculty associate, licensed practicing architect, principal in Shepley Bullfinch (PHX)		X																																		
F '10 Horton	Faculty Associate. Work w/ SCAPE research laboratory at ASU, experience with mass-customized furniture, civic infrastructure, buildings, and urban design		X																																		
F '10 Lasch	Faculty associate, principal in award-winning firm architecture firm Aranda Lasch. Experienced in digital design and fabrication tools and methods.									X																												
F '10 Morton	PhD U Penn. Specialist in the architecture and urbanism of the Roman Empire, has conducted archaeological fieldwork in many locations.																				X																

1.2.1 A FACULTY CREDENTIALS

			AAD 552 Architectural Management II	ADE 321 Architectural Studio I	ADE 322 Architectural Studio II	ADE 421 Architectural Studio III	ADE 422 Architectural Studio IV	ADE 510 Foundation Architectural Studio	ADE 511 Core Architectural Studio	ADE 512 Core Architectural Studio II	ADE 521 Advanced Architectural Studio I	ADE 522 Advanced Architectural Studio II	ADE 621 Advanced Architectural Studio III	ADE 622 (692) Advanced Architectural Studio IV	ALA 100 Intro to Environmental Design	ALA 102 Architecture, Landscape Architecture and Society	ALA 121 Design Fundamentals I	ALA 122/124 Design Fundamentals II	ALA 225/227 Design Fundamentals III	ALA 226 (was ALA 294) Design Fundamentals IV	ALA 235 Introduction to Computer Modeling	APH 313 History of Architecture I	APH 314 History of Architecture II	APH 336 20th-Century Architecture I	APH 337 (was 447) 20th-Century Architecture II	APH 421 First Concepts	APH 505 Foundation Theory Seminar	APH 509 Foundation Seminar (3+)	APH 515 Current Issues and Topics (AAD515)	ARP 584 Clinical Internship (or ARP 598)	ARP 598 Arch Professional Practice (or ARP 584)	ATE 294 (was ALA 240) Building Systems (construction)	ATE 361 Building Structures I	ATE 362 Building Structures II	ATE 451 Building Systems I	ATE 452 Building Systems II	ATE 553 Building Systems III	ATE 556 Building Development	ATE 563 Building Structures III	ATE 598 Sustainability of the Built Environment	DSC 194 ASU Design Experience ("ASU101")
F '10	Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.				X																																
F '10	Newton	Lecturer. Work focuses on the design of architecture and urban proposals which explore the convergence of architecture, biology, and ecology. Expertise in parametric design methods.									X																												
F '10	Nordfors	Landscape architect. Consultant / sole practitioner.																	X																				
F '10	Rotondi	Faculty. Practicing licensed architect, principal of award-winning firm RoTo architects (L.A.)											X																										
F '10	Ryan	Fac. Assoc. Practicing architect. Expertise in housing, cultural and institutional projects.				X																																
F '10	Salt	Fac. Assoc. Licensed structural engineer.																																			X		
F '10	Schroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																			X																	
F '10	Schwartz	Fac. Associate, practicing licensed architect.																		X																		
F '10	Shelor	Faculty associate, practicing landscape architect				X																																
F '10	Shroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.							X																													
F '10	Spellman	Faculty, former Associate Director and Interim Director, practiced architecture in Germany and Spain, Associate AIA and Affiliate ASLA, experience in community design projects																		X																		
F '10	Steele	Faculty member. Architect and Landscape Architect. Research and work on integration of architecture and landscape.																		X																		
F '10	Underwood	Architect and President's Professor. Scholarship and creative activities intertwine the art of teaching with the realities of exemplary design and architectural practice.											X		X																								
F '10	Vekstein	Faculty. Practicing architect, teaching and researching the relationship between the discipline of architecture, the public work and the Public Interest.												X																								
F '10	Webster	fac. Assoc. PhD in Envron. Design, Project management and consulting experience. Leed accredited.																																	X			X	
F '10	Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.							X								X																					
Spring 2011																																							
SP '11	Brickey	Licensed structural engineer. Principal of BDA associates, engineers.																															X						
SP '11	Burnette	Faculty and licensed practicing architect. Principal of award-winning firm WBA. 30 years experience in programming, design, document preparation, contract admin and const. mgmt.																																		X			
SP '11	Cook	Faculty, landscape architect. Research interests in ecological networks, urban ecology, riparian and wetlands planning, and bioengineering in landscape architecture.														X																							
SP '11	Griffiths	Faculty and partner in arch. firm Gino-Griffiths. Expertise in digital design and fabrication.					X																																
SP '11	Hargrove	Landscape Architect																			X																		
SP '11	Hartman	Faculty. Former collaborator of Renzo Piano Bldg Workshop (Paris). Work+teaching explore transforming constraints into opportunities. Design process / design development.										X																				X					X		
SP '11	Hejduk	Ph.D. Architectural History & Theory, Harvard University. Master's Degree in Contemporary Art History and Theory from Tufts University.												X													X											
SP '11	Hoyt	Faculty associate, licensed landscape architect, principal of Edge Industries. Experience with interdisciplinary design teams.					X																															
SP '11	Kane	Faculty associate, Licensed practicing architect and principal of award-winning firm Architekton. Extensive experience with the design of performance spaces.										X																											
SP '11	Labonte	Faculty Associate. Partner at SUBSTANCE design consortium. Over 20 years of experience as a registered architect, a licensed contractor and developer.												X																									
SP '11	Lasch	Faculty associate, principal in award-winning firm architecture firm Aranda Lasch. Experienced in digital design and fabrication tools and methods.			X																																		
SP '11	Loope	Licensed practicing architect, Licensed contractor. Extensive experience in management of architecture firms, former director of ASU Masters of Real Estate Dev't program.	X																																				
SP '11	McCord	Faculty Assoc. Practicing architect. Has applied sustainable principles to diverse building types from spas and resorts to schools and affordable housing							X																														
SP '11	Montemayor	Faculty, Architect, Landscape Architect He has built architecture, urban design, and landscape architecture projects in the State of Chihuahua, Mexico. Research and work on 'border cities'.					X																																

1.2.1 A FACULTY CREDENTIALS

		AAD 552 Architectural Management II	ADE 321 Architectural Studio I	ADE 322 Architectural Studio II	ADE 421 Architectural Studio III	ADE 422 Architectural Studio IV	ADE 510 Foundation Architectural Studio	ADE 511 Core Architectural Studio	ADE 512 Core Architectural Studio II	ADE 521 Advanced Architectural Studio I	ADE 522 Advanced Architectural Studio II	ADE 621 Advanced Architectural Studio III	ADE 622 (692) Advanced Architectural Studio IV	ALA 100 Intro to Environmental Design	ALA 102 Architecture, Landscape Architecture and Society	ALA 121 Design Fundamentals I	ALA 122/124 Design Fundamentals II	ALA 225/227 Design Fundamentals III	ALA 226 (was ALA 294) Design Fundamentals IV	ALA 235 Introduction to Computer Modeling	APH 313 History of Architecture I	APH 314 History of Architecture II	APH 336 20th-Century Architecture I	APH 337 (was 447) 20th-Century Architecture II	APH 421 First Concepts	APH 505 Foundation Theory Seminar	APH 509 Foundation Seminar (3+)	APH 515 Current Issues and Topics (AAD515)	ARP 584 Clinical Internship (or ARP 598)	ARP 598 Arch Professional Practice (or ARP 584)	ATE 294 (was ALA 240) Building Systems (construction)	ATE 361 Building Structures I	ATE 362 Building Structures II	ATE 451 Building Systems I	ATE 452 Building Systems II	ATE 553 Building Systems III	ATE 556 Building Development	ATE 563 Building Structures III	ATE 598 Sustainability of the Built Environment	DSC 194 ASU Design Experience ("ASU101")
SP '11 Morton	PhD U Penn. Specialist in the architecture and urbanism of the Roman Empire, has conducted archaeological fieldwork in many locations.																					X																	
SP '11 Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.								X										X																				
SP '11 Newton	Lecturer. Work focuses on the design of architecture and urban proposals which explore the convergence of architecture, biology, and ecology. Expertise in parametric design methods.			X																																		
SP '11 Petrucci	Director, licensed architect. design and research focuses on "Amenity Infrastructure" which develops new public/private urban infrastructures that facilitate multiple scales of public use within the contemporary city.												X																									
SP '11 Rutti	Faculty associate, licensed practicing architect, extensive experience with the design of performance spaces.										X																											
SP '11 Ryan	Fac. Assoc. Practicing architect. Expertise in housing, cultural and institutional projects.					X																																
SP '11 Schwartz	Fac. Associate, practicing architect.																		X																				
SP '11 Shroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																		X																				
SP '11 Spellman	Specializes in the relationship between buildings and nature/landscape.												X				X																						
SP '11 Suarez	Faculty associate, licensed landscape architect																		X																				
SP '11 Underwood	Architect and President's Professor. Scholarship and creative activities intertwine the art of teaching with the realities of exemplary design and architectural practice.										X			X																									
SP '11 Vekstein	Faculty. Practicing architect, teaching and researching the relationship between the discipline of architecture, the public work and the Public Interest.												X																									
SP '11 Webster	fac. Assoc. PhD in Envron. Design, Project management and consulting experience. Leed accredited.																																		X			
SP '11 Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.			X																																		
SP '11 Zygas	BARCH Harvard, M-Arch Garvard, PhD Cornell. Architectural historian. Writings on Soviet avant-garde architects, Frank Lloyd Wright, and Baroque architecture in northern Europe.																							X														
Summer 2011																																								
SU 11 Hartman	Faculty. Former collaborator of Renzo Piano Bldg Workshop (Paris). Work+teaching explore transforming constraints into opportunities. Design process / design development.						X																															
SU 11 Montemayor	Faculty, Architect, Landscape Architect He has built architecture, urban design, and landscape architecture projects in the State of Chihuahua, Mexico. Research and work on 'border cities'.						X																															
SU 11 Murff	Faculty, partner in Biegner Murff Architects. Expertise in housing, computer applications, design processes.						X																							X								
SU 11 Shroff	Fac. Assoc. Expertise in a variety of computer-aided design tools.																			X																		
SU 11 Steele	Trained as architect and landscape architect.						X																															
SU 11 Swartz																															X							
SU 11 Underwood	Architect and President's Professor. Scholarship and creative activities intertwine the art of teaching with the realities of exemplary design and architectural practice.													X																									
SU 11 Zingoni	Professional degree and License in Architecture, degree in Habitat Design. Her research work has been presented in England, Canada, India, and South Africa. Experience with community-based projects.																														X							
SU 11 Zygas	BARCH Harvard, M-Arch Garvard, PhD Cornell. Architectural historian. Writings on Soviet avant-garde architects, Frank Lloyd Wright, and Baroque architecture in northern Europe.														X																							

1.2.1 B

Herberger Institute / The Design School / Architecture

First-Time Freshmen Admissions (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Applicants	**761**	**756**	**718**	**874**	**932**	**860**	**1,700**
Architectural Studies (ARSTDBSD)	-	-	-	2	2	789	800
Pre-Architectural Studies (ARSTDPRE)	722	707	663	791	862	-	-
Number of Admissions	**579**	**616**	**589**	**720**	**752**	**697**	**1,235**
Architectural Studies (ARSTDBSD)	-	-	-	2	2	642	601
Pre-Architectural Studies (ARSTDPRE)	552	581	545	655	695	-	-
Admission Rate (Admitted/Applied)	**76.1%**	**81.5%**	**82.0%**	**82.4%**	**80.7%**	**81.0%**	**72.6%**
Architectural Studies (ARSTDBSD)	-	-	-	100.0%	100.0%	81.4%	75.1%
Pre-Architectural Studies (ARSTDPRE)	76.5%	82.2%	82.2%	82.8%	80.6%	-	-
Number Enrolled	**239**	**277**	**259**	**281**	**282**	**250**	**473**
Architectural Studies (ARSTDBSD)	-	-	-	1	1	235	220
Pre-Architectural Studies (ARSTDPRE)	228	261	243	257	268	-	-
Yield Rate (Enrolled/Admitted)	**41.3%**	**45.0%**	**44.0%**	**39.0%**	**37.5%**	**35.9%**	**38.3%**
Architectural Studies (ARSTDBSD)	-	-	-	50.0%	50.0%	36.6%	36.6%
Pre-Architectural Studies (ARSTDPRE)	41.3%	44.9%	44.6%	39.2%	38.6%	-	-

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture

Graduate Admissions (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Masters							
Number of Applications							
Architecture (ARARCMARCH)	208	218	223	208	225	223	247
Number of Admissions							
Architecture (ARARCMARCH)	104	94	104	100	101	128	139
Selectivity Index (Admitted/Applied)							
Architecture (ARARCMARCH)	50.0%	43.1%	46.6%	48.1%	44.9%	57.4%	56.3%
Number Enrolled							
Architecture (ARARCMARCH)	44	39	32	44	57	55	52
Yield Rate (Enrolled/Admitted)							
Architecture (ARARCMARCH)	42.3%	41.5%	30.8%	44.0%	56.4%	43.0%	37.4%

University Office of Institutional Analysis

Master of Architecture Admissions 3+ / 2 yr M-Arch

		Applied	Admitted	Enrolled
2004				
	3+ M-Arch Sumı	67	31	13
	2-year M-Arch F	141	73	31
	Total	**208**	**104**	**44**
2005				
	3+ M-Arch Sumı	92	32	13
	2-year M-Arch F	126	62	26
	Total	**218**	**94**	**39**
2006				
	3+ M-Arch Sumı	74	41	15
	2-year M-Arch F	149	63	17
	Total	**223**	**104**	**32**
2007				
	3+ M-Arch Sumı	66	45	21
	2-year M-Arch F	142	55	23
	Total	**208**	**100**	**44**
2008				
	3+ M-Arch Sumı	82	51	29
	2-year M-Arch F	143	50	28
	Total	**225**	**101**	**57**
2009				
	3+ M-Arch Sumı	80	55	19
	2-year M-Arch F	143	73	36
	Total	**223**	**128**	**55**
2010				
	3+ M-Arch Sumı	107	56	21
	2-year M-Arch F	140	83	31
	Total	**247**	**139**	**52**

1.2.1 C1

Lecture Series AY 2005 - 2011

Lectures AY05-06	
Karl **Ungkaub**	EMBT(Enric Miralles/Benedetta Tagliabue Architects)-Barcelona
Linda **Pollak**	Marpillero Pollak Architects-New York
Christy **Ten Eyck**	Ten Eyck Landscape Architects-Phoenix
Will **Bruder**	Will Bruder Architects-Phoenix
Marion **Weiss**	Marion Weiss/Michael Manfredi Weiss/Manfredi Architects-New York
Alan **Berger**	Landscape Architect-Cambridge
Stephen **Luoni**	University of Arkansas Community Design Center-Fayetteville
Jorge **Mario**	Jorge Mario Jauregui Architects-Rio de Janiero, Jorge Mario Jauregui, Sao Paulo College of Design, Bridge
Ned **Kahn**	Sebastopol College of Design, Bridge
Tom **Oslund**	Minneapolis College of Design, Bridge
Todd **Williams**	Todd Williams/Billie Tsien, New York College of Design, Bridge
Kay Bea **Jones**	Columbus College of Design, Bridge
Glenn **Murcutt**	Sidney Nelson Fine Arts Center, Galvin Playhouse
Rodolfo **Machado**	Boston College of Design, Bridge
Franco **Albini**	Milan College of Design, Gallery

Lectures AY06-07	
Teddy **Cruz**	Estudio Teddy Cruz, San Diego, CDN 60
Steve **Martino**	Steve Nartino & Associates, Phoenix, CDN 60
Annie **Chu**	Chu+Gooding Architects, Los Angeles, CDN 60
Shigeru **Ban**	Shigeru Ban Architects, Tokyo, Evelyn Smith Music Theatre
Ron **Radziner**	Marmol Radziner+Associates, Santa Monica, CDN 60
Jose Luis **Vallejo**	Jose Luis Vallejo/Belinda Tato, Es ecosistema Urbano Arquitectos, Madrid, CDN 60
Brian **MacKay-Lyons**	MacKay-Lyons Sweetapple Architects, Halifax, CDN 60
Eva **Prats**	Eva Prats and Ricardo Flores, Eva Prats I Ricardo Flores Arquitect, Barcelona, CDN 60
Ricardo **Flores**	Flores Prats Architects, Barcelona.
Alan **Locke**	IBE Consulting Engineers. 2/7/2011
Alan **Belzberg**	Belzberg Architects, Santa Monica. 2/14/2011
Patrick **Dougherty**	Artist. 2/21/2011
Teddy **Flato**	Lake/Flato Architects. 2/28/2011
Tom **Kundig**	Architect, Seattle WA. 3/28/2011
Kris **Mun**	studioMUN. 3/21/2011
Arie **Rahamimoff**	Rahamimoff Architects. 4/4/2011
Sean **Godsell**	Sean Godsell Architects, Melbourne Austraila, 4/11/2011

Lectures AY08-09	
Wendell **Burnette**	Designing Sustainability: Principal, Wendell Burnette Architects- Phoenix, AZ
Kristina **Hill**	Designing Sustainability: Assoc. Prof. and Director of Landscape Architecture, UVA
John **Kane**	Designing Sustainability: Founding Partner of Architekton Phoenix, AZ
Dennis **Pieprz**	Desiging Sustainability: President, Sasaki Associates, Watertown, MA
Tim **Culvahouse**	Desiging Sustainability: Culvahouse Consulting Group, Berkeley, CA
Gordon **Gill**	Desiging Sustainability: Partner, Adrian Smith + Gordon Gill Architecture, Chicago, IL
Tom **Leader**	Desigining Sustainbility: Tom Leader Studio, Berkeley, CA
Christoff **Jantzen**	Desigining Sustainbility: Behnisch Architects Inc., Venice, CA
Bill **Massie**	Digit: Architect-in-Residence/Head of Architecture Department, Cranbrook Academy
Gabby/Jason **Shawcross/Bruge**	Digit: Jason Bruges Studio- London, England
Usman/Omar **Haque/Kahn**	Digit: Omar Khan: University of Buffalo. Usman Haque: Haque Design + Research- UK
Jason **Griffiths**	Assistant Professor, Arizona State University- Phoenix, AZ
Shin **Egashira**	Digit: Architectural Association School of Architecture- London, England
Steven **Ehrlich**	Digit: Ehrlich Architects, Culver City, CA

Lectures AY 09-10	
Carol **Frankliyn/Andropogon**	Landscape of the Americas:Andropogon, Philadelphia, PA
Teresa **Moller**	Landscape of the Americas: Latin American Landscape Architecture, Chile
Felipe **Correa**	Landscape of the Americas: Somatic Collaborative, Quito, Ecuador
David **Tullock**	Landscape of the Americas:Associate Professor of Landscape Architecture, Rutgers U
Luis **Callejas**	Landscape of the Americas: Paisajes Emergentes, Medellín, Colombia
Tom **Oslund**	Landscape of the Americas: Oslund and Associates, Minneapolis, MN
Charles **Andeson**	Uranism Ecology: FASLA, Landscape Architecture

Lectures AY 10-11	
Stijn **Koole**	Young Guns:
Adam **Sedowsky**	Young Guns:president of Syyn Labs in Los Angeles
David **Fano**	Young Guns:architect and founder of CASE Design in New York City,
David **Fletcher**	Young Guns: , landscape architect and founder of Fletcher Studio in San Francisco
Blaine **Merker**	Young Guns: landscape architect of REBAR in San Francisco
David **Adjay**	General Lecture - Architecture
Peter **Rich**	General Lecture - Architecture
	Spring 11 was faculty Pecha Kucha

1.2.1 C2

Visiting Critics AY07 - AY11

Mark **Anderson**	Pliny **Fisk**	Jorge **Liernur**	Mark **Roddy**
Charles **Anderson**	Kris **Floor**	Chris **Lig**	Nolan **Rome**
Jeff **Anderson**	Mike **Flynn**	Susan **Link**	Teresa **Rosano**
Denise **Andreas**	Sergio **Forester**	Caryn **Logan Heaps**	Mike **Roth**
Brent **Armstrong**	Anne **Fougeron**	Sarah **Lorenzen**	Lloyd **Russell**
Jay **Atherton**	Antonio **Fragiacomo**	Stephen **Luoni**	Peter **Rutti**
Orhan **Ayyuce**	Alison **Franta-Rainey**	Nang **Ma**	Mark **Ryan**
Brian **Ballard**	Steven **Fucello**	Patrick **Magness**	Brian **Sager**
Donna **Barry**	Aris **Georges**	Elizabeth **Mahlow**	Stanley **Saitowitz**
Kelly **Bauer**	Pavel **Getov**	Andrew **Mangan**	Matthew (Matt) **Salenger**
Bradley **Bell**	Michael **Groves**	Igor **Marjanovic**	Karin **Santiago**
Scot **Bennett**	Chris **Haas**	Doug **McCord**	Donnie **Schmidt**
Ray **Besignano**	Tom **Hahn**	Kenneth **McCown**	Amy **Schuchert**
Mark **Beyer**	Tiffany **Halprin**	Margarita **McGrath**	Giuseppina **Scuffi**
Duane **Blossom**	Mary **Hardin**	Jana **McKenzie**	Michael **Scully**
Jason **Boyer**	Louise **Harpman**	Hayes **McNeil**	Melanie **Shelor**
Todd **Briggs**	Catherine **Herbst**	Larry **Medlin**	Michelle **Shelor**
Chad **Brossman**	Marcus **Hering**	Jeff **Merten**	Christa **Shepard**
Lori **Brown**	Aaron **Herring**	Pawel **Mikolajczak**	Krista **Shepherd**
Kyle **Brown**	Joe **Herzog**	Lee-Anne **Milburn**	Victor **Sidy**
Christopher **Brown**	David **Heymann**	Norman **Millar**	David **Siegman**
Will **Bruder**	Adeline (Nina) **Hofer**	Kenneth **Miller Jr.**	Jay **Silverberg**
Carol **Burns**	Daniel **Hoffman**	Jerry **Moar**	Dawn **Sowby**
Mark **Cabrinha**	Martin **Hogue**	Robert **Moric**	John **Suarez**
Miguel **Camacho Serna**	Jannel **Horney**	Christiana **Moss**	Thamarit (Tommy) **Suchart**
Tim **Castillo**	Kirby **Hoyt**	Erik **Mott**	Marc **Swackhamer**
Jose **Castillo**	Nathan **Hume**	Byron **Mouton**	Douglas **Sydnor**
Annie **Chu**	Luis **Ibarra**	Michael **Murphy**	Angela **Tana**
Danny **Clevenger**	Marlene **Imirzian**	John **Nastasi**	Joe **Tanney**
Jim **Coffman**	Victor **Irizarry**	Philipp **Neher**	Chris **Taylor**
Boyd **Coleman**	Diane **Jacobs**	Derek **Neighbors**	Warren **Techentin**
Allison **Colwell**	Michael **Jacobs**	Ben **Nesbeitt**	Steve **Thompson**
John **Comazzi**	Michael **Johnson**	Scott **Oliver**	Mariko **Tominaga**
Harry **Cooper**	Jeremy **Jones**	Gary **Paige**	Olivier **Touraine**
Luis **Cruz-Martinez**	Eddie **Jones**	Thomas **Papadinoff**	James **Trahan**
Nancy **Dallet**	Wesley **Jones**	Jose **Parral**	Marc **Treib**
Kevin **Daly**	Kevin **Jones**	Dev **Pawar**	Fred **Unger**
Viet **Dam**	Rick **Joy**	David **Pearson**	Karl **Unglaub**
Rene **Davids**	John **Kaliski**	Rene **Peralta**	Amit **Upadhye**
Sam **Davis**	John **Kane**	Tom **Perkins**	Steve **Valev**
Gage **Davis**	Cy **Keener**	Greg **Peterson**	Alyosha **Verzhbinsky**
Jack **DeBartolo II**	Kevin **Kellogg**	Terry **Pisel**	Eric **Vollmer**
Jack **DeBartolo III**	YoungSoo **Kim**	Gina **Pollara**	Mark **von Wodtke**
Susannah **Dickinson**	Jeffrey (Jeff) **King**	Jose **Pombo**	Eric **Weber**
Michael **Dolby**	Mark **Klett**	Eva **Prats**	Philip **Weddle**
Christopher **Domin**	Peter **Koliopoulos**	Marcel Sanchez **Prieto**	Beth **Weinstein**
Richard **Doria**	Mark **Kranz**	Frederick James **Prozzillo, Jr**	Bill **Wenk**
Leslie **Dornfield**	Brian **Krob**	Chris **Puzio**	Bryan **White**
Denise **Dunlop**	Keith **Krumwiede**	Rob **Quigley**	Andy **Wilcox**
Steven **Ehrlich**	Tom **Kundig**	Alison **Rainey**	Jack **Williams**
Kroy **Ekblaw**	Jaime **Kurry**	Tom **Reilly**	John **Williams**
Nan **Ellin**	Juan **Lagarrigue**	Paul **Reimer**	James **Williamson**
Katherine **Emery**	Christopher **Lasch**	Tom **Reiner**	Keith **Wilson**
Steven **Erhlich**	Hunter **Leggitt**	Jim **Richard**	Jason **Wood**
Roberto **Espejo**	Ann **Leishman**	Todd **Rinehart**	Norman **Yatabe**
Brian **Farling**	Nancy **Levinson**	Richard **Roark**	Fikret **Yegul**

1.2.1 C3

Gallery Exhibits

Lecture Series at the College of Design, ASU

"Process and Ideas in Architecture and Design in Phoenix":

Channels of Light- Richard + Bauer: 10 Years of Process and Ideas

September 17- October, 2007

Luminous Shelter-DeBartolo Architects: Works and Ideas 1997-2007

January 23 to February 5, 2008

Dialogues in Space; Wendell Burnette Architects,

September 3-12, 2008

Context + Community : Collaboration

Process and Ideas in the Work of John Kane and Architekton,

September 24 –October 3rd, 2008

On Boundaries and Lines, Buildings and Politics

Reflections on the reality of project development

Jones Architects

March 18-29, 2008

Built-Unbuilt, Will Bruder +Partners.

September 2-18, 2009

Florence Knoll Basset: Defining the Modern

Jan. 28 – Feb. 2, 2010

Symposium and month-long exhibition

Phoenix-Barcelona: Cities in Transformation.

Symposium and Exhibit Feb. 10, 2010

Desert Detritus:

The work of Allen + Philp Architects -Interiors

Sept. 1-20, 2010

The Global and the Local in Design Series--Emerging Voices:

Weddle Gilmore Architects

Nov 3, 2010 - Nov 20, 2010

Design Excellence exhibits of student work every winter break and summer break

I.2.2 Administrative Structure and Governance

Administrative Structure

Arizona State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. The accrediting agency of the professional degree, Master of Architecture is the National Architectural Accreditation Board (NAAB). The Architecture program has the degree of autonomy necessary to assure conformance with all the conditions for accreditation. The Architecture program is one of several programs within The Design School, and enjoys the same degree of autonomy as the other programs within the School. The Design School is, itself, a part of the Herberger Institute for Design and the Arts. The Design School is headed by Director Darren Petrucci

Programs housed within The Design School include:
Architecture
Industrial Design
Interior Design
Landscape Architecture
Visual Communication Design

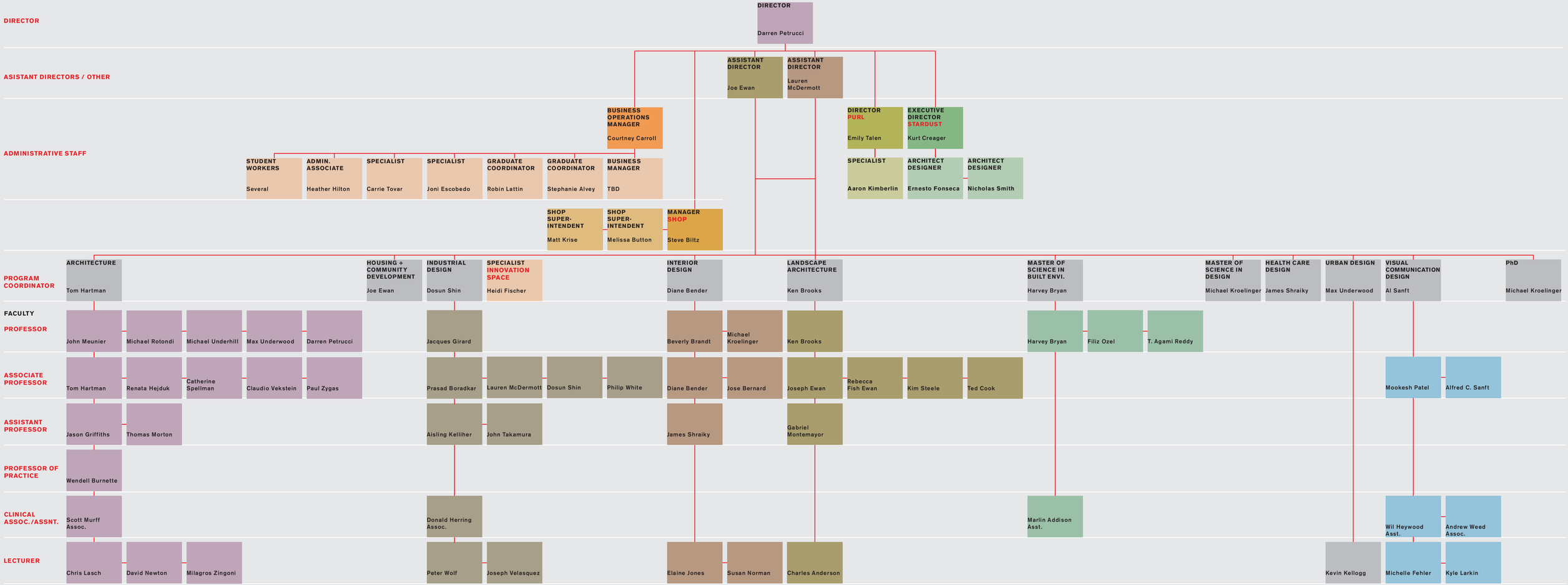
The architecture program has been coordinated by Thomas Hartman since August 2010. The architecture program holds its own faculty meetings. The program faculty have the autonomy to discuss curricular modifications and to seek approval for them through The Design School curriculum committee, the Institute and University channels.

The Architecture Program Coordinator reports directly to the Director of The Design School, who in turn is responsible to the Dean of the Herberger Institute. The Dean of the Herberger Institute is responsible to the University President via the Executive Vice President and Provost of the University.

An organizational chart is included on the next page.

Herberger Institute for Design and The Arts

The Design School



1.2.3. Physical Resources

The Design School facilities are primarily housed in two adjoining buildings (CDN and CDS). The facilities include studios, lecture halls to accommodate from 40 to 180 people, offices for faculty, administration, students organizations, a commissary, the architecture library, a shop, digital fabrication facilities and specialized research facilities for lighting, materials, solar energy, construction and design research.

The Design School has been housed in its present facilities since 1989, when a 100,000 square foot addition was made to the original building. Together, the North and South buildings comprise over 140,000 square feet. Our facilities meet the present needs of the school; however, as the various studio based programs within the School of Design continue to grow and expand their offerings there will be increasing demand for additional space.

A number of improvements to the school's facilities have been undertaken in recent years to support the School's interdisciplinary and collaborative educational goals.

The studio spaces in the North building are "lofted" to create large open collaborative studio environments. These spaces house the cold-seat studios for the 3rd year of the program through 6th year. Previously, each studio was housed in a separate room, limiting efforts to build a stronger studio culture and making interaction between studio sections (or interdisciplinary interactions) more difficult. The benefits of the "lofting" is abundant and tangible. The studios have had digital projectors and screens installed in breakout spaces at the east and west ends to accommodate digital media. There are several breakout spaces in each large studio to allow for pinups or seminar style discussions, thus minimizing scheduling conflicts for the larger School-wide review spaces. Studios are equipped with computer workstations as well as large-format plotters. Students are responsible for plotting supplies for in-studio plotters. The studios are equipped with new desks for each student, and each graduate studio desk is equipped with a second computer monitor on a swivel arm attached to the desk.
The lofting of studios permits more efficient use of space, enabling the school to add additional studio sections and expand studio-based course offerings. The average number of students per studio space follows the School guidelines, and is set around 15 students per studio.

The lower division studios for first and second year students are held in hot-seat studios where students share desk space on a rotational basis in several studio spaces. These rooms are available to students any time classes are not in session. The modification of the "Tall Hall" space adjacent to the lower division studios (at the center of the south building) allows it to better function as a review space as well as an open work area for the lower division students. More extensive plans for Tall Hall involve improvements to the lighting and display systems and are being discussed with the University.

Modifications to the corridors of the north building allow them to be more effectively used as display and impromptu review spaces, which are always in demand. Tack boards have been extensively added along all suitable corridors, along with improved lighting.

Red Square (the lower level of the north building) now functions as a possible review and exhibition space. The improvements include significantly better lighting, a new easily adjustable display system for physical work and a digital projector and screen for digital media.

Significant investments made in the updating the shop bring more digital fabrication capabilities into the school. These new digitally focused capabilities add to the considerable resources already offered in the shop for working with wood, metal, plastics, and other materials. In 2011, several new pieces of equipment were installed and a digital fabrication area created in the shop. These include:

- A Fully enclosed HAAS Automation VF-1 YT 3-axis Milling machine,
- A CNC Multi Cam Overhead Router, 6 tool change capability, with Vacuum table, 3-Axis, and a 4' X 8' bed,
- A CNC Multi Cam Water Jet Cutter 65,000 psi / Garnit mix with a 5' X 5' bed.

The Haas machine will give students the ability to fabricate complex forms in metal. The new CNC machine compliments the existing 3-axis machine and adds a greatly expanded set of capabilities. Along with the purchase of the machines themselves, investments in computer equipment and software were made to support their use. The shop is staffed with a full time coordinator/supervisor, and several half-time assistants.

Adjacent to the shop area is a high bay research space, an expansive room designed to allow full-scale mock-ups and testing of design ideas, materials, and construction.

The Design School Digital Lab was added recently - located in the lower level of the south building, adding to the capabilities offered in the shop. This lab provides digital imaging and fabrication technologies including three laser cutters, two medium-format printers, two large-format color printers, one plastic-based and two plaster-based 3-D printers.

In addition to the mediation of studios, the lecture and seminar rooms throughout The Design School regularly receives upgrades to its digital media presentation capabilities as part of an ongoing effort to respond to changes in the educational tools and approaches.

The School of Design has a rooftop Energy Lab research facility that is an important resource for the Master of Science in the Built Environment program. The Energy Lab was recently remodeled. Improvements were made to the space as well as the technological resources. The Energy Lab is now able to function more effectively as a working laboratory supporting a range of investigations by student in the Master of Science in the Built Environment (MSBE) program.

The Office for Student Success (advising office) was remodeled in 2008 to increase its visibility within the School and to expand their facilities. It now serves the advising needs of the Herberger Institute as a whole. The office wing that formerly housed the Dean of the College of Design was transformed into the Office for Student Success, adding approximately 1800 square feet to their offices.

The ground floor of the South Building includes the Gallery of Design, a major exhibition space used by the programs within the School, traveling exhibits related to the disciplines in the School as well as a space for end-of-semester student reviews.

The School of Design Library, located prominently on-axis at ground floor upon entering the north building, is a conveniently located and heavily-used component of the School facilities. The library is discussed in detail in section 1.2.5.

Future Plans for Physical Resources

- Reconfiguration and expansion of the computer lab in the south building, which will allow the former lab in the north building to be dedicated to new studio space.
- Relocation and upgrade of the digital lab currently in the south building. The existing space will then accommodate new studio space on the lower level of the south building.
- New building signage for both buildings.
- Improved lighting in Tall Hall.
- Reconfigured Herberger Institute Research Center for faculty research.
- New tackable surfaces in Tall Hall, Red Square, and studios

The floor plans of the School facilities are included at the end of this section.

Computing Resources

Computer resources are available to the students, faculty and staff through the University, The Design School and the Herberger Institute for Design and the Arts. The University provides computing labs located in Lattie F. Coor Hall, the Computer Commons, and the Barry M. Goldwater Center, which all together house approximately 382 networked computers (mixed Apple and PC), available on a first come first serve basis. The University also provides mediated classrooms that can be reserved for courses. ASU provides a campus-wide wireless network for use by staff, faculty, and students using personal or University-owned equipment. ASU provides accounts to every incoming student. These provide e-mail and web hosting privileges as well as 4Gb of server space on the University's Unix systems for student files.

The Design School supports two computer laboratories and 33 studios that house 149 computers (mixed Apple and PC) through which graphic software and other applications unique to architecture and design can be accessed. In addition, the Design School houses a Digital Lab with hosts specialized digital imaging and fabrication resources. The equipment in the labs studios are funded through fees paid by Design School students. The Herberger Institute for Design and the Arts purchases and maintains equipment for use by the Design School staff and faculty and provides support for those computers and computer lab operations oversight.

The Design School Computing Systems

The Design School provides both centralized and decentralized computer resources, the former through two open computer laboratories and the latter through computers located in the individual design studios, faculty offices, and staff workstations. Printing and software support for this distributed computing environment is provided through Herberger Institute shared server resources: four Dell R710 Windows 2008r2 clustered Hyper-V host servers, two 16TB iSCSI RAID6 storage arrays and multiple virtual servers. The Design School and Herberger Institute computing resources are connected via the University's network system providing high-speed LAN and Internet access to any station in the University. The wired network is augmented with a ubiquitous wireless network with near universal coverage across the Design School and the Main ASU Tempe Campus.

The Design School and Herberger Institute support both Mac OS and Windows platforms for faculty, staff, and students. The computing labs in DN 255 and DS 330 each contain 21 Apple Mac Pro machines that are set to dual-boot to either Windows 7 or Apple Mac OSx 10.6 (Snow Leopard). The equipment in these laboratories, the design studios, and in individual offices are equipped with graphics and desktop publishing software, including the Autodesk Suite, ArcGIS, Adobe Creative Suite Design Premium, Artlantis Studio 3, Google Sketch-up, Shot Pro, Move, Keyshot, SimaPro, SolidWorks, and Rhinoceros.

The Design School Digital Lab provides digital imaging and fabrication technologies including two laser cutters, two medium-format and two large-format color printers, one plastic-based and two plaster-based 3-D printers. The Design School intends to continue to provide access to emerging digital fabrication technologies in addition to the more traditional (but well-equipped) shop. As resources are acquired, it will be important for the computing curriculum to adapt. Coursework will be developed to help students familiarize themselves with (and take advantage of) these important emerging fabrication methods.

At the ground floor of the north building, the faculty mailroom functions as the main communications center of the School. Not only the mailboxes of all faculty are in this room, but also a Macintosh computer and an HP printer which has duplex and 11x17 printing capability. This equipment is primarily reserved for the use of the faculty members.

On the fourth floor of the north building, students in the energy concentration of the Master of Science program have access to an Energy Simulation computer laboratory that was funded in part through faculty research grants. This lab includes several computers with energy simulation software.

Throughout the South and North buildings, studios as well as faculty offices and administrative areas are networked with Ethernet and wireless broadband connections. Each studio currently contains at least two computer workstations and six live hard-wired network connections, in addition to wireless access.

The server architecture of the Herberger Institute was upgraded in Spring 2011 with four new Dell PowerEdge r710 rack servers and two 16TB Dell PowerVault MD3600i iSCSI SANs. These resources are configured in two Hyper-V failover clusters with multiple virtual machines that include a SQL database server, file server, and a virtual Windows 2003 server that houses a large collection of images that make up the Design School visual collections, which are available to all Design School students, faculty, and staff.

The Design School systems are managed and maintained by the Herberger Institute Information Technology group. This includes 4 full-time employees that are dedicated to faculty, staff, and other non-student use computers and 2 full-time staff members dedicated to computers used for labs, studios, or classrooms. In addition there is a three-quarter time position dedicated to management of the Digital Lab. This group reports to the Herberger Institute Manager of Information Technology and the Assistant Dean of the Herberger Institute. All new acquisitions of computer resources are made in a coordinated effort by the Director of The Design School, the Herberger Institute IT Manager and the Design School technology committee. The Design School technology committee includes faculty, student and staff representatives from each discipline in the Design School and meets several times a year to guide the progress of technology in the School. Beginning with the academic year 1998-99, a program based computer fee now provides a continuous source of financial support for instructional computing within the Design School, allowing the School to keep its systems state of the art. The student fee is destined for hardware, software, personnel and peripherals that directly benefit the students (as opposed to faculty or staff).

Research Centers, Joint Programs, Affiliated Centers

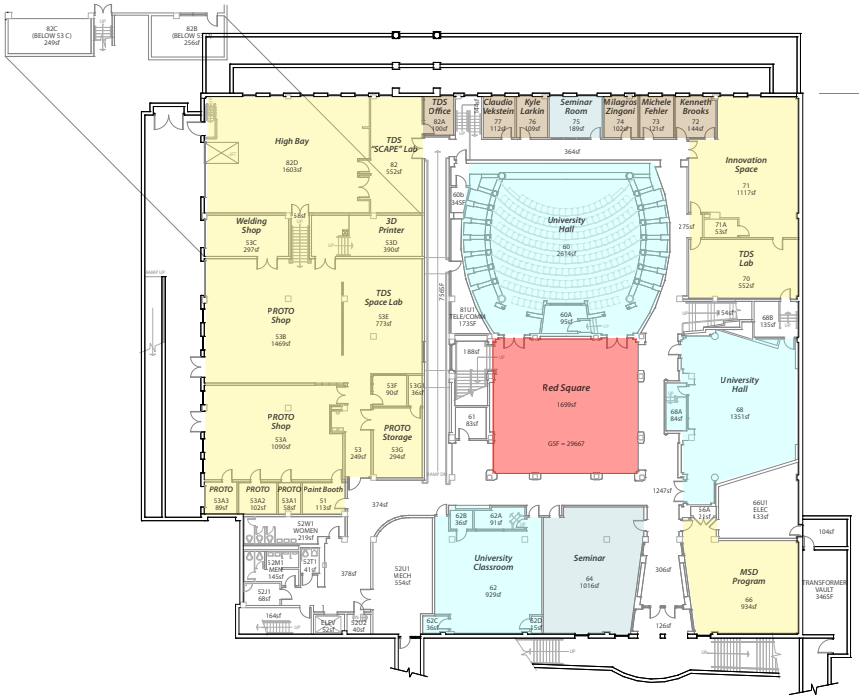
The Design School includes PURL, the Phoenix Urban Research Laboratory, located at the downtown Phoenix extension campus of ASU. The focus of PURL is on the design of human settlement and its relation to sustainability, social justice and cultural understanding.

Through sponsored research, internships, symposia, courses, and a range of community outreach activities, PURL addresses such issues as urban livability, civic space, infill development, suburban retrofitting, urban codes, complete streets, transit-oriented development, and ultimately the central role of design and place-making in the achievement of a progressive, sustainable urbanism.

Urban design and community based studios are sometimes held in the large studio space that is part of the PURL facilities.

The Stardust Center for Affordable Homes and the Family is another research and community outreach entity within The Design School. The Stardust Center does research on a wide variety of issues related to families and affordable homes in Arizona, provide evaluation of existing programs, assist nonprofit and for profit entities in the design of programs that support housing, and provide technical assistance in planning and the construction process. It works closely with the city, county and government agencies and with the community groups around the Phoenix metropolitan area and the State of Arizona on projects that address housing issues. The Center is a valuable asset for the School and the Arizona community by providing know-how and expertise related to urban issues.

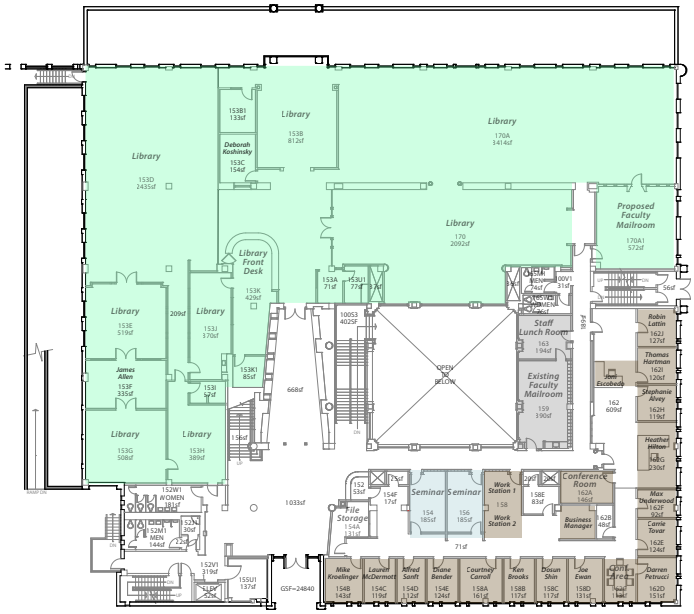
Note: Building plans are provided on the following pages. Larger plans will be available for reference in the Team Room.



LEGEND

- GALLERY SPACE
- UNIVERSITY CLASSROOM
- SEMINAR
- WORK SPACE/LAB
- FACULTY OFFICE

DESIGNNORTH**LOWER**LEVEL



LEGEND

- LIBRARY
- SEMINAR
- MAILROOM
- ADMIN OFFICES

DESIGNNORTH**LEVEL**1

FALL2011DESIGNNORTHLEVEL2

N

LEGEND

- COMMON AREA
- UNIVERSITY CLASSROOM
- SEMINAR
- WORK SPACE/LAB
- THE DESIGN SCHOOL STUDIO
- FACULTY OFFICE
- LANDSCAPE ARCH STUDIO

FALL2011DESIGNNORTHLEVEL3

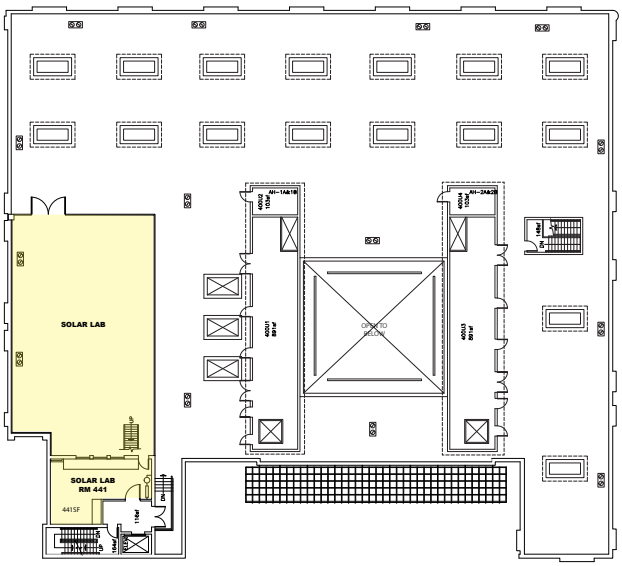
N

LEGEND

- SEMINAR
- THE DESIGN SCHOOL STUDIO
- FACULTY OFFICE
- LANDSCAPE ARCH STUDIO

LEGEND

OUTDOOR LAB/DECK



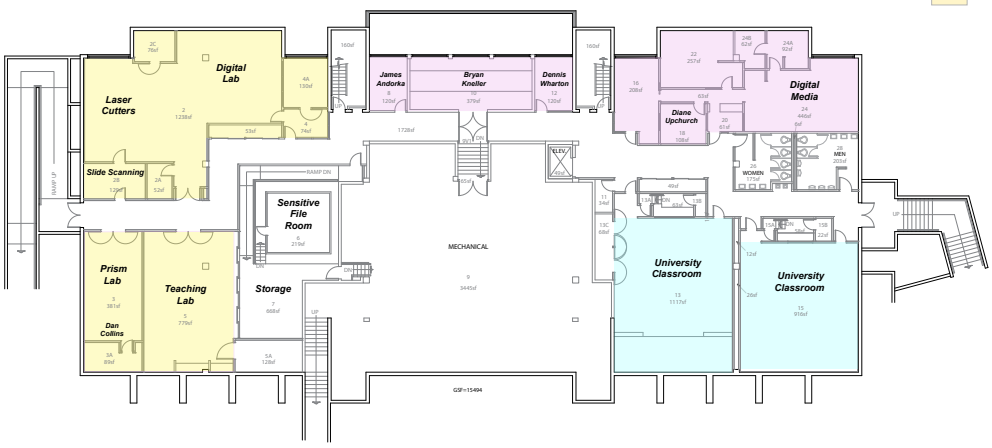
FALL2011DESIGNNORTHLEVEL4 N

LEGEND

UNIVERSITY CLASSROOM

HIDA

THE DESIGN SCHOOL LAB



DESIGNSOUTHLOWERLEVEL N

LEGEND

- GALLERY SPACE
- UNIVERSITY CLASSROOM
- SEMINAR
- HIDA ADMIN
- THE DESIGN SCHOOL LAB

DESIGNSOUTHLEVEL1 N

LEGEND

- GALLERY SPACE
- UNIVERSITY CLASSROOM
- TDS STUDIO
- FACULTY OFFICE
- LANDSCAPE ARCH STUDIO

DESIGNSOUTHLEVEL2 N

LEGEND

- UNIVERSITY CLASSROOM
- LAB/WORK AREA
- TDS STUDIO
- FACULTY OFFICE
- LANDSCAPE ARCH STUDIO

DESIGNSOUTHLEVEL3 N

1.2.4 Financial Resources

The School's financial resources come from a number of sources. A major portion of it is comprised of an operations and a personnel budget as a direct allocation from the University and the Institute. Furthermore, a number of private donations have helped to set up endowment funds for scholarships and other development activities. There are also funds donated directly for scholarships. A summary of the financial resources of The Design School is included on the following page.

Fundraising for the School and Institute is coordinated through the ASU Foundation who mission is to raise, invest and manage private gifts to benefit ASU on all campuses.

Challenges

The primary challenge moving forward is that the current Director is stepping down from his position at the end of the academic year. Director Petrucci guided the School through more structural and curricular changes in the last six years than the School has encountered since its inception in 1959. Although the faltering economy necessitated most of the recent structural changes, the Director's consistent and clear leadership married with an incredibly collegial and motivated faculty allowed the new School that emerged to be structurally stronger and one that embraces the richness and complexity that comes from the merging of multiple disciplines under one leadership. Financially, the School's focus on the expansion and growth of graduate programs has resulted in greater differential tuition that supports the inclusive and expansive curriculum.

Since 2005, the number of graduate students has tripled. The Design School currently has the largest student body in the Herberger Institute and its graduate programs make up almost half of all the graduate students in the Institute. One consequence of the increase in our graduate students (and the resulting increase in our differential funding) is that the Dean's office reverted a greater amount of our School's state funding during the most recent budget cuts. This reduces our ability to hire tenure-track faculty.

With three new graduate programs under review, the School hopes to fill out its graduate offerings in 2012, and provide unique opportunities for expanding the concurrent degree programs and provide more a collaborative trans-disciplinary courses at the graduate level. It is anticipated that the Dean and Provost will support the new expansion through additional state funding. The University's focus is currently on undergraduate expansion, and while the BSD in Architecture has had a steady decline in application since the economic recession, the School has increased its undergraduate teaching by 30% since 2005. It is anticipated the School's new undergraduate Bachelors of Science in Environmental Design will help both the Full Time Enrollment (FTE) of the School, as well as post-milestone retention. Additionally, we developed a new on-line course entitled "Design Thinking" and will be offering it to all undergraduates in the University by 2012. It is anticipated that success in both of these endeavors will bring additional state funding to the School.

Remarkably, not only has the School continued to function efficiently within the economic restraints of the past few years, but it also continues to thrive, grow, and develop new curricular models within these constraints. Our small but efficient staff allows us to continue to work at this pace, and our faculty members have stepped up to the challenge and assumed greater administrative responsibilities as assistant directors and program coordinators. This success can be attributed to a shared vision put forth by the Director to create the most comprehensive and collaborative design

school in the country. While the success of this trajectory is evident within the School, the local professional community is beginning to see the prescience of this vision, and the Director is being asked to present nationally about the transformation, it is not yet quite evident that the greater University administration sees the strength and meaning of these changes. Part of this lack of visibility can be attributed to relative newness of the School, and part may be explained by the fact that the Director's position was expanded to function as curricular guide, faculty evaluator, school promoter, fundraiser, and public intellectual. Thus, being asked to take on the responsibilities that a Dean would normally hold (and our previous College of Design Dean did hold) while also functioning a School Director at the same time. While the de facto Dean/Director responsibilities of the School Director provides a more integrated leadership model (and ultimately resulted in the collegial integration of the faculty and development of new curriculum), the ability to be all things to everyone has created greater challenges for the position. Finding a new Director with the administrative experience of a Dean, and the stamina and curricular vision of a Director, remains the greatest challenge for the School if it is to continue to develop its meta-disciplinary curriculum and have greater impact locally and nationally.

Financial data requested in the Conditions can be found on the following page.

1.2.4 - FINANCIAL RESOURCES : SCHOOL BUDGET

1.2.4 A

Financial Data

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Current FY	Projected	Projected
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
State/Local	2,533,665	2,604,796	3,081,054	3,093,391	5,007,496	4,997,627	5,872,310	6,071,695	6,213,045	6,361,245
Foundation	3,479,986	4,020,786	3,691,467	3,811,101	3,095,097	2,958,656	4,407,508	4,504,788	4,600,000	4,600,000
Total School Budget	**6,013,651**	**6,625,582**	**6,772,521**	**6,904,492**	**8,102,593**	**7,956,283**	**10,279,818**	**10,576,483**	**10,813,045**	**10,961,245**

Notes:

Notes: FY11 Merged with former School of Design Innovation
Projected FY13 & FY14 include new graduate programs and antipcated program fees

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Revenue	**2,533,665**	**2,604,796**	**3,081,054**	**3,093,391**	**5,007,496**	**4,997,627**	**5,872,310**	**6,071,695**	**6,213,045**	**6,361,245**
Total Enrollment	**980**	**947**	**962**	**992**	**931**	**937**	**1,694**	**1,672**	**1,675**	**1,680**
Total Capital Investment p/s	**2,585**	**2,751**	**3,203**	**3,118**	**5,379**	**5,334**	**3,467**	**3,631**	**3,709**	**3,786**
Undergraduate Enrollment	862	843	870	891	792	762	1429	1400	1400	1400
Graduate Enrollment	118	104	92	101	139	175	265	272	275	280

1.2.5. Information Resources

The Design School Library constitutes a branch of the ASU Libraries of Arizona State University. The AED Library is located along the north side of the main floor of the Design North Building on the northwest side of the Tempe Campus.

The AED Library provides highly suitable access to an excellent collection of books, periodicals, reports, videotapes/DVDs, CDs, microforms, archival drawings/collections, and other materials intrinsically focused to serve the research and pedagogical needs of the Design disciplines. Hence, the monographic, periodical, media, and archival/special collections of the AED Library support the following professional design disciplines: Architecture, Landscape Architecture, Urban Planning, Visual Communication /Graphic Design, Industrial Design, and Interior Design as well partially supporting a multidisciplinary Ph-D. program encompassing Architecture, Design, and Art History. Although the AED Library is focused overall on Design, the largest component of its collections is devoted to the subject of Architecture.

Additionally, library resources and materials are available at, and supported by other Tempe Campus libraries (Hayden Library [Social Sciences/Humanities], Noble Library [Science and Technology]), and the libraries located on the Downtown, West and Polytechnic campuses of Arizona State University. In total, the ASU Libraries collections contain over 4,000,000 items.

The AED Library is staffed by one professional librarian (Head), one library supervisor, one library specialist, and student assistants. During the regular semester, the AED Library is open 78 hours per week.

In addition to the AED Library staff providing reference assistance in person, by telephone, and by e-mail, the ASU Libraries system offers a 24/7 virtual real-time chat reference service (including holidays). Further, upon making an appointment with the head of the Library, students can make individual and group appointments for intensive research appointments. Upon faculty request, the head of the library supplies library-related instruction for classes, tailored to the level and research needs / focus of the students and the particular course.

The Collections:

The AED Library main collection contains about 58,000 volumes of books, bound periodicals, and materials in other formats. At present, the AED Library receives around 90 current periodicals in print format. The Library houses over 1,700 titles in microform, video and audiotape, DVD, and CD-ROM formats.

The main collection of the AED Library is attempting to keep pace with the increase and changes in both pedagogic and research needs, as well increasing student enrollment in the Architecture programs of the Design School.

When materials are not available in any of the ASU Libraries, the Libraries provide subsidized interlibrary loan services for faculty and students. The overwhelming majority of journal articles requested now arrive in electronic format, generally on a very rapid timetable.

In addition to the Head of the Library placing firm orders for monographic titles, the AED Library's main (stacks) collection is also contributed to by several approval plans that are relevant to Architecture-related topics: Coutts (for North American and

British coverage), Harrassowitz (European), and WorldWide Books. At present, the ASU Libraries are placing considerable emphasis on acquiring materials in E-Book format. These E-Books have the advantage of being available 24/7, on campus and off. Further, the E-Book content well augments the existing print collection in the AED Library. In another new step, the ASU Libraries are offering a "print on demand" service available to faculty and students. With this plan, ASU researchers may request titles (that are not yet purchased but are listed in the catalog). The items are ordered, cataloged, and sent directly to the Library to be held for the requestor. This is an opportunity for ASU constituencies to help "drive and shape" the collection going forward. This is in addition to the receptivity of the library head to individual title and topical suggestions on the part of the faculty. The head of the library welcomes and encourages faculty to make suggestions for new title acquisitions and frequently solicits input on new topical directions in research and teaching.

In another area of electronic publications, the ASU Libraries subscribe to a number of Architecture-related journals in electronic format. Selected E-titles include:

Architectural Design
Building and Environment
Computer-Aided Design
Design Studies
Energy and Buildings
Grey Room
Habitat International
Journal of Architectural Education: JAE
Journal of Environmental Psychology
Journal of Green Building
Journal of the Society of Architectural Historians
Journal of Urban Design
Materials & Design
Perspectives in Vernacular Architecture
Solar Energy
Urban Design International

In terms of architecture-related image collections, the ASU Libraries have made a strong effort to supply a number of image resources of relevance to architectural inquiry.

As subscribers to the **ARTstor Digital Library**, ASU researchers have access to 500,000 images. Although initially oriented toward Art-related subjects, ARTstor has recently expanded into a number of Arts, Humanities, and Social Sciences fields. At present, there is an array of ARTstor image collections directly related to the Architecture topics, including these selected image collections:

Art, Archaeology, and Architecture
Carnegie Survey of the Architecture of the South
Contemporary Architecture, Urban Design, and Public Art
Ezra Stoller Archive
Hartill Archive of Architecture and Allied Arts
Historic Campus Architecture Project
Islamic Art and Architecture Collection
Julius Shulman Archives [forthcoming]
Mexican Architecture and Urban Design
Museum of Modern Art: Architecture and Design
Renzo Piano Building Workshop

Additionally, the Libraries subscribe to Archivision (Base Collection and Modules 1-4). These 40,000 digital architecture images are loaded into ARTstor for the use of ASU researchers, with all the digital tools and storage options also available for ARTstor images.

In terms of physical slides, the original slide collection of the (former) College of Design was transferred to Hayden Library. These slides are available for consultation whenever Hayden Library is open (24/5 during the regular semester). Faculty may check slides out for further consultation. This collection is now closed.

In addition to its monographic, periodical, and other collections, the AED Library is fortunate to house these three specific specialized collections as well.

In its Special Collections, the AED Library has some rare titles dating back to the eighteenth century. These items relate to a variety of topics including architectural history, design, garden and landscape history, as well as a considerable collection of secondary sources on architect Frank Lloyd Wright.

In its Architectural Drawings, Manuscript Collections, and Archives, the AED Library has over 25 collections preeminently pertaining to the designed and built environment, most particularly in Arizona. Just to name a few collections: *William P. Bruder Archives*, *Calvin Straub Archives*, *Fred Linn Osmon Archives, Litchfield Park Archives*, and the *Rio Salado Project Collection*. These and other specialized collections attract interest from researchers from Maricopa County, the state of Arizona, the United States, and internationally as well. In addition to architectural drawings and plans, these collections contain a wide variety of materials, including: correspondence, diaries, photographs, posters, rare printed items, scrapbooks, manuscripts, documents, and materials in other formats such as audio and video tapes.

In its Materials Resource Center, the AED Library houses a collection of catalogs and samples from manufacturers for interior materials (e.g., flooring, tile, carpet, and fabrics) and furnishings (e.g., office furniture and hospital furnishings) and building materials and structures (e.g., glass and windows). Arranged by the Construction Specifications Institute (CSI) codes, these items are proving to be a significant resource for students in Interior Design studios, Specifications, Materials, and Finishing classes, etc. The Center has its own room, with some additional shelving and adjacent work tables, which facilitates student access to the Materials Resource Center for both hands-on usage and instruction purposes.

Archival Collections

As mentioned above, the Architecture and Environmental Design Library houses special collections of primary source materials related to the designed and planned environment, and includes coverage of areas such as: architecture, planning, landscape architecture, interior design, and industrial design. Selected collections are as follows:

William Bruder 1946 -
Drawings and papers 1960s – 1994

Blaine Drake 1911 - 1993
Drawings and papers, 1938 – 1985

Albert Chase McArthur 1881 - 1951
Drawings and Papers (Biltmore)

Calvin Straub 1920 -
Drawings and papers, 1952 - 1990s

Litchfield Park
Drawings and papers, 1900 - 1990s

Phoenix general plan 1985 - 2000 collection
Papers 1974 – 1987

Phoenix Municipal Government Center Design Competition Collection
Drawings and papers, 1984 – 1993

SECTION 1.3.1 - STATISTICAL REPORTS

1.3.1 A1

Arizona State University-All Colleges

Profile of Graduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Masters							
Female	53.8% (3,164)	53.4% (3,411)	54.9% (3,764)	52.9% (3,924)	52.9% (4,275)	53.2% (4,423)	52.3% (4,404)
Male	46.2% (2,722)	46.6% (2,971)	45.1% (3,098)	47.1% (3,492)	47.1% (3,813)	46.8% (3,886)	47.7% (4,020)
Minority	14.3% (840)	14.1% (903)	13.0% (893)	15.3% (1,136)	18.7% (1,509)	19.2% (1,597)	21.7% (1,827)
Resident	67.5% (3,972)	64.2% (4,099)	65.5% (4,494)	60.8% (4,510)	61.5% (4,975)	62.5% (5,195)	59.4% (5,000)
Non-Resident	32.5% (1,914)	35.8% (2,283)	34.5% (2,368)	39.2% (2,906)	38.5% (3,113)	37.5% (3,114)	40.6% (3,424)
Part-time (<9 hours; RA/TA <6 hours)	37.5% (2,208)	36.8% (2,346)	36.5% (2,508)	36.3% (2,689)	36.0% (2,911)	33.9% (2,813)	31.1% (2,623)
Doctoral							
Female	47.8% (1,394)	47.3% (1,486)	49.0% (1,602)	49.9% (1,708)	49.5% (1,765)	50.4% (1,946)	50.2% (2,003)
Male	52.2% (1,525)	52.7% (1,654)	51.0% (1,667)	50.1% (1,718)	50.5% (1,803)	49.6% (1,913)	49.8% (1,986)
Minority	15.0% (437)	14.4% (453)	13.9% (453)	14.3% (489)	15.4% (551)	16.0% (618)	16.2% (648)
Resident	50.3% (1,467)	45.7% (1,436)	45.2% (1,478)	43.9% (1,504)	43.9% (1,568)	44.0% (1,697)	43.1% (1,718)
Non-Resident	49.7% (1,452)	54.3% (1,704)	54.8% (1,791)	56.1% (1,922)	56.1% (2,000)	56.0% (2,162)	56.9% (2,271)
Part-time (<9 hours; RA/TA <6 hours)	29.0% (847)	26.0% (816)	25.5% (834)	27.9% (955)	28.1% (1,002)	26.6% (1,026)	26.4% (1,053)
Non-Degree Graduate							
Female	61.6% (1,297)	61.1% (1,173)	59.5% (1,063)	57.9% (964)	62.0% (991)	60.3% (638)	59.2% (504)
Male	38.4% (810)	38.9% (746)	40.5% (723)	42.1% (700)	38.0% (607)	39.7% (420)	40.8% (347)
Minority	13.4% (283)	13.4% (258)	15.5% (277)	21.8% (363)	21.4% (342)	24.3% (257)	28.7% (244)
Resident	90.3% (1,902)	89.3% (1,713)	87.5% (1,563)	81.6% (1,358)	86.7% (1,386)	87.6% (927)	82.7% (704)
Non-Resident	9.7% (205)	10.7% (206)	12.5% (223)	18.4% (306)	13.3% (212)	12.4% (131)	17.3% (147)
Part-time (<9 hours; RA/TA <6 hours)	77.4% (1,631)	82.7% (1,587)	87.6% (1,565)	87.3% (1,453)	87.1% (1,392)	85.8% (908)	85.5% (728)
Law							
Female	46.5% (267)	44.0% (280)	45.9% (278)	43.3% (250)	44.2% (234)	43.9% (246)	43.5% (267)
Male	53.5% (307)	56.0% (357)	54.1% (328)	56.7% (327)	55.8% (296)	56.1% (315)	56.5% (347)
Minority	29.1% (167)	27.5% (175)	27.1% (164)	26.2% (151)	24.5% (130)	21.6% (121)	21.3% (131)
Resident	72.3% (415)	68.1% (434)	71.8% (435)	69.2% (399)	73.2% (388)	68.6% (385)	69.1% (424)
Non-Resident	27.7% (159)	31.9% (203)	28.2% (171)	30.8% (178)	26.8% (142)	31.4% (176)	30.9% (190)
Part-time (<9 hours; RA/TA <6 hours)	2.3% (13)	1.3% (8)	2.1% (13)	1.0% (6)	1.9% (10)	2.0% (11)	3.7% (23)
Total							
Female	53.3% (6,122)	52.6% (6,350)	53.6% (6,707)	52.3% (6,846)	52.7% (7,265)	52.6% (7,253)	51.7% (7,178)
Male	46.7% (5,364)	47.4% (5,728)	46.4% (5,816)	47.7% (6,237)	47.3% (6,519)	47.4% (6,534)	48.3% (6,700)
Minority	15.0% (1,727)	14.8% (1,789)	14.3% (1,787)	16.3% (2,139)	18.4% (2,532)	18.8% (2,593)	20.5% (2,850)
Resident	67.5% (7,756)	63.6% (7,682)	63.6% (7,970)	59.4% (7,771)	60.3% (8,317)	59.5% (8,204)	56.5% (7,846)
Non-Resident	32.5% (3,730)	36.4% (4,396)	36.4% (4,553)	40.6% (5,312)	39.7% (5,467)	40.5% (5,583)	43.5% (6,032)
Part-time (<9 hours; RA/TA <6 hours)	40.9% (4,699)	39.4% (4,757)	39.3% (4,920)	39.0% (5,103)	38.6% (5,315)	34.5% (4,758)	31.9% (4,427)

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture

Profile of Graduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Masters							
Female							
Architecture (ARARCMARCH)	32.7% (32)	37.2% (32)	43.8% (35)	32.6% (30)	33.3% (40)	34.3% (47)	34.3% (49)
Male							
Architecture (ARARCMARCH)	67.3% (66)	62.8% (54)	56.3% (45)	67.4% (62)	66.7% (80)	65.7% (90)	65.7% (94)
Minority							
Architecture (ARARCMARCH)	14.3% (14)	11.6% (10)	15.0% (12)	23.9% (22)	30.8% (37)	27.7% (38)	26.6% (38)
Resident							
Architecture (ARARCMARCH)	41.8% (41)	47.7% (41)	56.3% (45)	55.4% (51)	61.7% (74)	63.5% (87)	60.8% (87)
Non-Resident							
Architecture (ARARCMARCH)	58.2% (57)	52.3% (45)	43.8% (35)	44.6% (41)	38.3% (46)	36.5% (50)	39.2% (56)

University Office of Institutional Analysis

SECTION 1.3.1 - STATISTICAL REPORTS
1.3.1 A2

Arizona State University-All Colleges

Profile of Undergraduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Female	53.1% (24,801)	53.0% (25,948)	52.6% (26,672)	52.0% (26,692)	51.6% (27,499)	51.2% (27,806)	50.9% (28,771)
Male	46.9% (21,869)	47.0% (23,007)	47.4% (24,083)	48.0% (24,619)	48.4% (25,799)	48.8% (26,471)	49.1% (27,791)
Minority	23.8% (11,127)	24.8% (12,144)	25.6% (12,982)	25.9% (13,302)	27.8% (14,802)	29.5% (16,007)	32.2% (18,210)
Resident	76.9% (35,889)	76.3% (37,364)	76.0% (38,568)	74.9% (38,446)	76.4% (40,738)	77.7% (42,170)	76.5% (43,282)
Non-Resident	23.1% (10,781)	23.7% (11,591)	24.0% (12,187)	25.1% (12,865)	23.6% (12,560)	22.3% (12,107)	23.5% (13,280)
Students with 12+ transfer hours	53.2% (24,842)	52.2% (25,566)	51.0% (25,885)	48.5% (24,866)	48.9% (26,060)	49.7% (26,987)	50.6% (28,618)
Part-time (<12 hours)	19.4% (9,065)	18.9% (9,262)	18.7% (9,491)	19.2% (9,850)	19.0% (10,153)	16.0% (8,680)	16.9% (9,568)

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture

Profile of Undergraduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Female	**30.6% (264)**	**32.7% (276)**	**32.9% (286)**	**32.1% (286)**	**31.8% (252)**	**33.7% (257)**	**46.3% (661)**
Architectural Studies (ARSTDBSD)	28.2% (29)	30.3% (30)	28.8% (34)	33.1% (42)	33.3% (39)	34.5% (190)	33.2% (165)
Pre-Architectural Studies (ARSTDPRE)	30.7% (192)	34.3% (211)	34.1% (218)	31.9% (213)	31.7% (180)	50.0% (2)	-
Male	**69.4% (598)**	**67.3% (567)**	**67.1% (584)**	**67.9% (605)**	**68.2% (540)**	**66.3% (505)**	**53.7% (768)**
Architectural Studies (ARSTDBSD)	71.8% (74)	69.7% (69)	71.2% (84)	66.9% (85)	66.7% (78)	65.5% (361)	66.8% (332)
Pre-Architectural Studies (ARSTDPRE)	69.3% (433)	65.7% (405)	65.9% (421)	68.1% (455)	68.3% (387)	50.0% (2)	-
Minority	**25.5% (220)**	**29.2% (246)**	**33.1% (288)**	**30.5% (272)**	**34.6% (274)**	**34.4% (262)**	**33.9% (485)**
Architectural Studies (ARSTDBSD)	18.4% (19)	20.2% (20)	27.1% (32)	26.0% (33)	21.4% (25)	34.3% (189)	36.8% (183)
Pre-Architectural Studies (ARSTDPRE)	29.3% (183)	33.8% (208)	37.6% (240)	33.5% (224)	38.3% (217)	0.0% (0)	-
Resident	**67.7% (584)**	**64.7% (545)**	**66.4% (578)**	**63.7% (568)**	**66.0% (523)**	**67.6% (515)**	**66.5% (950)**
Architectural Studies (ARSTDBSD)	70.9% (73)	70.7% (70)	68.6% (81)	66.9% (85)	70.1% (82)	67.7% (373)	64.6% (321)
Pre-Architectural Studies (ARSTDPRE)	65.3% (408)	62.0% (382)	65.4% (418)	64.4% (430)	64.7% (367)	75.0% (3)	-
Non-Resident	**32.3% (278)**	**35.3% (298)**	**33.6% (292)**	**36.3% (323)**	**34.0% (269)**	**32.4% (247)**	**33.5% (479)**
Architectural Studies (ARSTDBSD)	29.1% (30)	29.3% (29)	31.4% (37)	33.1% (42)	29.9% (35)	32.3% (178)	35.4% (176)
Pre-Architectural Studies (ARSTDPRE)	34.7% (217)	38.0% (234)	34.6% (221)	35.6% (238)	35.3% (200)	25.0% (1)	-
Students with 12+ transfer hours	**44.8% (386)**	**42.0% (354)**	**41.8% (364)**	**39.1% (348)**	**41.0% (325)**	**45.0% (343)**	**44.1% (630)**
Architectural Studies (ARSTDBSD)	59.2% (61)	53.5% (53)	54.2% (64)	57.5% (73)	56.4% (66)	44.6% (246)	43.9% (218)
Pre-Architectural Studies (ARSTDPRE)	39.8% (249)	36.7% (226)	36.3% (232)	34.1% (228)	35.6% (202)	25.0% (1)	-
Part-time (<12 hours)	**18.0% (155)**	**15.7% (132)**	**15.4% (134)**	**19.5% (174)**	**18.7% (148)**	**14.8% (113)**	**17.7% (253)**
Architectural Studies (ARSTDBSD)	7.8% (8)	6.1% (6)	8.5% (10)	6.3% (8)	12.0% (14)	16.0% (88)	21.7% (108)
Pre-Architectural Studies (ARSTDPRE)	16.5% (103)	14.9% (92)	14.4% (92)	21.1% (141)	20.1% (114)	100.0% (4)	-

University Office of Institutional Analysis

SECTION 1.3.1 - STATISTICAL REPORTS
1.3.1 A3

Arizona State University-All Colleges

Ethnicity of Undergraduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
American Indian	2.3% (1,071)	2.6% (1,271)	2.4% (1,225)	2.2% (1,137)	2.3% (1,215)	2.2% (1,211)	2.0% (1,141)
Asian American	5.0% (2,330)	5.1% (2,516)	5.3% (2,676)	5.4% (2,749)	5.7% (3,013)	6.1% (3,295)	5.8% (3,263)
African American	3.7% (1,735)	3.9% (1,893)	4.1% (2,082)	4.1% (2,105)	4.6% (2,465)	5.1% (2,767)	5.2% (2,942)
Hispanic	12.8% (5,991)	13.2% (6,464)	13.8% (6,999)	14.2% (7,311)	15.2% (8,109)	16.1% (8,734)	17.8% (10,075)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (76)
White	69.5% (32,456)	68.5% (33,536)	68.3% (34,641)	66.7% (34,209)	65.2% (34,761)	63.7% (34,589)	62.0% (35,095)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.3% (713)
Unknown	4.0% (1,884)	4.3% (2,113)	3.9% (1,992)	5.1% (2,602)	4.6% (2,471)	4.3% (2,353)	3.0% (1,725)
International	2.6% (1,203)	2.4% (1,162)	2.2% (1,140)	2.3% (1,198)	2.4% (1,264)	2.4% (1,328)	2.7% (1,532)

University Office of Institutional Analysis * New Federal reporting categories for ethnicity are in effect beginning in Fall 2010.

Herberger Institute / The Design School / Architecture

Ethnicity of Undergraduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
American Indian	**1.9% (16)**	**2.3% (19)**	**3.0% (26)**	**2.0% (18)**	**3.3% (26)**	**3.4% (26)**	**2.2% (32)**
Architectural Studies (ARSTDBSD)	1.0% (1)	1.0% (1)	1.7% (2)	0.8% (1)	0.9% (1)	2.4% (13)	2.8% (14)
Pre-Architectural Studies (ARSTDPRE)	2.4% (15)	2.9% (18)	3.6% (23)	2.2% (15)	3.7% (21)	0.0% (0)	-
Asian American	**4.1% (35)**	**5.7% (48)**	**5.9% (51)**	**5.1% (45)**	**6.6% (52)**	**5.9% (45)**	**6.7% (96)**
Architectural Studies (ARSTDBSD)	4.9% (5)	5.1% (5)	5.1% (6)	5.5% (7)	8.5% (10)	6.5% (36)	5.8% (29)
Pre-Architectural Studies (ARSTDPRE)	4.2% (26)	6.3% (39)	6.6% (42)	5.2% (35)	6.7% (38)	0.0% (0)	-
African American	**2.4% (21)**	**2.3% (19)**	**2.9% (25)**	**2.9% (26)**	**3.0% (24)**	**5.1% (39)**	**3.7% (53)**
Architectural Studies (ARSTDBSD)	1.9% (2)	3.0% (3)	1.7% (2)	1.6% (2)	0.0% (0)	5.3% (29)	4.0% (20)
Pre-Architectural Studies (ARSTDPRE)	3.0% (19)	2.6% (16)	3.4% (22)	3.6% (24)	3.9% (22)	0.0% (0)	-
Hispanic	**17.2% (148)**	**19.0% (160)**	**21.4% (186)**	**20.5% (183)**	**21.7% (172)**	**19.9% (152)**	**19.0% (271)**
Architectural Studies (ARSTDBSD)	10.7% (11)	11.1% (11)	18.6% (22)	18.1% (23)	12.0% (14)	20.1% (111)	21.9% (109)
Pre-Architectural Studies (ARSTDPRE)	19.7% (123)	21.9% (135)	23.9% (153)	22.5% (150)	24.0% (136)	0.0% (0)	-
Pacific Islander	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.2% (3)**
Architectural Studies (ARSTDBSD)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Pre-Architectural Studies (ARSTDPRE)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	-
White	**66.9% (577)**	**63.3% (534)**	**60.7% (528)**	**60.2% (536)**	**58.7% (465)**	**58.1% (443)**	**57.7% (824)**
Architectural Studies (ARSTDBSD)	77.7% (80)	74.7% (74)	63.6% (75)	63.8% (81)	70.1% (82)	57.2% (315)	56.1% (279)
Pre-Architectural Studies (ARSTDPRE)	63.0% (394)	58.6% (361)	57.1% (365)	57.5% (384)	55.6% (315)	75.0% (3)	-
Two or More Races	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**2.1% (30)**
Architectural Studies (ARSTDBSD)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.2% (11)
Pre-Architectural Studies (ARSTDPRE)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	-
Unknown	**4.5% (39)**	**5.1% (43)**	**4.3% (37)**	**6.8% (61)**	**4.2% (33)**	**3.8% (29)**	**3.0% (43)**
Architectural Studies (ARSTDBSD)	2.9% (3)	3.0% (3)	3.4% (4)	4.7% (6)	6.0% (7)	4.4% (24)	2.8% (14)
Pre-Architectural Studies (ARSTDPRE)	4.5% (28)	5.2% (32)	3.9% (25)	7.0% (47)	3.5% (20)	25.0% (1)	-
International	**3.0% (26)**	**2.4% (20)**	**2.0% (17)**	**2.5% (22)**	**2.5% (20)**	**3.7% (28)**	**5.4% (77)**
Architectural Studies (ARSTDBSD)	1.0% (1)	2.0% (2)	5.9% (7)	5.5% (7)	2.6% (3)	4.2% (23)	4.2% (21)
Pre-Architectural Studies (ARSTDPRE)	3.2% (20)	2.4% (15)	1.4% (9)	1.9% (13)	2.6% (15)	0.0% (0)	-

University Office of Institutional Analysis ** New Federal reporting categories for ethnicity are in effect beginning in Fall 2010.*

SECTION 1.3.1 - STATISTICAL REPORTS
1.3.1 A4

Arizona State University-All Colleges

Ethnicity of Graduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Masters							
American Indian	1.4% (84)	1.4% (89)	1.2% (83)	1.5% (110)	1.7% (137)	1.7% (140)	1.4% (114)
Asian American	3.4% (200)	3.4% (217)	3.2% (222)	3.9% (286)	4.6% (369)	4.5% (373)	5.0% (422)
African American	2.6% (155)	2.5% (158)	2.4% (164)	2.7% (200)	3.2% (262)	3.8% (312)	4.1% (344)
Hispanic	6.8% (401)	6.9% (439)	6.2% (424)	7.3% (540)	9.2% (741)	9.3% (772)	9.9% (836)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.2% (16)
White	56.2% (3,305)	48.5% (3,097)	43.3% (2,972)	47.8% (3,545)	57.9% (4,685)	60.7% (5,045)	61.1% (5,143)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.1% (95)
Unknown	14.4% (845)	23.5% (1,499)	29.6% (2,031)	20.2% (1,500)	9.1% (733)	6.9% (571)	3.8% (320)
International	15.2% (896)	13.8% (883)	14.1% (966)	16.7% (1,235)	14.4% (1,161)	13.2% (1,096)	13.5% (1,134)
Doctoral							
American Indian	1.2% (34)	1.2% (37)	1.5% (50)	1.5% (50)	1.1% (40)	2.0% (77)	1.6% (65)
Asian American	3.9% (113)	3.8% (119)	3.4% (110)	3.4% (115)	3.9% (140)	4.2% (161)	4.3% (172)
African American	3.1% (90)	2.9% (90)	2.4% (78)	2.8% (95)	3.2% (115)	3.0% (116)	2.7% (109)
Hispanic	6.9% (200)	6.6% (207)	6.6% (215)	6.7% (229)	7.2% (256)	6.8% (264)	6.9% (276)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (2)
White	52.5% (1,532)	49.5% (1,555)	47.6% (1,556)	47.8% (1,639)	52.4% (1,871)	51.9% (2,003)	52.1% (2,078)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.6% (24)
Unknown	4.2% (122)	6.2% (194)	9.4% (307)	9.0% (308)	3.9% (139)	3.8% (145)	3.0% (119)
International	28.4% (828)	29.9% (938)	29.2% (953)	28.9% (990)	28.2% (1,007)	28.3% (1,093)	28.7% (1,144)
Non-Degree							
American Indian	0.7% (14)	1.4% (27)	2.3% (41)	2.5% (42)	1.8% (29)	1.8% (19)	1.8% (15)
Asian American	3.8% (80)	3.4% (65)	3.3% (59)	5.2% (87)	5.5% (88)	8.2% (87)	8.0% (68)
African American	2.0% (42)	2.4% (47)	2.6% (46)	4.3% (71)	3.4% (55)	4.7% (50)	4.9% (42)
Hispanic	7.0% (147)	6.2% (119)	7.3% (131)	9.8% (163)	10.6% (170)	9.5% (101)	12.2% (104)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (1)
White	57.5% (1,212)	48.9% (938)	49.5% (884)	57.7% (960)	67.3% (1,076)	66.3% (701)	64.0% (545)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.6% (14)
Unknown	26.3% (554)	34.5% (662)	32.3% (577)	17.5% (291)	8.8% (141)	7.0% (74)	2.7% (23)
International	2.8% (58)	3.2% (61)	2.7% (48)	3.0% (50)	2.4% (39)	2.5% (26)	4.6% (39)
Law							
American Indian	5.9% (34)	4.6% (29)	4.6% (28)	5.4% (31)	6.0% (32)	6.6% (37)	6.0% (37)
Asian American	5.7% (33)	4.2% (27)	4.1% (25)	3.8% (22)	4.3% (23)	3.4% (19)	2.9% (18)
African American	4.0% (23)	3.6% (23)	3.5% (21)	3.1% (18)	3.2% (17)	2.1% (12)	2.4% (15)
Hispanic	13.4% (77)	15.1% (96)	14.9% (90)	13.9% (80)	10.9% (58)	9.4% (53)	9.9% (61)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
White	69.5% (399)	64.5% (411)	62.2% (377)	61.7% (356)	65.8% (349)	69.5% (390)	70.0% (430)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Unknown	0.3% (2)	6.3% (40)	9.2% (56)	10.7% (62)	8.3% (44)	7.8% (44)	7.5% (46)
International	1.0% (6)	1.7% (11)	1.5% (9)	1.4% (8)	1.3% (7)	1.1% (6)	1.1% (7)
Total							
American Indian	1.4% (166)	1.5% (182)	1.6% (202)	1.8% (233)	1.7% (238)	2.0% (273)	1.7% (231)
Asian American	3.7% (426)	3.5% (428)	3.3% (416)	3.9% (510)	4.5% (620)	4.6% (640)	4.9% (680)
African American	2.7% (310)	2.6% (318)	2.5% (309)	2.9% (384)	3.3% (449)	3.6% (490)	3.7% (510)
Hispanic	7.2% (825)	7.1% (861)	6.9% (860)	7.7% (1,012)	8.9% (1,225)	8.6% (1,190)	9.2% (1,277)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (19)
White	56.1% (6,448)	49.7% (6,001)	46.2% (5,789)	49.7% (6,500)	57.9% (7,981)	59.0% (8,139)	59.1% (8,196)
Two or More Races	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.0% (133)
Unknown	13.3% (1,523)	19.8% (2,395)	23.7% (2,971)	16.5% (2,161)	7.7% (1,057)	6.0% (834)	3.7% (508)
International	15.6% (1,788)	15.7% (1,893)	15.8% (1,976)	17.5% (2,283)	16.1% (2,214)	16.1% (2,221)	16.7% (2,324)

University Office of Institutional Analysis * New Federal reporting categories for ethnicity are in effect beginning in Fall 2010.

Herberger Institute / The Design School / Architecture

Ethnicity of Graduate Majors (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Masters							
American Indian							
Architecture (ARARCMARCH)	1.0% (1)	1.2% (1)	2.5% (2)	2.2% (2)	1.7% (2)	1.5% (2)	0.7% (1)
Asian American							
Architecture (ARARCMARCH)	7.1% (7)	5.8% (5)	3.8% (3)	7.6% (7)	8.3% (10)	5.8% (8)	4.9% (7)
African American							
Architecture (ARARCMARCH)	0.0% (0)	0.0% (0)	0.0% (0)	1.1% (1)	2.5% (3)	2.2% (3)	1.4% (2)
Hispanic							
Architecture (ARARCMARCH)	6.1% (6)	4.7% (4)	8.8% (7)	13.0% (12)	18.3% (22)	18.2% (25)	18.2% (26)
Pacific Islander							
Architecture (ARARCMARCH)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.7% (1)
White							
Architecture (ARARCMARCH)	63.3% (62)	58.1% (50)	41.3% (33)	56.5% (52)	60.0% (72)	60.6% (83)	62.2% (89)
Two or More Races							**0.4% (1)**
Architecture (ARARCMARCH)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.7% (1)
Unknown							
Architecture (ARARCMARCH)	10.2% (10)	22.1% (19)	35.0% (28)	12.0% (11)	5.0% (6)	7.3% (10)	5.6% (8)
International							
Architecture (ARARCMARCH)	12.2% (12)	8.1% (7)	8.8% (7)	7.6% (7)	4.2% (5)	4.4% (6)	5.6% (8)

University Office of Institutional Analysis * New Federal reporting categories for ethnicity are in effect beginning in Fall 2010.

SECTION 1.3.1 - STATISTICAL REPORTS

1.3.1 A5

Herberger Institute / The Design School / Architecture

Degrees Awarded by Ethnicity	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Undergraduate BSD							
American Indian							
Architectural Studies(ARSTDBSD)	2.0% (1)	0.0% (0)	2.1% (1)	0.0% (0)	1.7% (1)	0.0% (0)	-
Asian American							
Architectural Studies(ARSTDBSD)	5.9% (3)	0.0% (0)	6.4% (3)	3.0% (2)	8.6% (5)	6.0% (3)	-
African American							
Architectural Studies(ARSTDBSD)	0.0% (0)	4.5% (2)	2.1% (1)	3.0% (2)	0.0% (0)	0.0% (0)	-
Hispanic							
Architectural Studies(ARSTDBSD)	9.8% (5)	11.4% (5)	8.5% (4)	24.2% (16)	17.2% (10)	8.0% (4)	-
White							
Architectural Studies(ARSTDBSD)	68.6% (35)	72.7% (32)	78.7% (37)	59.1% (39)	62.1% (36)	78.0% (39)	-
Unknown							
Architectural Studies(ARSTDBSD)	11.8% (6)	9.1% (4)	0.0% (0)	1.5% (1)	8.6% (5)	4.0% (2)	-
International							
Architectural Studies(ARSTDBSD)	2.0% (1)	2.3% (1)	2.1% (1)	9.1% (6)	1.7% (1)	4.0% (2)	-
Graduate M-Arch							
American Indian	**0.0% (0)**	**0.0% (0)**	**2.6% (1)**	**2.7% (1)**	**2.6% (1)**	**0.0% (0)**	**-**
Architecture(ARARCMARCH)	0.0% (0)	0.0% (0)	3.1% (1)	3.2% (1)	2.9% (1)	0.0% (0)	-
Asian American	**6.9% (4)**	**4.7% (2)**	**0.0% (0)**	**8.1% (3)**	**5.3% (2)**	**2.4% (1)**	**-**
Architecture(ARARCMARCH)	8.7% (4)	5.9% (2)	0.0% (0)	9.7% (3)	5.7% (2)	2.6% (1)	-
African American	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**0.0% (0)**	**2.6% (1)**	**2.4% (1)**	**-**
Architecture(ARARCMARCH)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.9% (1)	2.6% (1)	-
Hispanic	**5.2% (3)**	**7.0% (3)**	**5.1% (2)**	**10.8% (4)**	**7.9% (3)**	**16.7% (7)**	**-**
Architecture(ARARCMARCH)	6.5% (3)	5.9% (2)	6.3% (2)	12.9% (4)	8.6% (3)	17.9% (7)	-
White	**53.4% (31)**	**58.1% (25)**	**51.3% (20)**	**48.6% (18)**	**63.2% (24)**	**69.0% (29)**	**-**
Architecture(ARARCMARCH)	65.2% (30)	70.6% (24)	59.4% (19)	58.1% (18)	65.7% (23)	69.2% (27)	-
Unknown	**5.2% (3)**	**4.7% (2)**	**20.5% (8)**	**8.1% (3)**	**5.3% (2)**	**4.8% (2)**	**-**
Architecture(ARARCMARCH)	6.5% (3)	5.9% (2)	25.0% (8)	9.7% (3)	5.7% (2)	5.1% (2)	-
International	**29.3% (17)**	**25.6% (11)**	**20.5% (8)**	**21.6% (8)**	**13.2% (5)**	**4.8% (2)**	**-**
Architecture(ARARCMARCH)	13.0% (6)	11.8% (4)	6.3% (2)	6.5% (2)	8.6% (3)	2.6% (1)	-

University Office of Institional Analysis

SECTION 1.3.1 - STATISTICAL REPORTS
1.3.1 B1
Herberger Institute / The Design School / Architecture

First-Time Freshmen Average Exam Scores	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
ACT	23	23	22	23	23	23	23
SAT Verbal Score	539	524	517	507	520	523	520
SAT Quantitative Score	573	568	560	555	560	565	550
SAT Combined Score	1112	1091	1077	1062	1080	1089	1070

First-Time Freshmen Median Exam Scores	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
ACT	22	22	22	22	23	23	23
SAT Verbal Score	530	530	520	500	520	525	520
SAT Quantitative Score	580	570	570	550	570	575	560
SAT Combined Score	1110	1100	1085	1060	1090	1100	1070

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture

Undergraduate Academic Performance (Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Undergraduate CGPA	**3.02**	**3.11**	**3.16**	**3.07**	**3.23**	**3.21**	**3.34**
Architectural Studies (ARSTDBSD)	3.47	3.52	3.51	3.52	3.55	3.24	3.28
Pre-Architectural Studies (ARSTDPRE)	2.86	2.96	3.03	2.89	3.05	1.56	-

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture

Entering Graduate Student Credentials Masters	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Undergraduate GPA (Jr./Sr.)							
Architecture(ARARCMARCH)	3.34	3.41	3.33	3.36	3.36	3.42	3.45
GRE Verbal							
Architecture(ARARCMARCH)	454	458	459	410	459	433	450
GRE Quantitative							
Architecture(ARARCMARCH)	596	569	586	563	561	572	593
GRE Analytical			**-**	**-**	**-**	**-**	**-**
Architecture(ARARCMARCH)	620	665	-	-	-	-	-
GRE Analytical Writing							
Architecture(ARARCMARCH)	4.4	4.1	4.1	3.8	3.9	3.8	3.6

University Office of Institutional Analysis

SECTION 1.3.1 - STATISTICAL REPORTS
1.3.1 C1
FRESHMAN PERSISTENCE / GRADUATION

Arizona State University-All Colleges

Freshmen Persistence and Graduation (Fall to Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
First-time Full-time Freshmen Entering Cohort	**7,293**	**7,927**	**8,533**	**8,530**	**8,317**	**8,127**	**-**
Percent Persisting After One Year							
Within University	79%	79%	77%	80%	81%	84%	-
Within College	63%	62%	61%	61%	61%	63%	-
Within Department	60%	59%	58%	55%	53%	56%	-
Percent Graduating by Most Recent Fall Semester							
Within University	59%	52%	33%	2%	0%	0%	-
Within College	29%	28%	18%	1%	0%	0%	-
Within Department	16%	16%	13%	1%	0%	0%	-

University Office of Institutional Analysis

FRESHMAN PERSISTENCE / GRADUATION

Herberger Institute / The Design School / Architecture

Freshmen Persistence and Graduation (Fall to Fall)	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
First-time Full-time Freshmen Entering Cohort	409	460	448	527	492	434	-
Percent Persisting After One Year							
Within University	78.7% (322)	81.5% (375)	77.9% (349)	77.0% (406)	75.2% (370)	80.6% (350)	-
Within College	57.9% (237)	67.0% (308)	60.9% (273)	52.2% (275)	40.9% (201)	44.0% (191)	-
Within Department	55.0% (225)	64.1% (295)	57.1% (256)	41.2% (217)	33.3% (164)	30.0% (130)	-
Percent Graduating by Most Recent Fall Semester							
Within University	0.39% (247)	3.04% (244)	3.26% (149)	1.33% (7)	0.00% (0)	0.00% (0)	-
Within College	4.23% (140)	6.09% (166)	2.32% (100)	0.76% (4)	0.00% (0)	0.00% (0)	-
Within Department	18.83% (77)	19.57% (90)	14.96% (67)	0.00% (0)	0.00% (0)	0.00% (0)	-

University Office of Institutional Analysis *these numbers reflect limited admissions to 2nd year after "milestone" process at end of first year*

SECTION 1.3.1 - STATISTICAL REPORTS

1.3.1 D1

FACUTY TENURE STATUS

Arizona State University-All Colleges

Faculty Tenure Status	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Tenured	1,184	1,190	1,206	1,221	1,271	1,292	1,296
Tenure-Track	381	456	477	506	513	473	454
Non-Tenured	670	702	794	816	925	876	913
Total	2,235	2,348	2,477	2,543	2,709	2,641	2,663

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture (Architecture & Landscape Arch until 2010-2011)

Faculty Tenure Status	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Tenured	15	15	13	13	14	17	16
Tenure-Track	7	6	6	7	6	6	6
Non-Tenured	4	2	4	5	3	2	5
Total	26	23	23	25	23	25	27

University Office of Institional Analysis

FACUTY PROFILE

Arizona State University-All Colleges

Faculty Profile	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Female	39.9%	40.3%	41.1%	41.1%	41.4%	41.8%	42.6%
Male	60.1%	59.7%	58.9%	58.9%	58.6%	58.2%	57.4%
Minority	19.3%	20.4%	21.0%	21.1%	21.0%	21.2%	21.9%
Tenured	53.0%	50.7%	48.7%	48.0%	46.9%	48.9%	48.7%
Tenured/Tenure-Track	70.0%	70.1%	67.9%	67.9%	65.9%	66.8%	65.7%
Female as % of Tenured/Tenure-Track	32.7%	33.8%	33.7%	34.2%	34.1%	34.4%	35.0%
Minority as % of Tenured/Tenure-Track	20.5%	21.8%	22.8%	23.0%	23.1%	23.1%	23.9%

University Office of Institutional Analysis

Herberger Institute / The Design School / Architecture
(Architecture & Landscape Arch until 2010-11)

Faculty Profile	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Female	19.2%	17.4%	13.0%	12.0%	13.0%	12.0%	14.8%
Male	80.8%	82.6%	87.0%	88.0%	87.0%	88.0%	85.2%
Minority	7.7%	8.7%	8.7%	12.0%	13.0%	12.0%	18.5%
Tenured	57.7%	65.2%	56.5%	52.0%	60.9%	68.0%	59.3%
Tenured/Tenure-Track	84.6%	91.3%	82.6%	80.0%	87.0%	92.0%	81.5%
Female as % of Tenured/Tenure-Track	22.7%	19.0%	15.8%	15.0%	15.0%	13.0%	13.6%
Minority as % of Tenured/Tenure-Track	9.1%	9.5%	10.5%	10.0%	10.0%	13.0%	13.6%

University Office of Institutional Analysis

Faculty Tenured / Promoted Since Last Visit

Faculty Profile	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
ASU Tenured + promoted	15	30	29	52	30	50	-
ASU Promoted only	13	19	18	17	17	22	-
Architecture program Tenured + promoted				1		1	-
Architecture program Promoted only						1	-

(see also https://provost.asu.edu/sites/default/files/shared/promotion_tenure/PTdecisions.pdf)

SECTION 1.3.1 - STATISTICAL REPORTS

1.3.1 F1

Architecture Faculty Data

Architecture Faculty Member	Rank	Race/Ethnicity	Gender	Promoted Since Last Accrd	Tenured since last Accrd	Number of faculty maintaining License	Teaching %	Research %	Service %
Addison, Marlin	Clinical Assistant Professor	Caucasian	M				40	40	20
Bryan, Harvey	Professor	Caucasian	M			AZ, CA	40	40	20
Burnette, Wendell	Professor of Practice	Caucasian	M			AZ, UT, WI	40	40	20
Griffiths, Jason	Assistant Professor	Caucasian	M			(U.K.)	40	40	20
Hartman, Thomas	Associate Professor / Arch Prog Coordinator	Caucasian	M			(France)	30	10	60
Hejduk, Renata	Associate Professor	Caucasian	F	2010	2010		40	40	20
Meunier, John	Professor	Caucasian	M			AZ, (U.K.)	40	40	20
Morton, Thomas	Assistant Professor	Caucasian	M				40	40	20
Murff, Warren	Clinical Associate Professor	Caucasian	M				80	0	20
Newton, David	Lecturer	Caucasian	M				90	0	10
Ozel, Filiz	Professor	Caucasian	F				40	40	20
Rotondi, Michael	Professor	Caucasian	M			CA	60	30	10
Petrucci, Darren	Professor	Caucasian	M	2011		AZ	N/A (school director)		
Spellman, Catherine	Associate Professor	Caucasian	F				40	40	20
Underhill, Michael	Professor	Caucasian	M			AZ, IA, TX	50	10	40
Underwood, Max	Professor	Caucasian	M			AZ, NCARB	60	20	20
Vekstein, Claudio	Associate Professor	Hispanic	M	2008	2008	(Argentina)	40	40	20
Zingoni, Milagros	Lecturer	Hispanic	F			(Argentina)	90	0	10
Zygas, Kestutis	Associate Professor	Caucasian	M				40	40	20

1.3.2. Annual Reports

Annual reports for 2005, 2006 and 2007are included on the following pages.

2005 NAAB STATISTICAL REPORT

SCHOOL: **Arizona State University** Completed by: **Joan Taylor**

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-yr	B.Arch PostPreProf	B.Arch PostNonProf	M.Arch Five-yr	M.Arch PostPreProf	M.Arch PostNonProf
Full-Time Students	617					64	34
Part-Time Students	111					0	0
FTE Students	626.25					64	34
Arch Design Studio Students	248					64	34
Students Working Part-Time	N/A					N/A	N/A
Outside Stud Serv by Dept	717					N/A	N/A
African-American Students	22					0	0
Native American Students*	16					1	0
Asian/Pacific Isle Students	46					11	2
Hispanic Origin Students	140					2	4
Women Students	219					19	13
Foreign Students	21					12	3
Total Degrees Awarded	49					29	13
Grads Fin Estab No Yrs	49					29	13
Degrees Awarded Women	14					10	4
Degrees Awarded Afri-Amer	0					0	0
Degrees Awarded Amer Ind	1					1	0
Degrees Awarded Asi/Pac Isl	4					5	0
Degrees Awarded Hispanics	4					1	1
Min Req SAT/ACT/GRE Score	1040/22					N/A	N/A
Number of Applicants						136	68
Number Accepted	698					73	33
Enrollment Target/Goal						30	15
Student Studio/Faculty Ratio	17/1					13/1	15/1

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs M.Arch degree

***Non-Professional: baccalaureate degree that is not part of an accredited professional program

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	14,000
Total Architecture Collection in Departmental Library	27,000
University Library LCNA or 720-729 Collection	0
Total Architecture Collection in University Library	4,000
Departmental Library Architecture Slides	75,000
University Library Architecture Slides	0
Departmental Library Architecture Videos	90
Staff in Dept Library	4
Number of Computer Stations	
Amount Spent on Information Technology	$ 100,000
Annual Budget for Library Resources	$ 35,000
Per Capita Financial Support Received from University	N/A
Private Outside Monies Received by Source	$ 7,200
Studio Area (Net Sq ft)	20,416
Total Area (Gross Sq ft)	17,110

STATISTICAL REPORT 2006

SCHOOL: **Arizona State University** Completed by: **Joan Taylor**

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ Avg
Professor	8	$ 71,912	$ 97,002	$ 119,740	$ 106,600
Associate Professor	14	$ 48,000	$ 61,791	$ 72,098	$ 71,200
Assistant Professor	8	$ 45,000	$ 50,743	$ 55,438	$ 64,500
Instructor	N/A				

FACULTY DATA	Dept Total
Full-Time Faculty	25
Part-Time Faculty	49
Full-time Equiv (FTE) Faculty	38
Tenured Faculty	16
Tenure-Track Positions	13
FTE Administrative Positions	1
Faculty Engaged in Service to Comm	31
Faculty Engaged in Service to Univ	11
FT Faculty who are U.S. licensed reg archs	14
PT Faculty who are U.S. licensed reg archs	18
Practicing Architects	41
FTE Graduate Tas	9
FT Faculty Avg Contact Hrs/Wk	12
PT Faculty Avg Contact Hrs/Wk	3

No. Full-Time Faculty Credentials

Ph D	8
D Arch	1
M A or M S	0
Prof M Arch	6
B Arch	2
Post Prof Mstr	3
Other	5

	FT	PT	Tenured	Prof	Assoc	Assist
African-American Faculty						
Native American Faculty*						
Asian/Pacific Island Faculty	1	2				1
Hispanic Origin Faculty	1	5				1
Women Faculty	6	10	4	1	4	1

*Include Eskimos and Aleuts

2007 NAAB STATISTICAL REPORT

SCHOOL: **Arizona State University** Completed by: **Frances Salas**

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ Avg
Professor	8	$ 83,243	$ 100,590	$ 123,430	$ 112,800
Associate Professor	13	$ 59,715	$ 66,280	$ 75,315	$ 76,200
Assistant Professor	13	$ 50,000	$ 55,084	$ 58,974	$ 67,700
Instructor	N/A				

FACULTY DATA	Dept Total
Full-Time Faculty	27
Part-Time Faculty	42
Full-time Equiv (FTE) Faculty	40
Tenured Faculty	15
Tenure-Track Positions	14
FTE Administrative Positions	2
Faculty Engaged in Service to Comm	48
Faculty Engaged in Service to Univ	11
FT Faculty who are U.S. licensed reg archs	13
PT Faculty who are U.S. licensed reg archs	24
Practicing Architects	47
FTE Graduate Tas	8
FT Faculty Avg Contact Hrs/Wk	12
PT Faculty Avg Contact Hrs/Wk	3

No. Full-Time Faculty Credentials	
Ph D	7
D Arch	1
M A or M S	0
Prof M Arch	7
B Arch	2
Post Prof Mstr	3
Other	7

	FT	PT	Tenured	Prof	Assoc	Assist
African-American Faculty		1				
Native American Faculty*						
Asian/Pacific Island Faculty	1	4				1
Hispanic Origin Faculty	1	6				1
Women Faculty	5	9	3	1	3	1

*Include Eskimos and Aleuts

1.3.3. Faculty Credentials

SECTION 1.3.3 - FACULTY CREDENTIALS

1.3.3 A

Faculty Degrees : The Design School

Employee Name	Arch Fac	Degree	Date	Major	Country	State	School Name
Addison,Marlin	X	BA	1/1/76	Psychology, General.	USA	NM	Univ of New Mexico Albuquerque
		BA	1/1/75	Architecture.	USA	NM	Univ of New Mexico Albuquerque
		MEP	1/1/88	Environmental Design/Architecture.	USA	AZ	Arizona State University
Ahrentzen,Sherry		BA	1/1/77	Psychology, General.	USA	CA	U of California San Diego
		MA	1/1/80	Ecology.	USA	CA	U of California Irvine. Major, Social Ecology
		PhD	1/1/82	Ecology.	USA	CA	U of California Irvine. Major, Social Ecology
Bender,Diane		BA	1/1/92	Interior Design.	USA	MI	Michigan State University
		MA	1/1/94	Facilities Planning and Management.	USA	MI	Michigan State University
		PhD	1/1/02	Interior Design.	USA	MI	Michigan State University
Bernardi,Jose		BA	1/1/79	Architecture.	ARG		National University of Cordoba
		MS	1/1/90	Architecture.	USA	OH	University of Cincinnati
Boradkar,Prasad		BE	1/1/83	Mechanical Engineering.	IND		Maharaja Sayajirao University
		MS	7/1/86	Industrial and Product Design.	INDIA		Industrial Design Centre, India
		MA	1/1/93	Industrial and Product Design.	USA	OH	Ohio State Univ- Columbus
Brandt,Beverly		BFA	1/1/73	Art.	USA	MI	Univ of Michigan Ann Arbor
		MA	1/1/77	Design and Applied Arts, Other.	USA	MI	Michigan State University
		PhD	1/1/85	Art/Art Studies, General.	USA	MA	Boston University
Brooks,Kenneth		BS	1/1/74	Landscape Architecture.	USA	CO	Colorado State Univ Fort Collins
		MLA	1/1/77	Landscape Architecture.	USA	UT	Utah State University
		ABD	1/1/95	Adult and Continuing Education Administration.	USA	KS	Kansas State University
Bryan,Harvey	X	BARCH	1/1/72	Architecture.	USA	AZ	Arizona State University
		MARCH	1/1/72	Architecture.	USA	CA	U of California Berkeley
		MS	1/1/80		USA	CA	U of California Berkeley
		PhD	1/1/87		USA	CA	U of California Berkeley
Burnette,Wendell	X		1/1/83	Architecture	USA	AZ	3 year apprenticeship: Frank Lloyd Wright School of Architecture
Cook,Edward		BS LA	1/1/79	Landscape Architecture.	USA	WA	Washington State University
		MLA	1/1/84	Landscape Architecture.	USA	UT	Utah State University
		PhD	1/1/00	Environmental Science.	NLD		Wageningen University & Resear
Ewan,Joseph		BS D	1/1/88	Design and Applied Arts, Other.	USA	AZ	Arizona State University
		MLA	1/1/94	Landscape Architecture.	USA	CA	U of California Berkeley
Fish Ewan,Rebecca		BA	1/1/85	Mathematics, Other.	USA	CA	U of California Berkeley
		MLA	5/1/91	Landscape Architecture.	USA	CA	U of California Berkeley
		MFA	1/1/04	Creative Writing.	USA	AZ	Arizona State University
Giard,Jacques			1/1/69	Design and Applied Arts, Other.	CANADA		Institut des arts appliques, Montreal, QuÈbec; degree, Dip. Design
			1/1/71	Industrial and Product Design.	UK		BirmingHam PolytechnicH. Dip. Design
		PhD	1/1/87	Cultural Studies/Critical Theory and Analysis.	CAN		Concordia University
Griffiths,Jason	X	BA	6/1/87	Architecture.	UK		Kingston Polytechnic, UK
		MARCH	1/1/95	Architecture.	UK		The Bartlet--UCL (University College London)
Hartman,Thomas	X	BS AS	1/1/75	Architecture.	USA	NE	University of Nebraska Lincoln
		DPLG	1/1/82	Architecture.	FR		D.P.L.G. Ecole Nationale Superieure des Beaux-Arts, Paris
Hejduk,Renata	X	BA	1/1/86	Art History, Criticism and Conservation.	USA	NY	Columbia University
		MA	1/1/92	Art History, Criticism and Conservation.	USA	MA	Tufts University
		PhD	1/1/01	Architectural History and Criticism, General.	USA	MA	Harvard University
Herring,Donald		BA	5/1/67	Political Science and Government, Other.	USA	DC	American University
		BS D	1/1/82	Industrial and Product Design.	USA	AZ	Arizona State University
		MS	1/1/93	Industrial and Product Design.	USA	AZ	Arizona State University

Faculty Degrees : The Design School

Employee Name	Arch Fac	Degree	Date	Major	Country	State	School Name
Heywood,William		BFA	1/1/77	Photography.	USA	MN	Minneapolis College Art & Dsgn
		MC	1/1/80	Counseling Psychology.	USA	AZ	Arizona State University
		PhD	1/1/88	Clinical Psychology.	USA	CA	Fielding Institute, Santa Barbara, CA
Hoffman,Daniel		BARCH	1/1/76	Architecture	USA	NY	Cooper Union
Jones,Elaine		MS	8/1/00	Interior Design.	USA	AZ	Arizona State University
		BFA	8/1/84	Interior Design.	USA	TX	University of North Texas
Kelliher,Aisling		BA	1/1/96	Communication, General.	IRL		Dublin City University
		MS	1/1/98	Communication and Media Studies, Other.	IRL		University of Dublin Trinity C
		MS	2/21/01	Communication and Media Studies, Other.	USA	MA	Mass Institute of Technology
		PhD	2/21/07	Communication and Media Studies, Other.	USA	MA	Mass Institute of Technology
Kroelinger,Michael		BS	1/1/66	Interior Design.	USA	AL	Univ of Alabama Birmingham
		MS	1/1/71	Design and Applied Arts, Other.	USA	TN	Univ of Tennessee Knoxville
		PhD	1/1/77	Environmental Design/Architecture.	USA	TN	Univ of Tennessee Knoxville
		MARCH	1/1/88	Architecture.	USA	AZ	University of Arizona
Loope,Richard	X	BARCH	1/1/73	Architecture.	USA	MD	Univ of Maryland College Park
		MED	6/1/75	Environmental Design/Architecture.	USA	CT	Yale University
McDermott,Lauren		BFA	1/1/80	Furniture Design and Manufacturing.	USA	NY	Rochester Institute of Technic
		MFA	1/1/87	Industrial and Product Design.	USA	NY	Rochester Institute of Technic
Meunier,John	X	BA	1/1/59	Architecture.	GBR		University of Liverpool
		MARCH	1/1/60	Architecture.	USA	MA	Harvard University
		MA	1/1/62	Fine Arts and Art Studies, Other.	USA	MA	Harvard University
Montemayor,Gabriel		MLA	8/4/07	Landscape Architecture.	USA	AL	Auburn University
Morton,Thomas	X	BA	1/1/95	Architectural History and Criticism, General.	USA	PA	Pennsylvania State University
		PhD	1/1/03	Architectural History and Criticism, General.	USA	PA	University of Pennsylvania
Murff,Scott	X	BA	1/1/87	Architecture.	USA	SC	Clemson University
		BARCH	1/1/91	Architecture.	USA	NY	Cooper Union
Newton,David	X	BS D	1/1/01	Engineering Design.	USA	AZ	Arizona State University
		MARCH	1/1/06	Architecture.	USA	TX	Rice University
Norman,Susan		BS		Interior Design.	USA	NE	University of Nebraska Lincoln
Ozel,Filiz	X	BARCH	1/1/70	Architecture.	TUR		Middle East Technical Universi
		MARCH	1/1/80	Architecture.	TUR		Middle East Technical Universi
		PhD	1/1/87	Architecture.	USA	MI	Univ of Michigan Ann Arbor
Patel,Mookesh		BS	1/1/70	Design and Visual Communications, General.	IND		Gujarat University Ahmedabad
		MFA	5/1/90	Design and Visual Communications, General.	USA	RI	Rhode Island School of Dsgn
Petrucci,Darren	X	BS D	1/1/90	Design and Applied Arts, Other.	USA	AZ	Arizona State University
		MARCH	1/1/96	Architecture.	USA	MA	Harvard University
		MAUD	1/1/96	Architecture and Urban Design	USA	MA	Harvard University
Reddy,T Agami	X	BS	1/1/82	Mechanical Engineering.	INDIA		Sri Aurobindo International Center of Education, Pondicherry, India
		MS	1/1/82	Mechanical Engineering.	FRA		University of Perpignan
		PhD	1/1/82	Mechanical Engineering.	FRA		University of Perpignan
Rotondi,Michael	X	DIP ARCH	1/1/73	Architecture.	USA	CA	Southern California Institute
Sanft,Alfred		BFA	1/1/82	Graphic Design.	USA	UT	Brigham Young University Provo
		MFA	1/1/85	Graphic Design.	CH		Basel School of Design, Switzerland
Schneiderman,Deborah		MARCH	1/30/96		USA	CA	Southern California Institute
Shin,Dosun		BFA	1/1/99	Industrial and Product Design.	KOR		Keimyung University
		MFA	1/1/03	Industrial and Product Design.	USA	IL	University of Illinois Urbana
Shraiky,James		MARCH	5/13/01	Architecture.	USA	AZ	University of Arizona
Shroff,Zubin	X		1/1/03	Architecture.	INDIA		G.D degree in Architecture, Academy of Architecture, Bombay, India
		MARCH	1/1/06	Architecture.	USA	AZ	Arizona State University
Spellman,Catherine	X	BARCH	1/1/84	Architecture.	USA	TX	Rice University
		MARCH	1/1/92	Architecture.	USA	CA	U of California Los Angeles

Faculty Degrees : The Design School

Employee Name	Arch Fac	Degree	Date	Major	Country	State	School Name
Steele,Kimberly		BA	1/1/87	Mathematics, General.	USA	CO	U OF CO-DENVER
		MA	1/1/92	Art History, Criticism and Conservation.	USA	NC	Univ of North Carolina A
		MARCH	1/1/96	Architecture.	USA	CO	U OF CO-DENVER
		MLA	1/1/97	Landscape Architecture.	USA	CO	U OF CO-DENVER
Takamura,John		BA	1/1/85	Design and Applied Arts, Other.	USA	CA	U of California Los Angeles
		MSD	1/1/05	Design and Applied Arts, Other.	USA	AZ	Arizona State University
Underhill,Michael	X	BARCH	1/1/70	Architecture.	USA	MA	Mass Institute of Technology
		MCPUD	1/1/74	City Planning, Urban Design	USA	MA	Harvard University
Underwood,Max	X	BARCH	1/1/77	Architecture.	USA	CA	University of Southern Califor
		MARCH	1/1/79	Architecture.	USA	NJ	Princeton University
Vekstein,Claudio	X	BARCH	1/1/88	Architecture.	ARG		University of Buenos Aires
		MARCH	1/1/93	Architecture.	CH		Staatliche Hochschule f¸r Bildende, Kunste -St‰delschule
Velasquez,Joseph		BS	5/1/90	Industrial and Product Design.	USA	AZ	Arizona State University
Weed,Andrew		BFA	1/1/88	Graphic Design.	USA	AZ	Arizona State University
		MFA	1/1/93	Graphic Design.	CH		Basel School of Design, Switzerland
White,Philip		BS	1/1/84	Mechanical Engineering.	USA	KS	University of Kansas
		MFA	1/1/90	Design and Applied Arts, Other.	USA	MI	Cranbrook Academy of Art
Wolf,Peter		BS MECEG	1/1/89	Mechanical Engineering.	USA	MI	University of Detroit
		MS	1/1/04	Industrial and Product Design.	USA	AZ	Arizona State University
Zingoni,Maria	X	MUEP	12/1/06	Environmental Design/Architecture.	USA	AZ	Arizona State University
		MARCH	1/1/04	Architecture.	ARG		University of Flores Buenos Ai. BA + MARCH, 6 year degree
		BA	1/1/04	Environmental Design/Architecture.	ARG		Escuela de Diseno en el Habitat
Zygas,Kestutis	X	BA	1/1/64	Architecture.	USA	MA	Harvard University
		MARCH	1/1/68	Architecture.	USA	MA	Harvard University
		PhD	1/1/78	Architecture.	USA	NY	Cornell University

SECTION 1.3.3 - FACULTY CREDENTIALS

1.3.3 B

Design School Faculty (alpha)	Gender	Type
Addison, Marlin	M	Clin Asst Prof
Anderson, Charles	M	Visiting Assistant Professor
Bender, Diane	F	Associate
Bernardi, Jose	M	Associate
Boradkar, Prasad	M	Associate
Brandt, Beverly	F	Professor
Brooks, Kenneth	M	Professor
Bryan,Harvey	M	Professor
Burnette, Wendell	M	Professor of Practice
Cook, Edward	M	Associate
Ewan, Joseph	M	Associate
Fish-Ewan, Rebecca	F	Associate
Giard, Jacques	M	Professor
Griffiths, Jason	M	Assistant
Hartman, Tom	M	Associate
Hejduk, Renata	F	Associate
Herring, Donald	M	Clinical Assoc Prof, MY
Heywood, William	M	Clinical Asst Prof, MY
Jones, Elaine	F	Lecturer
Kelliher, Aisling	M	Assistant
Kellogg, Kevin	M	Visiting Assistant Professor
Larkin, Kyle	M	Lecturer
Lasch, Chris	M	Lecturer
McDermott, Lauren	F	Associate
Meunier, John	M	Professor
Montemayor, Gabriel Diaz	M	Assistant
Morton, Tom	M	Assistant
Murff, Scott	M	Clin Assoc
Newton, David	M	Lecturer
Norman, Susan	F	Lecturer
Ozel, Filiz	F	Professor
Patel, Mookesh	M	Associate
Petrucci, Darren	M	Professor
Reddy, Agami	M	Professor
Rotondi, Michael	M	Professor
Sanft, Alfred	M	Associate
Shin, Dosun	M	Associate
Shraiky, James	M	Assistant
Spellman, Catherine	F	Associate
Steele, Kim	F	Associate
Takamura, John	M	Assistant
Underhill, Michael	M	Executive Dean/Professor
Underwood, Max	M	Professor
Vekstein, Claudio	M	Assistant
Velasquez, Joseph	M	Lecturer
Weed, Andrew	M	Clin Assoc
White, Philip	M	Associate
Wolf, Peter	M	Lecturer
Zingoni, Milagros	F	Lecturer
Zygas, Paul	M	Associate

Design School Faculty (type/alpha)	Arch	Type
Underhill, Michael	X	Executive Dean/Professor
Brandt, Beverly		Professor (10)
Brooks, Kenneth		
Bryan,Harvey	X	
Giard, Jacques		
Meunier, John	X	
Ozel, Filiz	X	
Petrucci, Darren	X	
Reddy, Agami		
Rotondi, Michael	X	
Underwood, Max	X	
Bender, Diane		Associate (16)
Bernardi, Jose		
Boradkar, Prasad		
Cook, Edward		
Ewan, Joseph		
Fish-Ewan, Rebecca		
Hartman, Tom	X	
Hejduk, Renata	X	
McDermott, Lauren		
Patel, Mookesh		
Sanft, Alfred		
Shin, Dosun		
Spellman, Catherine	X	
Steele, Kim		
White, Philip		
Zygas, Paul	X	
Griffiths, Jason	X	Assistant (7)
Kelliher, Aisling		
Montemayor, Gabriel Diaz		
Morton, Tom	X	
Shraiky, James		
Takamura, John		
Vekstein, Claudio	X	
Burnette, Wendell	X	Professor of Practice
Murff, Scott	X	Clin Assoc (2)
Weed, Andrew		
Jones, Elaine		Lecturer (8)
Larkin, Kyle		
Lasch, Chris	X	
Newton, David	X	
Norman, Susan		
Velasquez, Joseph		
Wolf, Peter		
Zingoni, Milagros	X	
Anderson, Charles		Visiting Assistant Professor
Kellogg, Kevin		
Herring, Donald		Clinical Assoc Prof, MY
Heywood, William		
Addison, Marlin	X	Clin Asst Prof (1)

The Design School faculty	
Total # of tenured and tenured-track faculty	35
Total # of Female Faculty	11
Total # of Male Faculty	39
Number of Vacant Lines	3 (architecture program)
Number of Clinical Professors	3
Number of Visiting Professors	2
Apprx # of FA's per semester	53

1.4 – POLICY REVIEW : List of Documents to be Available in the Team Room

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure & Promotion
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e. studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

PART TWO – Educational Outcomes and Curriculum

2.1.1 Student Performance Criteria

(Matrix 2.1.1 is provided at the end of section 2.1.1)

Notes on the Curriculum

The curriculum of the school is structured around three basic levels of instruction, Lower Division (one year of general undergraduate studies), Upper Division, (two years of undergraduate studies in architecture) and the Graduate Program in architecture. Each level is seen as forming the basis of understanding for the subsequent level.

This approach works well in the transition between the Lower and Upper Division, but remains a challenge in the transition between Upper Division and the Graduate Program where a third of the class comes from other schools (30% Upper Division, 30% 3+, 30% other schools).

Since the last accreditation, the faculty has worked to develop a high level of coordination between required courses and studios during the first semester of the third and fourth years, where studios undertake an identical design problem and can integrate information from other courses in a targeted way.

Studios in the second semesters of the third year provide a greater level of individual choice by faculty and students. Faculty undertake different design problems, but of a similar scope, scale and complexity. The students have the option to begin to identify individual interests by joining a particular studio and work on the project announced by the faculty member.

To address the diversity of paths of our incoming students, studios in the first semester of the graduate program provide a common introductory experience that deals with “local” environmental, cultural and urban issues. Overlaid with this is an opportunity to explore and employ digital tools throughout the process, from initial design through development and fabrication.

The second semester of the graduate program has a “national” focus. ADE 522 is the comprehensive design studio, and is directly supported by both ATE 556 (Building Development) and APH 505 (Foundation Theory Seminar). Studio problems are sited outside the Phoenix Metro area, supported by a field trip and site visits.

The first semester of the 6th year has an “international” focus. Topical studios are offered each year that involve exercises and problems world-wide. The entire 6th year class departs for their various locations over a two-week period in early fall, and returns to work on their design project. Destinations have included Ethiopia, Paris, Rotterdam, Berlin, Spain, Istanbul, Portugal and others.

At the time of our last accreditation, M-Arch students were required to undertake an independent capstone project in their final semester of the program. Approximately 6 years ago, the curriculum was modified to allow students the option of undertaking an independent capstone project (as before), or to join a faculty-led studio working on a complex and/or current issue or theme. This has opened up options for both students and faculty to address issues of significance to them.

Over the past six years, increased emphasis is being placed upon research and precedent studies, not only in the design studio but in other classes as well. Students are often organized into groups to conduct the research and to present their findings to the class as a whole. This practice has increased the level of knowledge and the quality of the projects and will be sustained and enhanced through interdisciplinary work. While many of these case-studies take the form of site or building program analysis, the ATE 556 Building Development course requires students to study, understand, document and present research on an existing building, focusing on design intentions and technical development.

Note: The course matrix can be found at the end of this section.

REALM A : CRITICAL THINKING AND REPRESENTATION

A.1. Communication Skills:

Ability to read, write, speak and listen effectively.

The School provides these skills at the required level in a large number of the courses throughout the curriculum. ENG 101 and ENG 102 are required as part of the general studies requirement. While courses in the design sequence of the curriculum help to develop verbal skills through reviews and other classroom presentations, courses in history/theory, construction and management areas also contribute to the development of verbal skills through reading, discussions and class presentations. Writing skills are enhanced largely through term papers and research papers done in history/theory, and research methods classes. Seminars and special topic courses offered by the faculty in their area of expertise also help in developing these skills through discussions and writing of term papers. The University offers assistance to students through the Writing Center where tutors are available to assist in developing, improving, and refining their papers.

A.2. Design Thinking Skills:

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

Design thinking skills are developed at the required level through studio courses at the undergraduate and graduate levels, in APH 421 First Concepts, in a number of APH 598 courses which are special topics courses in the history/theory area, in the final capstone preparation which requires an analysis of a precedent related to an individual project proposal. ATE 556 Building Development features a comprehensive case study analysis of a notable, contemporary building including the consideration of structural, mechanical, constructive and planning issues as they related to design thinking. The ANP 598 Conceptual Tools seminar is specifically intended to address design thinking skills.

A.3. Visual Communication Skills

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

The School provides an opportunity to acquire and then progressively develop and apply these skills at the required level in all studio courses (ADE series), in the required computer and construction course ALA 235, the required undergraduate construction class ATE 294 (taught in tandem with a mastery of Revit), as well as in freehand drawing and architectural representation courses (AVC) offered as electives. Recognizing the impact computer technology has had on the skills needed in practice, the School also offers a number of computer courses (1 to 3 credit courses) as electives to offer an opportunity to develop specialized computer skills in 3-D modeling and rendering, diagramming, etc. The standards for representing projects are consistent throughout the design curriculum and frequently require a range of representational techniques. Traditional means of architectural representation are taught in foundation design studios, progressively supplemented by other graphic communications techniques such as 3-D modeling and visualization, graphic analysis, and graphic design and layout software. Powerpoint presentations are often used for presentations both in studio and in seminars.

A.4. Technical Documentation:

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

The ability to make technically precise descriptions of a proposed design is developed in the Upper Division and Graduate Level design studio sequence. The 2nd year required construction class ATE 294 integrates Revit as a modeling, case-study and technical documentation component of the class. As noted above, advanced forms of technical documentation are now being introduced as a standard part of the design studio curriculum, most recently in the ADE 521 studio where parametric design, documentation and fabrication tools are emphasized. The ADE 421 and ADE 522 comprehensive design studios are specifically focused on satisfying this criteria.

A.5. Investigative Skills:

Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Research skills are typically developed through studio work as students do the preliminary data gathering and analysis for their projects as well as through required courses such as the APH 505 Foundation Seminar and the ATE 556 Building Development course, special topic courses (APH 598 courses) in the history/theory sequence of the curriculum. Several research-based electives in the MSBE program can be taken as electives by M-Arch students. The APH 313 and 314 sequence emphasizes research from multiple sources.

A.6. Fundamental design skills:

Ability to effectively use basic architectural and environmental principles in design.

The School provides these skills at the required level in the graduate and undergraduate studio courses. More specifically, the studio curriculum is designed to reiterate a set of basic design skills at increasing levels of complexity. The sequence starts in the lower division with the tectonic manipulation of architecturally scaled forms. Upper division studios introduce issues of building construction in the context of increasingly complex programs and site spaces. A number of graduate studios develop design skills in a comprehensive building-oriented context while others undertake research in new design methodologies.

A.7. Use of precedents:

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

The School provides this ability at the required level in undergraduate and graduate design courses in the form of case-study analysis exercises. Of particular note in this regard are the case studies of housing precedents in the ADE 321 design studio. Many of the required and elective history/theory courses rely upon a thorough review of relevant precedents for both architectural and urban design projects. The Building Development course, ATE 556, requires students to present an in-depth case study analysis of a notable, contemporary building as one of the main assignments for the course. Students electing to undertake an independent Capstone project in their final semester are required to research a specific architectural precedent relevant to their project, documentation of which appears in the required Final Project proposal document.

A.8. Ordering Systems Skills:

Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Formal ordering systems are addressed at the required level or above in undergraduate and graduate studios. APH 100 provides an overview of these basic principles, which are followed by a focused series of design exercises in the Lower Division design sequence. Professor Steele, who coordinates the Design Fundamentals III studio and lecture component, is trained as both an architect and landscape architect. The students are thus exposed to both natural and formal ordering systems. Students in the 3+ program are given a condensed version of the same in the first semester (summer) of their program. The basic formal themes introduced in the Lower Division are carried into the Upper Division where students begin to tailor the themes to express their individual design directions. The ADE 521 graduate studio offers an understanding of this issue through the use of digital design tools and parametric design methods.

A.9. Historical Traditions and Global Culture:

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

The School provides this awareness at the required level or higher through the required history/theory sequence (APH), a number of history/theory electives, and in particular via a number of studio courses. The first year of the upper division APH sequence (313/314) presents national and regional traditions in the context of a cultural reading of architecture.

The International Studios (ADE 621) offer a particularly strong opportunity to engage historical traditions and global culture. Recent studios have traveled to (and based their subsequent studio work on) destinations including Istanbul, Western Europe, Latin America, Japan and Africa. Professors Montemayor and Vekstein repeatedly base their studio work in a Latin-American context. Professor Vekstein's ADE 621 studio offers a semester-long study-abroad opportunity in Buenos-Aires.

Studio courses at all levels provide this understanding through the formal, technical and programmatic analysis of relevant precedents found in the regions where their studio projects are sited. Some of the Systems courses, the Building Development course and electives in the MSBE program explore issues related to national and regional vernacular traditions in design.

A.10. Cultural Diversity:

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

The Architecture Program fulfills this criteria at the required level in a number of history courses including APH 313, 314, 336 and 337 History of Architecture I and II, required courses in the History / Theory area (APH), as well as in electives offered in the area of society and culture such as LPH 494-Border Landscapes, LPH 494-Mexican Territories, APH 494-Latin American Architecture / Public Interest. Numerous studios have provided an understanding of cultural diversity by directly engaging culturally diverse populations including the Navajo Nation, the broader issue of immigration (Professor Petrucci's ADE 622 Applied Research Studio), or through work with various communities in the Phoenix metropolitan area, or abroad via the required International Studios in 6th year. For example, Professor Debartolo's International Studios have worked with communities in Ethiopia to design an orphanage and a school.

A.11. Applied Research:

Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

The School provides an understanding of the value of applied research via many of the studio projects cited in A.10, in particular Professor Petrucci's ADE 621 studio that is specifically named the "applied research collaborative". The current ADE 421 studio (Fall '11) has been configured as a School-wide studio experience in which 4th year studios representing all disciplines of the school will collaborate in an applied research environment.

REALM B : INTEGRATED BUILDING PRACTICES, TECHNICAL SKILLS AND KNOWLEDGE

B.1. Pre-Design:

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

The School develops this ability progressively throughout the studio sequence by requiring increasingly detailed program analysis as a prerequisite to the design phase. In particular, the ADE 321 and ADE 522 comprehensive studios emphasize a pre-design process.

B.2. Accessibility:

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

This ability is developed through undergraduate and graduate studio projects. While present in virtually all studios, particular emphasis is placed on this criteria in the ADE 321 studio and the ADE 522 comprehensive design studio.

B.3. Sustainability:

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

The Architecture Program at ASU has a long history of engagement with this issue, in particular the Master of Science in the Built Environment program. The harsh conditions of the Sonoran Desert make this an ideal laboratory for research and application of sustainable design principles and methods.

The M-Arch curriculum contains several courses that specifically address sustainable issues, including ATE 598 Sustainability of the Built Environment, and reinforced in other systems courses and technical courses including ATE 451, 452 and 553. Since many design projects are located in the extreme climate of Arizona, students are constantly being made aware of the architectural implications of low-energy strategies. The ADE 521 studio focus is on “local climate”, and engages sustainable issues both quantitatively and qualitatively. Required courses in the structures sequence address sustainability in the context of that subject.

Finally, M-Arch students have the opportunity to pursue more detailed knowledge and expertise in this area by taking specialized electives in the MSBE program including ATE 521 Building Environmental Science, ATE 560 and ATE 598 Building Energy Analysis I and II, ATE 550 Passive Heating and Cooling, ATE 598 Renewable Energy Systems and ATE 582 Envronmental Control Systems. A concurrent M-Arch and MSBE degree option has been made available to students who wish to pursue a more structured and thorough engagement with this issue.

B.4. Site Design:

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

Beginning shortly after the last accreditation, the Architecture and Landscape architecture programs were grouped into one administrative structure, offering shared

curricular opportunities that allowed both programs to share expertise and directly engage the issue of building and site. Faculty members (Professors Steele and Montemayor) trained as both architects and landscape architects, and teach courses in both programs.

This criteria is emphasized at all levels of the studio sequence, and is addressed at the required level in graduate and undergraduate studio courses, and in many electives. ADE 322 has traditionally involved the design of buildings in conjunction with outdoor public spaces, with attention to grading and land forms. Topical studios in ADE 322 offer opportunities for studio projects that require equal attention to site and building. The new "bundled" studios (ADE 421 and 422) are structured around collaboration between disciplines, including landscape architecture.

The close connection between the Architecture and Landscape Architecture programs has increased the students' ability to respond to site conditions. As an example, all Lower Division design courses (and the summer 3+ studio sequence) combine design issues relevant to both Architecture and Landscape Architecture. Site analysis is also a requirement for students electing to undertake an independent capstone project.

B.5. Life Safety:

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

The School provides this understanding at the required level through a three-semester sequence of Building Systems courses (ATE 451, 452 and 553). The ATE 556 Building Development course also contributes to the development of this skill at the required level through lectures and case-study analysis projects that require students to demonstrate an understanding of egress systems in particular. Undergraduate and graduate studio projects help to reinforce the application of life safety issues, particularly the ADE 321 and ADE 522 comprehensive studios.

B.6. Comprehensive Design:

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

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

The Program satisfies this criteria at the required level through design studio offerings in Upper Division (ADE 321) and at the graduate level (ADE 522). The ADE 522 comprehensive design studio is highly coordinated with the concurrent ATE 556 Building Development course, in which students undertake case-study research into the technical development of significant buildings, visit material and fabrication facilities as well as top-to-bottom tours of buildings. During field trips, students are required to methodically record their observations by answering a series of questions on structure, systems, egress and building envelope. This information is synthesized and applied in the concurrent ADE 522 comprehensive design studio.

The ADE 522 comprehensive studio problem is “nationally” sited; Recent studio projects have been performance-related building programs, sited in San Francisco, Los Angeles and Seattle. Increasingly, local “clients” participate with the students in the development of program.

B.7. Financial Considerations:

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

Understanding of the professional environment within which these issues are addressed is provided in the graduate level AAD Professional Management course. The AAD Architect as Developer elective provides specific awareness of the economic issues surrounding a development project.

Understanding of the fundamentals of building economics and cost control is achieved through courses offered in the design studio sequence of the curriculum (ADE), as well as during clinical internship and in the technology courses (ATE) in the areas of construction and structures. Specifically, Professor Griffiths’ ADE 422 studio has typically undertaken locally-based small-scale projects. In the spring of 2011, this studio completed design documentation for renovations to the Student Services Building at ASU. Past projects have included shade structures and small temporary structures. Students were required to engage both the constructability and the financial feasibility in their designs.

B.8. Environmental systems:

Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

The School provides this understanding at the required level through a three-semester sequence of Building Systems courses (ATE 451, 452 and 553). The ATE 556 Building Development course also contributes to the understanding of this criteria at the required level. Undergraduate and graduate studio projects help to reinforce the principles learned in the environmental systems courses.

A focused study of the application of environmental concepts in building design is provided in the ADE 521 and ADE 522 studios.

Many of our students also take elective offerings provided by our M.S.B.E. faculty, including ATE 521 Building Environmental Science, ATE 560 and ATE 598 Building Energy Analysis I and II, ATE 550 Passive Heating and Cooling, ATE 598 Renewable Energy Systems and ATE 582 Envronmental Control Systems.

B.9. Structural Systems:

Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Understanding of the behavior of structural systems is developed through required courses in the structures sequence (ATE) of the curriculum as well as in the upper division and graduate design studios. Where possible, the subject matter covered in the structures sequence is integrated with the projects given in the design studio. For example, ADE 321 begins with simple structural forms such as bearing wall and simple spans. ADE 322 introduces the concept of frame construction. Greater levels

of complexity are offered in subsequent studios. A focused study of the application of structural concepts and their integration with other technical requirements is provided in the ADE 521 Comprehensive Studio and the ADE 556 Building Development course.

B.10. Building Envelope Systems:

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

The School satisfies this criteria at the required level or higher in the graduate level ADE (design) courses and in most of the ATE (technology) courses. Particular attention is given to this issue in ATE 556 Building Development, where students are asked to make in-depth case study analyses of sophisticated, contemporary buildings. The knowledge is applied in the concurrent ADE 522 comprehensive studio. The ADE 521 studio deals with local climate conditions, and a significant portion of the studio is devoted to the development of a building envelope driven by both performative and aesthetic criteria.

B.11. Building Service Systems:

Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

This understanding is developed at the required level in upper division and graduate studios as well as required technical courses including ATE 452 Building Systems II, ATE 553 Building Systems III, ATE 556 Building Development, and the ATE 598 sustainability class.

An understanding of how to integrate building systems into design projects is developed in the Upper Division and Graduate level studio design sequence with particular focus in ADE 522 Comprehensive Design studio. The ATE 556 Building Development emphasizes integration through in-depth analysis of contemporary building precedents. Over the past few years, BIM software has been integrated into the design curriculum, facilitating a higher level of understanding of the relationship between various technical systems.

B.12. Building Materials and Assemblies:

Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

The School develops this understanding at the required level through upper division and graduate design (ADE) sequence as well as through technology courses (ATE) in the construction, structures and the building systems sequence of the curriculum. An introduction to the basic, physical principles and properties of building materials and methods is provided in ATE 294 Building Systems (construction). An in-depth analysis of materials, components and assemblies is provided in ADE 521 studio as well as in ADE 522 comprehensive design studio and the co-requisite ATE 556 Building Development course.

REALM C : LEADERSHIP AND PRACTICE

C.1. Collaboration:

Ability to work in collaboration with others and in multi - disciplinary teams to successfully complete design projects.

Beginning in Fall of 2010, the various units in our former College were combined under one administrative structure. This has facilitated a variety of initiatives that favor collaborative environments and collaborative work. The "lofting" of the studios provides a physical setting that encourages collaboration.
Opportunities to develop this ability are provided at the required level through undergraduate and graduate studio courses, in required or elective history/theory courses, the Building Development course by means of joint research, data collection and analysis projects. The "clusters" that occur in the 3rd year studio involve a short one-week exercise undertaken collaboratively with students from other disciplines in the School. The 4th year "bundles" are year-long studios that provide an opportunity to collaborate with "associated" studios in other disciplines.
The "X-Square" competiton is open to teams of students from various disciplines in the Herberger Institute (including dance, music, theater and film, arts media and engineering, and fine-arts students). The winning project is constructed by the group and installed in the courtyard on the south side of the Design School complex.

C.2. Human Behavior:

Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

As a result of the merger 6 years ago of Architecture and Landscape Architecture, several courses in the curriculum were configured to address theories and methods regarding human behavior in natural and built environments at the understanding or higher level of accomplishment. Some of these courses are studio courses, but also architectural management courses, design analysis and programming courses, and several special topic courses offered in the areas of urban design and history/theory. A number of ATE courses introduce the concept of human comfort from a physiological perspective in the context of the extreme Arizona climate.

C.3. Client Role in Architecture:

Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

This criteria is satisfied in numerous studio environments and required courses, beginning with the upper division and continuing into the graduate level studios. For example, topical studios in ADE 322 have addressed a variety of clients and user groups, both public and private. As a general rule, sited projects with real client groups are encouraged and sought-after for nearly every studio problem.
In recent years, the graduate-level ADE 522 studio has worked in collaboration with arts groups or institutions that have provided an opportunity for the students to engage a more subtle understaning of clients' needs than that which can be obtained simply via a written brief. The Spring 2010 studio worked with an actual theater company based in Seattle, and the "clients" were present at project reviews.
The ADE 621 international studios provide an opportunity to address this criteria very directly and in increasingly complex ways, since it is an absolute necessity when working far afield with unfamiliar contexts and populations. Most of the ADE 621 studios work with local clients or user groups, often conducting research that forms the basis for subsequent design activity.

C.4. Project Management:

Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

The School provides this understanding at the required level through the AAD 552 Architectural Management course and in the Clinical Internship Program. However, collaboration-based studios such as Professor Griffiths' ADE 422 studios or Professor Petrucci's ADE 621 studios integrate the issue of project management, team-building and project delivery methods into the work of the studios.

C.5. Practice Management:

Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Understanding of the basic principles of practice organization and management is acquired in the AAD 552 management course. The Clinical Internship Program also helps to develop this understanding.

C.6. Leadership:

Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

The School develops this understanding in the AAD management course, in several graduate studios, in part in the history/theory required courses as well as through the Clinical Internship Program. Understanding of this criteria can be found in the ADE 422 studios of the past 6 years (integral studios). More recently, the new administrative structure of the school under Professor Petrucci has emphasized collaboration at strategic moments throughout the undergraduate and graduate curriculum (3rd year one-week "clusters", year-long ADE 421 interdisciplinary "bundled studios", collaboration-based capstone studios such as the Applied Research studio (ADE 622).

C.7. Legal Responsibilities:

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice.

Understanding of architects' legal responsibilities is developed in the architectural management course (AAD 552), in ADE 321 and ADE 522 comprehensive studios, and is also addressed in the clinical internship program.

C.7. Legal Responsibilities:

Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Understanding of the legal context of the profession is developed in the AAD 552 Architectural Management course and applied in various studios from lower division through the graduate program.

C.8. Ethics and professional judgment:

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

An understanding of this criteria is achieved through the AAD 556 management course, but also addressed in the required history-theory courses such as APH 515. The implementation of the 6th year International studios (ADE 621) has provided a more recent opportunity to apply an understanding of this criteria in the design work.

C.9. Community and Social Responsibility:

Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

This criteria is demonstrated in various topical studios in the 3rd year (ADE 322), in the ADE 421 "bundles" collectively address a "wicked" or difficult problem of local or global significance. Professor Petrucci's ADE 622 capstone studios consistently engage this criteria. The ADE 621 International studios repeatedly demonstrate an engagement with this criteria, in particular the "Public Interest" studio sequence conducted by Professor Vekstein. This is a semester-long studio experience, based in Buenos Aires, followed by the possibility for students to continue the work in Professor Vekstein's ADE 622 capstone studio.

revised 4/10/12	**2.1.1 COURSE MATRIX**	BSD	3+ M-ARCH ("only" in gray, "Y" taken after merge with 2-year students)	M-ARCH 2-YEAR (all 3+ students have these)	fac		A1-communication skills (ability)	A2-design thinking skills (ability)	A3-visual communication skills (ability)	A4-technical documentation (ability)	A5-investigative skills (ability)	A6-fundamental design skills (ability)	A7-use of precedents (ability)	A8-ordering systems skills (understanding)	A9-historical traditions and global culture (understanding)	A10-cultural diversity (understanding)	A11-applied research (understanding)	B1-pre-design (ability)	B2-accessibility (ability)	B3-sustainability (ability)	B4-site design (ability)	B5-life safety (ability)	B6-comprehensive design (ability)	B7-financial considerations (understanding)	B8-environmental systems (understanding)	B9-structural systems (understanding)	B10-building envelope systems (understanding)	B11-building service systems (understanding)	B12-building materials and assemblies (understanding)	C1-collaboration (ability)	C2-human behavior (understanding)	C3-client role in architecture (understanding)	C4-project management (understanding)	C5-practice management (understanding)	C6-leadership (understanding)	C7-legal responsibilities (understanding)	C8-ethicsw and professional judgment (understanding)	C9-community and social responsibility (understanding)
							ABILITY							UNDERSTANDING				ABILITY						UNDERSTANDING						AB.	UNDERSTANDING						
	SPC expected to have been met in prep or pre-prof. education ->							X	X	X	X	X		X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X						

Course No.	Course Name					yr/sem
ADE 321	Architectural Studio I				WB	3.1
ADE 322	Architectural Studio II				DN	3.2
ADE 421	Architectural Studio III				CS	4.1
ADE 422	Architectural Studio IV				GM	4.2
ALA 100	Intro to Environmental Design				JM	1.1
ALA 121	Design Fundamentals I				MZ	1.1
ALA 122/124	Design Fundamentals II (224 is lecture component)				CS	1.2
ALA 225/227	Design Fundamentals III (227 is lecture component)				SM	2.1
ALA 226	Design Fundamentals IV (formerly ALA294)				SM	2.2
APH 336	20th-Century Architecture I				PZ	3.1
APH 337	20th-Century Architecture II (formerly APH447)				PZ	3.2
APH 421	First Concepts				RH	4.1
ATE 294	Building Systems (construction) formerly ALA240				TH	2.2
DSC 194	ASU Design Experience ("ASU101")				TH	1.1
ADE 510	Foundation Architectural Studio				SM	3+Su
ADE 511	Core Architectural Studio I				MZ	3+1.1
ADE 512	Core Architectural Studio II				SM	3+1.2
APH 509	Foundation Seminar (3+)				PZ	3+Su
ALA 102	Architecture, Landscape Architecture and Society				PZ/TC	3+Su
ALA 235	Introduction to Computer Modeling				ZS	2.1
APH 313	History of Architecture I				TM	2.1
APH 314	History of Architecture II				TM	2.2
ATE 361	Building Structures I				GB	3.1
ATE 362	Building Structures II (labeled 462 for 3+)				GB	3.2
ATE 451	Building Systems I				AW	4.1
ATE 452 .	Building Systems II				AW	4.2
AAD 552	Architectural Management II				RL/TH	6.2
ADE 521	Advanced Architectural Studio I				DN	5.1
ADE 522	Advanced Architectural Studio II				TH	5.2
ADE 621	Advanced Architectural Studio III				CS	6.1
ADE 622	Advanced Architectural Studio IV				CS	6.2
APH 505	Foundation Theory Seminar				RH	5.2
APH 515	Current Issues and Topics (AAD515)				RH	6.1
ARP 584	Clinical Internship (or ARP 598)				SM	5.3
ARP 598	Arch Professional Practice (or ARP 584)				MZ	5.3
ATE 553	Building Systems III				HB	5.1
ATE 556	Building Development				TH	5.2
ATE 563	Building Structures III				GB	5.1
ATE 598	Sustainability of the Built Environment				AW	5.1

Legend: Lower division (preparatory or pre-professional) | M-Arch and M-Arch 3+ | M-Arch 3+ only | critieria marked by faculty teaching the course

2.2.1 Regional Accreditation

The requested documentation is found on the following pages.

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

April 27, 2011

President Michael M. Crow
Arizona State University
PO Box 2203
Tempe, AZ 85287-2203

Dear President Crow:

This letter is formal notification of the action taken concerning Arizona State University by The Higher Learning Commission. At its meeting on April 18, 2011, the Institutional Actions Council (IAC) voted to extend your accreditation to include the Associate of Science in Technology, the Associate of Science in Environmental Sciences and the Associate of Science in Engineering Technology.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Annual Institutional Data Update. If the current Commission action included changes to the demographic, location, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Monday, May 9. If you have questions about these documents, please contact John A. Taylor, your staff liaison before Friday, May 6. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation,* Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call John A. Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Board Chair

The Higher Learning Commission

NCA Higher Learning Commission
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1413

Chicago, Illinois 60602-2504 | 312-263-0456
www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

ARIZONA STATE UNIVERSITY
PO Box 2203
Tempe, AZ 85287-2203

Affiliation Status: Candidate: Not Applicable
Accreditation: (1931- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status:	Public
Degrees Awarded:	B, M, D

Conditions of Affiliation:

Stipulations on Affiliation Status:	Accreditation at the associate's level is limited to the Associate of Science degree.
Approval of New Additional Locations:	The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state. The University must notify the Commission before opening new international sites.
Approval of Distance and Correspondence Courses and Programs:	New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.
Reports Required:	None.
Other Visits Scheduled:	None.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2002 - 2003
Year for Next Comprehensive Evaluation:	2012 - 2013
Date of Last Action:	04/18/2011

Name Change:
Arizona State Teachers College to Arizona State College at Tempe to Arizona State University (1959)

2.2.2 Professional Degrees and Curriculum

The faculty of The Design School in the Program of Architecture offers one graduate and one undergraduate degree, and they also contribute to the newly established interdisciplinary BA in Design Studies and Ph.D. programs. The following is a description of these programs.

Undergraduate programs

The undergraduate program is a 4-year curriculum leading to the Bachelor of Science in Design with a major in Architectural Studies (BSD). The program begins with one year of lower division requirements where students must complete 13 credit hours of professional studies courses and 19 credits hours of general studies and elective courses outside of the architectural studies program. After the completion of the 32 credit hours required in lower division, students with academic credentials may apply for admission to the professional undergraduate program. Admission to the professional studies program is competitive.

Students accepted to the BSD program will complete 61 credit hours of professional studies course and 27 general studies course outside of the architectural studies program. Therefore over the 4-year curriculum students complete 74 credit hours of professional studies courses and 46 credit hours of general studies and elective courses, totaling 120 credit hours to achieve the BSD degree. (see program of study or “major map” on the following page)

After completion of the 32 credit hours required in lower division, students who are not admitted to the BSD track must change their major. One of the options provided by the Institute is to apply to the Bachelor of Arts in Design Studies which is a four-year, non-studio program of study in design administered through the Herberger Institute. It provides a design education – both general and specific – to students who seek opportunities in the broader design sector or in graduate education. Students may undertake the BA with a focus area in Digital Culture or in one of two concentrations: Design Management or Design Studies.

ASU ARIZONA STATE UNIVERSITY

Major Map : Architectural Studies – Bachelor of Science in Design (B.S.D.)

Herberger Institute for Design and the Arts | Catalog Year: 2010-2011

Course Subject and Title *(courses in **bold/shading** are critical)*	Hrs.	Upper Division	Competed Transfer Pathway: ☐ MAPP ☐TAG ☐ATP ☐None Transfer Course/Grade	Minimum Grade if Required	Completed General Education: ☐AGEC ☐IGETC/CSUGE ☐None Additional Critical Tracking Notes
TERM ONE: 0-16 CREDIT HOURS					
ASU 101 The ASU Experience	1	☐		Grade of C	• ASU 101 is for ASU freshman students only. Not required of transfer students • An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses • ASU Math Placement Exam score determines placement in Mathematics course • Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 2.50 ASU cumulative GPA
ENG 101 and 102 First-Year Composition OR ENG 107 and 108 English for Foreign Students OR ENG 105 Advanced First-Year Composition	3	☐		Grade of C	
ALA 100 Introduction to Environmental Design[4] (HU,G,H) OR ALA 102 Architecture, Landscape Architecture, and Society [4] (G)	3	☐		Grade of C	
ALA 121 Design Fundamentals [1, 4, 5]	3	☐		Grade of C	
MAT 170 Pre-Calculus (MA)	3	☐			
Elective	3	☐			
TERM TWO: 17-32 CREDIT HOURS					
ENG 101 and 102 First-Year Composition OR ENG 107 and 108 English for Foreign Students OR ENG 105 Advanced First-Year Composition	3	☐		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 2.75 ASU cumulative GPA • **MILESTONE: Architectural Studies (page 2)**
ALA 100 Introduction to Environmental Design[4] (HU,G,H) OR ALA 102 Architecture, Landscape Architecture, and Society [4] (G)	3	☐		Grade of C	
ALA 122 Design Fundamentals II [2,4, 5]	3	☐		Grade of C	
ALA 124 Design Fundamentals II Lecture [2]	1	☐		Grade of C	
Social and Behavioral Sciences (SB)	3	☐			
Cultural Diversity (C)	3	☐			
TERM THREE: 33-46 CREDIT HOURS					
ALA 225 Design Fundamentals III [1,4, 5]	3	☐		Grade of C	• Complete First-Year Composition requirement: ENG 101 & 102 OR ENG 107 & 108 or 105 • Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
ALA 227 Design Fundamentals III Lecture [1]	1	☐		Grade of C	
ALA 235 Introduction to Computer Modeling[1, 4, 5] (CS)	3	☐		Grade of C	
PHY 101 Introduction to Physics (SQ)	4	☐			
APH 213 History of Arch I [1,4] (HU/L)	3	☐			
TERM FOUR: 47-60 CREDIT HOURS					
ALA 226 Design Fundamentals IV [2,4,5]	4	☐		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
ATE 240 Building Systems[2,4]	3	☐		Grade of C	
Natural Science – Quantitative or General (SQ/SG)[3]	4	☐			
APH 214 History of Arch II [2,4] (HU/L)	3	☐			
TERM FIVE: 61-74 CREDIT HOURS					
ADE 321 Architectural Studio I [1]	5	☒		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
APH 336 20th Century Arch I [1] (HU)	3	☒		Grade of C	
ATE 361 Building Structure I [1]	3	☒		Grade of C	
Elective	3	☐			
TERM SIX: 75-88 CREDIT HOURS					
ADE 322 Architectural Studio II [2]	5	☒		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
APH 337 20th Century Arch II [2] (HU)	3	☒		Grade of C	
ATE 362 Building Structures II [2]	3	☒		Grade of C	
Elective	3	☐			
Elective	1	☐			
TERM SEVEN: 89-107 CREDIT HOURS					
ADE 421 Architectural Studio III [1]	5	☒		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
APH 421 First Concepts (HU/L)[1]	3	☒		Grade of C	
ATE 451 Building Systems I [1]	3	☒		Grade of C	
Social/Behavioral Science (SB)	3	☐			
Upper Division Elective	3	☒			
TERM EIGHT: 108-120 CREDIT HOURS					
ADE 422 Architectural Studio IV [2]	5	☒		Grade of C	• Minimum 2.0 cumulative GPA in all attempts of critical courses. • Minimum 3.00 ASU cumulative GPA
ATE 452 Building Systems II [2]	3	☒		Grade of C	
Upper Division Elective	3	☒			
Elective	3	☐			

ASU ARIZONA STATE UNIVERSITY

Major Map : Architectural Studies – Bachelor of Science in Design (B.S.D.)

Herberger Institute for Design and the Arts | Catalog Year: 2010-2011

Graduation Requirements Summary:

Total Hours (120 minimum)	Total UD Hours (minimum 45)	Cumulative GPA (3.00 minimum required for major)	Total Hrs at ASU (minimum 30)	Resident Credit for Academic Recognition (minimum 56)	Total Comm. College Hrs. (maximum 64)

General University Requirements: Legend

- General Studies Core Requirements:
  - Literacy and Critical Inquiry (L) (6 credit hours)
  - Mathematical Studies (MA) (3 credit hours)
  - Computer/Statistics/Quantitative applications (CS) (3 credit hours)
  - Humanities, Fine Arts, and Design (HU) (6-9 credit hours)
  - Social and Behavioral Sciences (SB) (6-9 credit hours)
  - Natural Science-Quantitative (SQ) (4 – 8 credit hours) (cumulative SQ/SG credit must equal 8 credit hours)
  - Natural Science-General (SG) (0-4 credit hours) (cumulative SQ/SG credit must equal 8 credit hours)
- General Studies Awareness Requirements
  - Cultural Diversity in the US (C) (3 credit hours) (may be combined with other general studies requirements.)
  - Global Awareness (G) (3 credit hours) (may be combined with other general studies requirements.)
  - Historical Awareness (H) (3 credit hours) (may be combined with other general studies requirements.)
- First-Year Composition (ENG 101 & 102 OR ENG 107 & 108 or 105)

Additional Notes:

[1] Course offered only in the Fall Semester
[2] Course offered only in the Spring Semester
[3] **Suggested elective:** GPH 111. Students considering both Architecture and Landscape Architecture, check BSLA requirements.
[4] **Transfer credits:** evaluated by the college for applicability to this curriculum and must be equivalent in both content and level.
[5] **Portfolio review:** required for transfer studio work. Submit portfolio to the Herberger Institute Office of Student Success, CDS 101
Most studio and some lecture courses are sequential, must be taken in, and may be offered only during the semester noted.
The Architecture program takes six years to complete – four years of undergraduate study leading to a Bachelor of Science in Design and two years graduate study leading to an accredited Master of Architecture, the professional degree.

MILESTONE: Architectural Studies - during semester 2, students will apply to pass a degree milestone requirement. This is an evaluation of general academic and specific performance. Students with the best scores as competitively ranked will continue to take courses leading to the Bachelor of Science in Design degree (BSD). Students that do not pass the degree milestone should see an academic advisor if they need assistance.

Graduate Programs

ASU/The Design School Program in Architecture offers the Master of Architecture degree (M-Arch), which is the only NAAB accredited graduate program in the School. There are two typical programs of study available in this program:

A two-year program for applicants who have completed the four-year Bachelor of Science in Design (with a major in Architectural Studies) at ASU or an equivalent degree from another school that offers an accredited professional degree in architecture,
A three-plus-year program for applicants with an undergraduate degree in a discipline or field other than architecture.

Both programs promote the broad areas of knowledge, professional skills, and social awareness that the architect must command. The program represents an attempt to develop the knowledge and skills necessary for graduates to achieve future leadership roles in the professional practice of architecture and related environmental design fields. The Master of Architecture program is closely coordinated with the upper division of the Bachelor of Science in Design (BSD) program. The studio sequence in the upper division (years 2 through 4) and the two-year M.Arch. degree program represent a continuum where architectural design concepts are progressively introduced and addressed. The goals of the faculty for the Master of Architecture degree program are:

- Ensure a basic level of educational experience sufficient to enter the practice of architecture and to successfully complete the state licensing requirements and examination.
- Encourage the student to develop proficiencies in specific areas compatible with individual interests and university instructional capabilities.
- Provide a breadth of understanding that will encourage and motivate the student to continue learning throughout a professional career; and
- Develop opportunities that combine instruction and research directed toward adding value to the built environment.

Two-Year M-Arch Program

The two-year graduate program requires a minimum of 56 credit hours of approved courses and electives and a final capstone course. Most students take an average of 14 semester credit hours per semester. An internship is required in the summer before the final year of study. The program includes a total of 6 credit hours of professional electives and 6 credit hours of approved electives. A sample program of study for the two-year master of Architecture program is included on the following page.

TWO YEAR MASTER OF ARCHITECTURE CHECKSHEET

First Year (5th Year)

Fall (14 hours)

ADE 521	Advanced Architectural Studio I	5
ATE 553	Building Systems III	3
ATE 563	Building Structures III	3
ATE 598	Sustainability of the Built Environment	3

Spring (14 hours)

ADE 522	Advanced Architectural Studio II	5
APH 505	Foundation Theory Seminar	3
ATE 556	Building Development	3
	Professional Elective	3

Summer (*3)*

ARP 584	Clinical Internship	3

Second Year (6th Year)

Fall (14 hours)

ADE 621	Advanced Architectural Studio III	5
APH 515	Current Issues and Topics	3
	Professional Elective	3
	Approved Elective	3

Spring (11 hours)

ADE 622	Advanced Architectural Studio IV	5
AAD 552	Architectural Management II(Professional Practice)	3
	Approved Elective	3

Total Hours in Program **56**

3+ M-Arch Program

The three-plus-year graduate program requires a minimum of 101 semester hours of approved courses and electives and a final capstone course. For most students, this involves 15 semester hours in the first summer and 14-15 semester hours in each of the subsequent six semesters. A 3 credit hour internship is also required during the final summer in the program. The program also includes a total of 6 credit hours of professional electives and 6 credit hours of history electives. A sample program of study for the three-plus-year master of Architecture program is included on the following page.

3+ MASTER OF ARCHITECTURE CHECKSHEET

Note: Courses in bold type are considered deficiencies and do not count toward official program of study.

First Year

Summer (15 hours)

ADE 510	Foundation Architectural Studio (1st & 2nd five week session)	6
ALA 102	**Architecture, Landscape Architecture and Society (1st five week session)**	**3**
ALA 235	**Computers in LA (1st five week session)**	**3**
APH 509	Foundation Seminar, Architecture and Landscape Architecture (2nd five week session)	3

Fall (15 hours)

ADE 511	Core Architectural Studio I	6
APH 313	**History of Architecture I**	**3**
ATE 361	**Building Structures I**	**3**
ATE 451	**Building Systems I**	**3**

Spring (15 hours)

ADE 512	Core Architectural Studio II	6
APH 314	**History of Architecture II**	**3**
ATE 452	**Building Systems II**	**3**
ATE 462	**Building Structures II**	**3**

Second Year (5th Year)

Fall (14 hours)

ADE 521	Advanced Architectural Studio I	5
ATE 553	Building Systems III	3
ATE 563	Building Structures III	3
ATE 598	Sustainability of the Built Environment	3

Spring (14 hours)

ADE 522	Advanced Architectural Studio II	5
L/APH 505	Foundation Theory Seminar	3
ATE 556	Building Development	3
	Professional elective	3

Summer (3 hour)

ARP 584	Clinical Internship	3

Third Year (6th Year)

Fall (14 hours)

ADE 621	Advanced Architectural Studio III	5
APH 515	Current Issues and Topics	3
	Professional Elective	3
	Approved Elective	3

Spring (11 hours)

ADE 622	Advanced Architectural Studio IV	5
L/AAD 652	Professional Practice	3
	Approved Elective	3

Total Hours in Program **101**

(24 credits as undergraduate deficiencies)

(77 credits as graduate program requirements)

Other Degree Opportunities available to architecture students in The Design School:

As explained in section 1, The Design School offers several concurrent degree opportunities to M-Arch students, and many others are being planned. A few of these are outlined below. Refer also to the School website at: http://design.asu.edu/degrees/

MA/MBA – Master of Architecture/Master of Business Administration (Dual degree)

A dual career program, Master of Architecture/Master of Business Administration, has been established in cooperation with the W. P. Carey School of Business. It is intended for students who wish to obtain comprehensive business knowledge to complement their design education. The dual degree is intended to be completed within three years.

MUD – Master of Urban Design

The Master of Urban Design (MUD) is a multidisciplinary program. The curriculum draws from the disciplines of architecture, landscape architecture, law, civil engineering, planning, public programs, real estate development, and the first School of Sustainability in the United States. The program leverages its local conditions (rapidly urbanizing metropolis, arid climate, New American University) toward the development of responsible global initiatives and innovative design strategies for urban environments. The curriculum is built around the analysis and understanding of contemporary urban conditions specific to rapidly urbanizing and arid regions of the world. Students are encouraged to pursue a joint degree with The Design School's Master of Science in the Built Environment.

Applicants who hold an undergraduate degree from a four-year studio-based program (BSLA, MLA, BArch, MArch) will be considered for the two-year MUD program. Applicants who have extensive profession work experience in an urban design related area may also be considered for admission. The MUD is a postprofessional program.

Master of Science in the Built Environment (M.S.B.E.)

The School offers a degree in Master of Science in the Built Environment (MSBE), intended for students who already hold a professionally accredited Bachelor of Architecture (BArch) or MArch degree, as well as for those with engineering or physics undergraduate degrees. MSBE is a multidisciplinary program, started in the mid-1980s, dedicated to providing the scientific foundation, systems engineering fundamentals, art and science of building energy simulation, and exposure to latest professional practice standards and codes in the design, optimal operation of mechanical/electrical systems and post-occupancy evaluation of high energy performance and climate-responsive buildings. Students, including a large number of international students, with undergraduate degrees in architecture, engineering and science usually enroll for this concentration. A thesis or a multidisciplinary design studio is required. Many of the students are involved in funded research projects, thus creating and sustaining a research-conducive interactive atmosphere. There are also several students currently doing their doctoral research work in the same area of high performance building design and operation.

The program requires a minimum of 30 semester hours of approved course work at the advanced level, including 6 hours of thesis credit. Students admitted to the program are required to take a research methods core, certain courses in their area of concentration, additional elective course work as approved and directed by the supervisory committee, and write and defend a thesis. While the minimum requirement is 30 semester hours, most students require at least four semesters of course work and work on their thesis to successfully complete this degree program.

The concentrations offered in the MSBE degree program are: energy, performance and climate responsive architecture, design knowledge and computing and facilities

development and management. The program aims at educating students for specialist positions in the profession of architecture as well as for supervised research positions in industry and government. It also prepares students for further research studies by in a Ph.D. program. Courses offered in the MS program are also open to M.Arch. students as professional electives.

Cross-Institute Degrees:

Doctor of Philosophy in Design, Environment, and the Arts

The Doctor of Philosophy degree in Design, Environment, and the Arts is an individualized institute-wide interdisciplinary degree that integrates graduate courses and faculty research expertise. The program offers concentrations in:

Design: a concentration focused on the study of factors affecting various aspects of the built environment, from large scale as found in architecture, interior design, landscape architecture and urban design to smaller scale in industrial design and visual communication design.

Digital Culture: a concentration that explores the impact of digital culture on how built environments, products and visual communications are designed and analyzed by design professionals and are utilized by their intended audience.

History, Theory, and Criticism: a concentration focused on the theoretical dimensions in areas of architectural and design history or art history including critical discourse in the design or art disciplines.

Healthcare and Healing Environments: a specialized concentration with a focus on the integration of evidence-based design, sustainable science and best practices in the design and planning of healthcare facilities.

The program is at the cutting edge of creating new knowledge in design, environment, and the arts. Broad in scope, the program involves multidisciplinary research interests at both micro- and macro-scale levels of design and the arts. The program provides research experience for students wishing to pursue careers in industry as members of interdisciplinary design teams on environmental and energy issues, as well as for those wishing to teach in the architecture, art history or design fields.

Off-Campus Programs

The degree programs in The Design School are administered entirely on-site, in the Design North and Design South buildings of Arizona State University's Tempe campus. Exceptions include class field trips, summer study-abroad programs the ADE 621 international studio field trips (international travel 2 weeks in length), and one section of ADE 621 studio (Professor Vekstein studio) that takes place in Buenos Aires.

2.2.3 Curriculum Review and Development

Architecture Program Curricular Review Processes

Besides the formal processes outlined below, the architecture faculty have more informal (yet very effective) opportunities for curricular review, particularly for studios. At the end of each semester, the work of every studio section is reviewed by the faculty during a two-day faculty meeting. This has several important benefits.

Faculty who will be teaching an ADE 422 studio are, for example, able to view the work of the students in ADE 421, thus allowing them to tune and adjust the scope and nature of their studio exercises. Faculty are invited to final reviews of the studios they will be teaching in subsequent semesters. In these meetings, faculty as a whole, including faculty who teach non-studio courses, are able to have a broad view of the entire production of the schools. Faculty Associates who are slated to teach studios are invited to review the work and familiarize themselves with their upcoming studio assignments, look at work that has been done in past semesters, etc. The faculty find this to be a very effective format for curricular discussions, and it is during these meetings that many ideas emerge and are explored and implemented by the more formal committee structure.

BSD Program Curricular Review Process

The curriculum of the Architecture program is reviewed by two committees whose members are elected by the faculty. The BSD committee is responsible for reviewing and suggesting changes to the BSD curriculum. The chair of the committee is appointed by the program coordinator, and 3 additional members are nominated and elected by the faculty. Members serve on the committee for one year. The committee tends to be made up of faculty teaching in the undergraduate BSD program. Most recently, the BSD committee members were Professors Burnette (chair), Hartman, Montemayor and Steele. Suggestions for curricular changes are brought to the Architecture faculty as a whole for discussion, and forwarded to the School curriculum committee (made up of program coordinators and the School Director).

M-Arch Program Curricular Review

The M-Arch committee is responsible for reviewing and suggesting changes to the M-Arch curriculum as well as serving on the admissions committee that reviews applicants to the 2-year M-Arch program. A separate admissions committee reviews applicants to the 3+ M-Arch program, typically composed of faculty who teach (or have taught) in that program. The chair of the M-Arch committee is appointed by the coordinator, and two additional faculty are nominated and elected by the faculty. Suggestions for curricular changes are brought to the faculty as a whole for discussion. Most recently, committee members were Professors Underhill, Hartman and Montemayor.

The Design School Curricular Review

The role of the BSD and M-Arch committees have changed in two ways since the last accreditation visit. The first major change occurred when the Landscape Architecture program was grouped under the same administrative structure (School of Architecture and Landscape Architecture) with Darren Petrucci as Director of the School of Architecture and Landscape Architecture. While architecture faculty continued to review and evaluate the architecture curriculum specifically, this merger recognized and accommodated the need for greater inter-disciplinary coordination between the Landscape curriculum and Architecture curriculum. As a result, opportunities for collaboration between students and studios in these disciplines were put in place.

The second (more recent) change occurred in the summer of 2010, when Darren Petrucci assumed the role of Director of The Design School, overseeing all of the

disciplines within the School. In recognition of the need for a School-wide curricular review process to accompany the interdisciplinary initiatives underway, a School-wide curriculum committee was even more necessary than had been the case in previous years. The Coordinators of each of the programs within The Design School were thus designated a School-wide curriculum committee, with each member serving as a representative of their discipline in School-wide curricular discussions. Each member can introduce suggested or desired changes from their respective Program committees.

2.3 Evaluation of Preparatory / Pre-Professional Education

There are six undergraduate 3-credit hour courses and four undergraduate 5-credit hour studio courses that are required as part of the ASU, BSD in Architecture. These courses are: APH 313 Architectural History I, APH 314 Architectural History II, ATE 361 Building Structures I, ATE 362 Building Structures II, ATE 451 Building Systems I, ATE 452 Building Systems II, ADE 321 Architectural Design I, ADE 322 Architectural Design II, ADE 421 Architectural Design III, ADE 422 Architectural Design IV. All students entering in the ASU two year Masters of Architecture must have satisfactorily completed these courses at ASU or must show evidence of equivalent course work and credit hours at an NAAB accredited institution.

The process for evaluating course equivalence is as follows:

1. Before a student is recommended for admissions to the M-Arch program or placed on the wait-list for recommendation for admission to the M-Arch program their academic transcripts are crosschecked for evidence of satisfactory completion of the above six 3-credit hour courses and four 5-credit hour courses.

2. During the crosscheck process all courses with a matching course title and credit hour are also checked against the catalog description of the undergraduate institution to ascertain the equivalency of the course to the matching ASU course.

3. In cases where the course title, credit hours and/or catalog description is not equivalent to the matching ASU course, the MArch committee will recommend a provisional admission to the MArch program. In these cases, the student must provide the course syllabus and samples of work from the courses in question. The syllabus and work are reviewed by the course faculty to determine whether or not there is equivalence.

4. If there is an equivalency then the student will follows the normal MArch curriculum.

5. If an equivalency is not found then the student may be accepted with a provisional admission with deficiencies. The provisional admission with deficiencies will detail the undergraduate course and/or courses that must be taken before the student completes their MArch curriculum of study.

6. In each case where a provisional admission with deficiencies is made, an alternative curriculum of study that will include the deficiency course/s is provided before the beginning of the first semester of study. In many cases provisional admission with deficiencies will require the student to extend their program of study past the normal two-year program.

2.4 Public Information

2.4.1 Statement on NAAB-Accredited Degrees

In accordance with the NAAB guidelines, the exact text found in appendix 5 of the 2009 NAAB conditions and procedures, is available on the following webpages:
http://design.asu.edu/degrees/undergrad/bsd.php
http://design.asu.edu/degrees/grad/march.php
http://design.asu.edu/degrees/grad/march3.php

It reads as follows:
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Arizona State University, Herberger Institute for Design and the Arts, School of Design offers the following NAAB-accredited degree programs:

M. Arch. (pre-professional degree + 59 graduate credits)
M. Arch. 3+ (non-pre-professional degree + 90 credits)
Next accreditation visit for all programs: 2012

2.4.2-Access to NAAB Conditions and Procedures

The *2009 NAAB Conditions for Accreditation* and the most recent version of the *NAAB Procedures for Accreditation* are available to all students, parents and faculty via the School's website at the following location:
http://design.asu.edu/degrees/accreditation/arch/index.php

2.4.3-Access to Career Development Information

The career development information materials in section 2.4.3 are available to all students, parents and faculty via the School's website at the following locations:
http://design.asu.edu/degrees/accreditation/arch/index.php

2.4.4-Public Access to APRs and VTRs

The accreditation materials in section 2.4.4 are available to all students, parents and faculty at the school's administrative offices. The APR and VTR from this accreditation review will be available upon completion on the school's website at the locations below:
http://design.asu.edu/degrees/accreditation/arch/index.php

2.4.5-ARE Pass Rates

The ARE pass rates in section 2.4.5 are available to all students, parents and faculty at the school's administrative offices. *The information is provided on the next page.*

2.4.5
A.R.E. Pass Rates Comparison

	#	Programming, Planning and Practice (PPP)	#	Site planning and Design (SPD)	#	Building design and construction systems (BD/CS)	#	Schematic Design (SS)	#	Structural systems (BS)	#	Building systems (CDS)	#	Construction documents and services (SD)		
2010 (4.0)																
ARE pass rates by division (national)		62%		76%		63%		66%		65%		63%		74%		
ARE pass rates ASU Architecture Program	53	53%	42	76%	45	51%	49	69%	43	67%	41	61%	46	70%		
2009 (4.0)																
ARE pass rates by division (national)		56%		69%		57%		71%		64%		66%		59%		
ARE pass rates ASU Architecture Program	27	52%	29	59%	34	50%	23	70%	26	62%	32	72%	37	59%		
2008 (4.0)																
ARE pass rates by division (national)		49%		59%		47%		65%		57%		59%		56%		
ARE pass rates ASU Architecture Program	7	57%	4	75%	5	40%	4	50%	2	50%	4	50%	7	71%		

	#	Pre-design (PD)	#	General structures (GS)	#	Lateral forces (LF)	#	Mechanical and electrical systems (ME)	#	Materials and methods (MM)	#	Construction documents and services (CD)	#	Site planning (SP)	#	Building planning (BP)	#	Building technology (BT)
2007																		
ARE pass rates by division (national)		79%		76%		79%		69%		79%		77%		66%		65%		69%
ARE pass rates ASU Architecture Program	47	83%	40	70%	43	77%	42	62%	60	75%	43	81%	155	74%	154	74%	156	76%
2006																		
ARE pass rates by division (national)		78%		75%		75%		70%		77%		77%		66%		68%		67%
ARE pass rates ASU Architecture Program	3	67%	3	100%	4	75%	9	67%	3	33%	7	1%	33	79%	39	69%	34	79%

PART 3 : Progress Since the Last Visit

3.1 Summary of Responses to the Team Findings

NAAB Accreditation Review Responses to Deficiencies [2007]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: Thes SALA Curriculum committee has made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

BSD is comprised of 120 credit hours, 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a COD history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we made changed 3 COD professional electives into general ASU electives.

MARCH is comprised of 56 credit hours, 38 credit hours are required courses in the MARCH program and 18 credit hours are electives. Of the 18 elective credit hours, 12 credit hours are COD professional electives and 6 credit hours are ASU electives approved for graduate level studies.

To accomplish this distribution of credit hours: we cancelled ANP698 Final Project Seminar, merged AAD 551 Architectural Management 1 with AAD 552 Architectural Management 2, and made 3 credit hours of COD professional electives into 3 credit hours of ASU electives approved for graduate level studies.

13.7 Collaborative Skills

Program Response: The School has developed two studios that specifically engage collaboration, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 undergraduate studios are called the **Integral Studios**. So named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in Building Design. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within the College of Design, these include; Visual Communication, Planning, Industrial Design, and Interior Design. In the spring of 2007 five Integral Studios were offered each with a mix of BSD and BSLA students.

The 622 **The Applied Research Collaborative**, is a new Thesis option for Master of Architecture Students, Master of Science in Building Design and Master of Design Students within the College. These students include architecture students, energy design students, visual communication students, industrial design students, planning students and interior design students. The studio is broken into teams each working on a different project that applies use inspired research, developed within the greater University, toward a specific design solution. Faculty from respective schools and departments operate as consultants to the students. Additionally, Dr. Will Hayward (a clinical psychologist professor in the College) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out 'Non-Western' material, but incorporate it as a major part in the history of the world.

Thus, in APH 313 and APH 314 'Western' and 'Non-Western' material is taught. Students are not only aware of the world's diverse cultures, but demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every 'lecture' there is time for a discussion about some of the larger issues of the day's material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 Intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architecture in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach 'Western' and 'Non-Western' as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world's cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi's *Memoirs of Sinan the Architect*[1] with a section from Palladio's *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

As one can see, we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: The School is integrating D-Profiler (a 3-D BIM construction cost estimating software) into the fifth year Comprehensive Design studio. This technology will provide a powerful tool for students to determine approximate Building and construction cost estimates for their designs. Students will develop and better intuition regarding site design, construction, environmental systems, and energy optimization. Life-cycle costs are covered in ATE 553 Building Systems II along with building simulation energy analysis.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in professional practice Management course. The course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort, i.e. owner, contractor, construction manager, architect, consultants and governmental regulators. Lectures regarding Professionalism and the Legal Landscape are complimented with required readings from the book Ethical Issues in Professional Life by Joan Callahan, and "Ethics and the Practice of Architecture" by Wasserman, Barry, Sullivan, Patrick, Palermo, Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in

professional practice. Students also participate in writing their own Architects Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

Part 3 CONCERNS

Funding & Costs

Program Response: While the operations budget has not increased in 15 years, the School continues to operate using its unfilled faculty lines. This year the School is planning to fill some of those lines and will be adjusting its lower-division teaching structure to better optimize its expenses. Most significant of these changes will be the lowering of the upper-division gate from the end of the second year to the end of the first year. With the new Bachelors of Art in Design degree being offered by the College, the School should not loose student credit hours to the earlier upper-division admissions and attrition. In addition to the gate savings, the Dean is working with the Director to secure some additional funding for one of the planned new hires. This funding with possible joint hires with other Colleges in the University will help mitigate the reduction in funding directed towards operations. In the last year the School has mitigated some of the financial burden upon students by purchasing large format plotters for each year of the program. Additionally, an increase in each studio's allowance for travel and/or supplies was made.

While the recent budget optimization measures will relieve the immediate financial burdens of the School, the planned new Master of Landscape and Master of Urban Design Programs may not be sufficiently funded under the current new programs funding model described by the Provost office. These programs are expected to up and running by the fall of 2008 and will utilize existing resources in the School.

Space

Program Response: In the last year the School has significantly contributed to the lofting of the cellular studio structure previously existing in the College. The new open studio spaces have not only optimized the number of student desks but have increased the level of transparency between disciplines, programs, and projects. The College has also purchased new desks for all studios that will further increase the space opportunities and provide updated work surfaces. The studio renovations will be complete by the fall of 2008 and will allow space for the new planned MLA program.

Revisions to the lower-division curriculum and the moving of the upper-division gate to the end of the first year will reduce the number of cold desk studios in the School, alleviating the "desks in the corridor" condition found in the lower division cold desk structure.

School Identity

Program Response: Arizona State University has undergone a great transformation in the past four years as it redefines itself as the "New American University." This transformation has been moving at a breakneck pace causing all Colleges and Schools to move equally as fast. The recent renaming of the "College of Architecture and Environmental Design" to the "College of Design" has caused some concern among senior faculty regarding the loss of identity of the School within the College. The administration does not share this concern. The name change to Design is more inclusive and distinctive among disciplines and the University respectively. However, SALA is developing a new identity strategy within the College that includes the creation of **INFOlios** (studio publications), **SALA web page**, and an inclusive pedagogical model for **Collaboration** across disciplines. Recent space reorganization has physically connected the studios within the School thereby consolidating the School and creating an uninterrupted **Studio Loft** (i.e. the entire second floor of the building is one large interconnected SALA studio). At the University level SALA is being recognized as a leader in Sustainable Initiatives through is Master of Science in Building Design program and the Applied Research Collaborative Thesis option. The School will continue to develop a distinctive identity both within the College and the University by continuing to leverage its through faculty initiatives and College outreach programs.

Communication

Program Response: The very rapid pace of change occurring at the University level is requiring new and improved methods of communication and information dissemination from the University through the College to the School. The President of the University is now holding special meetings for just Chairs and Directors in hopes of short-circuiting the communication lines directly to the Schools and faculty. The administration of SALA is responding by sending out progress reports to the faculty in addition to the monthly faculty meetings and end of semester curricular reviews that are already in place. Additionally, with new programs at the University and College level, SALA has been soliciting presentations by the Director's of those programs so that faculty are more aware of the decisions, and opportunities happening at other levels. Lastly, SALA is conducting two all-School meetings each year (fall and spring) that include both the faculty and students in a report and discussion regarding the trajectory of the School.

Associate Director's Position

Program Response: The Associate Director's Position continues to be funded by SALA, and has not received an administrative line. The School has however been promised (job description posted) a replacement for its Graduate Coordinator Position that was previously removed from the School and centralized in the College. This position will be dedicated to SALA and will help relieve some of the burden (day-to-day operations, advising issues, oversight of teaching assistants, etc.) from the Associate Director. However, the projected growth of new graduate programs within the School (Masters of Landscape Architecture, Masters of Urban Design) will substantially increase the administrative workload and further reinforce the need for a Assistant Director administrative line.

NAAB Accreditation Review Responses to Deficiencies- 2008

Part 2 DEFICIENCIES

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The 622 **The Applied Research Collaborative** is a new Final Project/Thesis option for Master of Architecture Students, Master of Science in Building Design, and Master of Design Students within the College. These students include architecture students, energy design students, visual communication students, industrial design students, planning students and interior design students. The studio is broken into teams each working on a different project that applies use inspired research, developed within the greater University, toward a specific design solution. Faculty from various schools and departments within the College operate as consultants to the students. Additionally, Dr. Will Hayward (a clinical psychologist, professor in the College, and nationally recognized consultant in collaborative environments) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

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Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important

not to separate out 'Non-Western' material, but incorporate it as a major part in the history of the world as demonstrated through architecture.

Thus, in APH 313 and APH 314 'Western' and 'Non-Western' material is taught concurrently. Students are not only aware of the world's diverse cultures, but also demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every 'lecture' there is time for a discussion about some of the larger issues of the day's material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architectures in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have fully integrated a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach 'Western' and 'Non-Western' as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world's cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi's *Memoirs of Sinan the Architect* with a section from Palladio's *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

The aforementioned description of the new APH 313-314 sequence demonstrates that we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: The School is integrating D-Profiler (a 3-D BIM construction cost estimating software) into the fifth year Comprehensive Design studio. This technology will provide a powerful tool for students to determine approximate building and construction cost estimates for their designs. Students will develop better intuition regarding site design, construction, environmental systems, and energy optimization. Life-cycle costs are covered in ATE 553 Building Systems II along with building simulation energy analysis.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in Professional Practice Management course and discussed in all design studios. The Professional Practice course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort i.e. owner, contractor, construction manager, architect, consultants, and governmental regulators. Lectures regarding Professionalism and the Legal Landscape are complimented with required readings from the book Ethical Issues in Professional Life by Joan Callahan, and Ethics and the Practice of Architecture by Wasserman, Barry, Sullivan, Patrick, Palermo, and Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in professional practice. Students participate in writing their own Architect's Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: While the operations budget has not increased in 15 years, the School continues to operate using its unfilled faculty lines. Last year the School filled two lines and adjusted its lower-division teaching structure to better optimize its expenses. Most significant of these changes is the lowering of the upper-division gate from the end of the second year to the end of the first year. With the new Bachelors of Art in Design degree being offered by the College, the School did not lose student credit hours to the earlier upper-division admissions and attrition. In addition to the gate savings, the Dean has worked with the Director to secure some additional funding for one of the planned new hires in urban design. This funding with combined with a joint hire in the Master of Science in Building Design with the School of Sustainability helped to mitigate the reduction in funding directed towards operations. In the last year, the School lessened some of the financial burden that students carry by purchasing large format plotters for each year of the program. Additionally, an increase in each studio's allowance for travel and/or supplies was made.

Space

Program Response: The new open studio spaces have not only optimized the number of student desks but also have increased the level of transparency between disciplines, programs, and projects. The School mediated the graduate studio desks with 20" flat screen monitors (based upon comments at meetings with graduate students) providing additional screen real estate for their laptops. The Master of Urban Design Program studio space is located in the downtown Phoenix Urban Research Lab building. One of the graduate studios was expanded and renovated this past summer to make room for the Master of Landscape Architecture program.

School Identity

Program Response: Arizona State University has undergone a great transformation in the past four years as it redefines itself as the "New American University." This transformation is moving at a breakneck pace causing all Colleges and Schools in the University to move equally as fast. The recent renaming of the "College of Architecture and Environmental Design" to the "College of Design" caused some concern among senior faculty in SALA regarding the loss of identity of the School within the College. The administration does not share this concern. The name change to Design is more inclusive and distinctive among disciplines and the University respectively. However, SALA is developing a new identity strategy within the College that includes the creation of **INFOlios** (studio publications), **SALA web page**, and an inclusive pedagogical model for **Collaboration** across disciplines. The School has also developed a pedagogical model based upon a set of six design imperatives (history, context, program, construction, technology, representation). These imperatives are accountable for every design studio and increase in complexity as students move through the curriculum. The SALA Design Imperatives also give students a consistent understanding of design throughout their careers at ASU.

Recent space reorganization has physically connected the studios within the School, thereby consolidating the School and creating an uninterrupted **Studio Loft** (i.e. the entire second floor of the building is one large interconnected SALA studio). At the University level, SALA is being recognized as a leader in Sustainable Initiatives through its Master of Science in Building Design program and the Applied Research Collaborative Final Project/Thesis option. The School will continue to develop a distinctive identity both within the College and the University by continuing to leverage its through faculty initiatives and College outreach programs.

Communication

Program Response: The very rapid pace of change occurring at the University level is requiring new and improved methods of communication and information dissemination from the University through the College to the School. The President of the University is now holding special meetings for just Chairs and Directors in hopes of short-circuiting the communication lines directly to the Schools and faculty. The administration of SALA is responding by sending out progress reports to the faculty in addition to the monthly faculty meetings and end of semester curricular reviews that are already in place. Each month the Director meets with senior faculty (which include 3 former directors) to discuss progress and perception of the School within the College, University, and community. Additionally, with new programs at the University and College level, SALA is soliciting presentations by the **Error!**

Contact not defined.s and Chairs of those programs so that our faculty are more aware of the decisions and opportunities happening at other levels. Lastly, SALA is conducting two all-School meetings each year (fall and spring) that include both the faculty and students in a report and discussion regarding the trajectory of the School.

Associate Director's Position

Program Response: A new Graduate Coordinator has been hired for the School. This senior staff position has assumed all of the graduate functions previously done by the Associate Director. With the two new graduate programs the Coordinator has also been working hard with the Director on developing recruitment strategies. The School is now working with the Interim Dean to reassign one of the senior undergraduate advisors to be dedicated to the School and assume the undergraduate coordination responsibilities. With these two senior staff in place the position of the Associate Director has been dissolved. Additionally, two key faculty, one in Landscape Architecture and the other in Energy have been given partial teaching releases to act as coordinators for the Landscape Architecture and Master of Science in Building Design programs. This administrative structure is working well.

NAAB Accreditation Review Responses to Deficiencies [2009]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: The SALA Curriculum committee made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

The BSD is comprised of 120 credit hours: 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a COD history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we changed 3 COD professional electives into general ASU electives.

The MARCH is comprised of 56 credit hours: 38 credit hours are required courses in the MARCH program and 18 credit hours are electives. Of the 18 elective credit hours, 12 credit hours are COD professional electives and 6 credit hours are ASU electives approved for graduate level studies.

To accomplish this distribution of credit hours: we cancelled ANP698 Final Project Seminar, merged AAD 551 Architectural Management 1 with AAD 552 Architectural Management 2, and made 3 credit hours of COD professional electives into 3 credit hours of ASU electives approved for graduate level studies.

13.7 Collaborative Skills

Program Response: The School has developed two studios and one transdisciplinary event that specifically engage collaboration, one in the spring of the third year undergraduate program, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 undergraduate studios are called the **Integral Studios**, so named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in Building Design. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within the College of Design, these include: Visual Communication, Planning, Product Design, and Interior Design. In the spring of 2007 six Integral Studios were offered each with a mix of BSD and BSLA students.

The 622 **The Applied Research Collaborative** is a new Final Project/Thesis option for Master of Architecture Students, Master of Science in Building Design, and Master of Design Students within the College. These students include architecture students, energy design students, visual communication students, industrial design students, planning students and interior design students. The studio is broken into teams each working on a different project that applies use inspired research, developed within the greater University, toward a specific design solution. Faculty from various schools and departments within the College operate as consultants to the students. Additionally, Dr. Will Hayward (a clinical psychologist, professor in the College, and nationally recognized consultant in collaborative environments) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

Third year transdisciplinary **Clusters** bring together students from all of the design disciplines (architecture, landscape architecture, interior design, industrial design, and visual communications) Six member teams are formed with representatives from each discipline. The spend the first two weeks of

each spring semester collaborating on a big issue topics such as “peak-oil” and work together to propose integrated solutions that engage the subject matter expertise of each discipline. A clinical psychologist organizes the cluster and teaches collaborative skills to the students. A different design professor creates the problem statement each year. Faculty work with student teams in their studios for the duration of the two week period. Reviews include outside experts and faculty. One 2’x 6’ poster is created by each team depicting their proposal.

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out ‘Non-Western’ material, but incorporate it as a major part in the history of the world as demonstrated through architecture.

Thus, in APH 313 and APH 314 ‘Western’ and ‘Non-Western’ material is taught concurrently. Students are not only aware of the world’s diverse cultures, but also demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every ‘lecture’ there is time for a discussion about some of the larger issues of the day’s material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architectures in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have fully integrated a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach ‘Western’ and ‘Non-Western’ as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world’s cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi’s *Memoirs of Sinan the Architect* with a section from Palladio’s *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

The aforementioned description of the new APH 313-314 sequence demonstrates that we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: The School is integrating D-Profiler (a 3-D BIM construction cost estimating software) into the fifth year Comprehensive Design studio. This technology will provide a powerful tool for students to determine approximate building and construction cost estimates for their designs. Students will develop better intuition regarding site design, construction, environmental systems, and energy optimization. Life-cycle costs are covered in ATE 553 Building Systems II along with building simulation energy analysis.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in Professional Practice Management course and discussed in all design studios. The Professional Practice course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort i.e. owner, contractor, construction manager, architect, consultants, and governmental regulators. Lectures regarding Professionalism and

the Legal Landscape are complimented with required readings from the book Ethical Issues in Professional Life by Joan Callahan, and Ethics and the Practice of Architecture by Wasserman, Barry, Sullivan, Patrick, Palermo, and Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in professional practice. Students participate in writing their own Architect's Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: Under the new organization of the Institute (see Identity section below), the School's budget, based upon a modest operations budget and open faculty lines, has move to a planned budget model base upon operational need. All open faculty lines were eliminated and funding has been allocated based upon a fixed budget. New faculty position requests are submitted to the Dean and Provost for approval and funded as deemed necessary. Thus far, recent requests have been approved, they include two new faculty positions: a new Director of the Phoenix Urban Research Lab and Urban Design Program, and an associate professor of Landscape Architecture with an emphasis in landscape urbanism. These two positions are commensurate with the needs of these two new programs.

The merger of the College of Design with the College of the Arts was accelerated by the economic downturn and resulted in the administrative cut of the College of Design's Dean's position. Thus far, the School has made only modest cuts to it's budget and has not reduced any of the new curricular improvements that were implemented prior to the merge: many of which are dependent upon graduate program fees.

As part of the new organization, new undergraduate program fees were passed by the Arizona Board of Regents to help offset the loss in state funding that was allocated to undergraduate IT infrastructure. Currently, the Institute (centrally) manages these fees, but we are working to have them managed locally within each School. This will allow the School to tailor its resources to its specific curricular needs.

The School is developing new funding mechanism through summer school programs for high school students and newly admitted ASU students majoring in Architecture or Landscape Architecture. Additionally, the School is in the process of vetting its alumni list and will be making targeted asks in near future to support new initiatives.

Space

Program Response: The new open studio spaces have not only optimized the number of student desks but also have increased the level of transparency between disciplines, programs, and projects. The studio renovations have been completed and additional space created for the new MLA program. The School, using graduate program fee's purchased 20" flat screen monitors for each graduate student desk. This increased screen 'real estate' provides students with more visible information thereby facilitating a more comprehensive digital design tool. The School also increased the number of studio plotters so that students have greater ability to create hard copies of their drawings.

As part of the Merger, the Phoenix Urban Research Lab has become part of the School, and with it a large space in Downtown Phoenix. The School is currently running the new Master of Urban Design program out of that space.

Revisions to the lower-division curriculum and the moving of the upper-division gate to the end of the first year has reduce the number of cold desk studios in the School, alleviating the "desks in the corridor" condition found in the lower division cold desk structure. However, our post milestone 2nd year students are still in a hot desk studio. With the current facility at capacity, School is working on annexing additional space for the 2nd year students.

School Identity

Program Response: In the spring of 2009 the College of Design was merged with the Herberger College of the Arts, creating a new institute within the University - The Herberger Institute for Design and the Arts. This new institute is one of four larger institutes recently created at ASU. They include: The Bio Design Institute, The Fulton Institute for Graduate Education, The Global Institute of Sustainability, and the Herberger Institute for Design and the Arts (HIDA). HIDA is made up of seven schools, as well as the ASU Art Museum. These include in order of scale: The School of Music, The School of Art, The School of Architecture + Landscape Architecture, The School of Theater and Film, The School of Design Innovation, The School of Dance, and The School of Arts-Media+Engineering. The Dean of the former Herberger School of the Arts is now the Dean/Director of the Institute followed by a new Executive Dean position, and followed by the Directors of the seven schools and the Museum.

As part of the new merger, a new identity package is being created based upon the new brand identity of ASU. This involves a new website design for the Institute and its corresponding schools. SALA's website is currently undergoing this change. Aside from the standardize website and letterhead, SALA continues to retain its identity through its publications and community outreach. The School is being charged by the Dean, Provost, and President to increase its visibility, locally, and nationally in response to its greater autonomy within the Institute. Previous Deans of the former College of Design have all been architects. This charge for greater exposure is assisted by the fact that currently the new Executive Dean of the Institute is an architect.

SALA has recently refined its messaging system and mission. This work promises to not only help differentiate the School nationally, but also provide a filter for curriculum development. The message will be communicated via website, video, and printed materials.

Communication

Program Response: The very rapid pace of change occurring at the University level is requiring new and improved methods of communication and information dissemination from the University through the Institute to the School. The President of the University is now holding special meetings for just Chairs and Directors in hopes of short-circuiting the communication lines directly to the Schools and faculty. The Herberger Institute conducts weekly Leadership meetings between the Dean and Directors to keep communication open and fluid within the Institute. The Dean also meets individually with all School Directors bi-weekly to discuss specific issues relative to each school. SALA conducts monthly faculty meetings and end of semester curricular reviews. Each month the Director and Assistant Director meet with a rotating faculty "Think Tank" to discuss progress and perception of the School within the College, University, and community. SALA also conducts two all-School meetings each year (fall and spring) that include both the faculty and students in a report and discussion regarding the trajectory of the School.

Assistant Director's Position

Program Response: An Assistant Director's position has been established for the School in compliance with the other Schools within the Institute. This is a nine-month faculty position with a three-month summer stipend. This position is vital to the success of the School. The Assistant Director primarily works with the academic affairs of the School, but is also instrumental in defining messaging and outreach. The Director (an architect) has consciously chosen a landscape architecture faculty to fill the Assistant Directorship. This has proven to be a wise choice, balancing leadership between the two disciplines, thereby operationally and figuratively reinforcing the School's mission to integrate these two disciplines.

NAAB Accreditation Review Responses to Deficiencies [2010]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: The School of Architecture + Landscape Architecture (SALA) Curriculum committee made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

The BSD is comprised of 120 credit hours: 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a SALA history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we changed 3 SALA professional electives into general ASU electives.

The MARCH is comprised of 56 credit hours: 38 credit hours are required courses in the MARCH program and 18 credit hours are electives. Of the 18 elective credit hours, 12 credit hours are SALA professional electives and 6 credit hours are ASU electives approved for graduate level studies.

To accomplish this distribution of credit hours: we cancelled ANP698 Final Project Seminar, merged AAD 551 Architectural Management 1 with AAD 552 Architectural Management 2, and made 3 credit hours of SALA professional electives into 3 credit hours of ASU electives approved for graduate level studies.

13.7 Collaborative Skills

Program Response: The School has developed two studios and one transdisciplinary event that specifically engage collaboration: one in the spring of the third year undergraduate program, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 Spring undergraduate studios are called the **Integral Studios**--so named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in the Built Environment. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within SALA, these include: Visual Communication, Product Design, and Interior Design. In the spring of 2007 six Integral Studios were offered each with a mix of BSD and BSLA students.

The 622 **The Applied Research Collaborative** is a Final Project/Capstone Studio option for Master of Architecture, Master of Science in the Built Environment, and Master of Science in Design students within the School. These students include architecture, energy design, visual communication, industrial design, landscape architecture, and interior design. The studio is broken into teams each working on a different project that applies use- inspired research developed within the greater University toward a specific design solution. Faculty from various schools and departments within the College operate as consultants to the students. Additionally, Dr. Wil Heywood (a clinical psychologist, professor in SALA, and nationally recognized consultant in collaborative environments) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including: Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

Third year transdisciplinary **Clusters** bring together students from all of the design disciplines (architecture, landscape architecture, interior design, industrial design, and visual communications) Six-member teams are formed with representatives from each discipline. They spend the first two weeks of

each spring semester collaborating on a big issue topics such as “peak-oil” and work together to propose integrated solutions that engage the subject matter expertise of each discipline. A clinical psychologist organizes the cluster and teaches collaborative skills to the students. A different design professor creates the problem statement each year. Faculty work with student teams in their studios for the duration of the two-week period. Reviews include outside experts and faculty. One 2’x 6’ poster is created by each team depicting their proposal.

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out ‘Non-Western’ material, but incorporate it as a major part in the history of the world as demonstrated through architecture and urbanism.

Thus, in APH 313 and APH 314 ‘Western’ and ‘Non-Western’ material is taught concurrently. Students are not only aware of the world’s diverse cultures, but also demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every ‘lecture’ there is time for a discussion about some of the larger issues of the day’s material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architectures in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have fully integrated a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach ‘Western’ and ‘Non-Western’ as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world’s cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi’s *Memoirs of Sinan the Architect* with a section from Palladio’s *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

The aforementioned description of the new APH 313-314 sequence demonstrates that we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: Students gain an awareness of cost control methods in the ADE 522 Comprehensive Design Studio (required studio for all graduate students). A lecture on cost control methods by a professional cost estimator is integrated into the studio schedule. Students are required to provide a cost analysis of their schematic design proposals at mid-semester and again as a part of their final presentations.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in Professional Practice Management course and discussed in all design studios. The Professional Practice course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort i.e. owner, contractor, construction manager, architect, consultants, and governmental regulators. “Professionalism” and “The Legal Landscape” lectures are complemented with required readings from the book Ethical Issues in

Professional Life by Joan Callahan, and Ethics and the Practice of Architecture by Wasserman, Barry, Sullivan, Patrick, Palermo, and Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in professional practice. Students participate in writing their own Architect's Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: The Herberger Institute for Design and The Arts did not meet its undergraduate enrollment growth projections by 3%. The two largest schools: Music and SALA both fell short of their FTE projections and had to remit $75K each from their State budgets. This resulted in the loss of a Landscape Architecture position that was undergoing a search. The disbandment of the School of Design Innovation (SDI) - industrial, interiors, and graphic) resulted in the loss of their administration staff--some of whom were working between SDI and SALA. The subsequent merger by the faculty of SDI and SALA resulted in a reduction of staff positions from nine to six. The newly formed School is now the largest in the Institute, but second in overall budget to Music. Comparatively, the newly formed "Design School"[2] is larger than the former College of Design yet has half the budget and staff.

In 2010 three key faculty in Architecture, Landscape Architecture, and Interior Design left the School. Only one of these positions has been renewed by the University administration (and given the go-ahead to start at search). The School is currently running two tenure and tenure track faculty searches in Landscape Architecture and Urban Design. The School grew its graduate program by 40% over the past three years, and over 25% of graduate students are now enrolled in Concurrent Graduate Degree programs.

The School continues to benefit from its Graduate Program Fees, and it is anticipated that they will increase in 2012. These fees continue to support significant curricular initiatives that include new technologies, travel, and lectures.

The School is developing a new funding mechanism through summer school programs for high school students and newly admitted ASU students majoring in Design. Additionally, new on-line courses were developed that can be taught over the summer and winter breaks to generate funds for the school. The Provost's office is currently overhauling the General Education Designations, and toward this end we are developing a new on-line course entitled "Critical Thinking/Critical Making" that we hope to establish as a required course for all University freshmen. If accepted, this course will be of great economic benefit to the School.

Space

Program Response: The School is working on a new space plan in anticipation of gaining three new studio-based graduate programs. Strategies such as teaching support courses in studio spaces and further building modifications are in the works. Some reduction to the undergraduate studios may incur to make room for greater graduate enrollment.

School Identity

Program Response: In the spring of 2010 the *School of Design Innovation* was merged with the *School of Architecture + Landscape Architecture*, thereby creating one School with all of the design disciplines in the University. *The Design School* (name change pending Arizona Board of Regents approval in February 2011) now houses the following undergraduate Bachelor of Science degree programs: Architecture, Housing and Community Design, Industrial Design, Interior Design, Landscape Architecture, and Visual Communication Design. The following graduate Master degree programs are part of our School as well: Architecture, Landscape Architecture, Science in the Built Environment, Science in Design, and Urban Design. The School has asked for permission to plan three new studio-

[2] See School Identity Section below

based graduate Master degree programs in Industrial Design, Interior Architecture, and Visual Communication Design. If successful, these new programs will enroll new students in the fall of 2012.

The School has begun a new identity and messaging campaign that differentiates the school as the "most comprehensive and collaborative design school in the nation." This trajectory will continue to develop new intra-disciplinary and inter-disciplinary design opportunities as part of the meta-disciplinary curriculum of the School. The School's "Mission" that was previously established within the School of Architecture + Landscape Architecture – "Tomorrow's designers will shape collaborations, synthesis complexity and be catalysts of transformation for public good" will remain the mission for the new School. It is anticipated that the new school name will help stabilize and re-establish the identity of the School within the University and nationally. Because it is the first time in the history of the School that the word "Architecture" may not be in the School name, the new name was vetted by significant members of the local architecture community and approved. Each discipline within the School is now identified as a 'Program' as stipulated by the Herberger Institute.

Communication

Program Response: The School recently celebrated its 50th Anniversary and held a celebration in the spring of 2010. There were approximately 500 people in attendance. A presentation was given at the celebration that communicated the advancement and future trajectory of the new School. In the fall of 2010 a two-day faculty/staff retreat was held to bring together the 48 faculty in the newly combined School. Despite the economic challenges facing the State and the University, the collegiality among the faculty is currently at an all time high. The prospect of establishing a new collaborative design environment that transcends disciplinary silos is fueling faculty optimism. Given the new larger structure, a new administrative structure has been established. Each Program has a faculty coordinator (9 month position): there are eight coordinators who are responsible for the day-to-day academic affairs for their respective programs. Coordinators meet with their respective faculty monthly. There are two Assistant Directors and each has a 12 month administrative position that includes a modest summer stipend. The Assistant Directors are responsible for the oversight and coordination of the academic affairs among the Programs. One Assistant Director oversees the undergraduate program and the other the graduate program. The School Director meets with the Assistant Directors and Program Coordinators weekly. Each month there is an all School Faculty Meeting.

Additionally, an ad hoc committee has been formed to facilitate the messaging for the School-- this committee has representatives from each program. The student organizations have been empowered and meet regularly with their faculty advisors and the Director. The Director meets with all of the students in the School each semester to discuss the workings and aspirations of the curriculum.

At the Institute level, School Directors continue to meet every other week with the Dean to discuss the greater issues within the larger Institute. The Dean/Director of the Herberger Institute also meets individually with all School Directors bi-weekly to discuss specific issues relative to each school.

Assistant Directors Positions

Program Response: Given the near doubling in the size of the School, two Assistant Director positions have been established. These positions are vital to the success of the School. The Assistant Directors primarily work with the academic affairs of the School, but they are also instrumental in defining messaging and outreach. The Director (an architect) has consciously chosen a landscape architecture faculty to fill one of the Assistant Directorships, and an Industrial Design faculty for the other Assistant Directorship. These positions are learning from each other in an attempt to divide their responsibilities between graduate and undergraduate curriculum.

3.2 Summary of Responses to Changes in the NAAB Conditions

- The Program has worked on establishing a Studio Culture policy.
- New course offerings in Sustainability as well as concurrent degree options in areas of sustainability and energy-efficient design strategies (Sustainability course, concurrent M-Arch and MSBE degrees) reflect the new category.
- Establishment of collaborative studios and collaborative studio experiences
- Establishment of the Applied Research Studio Option and opportunities for applied research in studios and support courses
- Revision of the History / Theory sequence

PART FOUR – Supplemental Information

4.4 – Course Descriptions
4.5 – Faculty Resumes
4.6 – Visiting Team Report
4.7 – Catalog / URL for retrieving online catalogs and related materials
4.8 – Response to Offsite Program Questionnaire

5.0 - Appendix

PART FOUR – Supplemental Information

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5.0 - Appendix

Number & Title of Course (total credits awarded):

AAD 552: Architectural Management II (3 credit hours) R. Nicholas Loope

Design delivery methods, coordination of construction documents, cost estimating, financing, bidding and negotiations, construction observation, and post-construction services. Case studies. Lecture and discussion. Prerequisites: AAD 551. Co-requisite: ADE 622 or instructor approval.

Course description
The course will explore the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort, i.e., owner, contractor, construction manager, architect, consultants and governmental regulators. The design and construction industries have just begun to develop management systems and techniques at the project level to integrate design, procurement and construction into one total process. Increasing pressure from lenders, government regulators, user groups and owners for "on time, within budget and error free" projects are forcing unprecedented change to how designs will be delivered. The course will evaluate these influences and identify new opportunities and associated responsibilities being thrust into the design profession.

Course objectives
On completion of the course, the student should be aware of:

1. the need for quantitative controls and measures to ensure quality of service, realization of design intentions, and financial success of the firm and/or project.
2. a broad range of business law issues and their impact on the practice of Architecture.
3. various contract forms that the design delivery currently employs.
4. various measures and controls employed to assure quality, accuracy, and coordination of construction documents.
5. emerging service opportunities for the architect in the design delivery process and construction management efforts.

The student should also understand:

1. the expanding demand for architectural services and the new challenges it presents in project and financial management.
2. the "on time, on budget, error free" pressures in today's design delivery process and its influence on the contract negotiation, administration, and client relationship.

Number & Title of Course (total credits awarded):

ADE 321, Architectural Studio I, 5 credits.

Course Description (limit 25 words): ADE321 is a comprehensive multi-family housing studio focusing on site, unit and multiple from schematic design to design development integrating structural, environmental and envelope solutions.

Course Goals & Objectives (list):

- Students will engage in an interactive design studio, requiring collaborative participation of all members of the studio in the observation, research, analysis, making, and criticism.
- Students will raise questions about local housing and rigorously investigate them, not simply problem solving, which in the end is evidenced by comprehensive thinking and making.

Student Performance Criterion/a addressed (list number and title):
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6.Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.7. Financial Considerations
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area:
Drawing and other representational techniques (60%)
Presentation Skills (40%)
Floor Plan Exercises 10%
Case Study Presentations 10%
Spaces for Living 20%
PHX Multi-Family Project 45%
INFOlio/Cumulative CD 10%
Studio Participation 5%
Six Imperatives: History, Context, Program, Technology, Construction, Representation
Prerequisites:
ADE 221
ADE 222
Textbooks/Learning Resources:
A comprehensive reference resource list (books, periodicals, indexes, websites, and local architects) of housing and home delivery from canonical to current works to local housing projects.
Offered (semester and year):
Fall only; annually
Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Wendell Burnette, Professor of Practice
Philip Horton, Faculty Associate
Joe Herzog, Faculty Associate
Zubin Shroff, Faculty Associate

Number & Title of Course (total credits awarded):

ADE 322, Architectural Design Studio II: Desert Waterscapes, 5 credits.

Course Description (limit 25 words): This studio will explore the intersection of two important issues confronting Phoenix: 1. The status and character of public space in the contemporary city; 2. The shepherding and celebration of water in the desert. These issues will be explored within the context of the design of a Desert Water Education and Science Center located in the Phoenix Metropolitan Area. In addition, the studio will also explore the potentials of pre-cast concrete systems to produce experiential effects, structure and organize space, create an efficient building strategy, and passively heat and cool space.

Course Goals & Objectives (list):

- Work on skills involved with abstract thinking and thesis development.
- Develop an awareness of issues related to public space.
- Develop an awareness of issues related to water in arid areas.
- Develop knowledge about the use of pre-cast concrete systems and apply that knowledge towards a design that mediates between several competing needs (site needs, program needs, and a design thesis)
- Introduce students to contemporary design topics such as parametric thinking/design and modularity in design.
- Introduce students to new technology through lectures and application of digital fabrication.
- Build an awareness of sustainability and environmental stewardship.

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

A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (ability)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (ability)
B6-comprehensive design (ability)
B8-environmental systems (understanding)
B9-structural systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)
C2-human behavior (understanding)
C8-ethicsw and professional judgment (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):

Research on water issues, AZ climate, public space, and pre-cast (10%)
Site and program research (10%)
Concrete detail design (30%)
Site and project design (50%)

Prerequisites:

ADE 321

Textbooks/Learning Resources:

Childs, Craig Leland. The Secret Knowledge of Water: Discovering the Essence of the American Desert. Cambridge: Back Bay Books, 2001.

Offered (semester and year):

Spring 2010

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): David Newton Spring 2010

Number & Title of Course (total credits awarded):

ADE 322, Architectural Design Studio II: Modulating Space 2.0, 5 credits.

Course Description (limit 25 words): This studio will explore the intersection of four key issues as they relate to Phoenix: 1. The dynamism of light and its capacity to define space and inform human activity; 2. Systems thinking and parametric thinking; 3. The design of educational and learning spaces; 4. The possibilities of concrete as a building material. These issues will be explored in the design of a public learning and science center dedicated to Arizona light.

Course Goals & Objectives (list):

- Work on skills involved with abstract thinking and thesis development.
- Develop an awareness of issues related to public space, learning environments, and the public good.
- Develop an understanding of how daylight can be used to define space and inform human activity.
- Develop knowledge about the use of concrete systems and apply that knowledge towards a design that mediates between several competing needs (site needs, program needs, and a design thesis)
- Introduce students to contemporary design topics such as parametric thinking/design and modularity in design.
- Introduce students to new technology through lectures and application of digital fabrication.
- Build an awareness of sustainability and environmental stewardship.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (ability)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (ability)
B6-comprehensive design (ability)
B8-environmental systems (understanding)
B9-structural systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)
C2-human behavior (understanding)
C8-ethicsw and professional judgment (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
Research on AZ light, AZ climate, parametric systems, and concrete (10%)
Site and program research (10%)
Concrete detail design (30%)
Site and project design (50%)

Prerequisites:
ADE 321
Textbooks/Learning Resources:
Plummer, Henry. The Architecture of Natural Light. New York: Monacelli 2009.
Plummer, Henry. Masters of Light: First Volume: 20th Century Pioneers. Tokyo: A+U Nov 2003.
Minnaert, M.G. J. Light and Color in the Outdoors. NY: Springer-Verlag, 1993. - *James Turrell's recommendation*

Offered (semester and year):
Spring 2011
Faculty assigned (list all faculty assigned during the two academic years prior to the visit): David Newton Spring 2011, David Newton Spring 2010

Number & Title of Course (total credits awarded): ADE 322, Architectural studio II, 5 credits

Course Description (limit 25 words): Site and building design problems. Emphasizes programmatic and environmental determinants and building in natural and urban contexts. Education in Architecture serving the Public good n underserved communities

Course Goals & Objectives (list):

To develop the ability to critically use specific ways of seeing, deep thinking and iterative making within a culture of the place (environment and history)

To develop the ability to experience, perceive, research and document a specific place and its specific ecology, then critically utilize those information and insights to design a building suited for this unique environment.

To develop the ability to analyze, question, redefine and elaborate a program based in the interviews with different stakeholders (planning officials, non profits and the users)

To develop the ability to assess and integrate technology, climatic response, building systems, and the generative phenomena of architecture (place, body, form, space, light, mater, time, etc) into a building.

To develop an understanding of the tectonics of making (aesthetic and technical unification of structure, materials and construction methods).

To develop the ability to clearly communicate your work on any given day to un-announced guests, clients, and/or peers, via the use of clearly organized and integrated documentation of: 1) students' developing ideas, the daily evolution of students' design process, and 3) students' resultant quality architecture.

To learn to collaborate in the definition of the program with other non academic members and to collaborate in the development of an infrastructure that will work as a catalyst for the community (2 weeks of the semester)

To present a resolved design in its context, both as a process and as a product.

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

A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (ability)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A9-Historical Traditions and Global Culture (understanding)
A10-Cultural Diversity *(ability)*
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (ability)
B6-comprehensive design (ability)
B8-environmental systems (understanding)
B9-structural systems (ability)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)
C1-collaboration (a*bility)*
C2-human behavior (ability)
C3-client Role in Architecture (ability)
C6-leadership (u*nderstanding)*
C8-ethics and professional judgment (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):

Research 20%

Community participation 10%
Design explored through different techniques (digital, sketches, physical models, etc) 50%
Presentation skills (20%)

Prerequisites: must have completed ADE 321 with a grade of C or greater.

Textbooks/Learning Resources:

Cultural Values That Will Make Your Office an Idea Factory
Designing for Disagreement

Offered (semester and year):
Fall only: annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Milagros Zingoni

David Newton
Chris Lasch

Number & Title of Course (total credits awarded):

ADE 322 Architectural Studio II, 5 credits.

Course Description (limit 25 words):
A 3rd year undergraduate design studio focused on the design of Native American Arts Center sited in the historic Barrio Viejo, Tucson, AZ.

Course Goals & Objectives (list):
- Students will explore critical design thinking through the medium of architecture.
- Students will be exposed to current digital design tools and design paradigms.
- Students will research and explore historic and contemporary Native American material culture with a particular focus on Native Arizona.

Student Performance Criterion/a addressed (list number and title):
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A8-ordering systems skills (understanding)
A9-historical traditions and global culture (understanding)
A10-cultural diversity (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
Design projects and exercises (70%)
Project presentation and final documentation (10%)
Weekly in-progress documentation (10%)
Studio participation (10%)

Prerequisites:
Architectural Studio I

Textbooks/Learning Resources:
Frampton, Studies in Tectonic Culture, The Poetics of Construction in Nineteenth and Twentieth Century Architecture, The MIT Press, 2001
Bernstein, The Language of Native American Baskets from the Weavers' View, National Museum of American Indian, 2003
Mccullough, Abstracting Craft: The Practiced Digital Hand, The MIT Press, 1998
From Control to Design: Parametric/Algorithmic Architecture, Actar, 2008
Iwamoto,Digital Fabrications: Architectural and Material Techniques (Architecture Briefs), Princeton Architectural Press, 2009
Earle, New Bamboo: Contemporary Japanese Masters, Japan Society, 2008

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): Chris Lasch

Number & Title of Course (total credits awarded):
ADE 421, Architectural Studio 3, 6 credits.

Course Description (limit 25 words):
Topical design problems of intermediate complexity, including interdisciplinary problems. – catalog

The studio emphasizes and works with the issues that influence the project site and program to a greater degree. The students engage these issues throughout the conceptualizing and development of their projects. Projects are brought to a higher level of comprehensive resolution appropriate for the students level.

Course Goals & Objectives (list):

- Students will work collaborative to carry out basic research into the issues related to the program and site including: context, history, social cultural issues, education, demographics, etc.
- Students will be familiar with the process of programming.
- Students will experience having a stakeholder client for their project who will be involved throughout the semester.
- Students will incorporate an urban design agenda as part of their overall project development.
- Students will utilize advanced modes of representation in their design studies and presentations.

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

A1 Communication Skills
A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A6 Fundamental Design Skills
A7 Use Of Precedents
A8 Ordering Systems Skills
A9 Historic Traditions And Global Culture
A10 Cultural Diversity
A11 Applied Research
B1 Pre-Design
B2 Accessibility
B3 Sustainability
B4 Site Design
B6 Comprehensive Design
B8 Environmental Systems
B9 Structural Systems
B10 Building Envelope Systems
B11 Building Service Systems
B12 Building Materials And Assemblies
C1 Collaboration
C2 Human Behavior
C3 Client Role In Architecture
C7 Legal Responsibilities
C8 Ethics And Professional Judgment
C9 Community And Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Collaborative research – site, history, social and cultural issues, precedent (15%)
Program Analysis (15%)
Site Analysis and site design (15%)
Design and design development (40%)
Representation (15%)

Prerequisites:
Pre-requisites: ADE 322 with C or better; Co-requisites: APH 421, ATE 451

Textbooks/Learning Resources:
The director and a board member from the Phoenix library system consulted with us throughout the semester

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (Clinical Associate Professor) 2011, 2010
Catherine Spellman (Associate Professor) 2011
Alex Gino (Adjunct) 2011
Melanie Shelor (Adjunct) 2010
Mark Ryan (Adjunct) 2010, 2009

Number & Title of Course (total credits awarded):
ADE 421, Architectural Studio 3, 6 credits.
Course Description (limit 25 words):
Topical design problems of intermediate complexity, including interdisciplinary problems. – catalog
A multidisciplinary studio that will focus on "food related issues this semester. The studio places greater emphasis on the importance and role of comprehensive research to the design process. Students will examine the body of issues relating to the specific approach of their section in much greater detail than would be typical of a studio.
Course Goals & Objectives (list):

- Students will learn how to conduct and apply fundamental issue based research to their design approach and development
- Students will work collaboratively across disciplines at all levels of their project from initial research, to conceptualizing the problem, through design development.
- Students will develop their own program and select their own site as part of their process of applying their research insights to the design problem.
- Students will be familiar with communicate the broad contextual issues that impact their projects including: economic circumstances, historical, social and cultural, political etc.
- Students work will include multiple scales from regional urban design to building scale.
- Students will have a greater understanding of the social responsibilities that come with being an architect. Students should also understand the limits of what design alone can do and the importance of broadly integrative design solutions.

Student Performance Criterion/a addressed (list number and title):
A1 Communication Skills
A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A6 Fundamental Design Skills
A7 Use Of Precedents
A8 Ordering Systems Skills
A9 Historic Traditions And Global Culture
A10 Cultural Diversity
A11 Applied Research
B1 Pre-Design
B2 Accessibility
B3 Sustainability
B4 Site Design
B8 Environmental Systems
B10 Building Envelope Systems
B12 Building Materials And Assemblies
C1 Collaboration
C2 Human Behavior
C3 Client Role In Architecture
C7 Legal Responsibilities
C8 Ethics And Professional Judgment
C9 Community And Social Responsibility
Topical Outline (include percentage of time in course spent in each subject area):
Collaborative research – site, history, social and cultural issues, precedent (35%)
Design and design development (35%)
Concept Development (15%)
Representation (15%)
Prerequisites:
Pre-requisites: ADE 322 with C or better; Co-requisites: APH 421, ATE 451
Textbooks/Learning Resources:
Change by Design by Tim Brown; *Making Meaning* by Steve Diller, Nathan Shedroff, Darrel Rhea ; *The Power of Design,* Richard Farson; *Thinking in Systems* by Donella Meadows; *A Whole New Mind* by Dan Pink; *Cradle to Cradle* by William McDonough and Michael Braungart; *The Omnivore's Dilemma* by Michael Pollan; *Fast Food Nation* by Eric Schlosser; *The Food Atlas* by Erik Millstone and Tim Lang; *Sustainable Urbanism* by Douglas Farr; *An Inconvenient Truth* (directed by Davis Guggenheim, 2008) Amazon; *Food, Inc.* (directed by Robert Kenner, 2008) Amazon; *Our Daily Bread* (directed by Nikolaus Geyrhalter, 2009); *Dirt! The Movie* (directed by Gene Rosow, 2009); *Soylent Green* (directed by Richard Fleisher, 1973)
Ingredients (directed by Robert Bates, 2009); *The Ecological Footprint* (directed by Mathis Wackernagel, 2005)
Organizations
USDA – United States Department of Agriculture(various research studies)
FAO - Food and Agriculture Organization of the United Nations (various research studies)
WHO – World Health Organization (various research studies)
Food First (various research studies)
Stockholm Resilience Centre (various research studies)
FDA – Food and Drug Administration (various research studies)
Stockholm Resilience Centre (various research studies)
WFP – United Nations World Food Program (various research studies)
Sustainable Cities at sustainable cities.net
Offered (semester and year): Fall only; annually
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (Clinical Associate Professor) 2011, 2010; Catherine Spellman (Associate Professor) 2011,Alex Gino (Adjunct) 2011

Number & Title of Course (total credits awarded):

ADE 422 Architectural Studio IV, 5 credits.

Course Description (limit 25 words) : ADE 422 is an Integral Studio offering students experience in full-scale fabrication of a small structure. Students, working in groups, are involved from design development to final completion.

Course Goals & Objectives (list):

- Students comprehend design development requirements.
- Students involved in cost control exercises.
- Students experience scheduling exercises.
- Students will develop verbal and visual communication skills.
- Students will demonstrate basic understanding of digital fabrication techniques.
- Students experience construction documentation.
- Students experience client negotiation.
- Students experience working with construction/fabrication companies.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A.5. Investigative Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills
B. 3. Sustainability:
B. 7 Financial Considerations:
B. 8 Environmental Systems:
B. 12. Building Materials and Assemblies:
C. 2. Human Behavior
C. 1. Collaboration
C. 3 Client Role in Architecture
C. 4. Project Management
C. 5. Practice Management
C. 6. Leadership
C.9. Community and Social Responsibility.

Topical Outline (include percentage of time in course spent in each subject area):

Critical Thinking and Representation: (20%)
Integrated Building Practices, Technical Skills and Knowledge: (60%)
Leadership and Practice: (20%)

Prerequisites:
421

Textbooks/Learning Resources:

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Jason Griffiths

Number & Title of Course (total credits awarded):
ADE 422 / LDE 462, Architecture and Landscape Architecture Studio IV, 5 credits.
Course Description (limit 25 words): This course studies the culture of the border region and the opportunities found in landscape architecture and architecture to leverage natural systems in order to enhance local quality of life and urban development.

Course Goals & Objectives (list):

- To develop an understanding of how the urban realm is a physical fact that establishes adaptive practices derived from human inhabitation.
- To understand the permanent dialectic relationship between the formal and informal (or vernacular or self-built).
- To learn site analysis-design methodologies.
- To embrace the landscape and building design and construction as architectures, two disciplines more similar than different.
- To explore diagrammatical and mapping techniques as a medium for Architectures.
- To understand the complexities of the contemporary city as challenging stimuli for Architectures.
- To understand how Architectures and infrastructures have the potential to articulate and define the contemporary city.
- To understand the urban realm as a medium where the formal physical aspects of design are continually, constantly, and permanently shaped by political, social, economic, and environmental/ecological forces.
- To understand, explore and manipulate for the public good the relationship between urban realms and the natural realm.
- To explore Architectures as an infrastructure, a physical fixity that can accept changes on use, materiality, and program, becoming the foundation for future conditions, with a capacity for adaptation for future unforeseen programs.
- To learn about broad cultural differences and similarities between urbanisms and architectural practices in the U.S. Southwest and Northern Mexico. Including policy, techniques, governments, materials, among others.
- To learn and explore how to articulate trans-border infrastructural systems with the same ultimate goal: the provision of public space amenities, the conversion of natural systems into urban structure, and the amelioration of human impact on the landscape.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability), A2-design thinking skills (ability), A3-visual communication skills (ability), A5-investigative skills (ability), A6-fundamental design skills (ability), A7-use of precedents (ability), A8-ordering systems skills (understanding), A9-historical traditions and global culture (understanding), A10-cultural diversity (understanding), A11-applied research (understanding), B1-pre-design (ability), B2-accessibility (ability), B3-sustainability (ability), B4-site design (ability), B8-environmental systems (understanding), C1-collaboration (ability), C2-human behavior (understanding), C8-ethics and professional judgment (understanding), C9-community and social responsibility (understanding).

Topical Outline (include percentage of time in course spent in each subject area):
Critical thinking and representation (45%)
Integrated building practices, technical skills and knowledge (35%)
Leadership and practice (20%)
Prerequisites:
Must be an Architectural Studies student; Must have completed ADE 421 with a grade of C or greater; Must have completed ARP 484 with a grade of Y.
Textbooks/Learning Resources:

1. Arreola, Daniel D. Curtis, James R. *"The Mexican Border Cities: Landscape Anatomy and Place Personality".* University of Arizona Press. 1993.
2. Ganster, Paul. Lorey, David E. "*The U.S.-Mexican Border into the Twenty-First Century*". Latin American Silhouettes. Rowan & Littlefield Publishers. USA. 2008.
3. Herzog, Lawrence A., *"From Aztec to High Tech, Architecture and Landscape across the Mexico – United Status Border",* The John's Hopkins University Press, Baltimore, Maryland, 1999.

Offered (semester and year):
Spring only; annually

Faculty assigned: Gabriel Diaz-Montemayor

Number & Title of Course (total credits awarded):
ADE 510, Foundation Architecture Studio, 6 credits

Course Description (limit 25 words):
Fundamentals of architectural design, methodology, visualization, and representation. – catalog

This is the first studio for students entering both the 3+ Master of Architecture and 3+ Master of Landscape Architecture programs. The studio is taught integratively by architecture and landscape architecture faculty. The focus of the class in on studying and developing a critical understanding of a project site and using that understanding to inform a design approach. Key issues are site analysis, site documentation, environmental factors, site design along with introducing basic design skills and graphic techniques.

Course Goals & Objectives (list):

- Students will be introduced to the design process and to a series of graphic techniques for both design exploration and presentation. Students will be familiar with the process and exhibit and level appropriate degree of ability.
- Students will prepare a detail site analysis and understand the various areas that comprise a site study such as: topography, geology, history, water flows, orientation, soils, vegetation, existing use, social and cultural issues.
- Student will be introduced to and become familiar with various approaches/techniques for representing their analyses, such as: photography, writing, freehand drawing, video, CAD, 3D modeling.
- Students will be able to synthesize their site analyses in the design of a "place of occupation" including elements of landscape architectural and architectural design.

Student Performance Criterion/a addressed (list number and title):
A1 Communication Skills
A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A6 Fundamental Design Skills
A7 Use Of Precedents
A10 Cultural Diversity
C2 Human Behavior
C3 Client Role In Architecture
C7 Legal Responsibilities
C9 Community And Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Collaborative research – site, history, social and cultural issues, precedent (25%)
Site Analysis and site design (35%)
Design and design development (25%)
Representation (15%)

Prerequisites:
Pre-requisites: Master of Architecture student; Co-requisite: ATE 553 and ATE 563

Textbooks/Learning Resources:
Lectures throughout the semester, related precedent studies

Offered (semester and year):
Summer only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (Clinical Associate Professor) 2011, 2010, 2009 …
Kim Steele, (Associate Professor) 2011, 2010, 2009 …
Milagros Zingoni (Faculty Associate) 2010, 2009,…
Thomas Hartman (Associate Professor) 2011, 2010, 2009…
Gabriel Montemayor (Assistant Professor) 2011, 2010, 2009…

Number & Title of Course (total credits awarded): ADE 511, Core Architecture studio 1, 6 credits

Course Description (limit 25 words): The first studio for the 3+ students taking them, for the first time, through all the phases of the creation of a work of architecture.

Course Goals & Objectives (list):
Students learn to develop a program after interviewing a client, focusing on behavioral activities and the physical context needed to support those activities.
A piece of the program is translated into a three dimensional design through the use of physical and digital models, as well as conventional plans and sections.
A selected site is used to introduce site and contextual analysis.
Field trips to visit exemplary works of architecture and published case studies introduce students to the use of precedents in the development of both individual and community designs.
Students learn to make clear and concise visual and verbal presentations.
The whole program is now addressed as a design problem in a context.
The students learn how to develop initial sketch designs that embody a celebratory concept.
The students learn how to evolve the initial concept into a developed architectural design that addresses technical, behavioral, and formal issues – the Vitruvian triad.
Students learn to collaborate in the development of a community design and in the construction of site models, in the process interacting with their colleagues in Landscape Architecture.
The students learn how to present a resolved design in its context, both as a process and as a product.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (understanding)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A9-Historical Traditions and Global Culture (understanding)
A10-Cultural Diversity *(ability)*
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (understanding)
B6-comprehensive design (understanding)
B8-environmental systems (understanding)
B9-structural systems (understanding)
C1-collaboration (a*bility)*
C2-human behavior (ability)
C3-client Role in Architecture (ability)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):

This course introduces almost all of the NAAB criteria, it does not focus on any limited set. Inevitably, as an introduction, it cannot intend to deal with any at any great depth, but its goal is to cycle through the full set, so that future courses may do so confident that these graduate students will have been introduced to the full complexity of Architecture.

Prerequisites: must have completed ADE 510 with a grade of C or greater.

Textbooks/Learning Resources:

"American Building 2: The Environmental Forces that Shape It," Fitch, J.M., Houghton - Mifflin
"Why Buildings Stand Up," Salvadori, M., McGraw Hill
"The Hidden Dimension," Hall, E.T., Anchor Books
"Vitruvius: The Ten Books on Architecture," Morgan, M. H., Dover
"Experiencing Architecture", Rasmussen, S. E., M.I.T. Press
"Atrium : Lichthöfe seit fünf Jahrtausenden = five thousand years of open courtyards" Werner Blaser: Wepf & Co
"The city in history: its origins, its transformations, and its prospects." Mumford, Harcourt, Brace & World
"The city shaped : urban patterns and meanings through history", Spiro Kostof ; Little, Brown
"APS Environmental Showcase Home : strategies, components, technologies"

Offered (semester and year):

Fall only: annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Milagros Zingoni (FT)
John Meunier (FT)
Zubin Shroff (Faculty associate)

Number & Title of Course (total credits awarded):

ADE 512, Core Architectural studio 2, 6 credits

Course Description (limit 25 words):
Applies architectural design fundamentals to increasingly complex problems, including specific sites and activities. – catalog

The final studio of the 3+ masters of architecture program before the students integrate with the 2 year master's students. The focus of the studio is on multifamily housing, sustainability and urban design issues. The studio also emphasizes comprehensive design to the degree appropriate given the studio level.

Course Goals & Objectives (list):

- students will work collaboratively to research and understand the zoning and code issue relevant to the program.
- students will research and utilize appropriate precedent studies for their project.
- students will understand and address urban design issues in their project design.
- students will have a broad exposure to issues of sustainability related to the project and reflect this understanding in their project design (material choice, construction system, orientation, environmental systems).
- students will be able to synthesize the programmatic requirements, code and zoning requirements and site conditions to develop a preliminary site and project design.
- students will evaluate and advance preliminary designs through schematic design, design development and detail levels of development.

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

A1 Communication Skills
A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A6 Fundamental Design Skills
A7 Use Of Precedents
A8 Ordering Systems Skills
A9 Historic Traditions And Global Culture
A10 Cultural Diversity
A11 Applied Research
B1 Pre-Design
B2 Accessibility
B3 Sustainability
B4 Site Design
B6 Comprehensive Design
B8 Environmental Systems
B9 Structural Systems
B10 Building Envelope Systems
B11 Building Service Systems
B12 Building Materials And Assemblies
C1 Collaboration
C2 Human Behavior
C3 Client Role In Architecture
C7 Legal Responsibilities
C8 Ethics And Professional Judgment
C9 Community And Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Collaborative research – site, history, social and cultural issues, precedent (10%)
Program Analysis (20%)
Site Analysis and site design (30%)
Design and design development (25%)
Representation (15%)

Prerequisites:
Pre-requisites: ADE 511 with C or better.

Textbooks/Learning Resources:
A series of case studies, research assignments and lectures are given throughout the semester.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (Clinical Associate Professor) 2011, 2010, 2009 …
Doug Mccord (Faculty Associate) 2011
Dan Hoffman (Professor) 2010, 2009 …

Number & Title of Course (total credits awarded):

ADE 521, Advanced Architectural Studio I, 5 credits.
Course Description (limit 25 words): This studio will explore the potentials of physical systems and their energies to *define space* and *shape social formations* within the cultural and material milieu of Phoenix, Arizona. Therefore, the concept of space itself – its specific definition; its ability to define and be defined; its ability to be embedded with qualities, performances, and meaning; its effect on perception, the body, and human activity; its capacity to provoke emotion or affect - will be one of two interrelated foci in the studio. The other point of focus completing this binary system, will be the concept of program - patterned human activity and social formation in relation to space.

Course Goals & Objectives (list):

- Work on skills involved with abstract thinking and thesis development.
- Develop an awareness of issues related to public space and the public good.
- Develop skill sets in diagramming and mapping.
- Creatively develop a program for the project and utilize diagramming techniques to explore and articulate a program proposal.
- Introduce students to systems thinking, parametric design, and modularity in design.
- Introduce students to digital fabrication.
- Build an awareness of sustainability and environmental stewardship.
- Introduce students to issues related to Phoenix urbanism.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (ability)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (ability)
B6-comprehensive design (ability)
B8-environmental systems (understanding)
B9-structural systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)
B11-building service systems (understanding)
C2-human behavior (understanding)
C8-ethicsw and professional judgment (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
Research on program, AZ climate, parametric systems (10%)
Site and program research (20%)
Detail design (10%)
Site and project design (60%)

Prerequisites:
Undergraduate Degree in Arch, ADE 512
Textbooks/Learning Resources:
Evans, Robin. Translations from Drawing to Building. London: The Architectural Association, 1997.
Sarkis, Hashim. Case: Le Corbusier's Venice Hospital. Munich, Germany: Prestal Verlag 2001.
Offered (semester and year):
FALL 2009
Faculty assigned (list all faculty assigned during the two academic years prior to the visit): David Newton FALL 2009

Number & Title of Course (total credits awarded):
ADE 521, Advanced Architectural Studio I, 5 credits.

Course Description (limit 25 words): This studio will explore the intersection of three key issues as they relate to Phoenix: 1. The dynamism of light and its capacity to define space and inform human activity; 2. Systems thinking and parametrics; 3. The design of transdisciplinary learning environments that interface with the public in provoking and novel ways. These issues will be explored in the design of a transdisciplinary research center for the Lightworks research initiative at ASU.

Course Goals & Objectives (list):

- Work on skills involved with abstract thinking and thesis development.
- Develop an awareness of issues related to public space, collaborative learning environments, and the public good.
- Develop an understanding of how daylight can be used to define space and inform human activity.
- Introduce students to systems thinking, parametric design, and modularity in design.
- Introduce students to digital fabrication.
- Build an awareness of sustainability and environmental stewardship.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability)
A2-design thinking skills (ability)
A3-visual communication skills (ability)
A4-technical documentation (ability)
A5-investigative skills (ability)
A6-fundamental design skills (ability)
A7-use of precedents (ability)
A8-ordering systems skills (understanding)
A11-applied research (understanding)
B1-pre-design (ability)
B2-accessibility (ability)
B3-sustainability (ability)
B4-site design (ability)
B5-life safety (ability)
B6-comprehensive design (ability)
B8-environmental systems (understanding)
B9-structural systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)
B11-building service systems (understanding)
C2-human behavior (understanding)
C8-ethicsw and professional judgment (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
Research on AZ light, AZ climate, parametric systems, and concrete (10%)
Site and program research (10%)
Detail design (30%)
Site and project design (50%)

Prerequisites:
Undergraduate Degree in Arch, ADE 512

Textbooks/Learning Resources:
Plummer, Henry. The Architecture of Natural Light. New York: Monacelli 2009.
Plummer, Henry. Masters of Light: First Volume: 20th Century Pioneers. Tokyo: A+U Nov 2003.
Minnaert, M.G. J. Light and Color in the Outdoors. NY: Springer-Verlag, 1993. - *James Turrell's*

Offered (semester and year):
FALL 2010
Faculty assigned (list all faculty assigned during the two academic years prior to the visit): David Newton FALL 2010, David Newton FALL 2009

Number & Title of Course (total credits awarded):
ADE 521 Advanced Architectural Studio I, 5 credits.

Course Description (limit 25 words) : ADE 521 explores the relationship between natural light and architecture in Arizona. The course encompasses observation and recreation of light effects from an aesthetic and environmental standpoint.

Course Goals & Objectives (list):

- Students will explore documentation / diagramming of light phenomena.
- Students will develop verbal and visual communication skills.
- Students will demonstrate basic understanding of parametric design.
- Students will develop ability integrate and redirect natural light within a building.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A.5. Investigative Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills
B. 8 Environmental Systems:
C. 2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking and Representation: (50%)
Integrated Building Practices, Technical Skills and Knowledge: (40%)
Leadership and Practice: (10%)

Prerequisites:
Successful grad school application

Textbooks/Learning Resources:

Plummer, Henry. The architecture of natural light ()
Plummer, Henry. Stillness & light : the silent eloquence of Shaker architecture
Minnaert, Marcel. The Nature of Light and Colour in the Open Air (Dover Books)

Offered (semester and year):
Fall only; annually
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Tom Hartman
Jason Griffiths
Chris Lasch
David Newton
Alexandra Gino

Number & Title of Course (total credits awarded):

ADE 522, Advanced Architectural Studio II, 5 credits.

Course Description (limit 25 words):
The ADE 522 studio is the **Comprehensive Design Studio**. The comprehensive design studio requires a higher level of technical development and documentation than most studios. The studio emphasizes the comprehensive integration of building systems and technologies and their influences on architectural form.

Course Goals & Objectives (list):
The objectives of this graduate studio are:

1. To further an understanding of the primacy of materials, construction processes and building systems in the design development of a building. It is our goal to fully understand how the combination of technical and aesthetic proficiency can provide the fundamental foundation for great architecture, and further provide a catalyst for innovation.
2. To develop the ability to assess and integrate codes, building systems, materials and components in the development of a comprehensive building design.
3. To develop the ability to research, manage and critically apply information used in the development of a building.
4. To develop the ability to explore solutions using a wide range of representational techniques, including sketches, photography, CAD drawings, physical modeling, full-scale mock-ups and others.
5. To develop the ability to produce integrated technical documentation of a building.

Student Performance Criterion/a addressed (list number and title):
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.7. Financial Considerations
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area:

Case Studies	10%
Programming	10%
Design development	60%
Presentation / representation	20%

Six Imperatives: History, Context, Program, Technology, Construction, Representation

Prerequisites:
Completion of ADE 521 with a grade of "C" or higher.
Co-requisites: APH 505; ATE 556.

Textbooks/Learning Resources:
A comprehensive reference resource list (books, periodicals, indexes, websites, and local architects).

Offered (semester and year):
Spring only; annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas Hartman, Max Underwood, Peter Rutti, John Kane, Marlene Imirzian, John Meunier, Michael Underhill, Mark Ryan, Frank Melendez

Number & Title of Course:

ADE 621, Advanced Architectural Studio III, 5 credits

Course Description:
Introduce students to socially responsible design through the lens of applied theory – rethinking and designing a primary school to replace the existing facility in a small village outside of the capitol city of Addis Ababa, Ethiopia.

Course Goals & Objectives:

1. Students will explore a realistic understanding of the opportunities to use design to address humanitarian issues.
2. Students will learn how to take innovation to the level of transformative design by bringing it to a specific culture.
3. Students will develop a critical facility of determining the 'essence' by critically evaluating a project.
4. Students will explore the challenges and difficulty of working through drawings in order to "make" things well.
5. Students will rethink the process of communicating design ideas to clients and contractors.
6. Students will work collaboratively with an integrated and interdisciplinary team of students and professionals.
7. Students will identify issues that are critical to making genuine / meaningful built architecture.
8. Students will work and participate in a professional / practice-like setting.

Student Performance Criterion/a addressed:

A.1. Communication Skills	A.6. Fundamental Design Skills	B.3. Sustainability
A.2. Design Thinking Skills	A.7. Use of Precedents	B.4. Site Design
A.3. Visual Communication Skills	A.9. Global Culture	B.7. Financial Considerations
A.4. Technical Documentation	A.10. Cultural Diversity	B.9. Structural Systems
A.5. Investigative Skills	B.1. Pre Design	B.10. Building Envelope

Topical Outline
Site Observation / Analysis (20%)
Client Interaction (10%)
Drawing and other representational techniques (40%)
Verbal and visual communication and presentation (20%)
Multi-disciplinary interaction and collaboration (10%)

Prerequisites:
Pre-requisites: Master of Architecture student ADE 522 with a C or better; Co-requisite: APH 515 OR Bldg Des (Energy Perform/Bldgs) MS student

Textbooks / Learning Resources:
Architecture for Humanity, Design Like You Give a Damn, 2006
Design for the Other 90%, Cooper Hewitt National Design Museum, 2007
Thinking Architecture, Peter Zumthor
The Power of Pro Bono, John Cary, 2010

Offered:
Fall only; annually

Faculty Assigned:
Jack DeBartolo 3 AIA (adjunct)

Number & Title of Course (total credits awarded):

ADE 621/LDE 690, Advanced Architecture and Landscape Architecture Studio III, 5 credits.
Course Description (limit 25 words): This course deals with the contemporary city where the relationship between architecture, infrastructure and the landscape offers a new realm for the public life of the future.

Course Goals & Objectives (list):

- Understand and embrace the opportunities found today in the relationship between architecture and landscape architecture with infrastructure and its associated systems.
- Synthetize the complexity of a public space project involving an important number of stakeholders and actors.
- Study the new role urban infrastructure is set to play in relationship to the public and urbanism (form and systems).
- Understanding and practice of concepts developed at a level of master plan and how these can become effective guidelines defining future architectures.
- Research and application of contemporary topics in public space design as these operate as updated concepts for the renewal of a plan and building originally developed in the 1980's, deep into post-modernist thought.
- Study of contemporary practices and theories in architecture and landscape architecture resulting from field visits to a number of locations in Spain plus additional case studies abroad researched through publications, different media, and the internet.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (ability), A2-design thinking skills (ability), A3-visual communication skills (ability), A5-investigative skills (ability), A6-fundamental design skills (ability), A7-use of precedents (ability), A8-ordering systems skills (understanding), A9-historical traditions and global culture (understanding), A10-cultural diversity (understanding), A11-applied research (understanding), B1-pre-design (ability), B2-accessibility (ability), B3-sustainability (ability), B4-site design (ability), B8-environmental systems (understanding), C1-collaboration (ability), C2-human behavior (understanding), C3-client role in architecture (understanding), C6-leadership (understanding), C8-ethics and professional judgment (understanding), C9-community and social responsibility (understanding).

Topical Outline (include percentage of time in course spent in each subject area):
Critical thinking and representation (40%)
Integrated building practices, technical skills and knowledge (25%)
Leadership and practice (35%)

Prerequisites:
Master of Architecture student; ADE 522 with a C or better; Co-requisite: APH 515 OR Bldg Des(Energy Perform/Bldgs) MS student.

Textbooks/Learning Resources:

1. Hung, Ying-Yu and Aquino, Gerdo. *"Landscape Infrastructure: Case Studies by SWA".* Birkhauser. 2010.
2. Shannon, Kelly. *"The Landscape of Contemporary Infrastructure".* NAi Publishers. 2010.
3. Varnelys, Kasyz. *"The Infrastructural City: Networked Ecologies in Los Angeles".* ACTAR. 2009.
4. INFRANET LAB / LATERAL OFFICE. "Coupling: Strategies for Infrastructural Opportunism". Pamphlet Architecture 30. Princetown Architectural Press. NY, 2011.

Offered (semester and year):
Fall only; annually

Faculty assigned:
Gabriel Diaz-Montemayor

Number & Title of Course (total credits awarded):

ADE 621: Advanced Architectural Studio III (5 credit hours)

Course Description
"Design problems emphasizing the urban context, planning issues, and urban design theory as influences on architectural form internationally. "

Course Goals and Objectives
the six objectives of this international graduate studio are:
1) History
To develop the ability to research, document, and critically respond to the history of a specific international city
2) Context
To develop the ability to experience, perceive, research and document a specific international city
3) Program
To develop the ability to generate, analyze, question, redefine and elaborate an architectural program (programmatic aspirations,
needs and relationships), which strengthens the sense of community on a spatial, social, economical, ecological and psychological
level.
4) Technology
To develop the ability to create a high quality piece of architecture, which assess and integrates: appropriate technolog climatic
response, and ecological systems, with the generative phenomena of urban design, architecture and landscape with a international city
5) Construction
To develop an understanding of the tectonics of making in a specific international city
6) Representation
To develop the ability to clearly visualize and communicate your work on any given day to un-announced guests, client peers, via the use of clearly organized and integrated documentation of: 1) your developing ideas, 2) the daily evolutio design process, and
3) your resultant high quality architecture.

Student Performance Criterion Addressed
A2 design thinking
A3 visual communication skills
A5 investigative skills
A6 fundamental design skills
A7 use of presidents
A8 ordering systems
A9 historical traditions and global culture
A10 Cultural Diversity
A11 Applied research
B1 Predesign
B4 Site Design
C1 Collaboration
C2 Human Behavior
C9 Community and social responsibility

Topical Outline (include percentage of time in course spent in each subject area)
Collaborative Design projects, w/architecture and landscape architecture students (100%)

Prerequisites
Pre-requisites: Master of Architecture student; ADE 522 with a "C" or better; Co-requisite: APH 515 or Bldg Design (En Perform/Bldgs) MS student."

Textbooks/Learning Resources
Student specific resources

Offered
Fall

Faculty
Max Underwood (F/T), Claudio Vekstein, Michael Rotondi, etc.

Number & Title of Course (total credits awarded):

ADE 621-Advanced Architectural Studio III, 5
LDE 590-Advanced Landscape Architectural Studio III, 5
ADE 598-Advanced Urban Design Studio III, 5

Course Description (limit 25 words):
The Pre-Thesis Public Interest Study Abroad Program Argentina, *MorphoPolitical Cities: {Neuquén}*, developed a urban emergency program to address the social movement in the city, witnessing the real forces acting on, resisting, and molding those situations by participating with the design in the experience.

Course Goals & Objectives (list):
- The Studio investigates the pre-thesis fundamentals about the relationship between state and community for the development of public works.
- The Studio operated in coordination with the City of Neuquén, Patagonia, Argentina, approaching and engaging their Social, Cultural and Urban Design endeavors within the City's current conditions and plans.
- The students had the chance to be informed and interact with City officials and non-governmental groups and organizations to collaborate and review those plans to operate within the area of study, basing their designs and solutions in real issues to enhance the public life of the City and the people living in it.

Student Performance Criterion/a addressed (list number and title):
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 7. Use of Precedents
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A.11. Applied Research
B. 1. Pre-Design
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 7 Financial Considerations
B. 8 Environmental Systems
B. 9. Structural Systems
C. 1. Collaboration
C. 2. Human Behavior
C. 3 Client Role in Architecture
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Field investigations and Research skills (40%)
Design and implementation techniques (40%)
Collaboration and transdisciplinary proficiency (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Public Space on the Move: Social invisibility into public revelation, urban constriction into public release, 306090 Magazine, Journal of Emergent Architecture + Design (Princeton Architectural Press, USA, 2005)
Public City in Manifesto: The Formal City IN-FORMED by Public Interest, Book 'Rethinking the Informal *City: Critical Perspectives from Latin America* (Berghahn Books, Oxford, UK, 2007)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Claudio Vekstein

Number & Title of Course (total credits awarded):

ADE 622-Adv. Architectural Studio IV, 5

Course Description (limit 25 words):
The Thesis Public Interest Studio, *MorphoPolitical Cities: {Neuquén}*, developed Thesis works continuing the urban emergency program to address the social movement in the city, witnessing the real forces acting on, resisting, and molding those situations by participating with the design in the experience based in the previous semester, the Study Abroad Program Argentina.

Course Goals & Objectives (list):
- The Studio develop Thesis formulations about the relationship between state and community for the development of public works.
- The Studio operated in the context of the City of Neuquén, Patagonia, Argentina, approaching and engaging their Social, Cultural and Urban Design endeavors within the City's current conditions and plans.
- This context makes significant contributions to our understanding of the metropolitan condition and the socio-cultural public interest issues that the growing metropolitan areas of New American Cities like Phoenix are already confronting.

Student Performance Criterion/a addressed (list number and title):
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 7. Use of Precedents
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A.11. Applied Research
B. 1. Pre-Design
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 7 Financial Considerations
B. 8 Environmental Systems
B. 9. Structural Systems
C. 1. Collaboration
C. 2. Human Behavior
C. 3 Client Role in Architecture
C. 6. Leadership
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Research and Theoretical support (40%)
Design and implementation techniques (40%)
Thesis formulation and Communication performance (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Public Space on the Move: Social invisibility into public revelation, urban constriction into public release, 306090 Magazine, Journal of Emergent Architecture + Design (Princeton Architectural Press, USA, 2005)
Public City in Manifesto: The Formal City IN-FORMED by Public Interest, Book 'Rethinking the Informal *City: Critical Perspectives from Latin America* (Berghahn Books, Oxford, UK, 2007)

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): Claudio Vekstein

Number & Title of Course :

ADE 622, Advanced Architectural Studio IV, 5 credits

Course Description (limit 25 words):
Individual, student-initiated project reflecting a culminating synthesis of architectural ideas. Students will work collaboratively with faculty on the topic “More in the Middle: Sustainable Growth Renewing Neighborhoods.” Supported with APS Sustainable Grant funding.

Course Goals & Objectives (list):
1. Ability to formulate, develop and resolve architectural and urban complex ideas and material design problems.
2. Ability to define design and research methodologies.
3. Ability to explore the architectural implications of their ideas, addressing with proficiency and competence in the command of fundamentals issues such as site, culture, program, construction, and representation.
4. Ability to critically refer to precedents in understanding and support of their architectural implications.

Student Performance Criterion/a addressed (list number and title):
A1 communication skills, A2 design thinking, A3 visual communication, A4 technical documentation, A5 investigation skills, A6 fundamental design skills, A7 use of precedents, A8 ordering systems, A9 historical traditions, A10 cultural diversity, A11 applied research, B1 pre-design, B2 accessibility, B3 sustainability, B4 site design, B5 life safety, B6 comprehensive design, C1 collaboration, C2 human systems, C8 ethics, C9 community and social responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Definition of design problem (20%), analysis of site (10%), program analysis (10%), schematic and site design (20%), design development (20%), drawing and other representational techniques (10%) presentation skills (10%)

Prerequisites:
ADE 621

Textbooks/Learning Resources:
Retrofitting Suburbia, Ellen Dunham Jones
The Green Metropolis, Why Living Smaller and Closer is Better, David Owen
Design with Nature, Ian McHarg

Offered (semester and year):
Spring semester, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Catherine Spellman (F/T), Claudio Vekstein (F/T), Darren Petrucci (F/T), Michael Rotondi (F/T), Dan Hoffman (former F/T), Ryc Labonte (Faculty Associate)

Number & Title of Course (total credits awarded):

ADE 622 Independent Advanced Architectural Design IV - 5 Credits

Course Description
An individual student-initiated project reflecting a culminating synthesis of architectural ideas. Studio.

Course Goals and Objectives

- The final project requires the student to master a critical theoretical inquiry as demonstrated through the development of the Final Project.
- In the final project, the student must form a persuasive architectural argument that exhibits a deep knowledge of type, program, site, form, and technique, and that contributes significantly to the ongoing discourse surrounding the selected final project topic.
- In the project should demonstrate a strong general understanding of significant architectural issues in relation to contemporary culture.
- The final project requires a mastery of methods of representation (both 'process' and 'final'), that is, an effective and self-sufficient presentation of the ideas and facts of the architectural proposal.

Student Performance Criterion/a addressed

A.1 Communication Skills; A.2. Design Thinking Skills; A.3. Visual Communication Skills; A.5 Investigative Skills; A.7. Use of Precedents; A.11 Applied Research; B.1. Pre Design, B.2 Accessibility; B.3. Sustainability; B.4. Site Design; B.5 Life Safety; B.6 Comprehensive Design; B.8 Environmental Systems; B.9 Structural Systems; B.10 Building Envelope Systems; B.11 Building Service Systems; B.12. Building Materials and Assemblies; C.2. Human Behavior; C.3 Client Role in Architecture; C.8. Ethics and Professional Judgment; C.9 Community and Social Responsibility.

Prerequisites:
6th Year Graduate Standing

Textbooks/Learning Resources

- Resources and books are required and suggested on an individual basis, based upon the student's project.

Offered
Spring of 6th Year

Faculty Assigned
Renata Hejduk (F/T)

Number + Course title (credits awarded)

ALA 100 Introduction to Environmental Design (3 credits)

Course Description
Professional + University wide - "Survey of Environmental Design: including historical examples, and the theoretical, sc
technical, and environmental forces that influence design and shape our contemporary environment. Prerequisites: nc
Satisfies General Studies Requirements: HU (Humanities/Fine Arts), G (Global awareness), H (Historical awareness).

Course Goals and Objectives
We will help you:

1) Develop an awareness of what design is, how design comes about, and why design is important.
2) Develop an ability to observe and read your environment, not just glance and pass by, but to slow down and o
your senses fully to new experiences and opportunities. Our interest is to help you look carefully at the inhere
knowledge of your immediate environment - how to perceive it, how to think critically about it, how to represen
how to use it - and how those readings of a specific environment can inform and enhance your life.
3) Develop an awareness and respect for the diversity of global environments, their respective cultures, and desi
which reflect the fundamental beliefs, and values of individuals, families, and institutions within a specific comr
and place.
4) Develop an awareness of how you can act responsibility and become a steward of design and your environme

Student Performance Criterion Addressed
General awareness of design and environment – not understanding and ability

Topical Outline (include percentage of time in course spent in each subject area)
Lecture (30%)
3 Collaborative Design Challenges (70%)

Prerequisites
None

Textbooks/Learning Resources
Leonard, George *Mastery: The Keys to Success and Long-Term Fulfillment* (NY: Plume 1992)
TedTalks

Offered
Fall + Spring

Faculty
Max Underwood (F/T)

Number & Title of Course:

ALA 102 Landscapes and Sustainability (3 credits)

Course Description:
Surveys ideas relating to landscapes and sustainability and the role of landscape architecture in the creation of humanized environments.

Course Goals & Objectives:
This course provides an overview of the profession of landscape architecture's impact on the formation of landscapes through human existence.
Students become familiar with theories, definitions and societal relevance of landscape architecture and trace changing attitudes and perceptions of the landscape over time. Specific technological and cultural changes are examined to determine how they influenced approaches to adaptation or preservation of landscapes for use as human living environments.
Emphasis will be placed on sustainability in the current application of principles of landscape architecture in shaping human living environments in an arid region context.

Topical Outline:
Understanding theories definition and societal relevance (10%)
Historical review of changing attitudes and perceptions (15%)
Analysis of different paradigms for understanding landscapes (15%)
Examination of application of landscape planning and design principles for accommodating human activity (35%)
Review of principles of and approaches to landscape restoration (10%)
Examination of technical aspects of landscape design (15%)

Prerequisites:
None

Textbooks/Learning Resources:
Ten required readings posted on blackboard (see syllabus).

Offered:
Every semester

Faculty Assigned:
Edward Cook (F/T)
Lynn Miller (Adjunct)

Number & Title of Course:

ALA 102 Landscapes and Sustainability (3 credits).

(Intro. to Arch. 1-st half; Landscape – 2-nd half)

Course Description:

An introduction to the cultural, aesthetic, and technological bases of modern architecture. Presentation of key terms and concepts exemplified in the projects of influential architects.

Course Goals and Objectives:

Develop attitudes of critical inquiry.

Develop systematic approach to acquiring and evaluating evidence.

Appreciate the societal, cultural, and technological factors which impact architecture and landscape architecture.

Develop theoretical awareness.

Student Performance Criteria:

A.1; A.2; A.5; A.7; A.9; A.10.

As a learning outcome, the student must pass several exams which introduce the concerns and issues addressed by architects and landscape architects.

Topical Outline:

Presentation skills - Weekly written assignments. (10%)

Presentation skills - Daily class discussions. (20%)

Presentation skills - Reading (40%)

Note-taking skills - Class attendance (30%)

Prerequisites:

None.

Textbooks:

N. Pevsner, *Pioneers of Modern Design*, latest revised edition,
Le Corbusier, *Towards a New Architecture*,
H. R. Hitchcock & P. Johnson, *The International Style*,
Peter Blake, *The Master Builders*.

Offered (semester and year):

Summer only; annually.

Faculty assigned:

K. Paul Zygas.

Number & Title of Course (total credits awarded): ALA 121, Design Fundamentals I,

3 credits

Course Description (limit 25 words): This course teaches the fundamentals of design relative to the fields of architecture and landscape architecture. The course is composed of two complimentary learning environments - lecture and studio/lab.

Course Goals & Objectives (list):
To teach awareness, understanding, and ability of systems thinking as it relates to the fundamentals of design of the built environment.
To introduce the curricular design imperatives that establish the pedagogical framework in the School of Architecture and Landscape Architecture. These imperatives include: history, context, program, construction, technology, and representation.
To understand the design of the built environment as a continuum at multiple scales.
To develop an understanding of design as a non-linear set of conditions that are synthesized toward a possible solution.

Student Performance Criterion/a addressed (list number and title):
A1-communication skills (understanding)
A2-design thinking skills (understanding)
A3-visual communication skills (ability)
A4-technical documentation (understanding)
A6-fundamental design skills (ability)
A7-use of precedents (understanding)
A8-ordering systems skills (understanding)
B1-pre-design (ability- only of site analysis)
B2-accessibility (understanding)
B3-sustainability (understanding)
B4-site design (ability)
C2-human behavior (understanding)
C9-community and social responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
The lecture component introduces the basic concepts, framework, and methodologies that will be employed in the studio lab assignments. The studio will be the laboratory to test your ideas and observations. Both studios and lectures will be based in the six design imperatives [history, context, program, technology, construction, and representation] that form the pedagogical framework of the School's curriculum.
representation (technical drawings, physical models and sketches) 40%
Analysis 10%
Design 50%

Prerequisites:

Textbooks/Learning Resources:
Architectural Graphic Standards. Ching (5th edition)

Offered (semester and year):
Fall only: annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Milagros Zingoni (FT) Lecture
Teaching assistants Studio/ Labs

Number & Title of Course :

ALA 122 Design Fundamentals, 3 credits
ALA 124 Lecture for Design Fundamentals, 1 credit

Course Description (limit 25 words): ALA 122 Design Fundamentals Studio and ALA 124 Lecture teach the fundamentals of design relative to the fields of architecture and landscape architecture. The course is composed of two complimentary learning environments, lecture and studio/lab. The lecture component introduces the basic concepts, framework, and methodologies that will be employed in the studio/lab assignments.

Course Goals & Objectives (list):
1. To teach how design ideas are developed through a design process.
2. To develop critical thinking and design skills.
3. To consider the design process at multiple scales.
4. To continue development of the six imperatives: context, history, program, construction, technology, and representation.

Student Performance Criterion/a addressed (list number and title):
A1 communication skills, A2 design thinking skills, A3 visual communication, A6 fundamental design skills, A7 use of precedents, A8 ordering systems, B1 pre-design, B3 Sustainability, B4 Site Design, C1 collaboration, C2 human behavior, C9 community responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design fundamentals (25%), site design fundamentals (25%), analysis of precedents (10%), analysis of context (10%), program analysis (10%), schematic design (10%), drawing and other representational techniques (10%)

Prerequisites:
ALA 121

Textbooks/Learning Resources:
4 Assigned readings posted on blackboard
Form, Space, Order, Frank Ching
Precedents in Architecture, Analytic Drawings, Formative Ideas, and Partis, Roger Clark

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Catherine Spellman (F/T), Milagros Zingoni (Lecturer), 8 Teaching Assistants

Number & Title of Course (total credits awarded):

ALA 226, Design Fundamentals 4, 4 credits - 2011
ALA 294, Design Fundamentals 4, 4 credits – 2009 -2010
ALA 222/224, Design Fundamentals 4, 4 credits – 2008 and before

Course Description (limit 25 words):
Basic design, stressing creative problem-solving methods, principles of composition, and aesthetic evaluation. Development of vocabulary for environmental design. – from catalog

The spring second year design studio BSLA and the BS Design programs. Individual sections are integrated, combining architecture and landscape architecture students. The studio focuses on integrating landscape and architecture through an institutional project that involves a historically significant site in Phoenix. Particular emphasis is placed on site analysis, historical analysis and site design.

Course Goals & Objectives (list):

- students will work collaboratively to research and understand the history and context of their site
- students will research and utilize appropriate precedent studies for their project.
- students will understand and address urban design issues in their project design
- students will understand and respond to a fundamental understanding of site /building orientation
- students will address site design issues and approaches related to landscape architecture along with those from architecture.
- students will evaluate and advance preliminary designs through schematic design, design development and detail levels of development.
- students will make regionally appropriate plant selections.

Student Performance Criterion/a addressed (list number and title):
A1 Communication Skills (ability)
A2 Design Thinking Skills (ability)
A3 Visual Communication Skills (ability)
A5 Investigative Skills (ability)
A6 Fundamental Design Skills (ability)
A7 Use Of Precedents (ability)
A8 Ordering Systems Skills (understanding)
A9 Historic Traditions And Global Culture (understanding)
A10 Cultural Diversity (understanding)
B2 Accessibility (ability)
B4 Site Design (ability)
B12 Building Materials And Assemblies (understanding)
C1 Collaboration (understanding)
C2 Human Behavior (understanding)
C9 Community And Social Responsibility (understanding)

Topical Outline (include percentage of time in course spent in each subject area):
Collaborative research – site, history, social and cultural issues, precedent (20%)
Site Analysis and site design (35%)
Design and design development (35%)
Representation (10%)

Prerequisites: Pre-requisites: ALA 225 with C or better.
Textbooks/Learning Resources:
There is a weekly lecture that accompanies the studios where issue and precedents directly related to the project are presented and discussed.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (coordinator + Clinical Associate Professor) 2011, 2010, 2009, ….Chad Schwartz (Faculty Associate) Zubin Shroff (Faculty Associate); Alex Gino (Faculty Associate); Allyce Hargrove (Faculty Associate) Adam Nordfors (Faculty Associate); Jim Caufman (Faculty Associate); Efstathia Bouras (Faculty Associate)

Number & Title of Course:

ALA225+227, Design Fundamentals III, 1 + 3 credits

Course Description: Students are introduced to the fundamentals of physical design as well as the tools to facilitate the design process, including drawing methods, documentation strategies, research techniques, and an array of computer programs.

Course Goals & Objectives:

1. To learn how design ideas are developed through a design process to arrive at a final project.
2. To develop design thinking and making skills.
3. To understand the design of the built environment and nature as a continuum at multiple scales.
4. To develop an understanding and ability to use the six design imperatives (context, history, program, construction, technology, and representation).

Student Performance Criteria:

A1: Communication skills
A2: Design thinking skills
A3: Visual communication Skills
A5: Investigative skills
A6: Fundamental design skills
A7: Use of precedents
A10: Cultural diversity
A11: Applied research
B1: Pre-design
B2: Accessibility
B4: Site Design

Topical Outline:

A1: Communication skills – 5%
A2: Design thinking skills – 10%
A3: Visual communication Skills – 10%
A5: Investigative skills – 5%
A6: Fundamental design skills – 20%
A7: Use of precedents – 10%
A10: Cultural diversity – 5%
A11: Applied research – 10%
B2: Accessibility – 5%
B4: Site Design – 10%
B9: Structural Systems – 10%

Prerequisites:

ALA 225 Pre-requisites: Must be Pre-Architectural Studies student OR Must be Pre-Landscape Architecture student; must have completed ALA 221 with a grade of C; Co-requisite: ALA 227

Textbooks:

Building Construction Illustrated by Francis Ching
Detail in Landscape Architecture by Virginia McLeod
Making and Breaking the Grid: A Graphic Design Layout Workshop by Timothy Samara

Offered:

Fall only; annually

Faculty assigned:

Kim Steele (F/T)
Catherine Spellman (F/T)
Chad Schwartz (FA)
Juan Brenes-Garcia (FA)
Adam Nordfors (FA)
Byron Sampson (FA)
Allyce Hargrove (FA)
Brent Armstrong (FA)
Rachel Green (FA)
Melanie Shelor (FA)
Doug McCord (FA)

Number & Title of Course (total credits awarded):

ALA 235, Introduction to Computer Modeling, 3 Credits

Course Description: The class introduces students to a range of architectural and graphic software, the use of which are explored through the creation of a series of two and three dimensional diagrams of a built case study project.

Course Goals and Objectives:

- Students will understand the use of multiple architectural and graphic software including Revit, AutoCAD, Sketch Up, Photoshop and In Design.
- Students will analyze a built case study and understand different aspects of its design philosophy and methodology.
- Students will explore different two and three dimensional diagramming techniques as a means to represent information gathered from analysis.
- Students will learn various visual communication techniques as a means to effectively convey information.

Student Performance Criteria Addressed:

A.2. Design Thinking
A.3. Visual Communication
A.5. Investigative
A.6. Fundamental Design
A.8. Ordering Systems

Topical Outline:

Project investigation and analysis (20%)
Digital drawings and diagramming (80%)

Prerequisites:

None

Textbooks/Learning Resources:

Clark, Roger. *Precedents in Architecture* (Van Nostran Reinhold 1985)
Tufte, Edward. *Envisioning Information* (Graphics Press 1990)
Tufte, Edward. The *Visual Display of Quantitative Information* (Graphics Press 2006)

Offered:

Fall (for second year students), Summer (for 3+ students)

Faculty Assigned:

Brent Armstrong, Faculty Associate
Zubin Shroff, Faculty Associate

Number & Title of Course (total credits awarded):

APH 313, History of Architecture, part I, 3 credits.

Course Description (limit 25 words): This course is designed to provide students with an intensive introduction to the global history of architecture, and its chronological span is immense (15,000BCE-1300CE).

Course Goals & Objectives (list):
• During this course it is hoped that the student will not only be able to recognize architecture from an incredibly diverse group of cultures, but be able to speak and write intelligently about them.
• In their own words, students should be able to examine works of architecture while recalling names, places, and dates, and discuss specific ideas and cultural details.
• With this knowledge and ability to read, think, write, and speak critically about works of architecture and related ideas, students will be able to write series of papers in this course.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Interactive lectures concerning the history of architecture (78.2%)
Learning-Centered Activities (6.25%)
Research methods and practice (6.25%)
Examinations (9.3%)

Prerequisites:
None

Textbooks/Learning Resources:
1. F. Ching, M. Jarzombek, and Vikramaditya Prakash, *A Global History of Architecture*. 2nd Edition. John Wiley & Sons, Inc., 2011.

2. C. Lipson, *Doing Honest Work in College, how to prepare citations, avoid plagiarism, and achieve real academic success*. 2nd Edition. The University of Chicago Press, 2008.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas J. Morton, Ph.D.
Assistant Professor of Architecture
Full Time

Number & Title of Course (total credits awarded):

APH 314, History of Architecture, part II, 3 credits.

Course Description (limit 25 words): This course is designed to provide students with an intensive introduction to the global history of architecture, and its chronological span is immense (1300-present).

Course Goals & Objectives (list):
• During this course it is hoped that the student will not only be able to recognize architecture from an incredibly diverse group of cultures, but be able to speak and write intelligently about them.
• In their own words, students should be able to examine works of architecture while recalling names, places, and dates, and discuss specific ideas and cultural details.
• With this knowledge and ability to read, think, write, and speak critically about works of architecture and related ideas, students will be able to write series of papers in this course.

Student Performance Criterion/a addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Interactive lectures concerning the history of architecture (78.2%)
Learning-Centered Activities (6.25%)
Research methods and practice (6.25%)
Examinations (9.3%)

Prerequisites:
None

Textbooks/Learning Resources:
1. F. Ching, M. Jarzombek, and Vikramaditya Prakash, *A Global History of Architecture*. John Wiley & Sons, Inc., 2007.

2. K. Turabian, *Manual for writers of terms papers, theses, and dissertations*. 7th Edition. University of Chicago Press, 2007.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas J. Morton, Ph.D.
Assistant Professor of Architecture
Full Time

Number & Title of Course (total credits):

APH 336 20-th Century Architecture I (3 credits).

Course Description:

An introduction to the cultural, aesthetic, and technological bases of modern architecture in the United States and Europe up to 1950. Chronological presentation emphasizing the innovations of selected architects, materializing in selected key projects and buildings.

Course Goals and Objectives:

Develop awareness of historical methods of inquiry,

Develop systematic methods of acquiring and evaluating evidence,

Appreciate the societal, cultural, and technological factors impacting architecture.

Develop awareness of the theoretical aspects affecting architectural solutions.

Student Performance Criteria:

A.1; A.2; A.5; A.7; A.9; A.10.

As a learning outcome, the student must pass three exams and submit a term paper at the end of the semester which, drawing upon history, formulates personal observations and informed critiques of architectural, landscape or urban projects or completed works.

Topical Outline:

Presentation skills - Weekly written assignments. (10%)

Presentation skills – Weekly class discussions. (10%)

Presentation skills - Reading and research (50%)

Note-taking skills – Class attendance (30%)

Prerequisites:

ALA/APH 212; ALA/APH 213.

Majors in SALA.

Textbooks:

William Curtis, *Modern Architecture since 1900*, 3-rd rev.ed., 1996.

Le Corbusier, *Towards a New Architecture, 1927*

Henry Russell Hitchcock and Philip Johnson, *International Style,* 1932.

Offered (semester and year):

Spring only; annually.

Faculty assigned:

K. Paul Zygas.

Number & Title of Course (total credits):
APH 337 20-th Century Architecture II (3 credits).

Course Description:
An introduction to the cultural, aesthetic, and technological bases of modern architecture in the United States and Europe since 1950. Chronological presentation emphasizing the innovations of selected architects, materializing in selected key projects and buildings.

Course Goals and Objectives:
Develop awareness of historical methods of inquiry,
Develop systematic methods of acquiring and evaluating evidence,
Appreciate the societal, cultural, and technological factors impacting architecture.
Develop awareness of the theoretical aspects affecting architectural solutions.

Student Performance Criteria:
A.1; A.2; A.5; A.7; A.9; A.10.
As a learning outcome, the student must pass three exams and submit a term paper at the end of the semester which, drawing upon history, formulates personal observations and informed critiques of architectural, landscape or urban projects or completed works.

Topical Outline:
Presentation skills - Weekly written assignments. (10%)
Presentation skills – Weekly class discussions. (10%)
Presentation skills - Reading and research (50%)
Note-taking skills – Class attendance (30%)

Prerequisites:
ALA/APH 212; ALA/APH 213.
Majors in SALA.

Textbooks:
William Curtis, *Modern Architecture since 1900*, 3-rd rev.ed., 1996.
Robert Venturi and D. Scott-Brown, *Complexity and Contradiction in Arch.,* 1977.
Charles Jencks, *Post-Modern Architecture*, rev. 4-th ed., 1984.
Philip Johnson and Mark Wigley, *Deconstructivist Architecture*, 1988.

Offered (semester and year):
Spring only; annually.

Faculty assigned:
K. Paul Zygas.

Number & Title of Course (total credits awarded):

APH 421 First Concepts: What is…? The Writing, Philosophy, and Culture of Architecture - 3 Credits

Course Description
Required Senior Year History/Theory Course examining the major writings and concepts that surround the history of architecture and focusing on the 20th century.

Course Goals and Objectives

- To gain a broad understanding of the late 20th c. theories and practices of architectural design and history.
- To learn the language of architectural history and theory.
- To develop a critical facility for reading theoretical texts and to learn how to discuss the reading within the group format and understand that all questions are valid and useful.
- To posit the history and theory of architecture in the greater cultural and intellectual fabric.
- To understand the larger academic, theoretical, philosophic, cultural, and political debate and how architecture reacts to and against, and affects these polemics.
- To learn how to ask questions and develop a position of your own through writing and critical thinking exercises.
- To identify issues which are important to you in your architectural education and practice.
- To see how the history of the theories of architecture provides a framework within which to approach your own work as a student of architecture.
- To examine concepts and intellectual movements such as: the Modern, Post Modernism, Culture, Semiotics, Everyday Urbanism and Architecture, Landscape, Program and how they relate to the practice and history of architecture.
- This class is an excellent introduction to critical thinking, cultural theory, and philosophy as they relate to architecture and is especially useful for students planning to go on to graduate school.

Student Performance Criterion/a addressed
A.1 Communication Skills; A.2. Design Thinking Skills; A.3. Visual Communication Skills; A.4 Technical Documentation; A.5 Investigative Skills; A.8 Ordering Systems; A.9 Historical Traditions and Global Culture; A.10 Cultural Diversity; A.11 Applied Research; C.1. Collaboration; C.9 Community and Social Responsibility

Prerequistes:
Senior Standing in Architecture

Textbooks/Learning Resources
The required books for this class are:

- Nealon, Jeffrey and Susan Searls Giroux. *The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences*. Rowan and Littlefield Press. 2003
- Jencks, Charles and Karl Kropf. *Theories and Manifestoes of Contemporary Architectur*e, 2nd Edition, Sussex: Wiley Academy, 2006.
- Curtis, William J. R. Modern Architecture Since 1900. 3rd Edition.Phaidon, 1996.
- Mallgrave, Harry Francis and Christiana Contandriopoulous, Architectural Theory: Vol. 2, An Anthology from 1871-2005.
- Porter, Tom. Archispeak: An Illustratated Guide to Architectural Terms. Spon Press, 2004

Offered
Fall of Senior Year

Faculty Assigned
Renata Hejduk (F/T)

Number & Title of Course (total credits awarded):

APH 505 Foundation Theory Seminar. 3 Credits
What is Architecture? Main Currents in Modern and Contemporary Architecture Culture

Course Description
This course is a required general introductory course to history and theory of Modern and Contemporary Architecture and Urbanism.

Course Goals and Objectives

- To gain a broad understanding of and to introduce the Master's level student to the architectural debates, practices, propositions, and theories of the 20th and early 21st century and understand their relationship to the art, architecture, history, and philosophy of the Modern and contemporary era.
- To learn the language of architectural history and theory.
- To posit the history and theory of architecture in the greater cultural and intellectual fabric.
- To understand the larger academic, theoretical, philosophic, cultural, and political debates, and see how architecture reacts to and against and affects these polemics.
- To develop a position and voice of your own.
- To identify issues that are important to you in your architectural education and practice.
- To see how various writings, ideas, and frameworks that emerge in the 20th and 21st centuries helped to transform the practice of architecture and urbanism and help you to position and approach your own work as a student of architecture.
- To learn to read, analyze, and research within primary and secondary texts.
- To understand their relationship to the art, architecture, history, and philosophy of the Modern and contemporary era.
- To introduce the Master's level student to the architectural debates, practices, propositions, and theories of the 20th and early 21st century

Student Performance Criterion/a addressed
A.1 Communication Skills; A.2. Design Thinking Skills; A.3. Visual Communication Skills; A.4 Technical Documentation; A.5 Investigative Skills; A.8 Ordering Systems; A.9 Historical Traditions and Global Culture; A.10 Cultural Diversity; A.11 Applied Research.

Prerequistes:
Graduate Standing

Textbooks/Learning Resources
The required books for this class are:

- Hays, K. Michael. Editor. Architecture Theory since 1968, Cambridge: MIT Press, 1999
- Macey, David. The Penguin Dictionary of Critical Theory, London: Penguin Books,
- Nesbitt, Kate, Editor. Theorizing a New Agenda for Architecture, New York: Princeton Architectural Press, 1996
- Mallgrave, Harry Francis. Architectural Theory: Volume II An Anthology from 1871-2005, Blackwell, 2008.
- Ots, Enn. Decoding Theoryspeak: An Illustrated Guide to Architectural Theory, Routledge, 2010.
- Porter, Tom. Archispeak: An Illustrated Guide to Architectural Terms, Spon Press, 2006.

Offered
Two part course offered over the course of the year starting in the Spring of their 1st Semester of grad school.

Faculty Assigned
Renata Hejduk (F/T)

Number & Title of Course (total credits):
APH 509 Foundation Seminar (3 credits).

Course Description:
An analytic introduction to buildings and projects which have seminal importance in the creation and development of modern architecture. The designs are discussed and analyzed either as case studies, or as exemplifying a particular design strategy, theory, or technique.

Course Goals and Objectives:
Help students to:
Consolidate a general awareness of modern architecture's design assumptions and techniques;
Appreciate and extrapolate the design possibilities released by modernism;
Identify points of departure for developing a personal design outlook;
Formulate informed critiques and critical assessments.

Student Performance Criteria:
A.1; A.2; A.5; A.7; A.9; A.10.
As a learning outcome, the student must pass one exam and submit a developed term paper outline at the end of the course, which draws upon precedents, formulates personal observations and informed critiques of a selected architectural, landscape or urban project or built solution.

Topical Outline:
Presentation skills - Weekly written assignments. (10%)
Presentation skills – Weekly class discussions. (10%)
Presentation skills - Reading and research (50%)
Note-taking skills – Class attendance (30%)

Prerequisites:
ALA/APH 102
Admitted to 3+ M. Arch. Program.

Textbooks:
William Curtis, *Modern Architecture since 1900*, 3-rd rev.ed., 1996.
Robert Venturi and D. Scott-Brown, *Complexity and Contradiction in Arch.,* 1977.
Charles Jencks, *Post-Modern Architecture*, rev. 4-th ed., 1984.
Philip Johnson and Mark Wigley, *Deconstructivist Architecture*, 1988.

Offered (semester and year):
Summer only; annually.

Faculty assigned:
K. Paul Zygas.

Number & Title of Course (total credits awarded):
APH 515 Current Issues and Topics. 3 Credits

Course Description
This course is a required general introductory course to history and theory of Modern and Contemporary Architecture and Urbanism. . Its purpose is to continue to introduce the Master's level student to the architectural debates, propositions, and theories of the 20th c. and particularly from 1960 to the present.

Course Goals and Objectives

- To gain a broad understanding of the late 20th c. theories and practices of architectural design and history.
- To learn the language of architectural history and theory.
- To develop a critical facility for reading theoretical texts and to learn how to discuss the reading within the group format and understand that all questions are valid and useful.
- To posit the history and theory of architecture in the greater cultural and intellectual fabric.
- To understand the larger academic, theoretical, philosophic, cultural, and political debate and how architecture reacts to and against, and affects these polemics.
- To learn how to ask questions and develop a position of your own through writing and critical thinking exercises.
- To identify issues which are important to you in your architectural education and practice.
- To see how the history of the theories of architecture provides a framework within which to approach your own work as a student of architecture.

Student Performance Criterion/a addressed
A.1 Communication Skills; A.2. Design Thinking Skills; A.3. Visual Communication Skills; A.4 Technical Documentation; A.5 Investigative Skills; A.8 Ordering Systems; A.9 Historical Traditions and Global Culture; A.10 Cultural Diversity; A.11 Applied Research.

Prerequistes:
Graduate Standing

Textbooks/Learning Resources
The required books for this class are:

- Hays, K. Michael. Editor. Architecture Theory since 1968, Cambridge: MIT Press, 1999
- Macey, David. The Penguin Dictionary of Critical Theory, London: Penguin Books,
- Nesbitt, Kate, Editor. Theorizing a New Agenda for Architecture, New York: Princeton Architectural Press, 1996
- Mallgrave, Harry Francis. Architectural Theory: Volume II An Anthology from 1871-2005, Blackwell, 2008.
- Ots, Enn. Decoding Theoryspeak: An Illustrated Guide to Architectural Theory, Routledge, 2010.
- Porter, Tom. Archispeak: An Illustrated Guide to Architectural Terms, Spon Press, 2006.
- DeCerteau, Michel, The Practice of Everyday Life, Berkeley: University of California Press, 1988
- Koolhaas, Rem. Delirious, NY. New York: Monacelli Press, 1994 (originally publ. 1978)
- Tschumi, Bernard. Architecture and Disjunction, Cambridge: MIT Press, 1994

Offered
Two part course offered over the course of the year starting in the Spring of their 5th year. APH 515 is offered in the Fall of their 6th year.

Faculty Assigned
Renata Hejduk (F/T)

Number & Title of Course (total credits awarded):

ARP 584, Internship, 3 credits

Course Description (limit 25 words):
Structured practical experience following a contract or plan, supervised by faculty and practitioners.- catalog

The school handles the course administratively and establishes standards for the internship that both student and firm are required to follow to ensure a successful experience for both parties. Students secure their own internship and are required to work 200 hours to receive credit. The students are required to work under the supervision of a licensed architect.

Course Goals & Objectives (list):

- Students will work in a firm, under a licensed architect in as an intern for a minimum of 200 hours.
- Students will become familiar with the process and requirements for achieving licensure.
- Students will become familiar with IDP and will go through the process of documenting their work experience for IDP credit.
- Students will critically assess their firm – effectiveness of the work environment, the type of projects, management structure and style etc.
- Students will be introduced to the process of preparing construction documents.
- Students will document their work experience in a journal.
- Students will prepare a summary assessment of their internship experience and their performance.

Student Performance Criterion/a addressed (list number and title):
The students experience varies depending on their firm but broadly the following criteria should be addressed if the firm is meeting the spirit of the internship objectives as described to them by the school.
A1 Communication Skills
C1 Collaboration
C2 Human Behavior
C3 Client Role In Architecture
C7 Legal Responsibilities
C8 Ethics And Professional Judgment
C9 Community And Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
200 hours as an intern in an firm working under a licensed architect.

Prerequisites:
Pre-requisites: Master of Architecture student; ADE 522 with a C or better

Textbooks/Learning Resources:
NCARB website
IDP website

Offered (semester and year):
Summer, Fall; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Scott Murff, (Clinical Associate Professor) 2011, 2010

Number & Title of Course (total credits awarded):

ARP 598, Internship and the Practice of Architecture, 3 credits

Course Description (limit 25 words):
As an alternative to a traditional in-office internship, this course will offer a wide variety of views on the practice of architecture.
Throughout the course, there will be instructor lectures, in class groupwork, required readings, assignments, case studies, group discussions, and a variety of other learning strategies employed. These will be complemented by a visiting lecture/discussion series with invited guests from local architectural practices and other organizations who will join the class to discuss several of the course
objectives.

Course Goals & Objectives (list):
The objectives of this course are to introduce the students to the following critical points of the professional practice of architecture:

- What are the path and role of the intern in the profession of architecture?
- What does it mean to be a professional? What are the responsibilities of the professional in the practice of architecture?
- What are the ethical issues that architects must deal with while practicing?
- How do architects and architecture firms work? How are they organized? How do they operate?
- How are projects managed, monitored, performed, and delivered? What are the key elements of the design delivery
  package and how are they understood by all the parties involved?
- What is the entitlement process and how does it work?
- At the conclusion of this course, each of you should have a clearer perspective of the current state of the design profession and your future role in that profession.

Topical Outline (include percentage of time in course spent in each subject area):
Invited Firms/ guest speakers 40%
Lectures and discussions in class 30%
Research in firms Practice 30%

Prerequisites:

Textbooks/Learning Resources:
American Institute of Architects, **The Architecture Student's Handbook of Professional Practice, 14th Edition**, Wiley 2008 (required)
Allison, Kenneth, "**The Wild Card of Design**", Butterworth Architecture, 1993.
Brown, Stephen A., "**Communication in the Design Process**", SPON Press, 2001
Capelin, Joan. **Communication by Design**. Greenway Communications, 2004
Cramer, James P. and Scott Simpson. "**How Firms Succeed**", Greenway Communications, 2002.
Cramer, James P. and Scott Simpson. **The Next Architect**. Greenway Communications, 2007
Cuff, Dana. "**Architecture: The Story of Practice**", MIT Press, 1991.
Cushman, Robert F. **Design Professionals Handbook of Business and Law**. Wiley, 1991.
Ellis, Joseph H. **"Ahead of the Curve"** Harvard Business School, 2005
Franklin, James. "**Architects Professional Practice Manuel**," McGraw Hill, 2000.
Gutman, Robert. "**Architectural Practice, A Critical Review**", Princeton Architectural Press,1988.
Head, George O., **Managing, Marketing and Budgeting for the A/E Office**. Van Nostrand, 1988.
Howell, Edward B. **Different by Design**. Orion Capital Corporation, 1996
Hunt, William D., A.I.A., **Creative Control of Building Costs**, American Institute of Architects,1967.
Kaderlan, Norman, "**Designing Your Practice**", McGraw-Hill, Inc., 1991
Kuehl, Charles R. and Peggy A. Lambing. **Small Business, Planning and Management**, DrydenPress, 1990.
Kerzner, Harold, Ph.D., **Project Management. A System's Approach to Planning, Scheduling and Controlling**. Van Nostrand Reinhold, 1989.
Lawson, Bryan. **How Designers Think the Design Process Demystified, 2nd Edition**.Butterworth Architecture, 1990
Lewis, Rodger K., "**Architect?**", MIT Press, 1985.
O'Brien, James J., **Construction Inspection Handbook**. Van Nostrand Reinhold, 1983.
Palermo, Gregory, Patrick Sullivan, and Barry Wasserman, **Ethics and the Practice of Architecture**. John Wiley & Sons, Inc., 2000
Peters, Thomas J., **Thriving on Chaos**. Alfred A. Knopt, 1987.
Peters, Thomas J. and Robert H. Waterman Jr., "**In Search of Excellence**", Harper and RowPublishers, 1982.
Porter, Michael E. "**Competitive Strategy**", The Free Press, 1980.
Preiser, Wolfgang, Havey Rabinowitz, and Edward White, **Post-Occupancy Evaluation**. VanNostrand Reinhold, 1988.

Pressman, Andy, “**Professional Practice 101**”, John Wiley & Sons, Inc. 1997
Raelin, Joseph A. “**The Clash of Cultures**”, Harvard Business School Press, 1991.
Rose, Stuart W., "**Achieving Excellence In Your Design Practice**", Whitney Library of Design,1987.
Sweet, Justin, “**Legal Aspects of Architecture, Engineering and the Construction Process**”,West Publishing Company, 1994
Saint, Andrew, "**The Image of the Architect**", Yale University Press, 1983.
Spector, Tom, "**The Ethical Architect**", Princeton Architectural Press, 2001.
Stitt, Fred A. "**Design Office Management Handbook**", Arts and Architecture Press, 1986.
Ury, William and Fisher Roger, “**Getting to YES**”, Penguin Books, 2001

Offered (semester and year):
Fall only: annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Milagros Zingoni (FT)
Chad Schartz, AIA

Number & Title of Course (total credits awarded):

ATE 294, Building Systems (construction), 3 credits.

Course Description (limit 25 words):
"Materials and methods of construction. Aesthetic, code, and construction costs. Exposure to building information management, BIM". "Fundamentals of building construction through digital simulation of case study buildings. Construction systems, detailing, and conventions by building 3-dimensional digital models"
The course provides a basic overview of construction materials and systems while simultaneously introducing students to advanced features of Revit. Students build an existing project in Revit and produce technical documentation as well as advanced 3d representations of material and construction techniques.

Course Goals & Objectives (list):
The objectives of this graduate studio are:

1. To further an understanding of the primacy of materials, construction processes and building systems in the design development of a building. It is our goal to fully understand how the combination of technical and aesthetic proficiency can provide the fundamental foundation for great architecture, and further provide a catalyst for innovation.
2. To develop the ability to assess building systems, materials and components.
3. To understand construction, materials and systems, and apply the understanding by building a 3D BIM model of a case-study project in Revit.
4. To employ representational techniques in Revit to convey an understanding of the construction, materials and organization of a building.
5. To develop the ability to produce integrated technical documentation of a building.

Student Performance Criterion/a addressed (list number and title):
A.3. Visual Communications Skills
A.4. Technical Documentation
A.7. Use of Precedents
A.8. Ordering System Skills
B.5. Life Safety
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area:

Lectures	40%
Quizzes and exercises	15%
Case-study Revit model	40%
Presentation / representation	10%

Prerequisites:
2nd year Architecture student; Co-requisites: ALA 222 and ALA 224`

Textbooks/Learning Resources:
A comprehensive reference resource list (books, periodicals, indexes, websites, and local case-study project).

Offered (semester and year):
Spring only; annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas Hartman, Zubin Shroff, Matt Steere (of Mortensen Construction)

Number & Title of Course (total credits awarded):

ATE 361 Structures I – 3 Credits

COURSE DESCRIPTION:
Introduction to structures - a first structural design course that introduces static analysis, equilibrium, load path and force distribution and resolution on building structures. Material introduction of wood.

COURSE OBJECTIVES
The primary objective of this course is to provide architectural students with the essential skills to develop structural systems, perform basic structural analysis of buildings and appreciate the integration of structure and architecture. The primary structural material for this course will be wood (timber), however other materials will be used for example. Students satisfying the course requirements will be able to:

1. Analyze forces and determine reactions.
2. Calculate forces generated in elements of a structure.
3. Locate critical points in a structure for internal loads and stresses.
4. Locate and determine center of gravity and moment of inertia.
5. Develop shear and moment diagrams.
6. Analyze and design beams, columns, trusses and foundations.
7. Choose appropriate structural materials and framing system.
8. Have an understanding of material choices for structures.

STUDENT PERFORMANCE CRITERIA:
A.1 Communication Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
B.3 Sustainability
B.5 Life Safety
B.9 Structural Systems
C.1 Collaboration
C.8 Community and Social Responsibility

TOPICAL OUTLINE:
Analytical skills (50%)
Drawing and representation techniques (30%)
Presentation Skills (20%)

CO-REQUISITE:
ATE 321

TEXTBOOK/LEARNING RESOURCES:
Course Reader

OFFERED:
Fall only, annually

FACULTY ASSIGNED
Greg Brickey (adjunct)

Number & Title of Course (total credits awarded):

ATE 362 Structures II – 3 Credits

COURSE DESCRIPTION: Second course in structures – builds on the statics and strengths of materials knowledge and further investigates creative structural design in wood. The emphasis is on modeling and building integration.

COURSE OBJECTIVES: To learn about structures and the physical principles which describe their attributes; to develop a basic understanding of the structural behavior of structural systems and of their components; to study the loads which act upon buildings and resulting forces that act within structural elements; to become familiar with traditional and contemporary methods of analysis of these forces; to initiate the development of a vocabulary with which to understand the way in which load-bearing structure is used in architectural design; to build the foundation of a basic understanding to facilitate continued study of Architecture. A lucid comprehension of structural principles will be expected by the end of the course.

The primary objective of this course is to build on the basic structural design knowledge from Structures I, and apply it to timber design. The primary structural material for this course will be wood (timber), however other materials will be used for example. Students satisfying the course requirements will be able to:

1. Material properties of wood
2. Timber design methodologies
3. Timber structural systems
4. Timber gravity load resisting systems
5. Timber lateral load resisting systems
6. Connections
7. Concrete and masonry structures
8. Basic structural steel member selection and systems
9. Choose appropriate structural materials and framing system.
10. Have an understanding of material choices for structures.

STUDENT PERFORMANCE CRITERIA:
A.1 Communication Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research
B.3 Sustainability
B.5 Life Safety
B.9 Structural Systems
B.10 Building Envelope Systems
C.1 Collaboration
C.8 Community and Social Responsibility

TOPICAL OUTLINE:
Analytical skills (50%) Drawing and representation techniques (30%) Presentation Skills (20%)

PREREQUISITE: ATE 361

TEXTBOOK/LEARNING RESOURCES: Course Reader

OFFERED: Spring only, annually

FACULTY ASSIGNED: Greg Brickey (adjunct)

Name & Title of Course:

ATE 451, Building System I, 3 credits

Course Description:
Architectural design implications of solar radiation, heat and moisture transfer. Trends in environmental control and energy-conscious design. Passive technologies to heat, cool and light.

Course Goals & Objectives:
- Students will explore the principles of natural science that affect the variables of human comfort.
- Students will examine methods of architectural planning and design that can be used to control these variables.
- Course emphasis is placed on using the natural energies available in the local climate by proper use of the site and of architectural design elements.
- The overall goal is that the student will have basic knowledge to incorporate appropriate architectural elements into design solutions that reduce reliance on non-renewable energy sources.

Student Performance Criteria:
A2-design thinking skills (ability)
A6-fundamental design skills (ability)
B3-sustainability (ability)
B8-environmental systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)

Topical Outline:
Climate/micro-climate (10%)
Thermal comfort (20%)
Solar geometry/solar control (20%)
Heat transfer/psychrometrics (30%)
Envelope: heat and moisture transfer (20%)

Prerequisites:
Admissions to upper division.

Textbooks/Learning Resources:
Grondzik, W. T., Kwok, A. G., Stein, B., & Reynolds, J. S. (2010). *Mechanical and Electrical Equipment for Buildings* (11th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (aka MEEB)
Hausladen, G., de Saldanha, M., Liedl, P., & Sager, C. (2005). *Climate Design: Solutions for Buildings that Can Do More with Less Technology*. Munich: Birkhauser.
Heschong, L. (1979). *Thermal Delights in Architecture*. Cambridge, MA: The MIT Press.
Sun Angle Calculator, Pilkington

Offered:
Fall only; annually

Faculty Assigned:
Aleksasha Webster (adjunct)

Number & Title of Course (total credits awarded):

ATE 452, Building System II, 3 credits

Course Description:
Architectural design implications of heating, ventilation and air conditioning systems. Principles of lighting, daylighting and acoustics, and their applications.

Course Goals & Objectives:
- Students will explore the principles of natural science that affect the variables of human comfort.
- Students will examine methods of architectural planning and design that can be used to control these variables.
- Course emphasis is placed on lighting, sound, and thermal comfort.
- The overall goal is that the student will have obtain an awareness of the architectural integration of building systems, and their implications on human comfort and the use of energy in buildings.

Student Performance Criteria:
A2-design thinking skills (ability)
A6-fundamental design skills (ability)
B3-sustainability (ability)
B8-environmental systems (understanding)
B10-building envelope systems (understanding)
B12-building materials and assemblies (understanding)

Topical Outline:
HVAC systems (30%)
Lighting (30%)
Acoustics (30%)
Integration of Building Systems (10%)

Prerequisites:
Admissions to upper division.

Textbooks/Learning Resources:
Grondzik, W. T., Kwok, A. G., Stein, B., & Reynolds, J. S. (2010). *Mechanical and Electrical Equipment for Buildings* (11th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (aka MEEB)
Egan, M. D. (1988). *Architectural Acoustics*. New York: McGraw-Hill, Inc.

Offered:
Spring only; annually

Faculty Assigned:
Aleksasha Webster (adjunct)

Number & Title of Course (total credits awarded):

ATE 553 Building Systems III, 3 credits

Course Description:
Design and integration of building systems, the course is organized into four parts, with emphasis on electricity, water/waste, fire/life safety, and vertical transportation/communications/security.

Course Goals & Objectives:
- Be aware of the history of electricity, water and waste, fire/life safety, and vertical transportation/communications/security systems.
- Know the basic theory, components, and terminology of these systems.
- Know how these systems and equipment impacts building design and operation.
- Be able to design and/or select these systems for residential and commercial buildings.
- Be aware of the alternatives to these systems and potential changes to conventional practices, especially as it related to sustainability.

Student Performance Criterion:
A.11. Applied Research
B.2. Accessibility
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.11. Building Service Systems
C.7. Legal Responsibilities

Topical Outline:
Electricial Systems – 30%
Water/waste Systems – 30%
Fire/life safety Systems – 20%
Vertical transportation/communications/security Systems – 20%

Prerequisities:
Admission to The Design School's graduate program or consent of instructor.

Textbooks/Learning Resources:
Grondzik, Walter, Alison Kwok, Stein, Benjamin, John S. Reynolds, et al, *Mechanical and Electrical Equipment for Buildings, 11th* edition, John Wiley, NY, 2010.

Offered:
Fall only, offered annually to fifth year students

Faulty assigned:
Harvey Bryan has been assigned to this course for the last two years

Number & Title of Course (total credits awarded):

ATE 556, Building Development, 3 credits.

Course Description (limit 25 words):
Comprehensive design development through the understanding and integration of building materials and systems. Lecture, seminar. This course is intended to complement students' work in ADE 522 (comprehensive design studio). It includes an examination of key technical issues common to all building projects. It provides examples (through in-depth case studies and field trips) of buildings that illustrate both "the normative" and "the inventive" use of materials and systems, and illustrate strategies of integration.

Course Goals & Objectives (list):
This course will enable each student to achieve the following objectives:

1. Develop an understanding of the interdependence of materials, construction techniques, mechanical systems and structure in the conceptual and technical development of a building. It is our goal to fully understand how technical and aesthetic proficiency can provide a foundation for innovation and exemplary architecture.
2. Develop the ability to assess, select and *integrate* materials and components, structure, mechanical systems in the development of a comprehensive building design.
3. Develop the ability to identify, to research and to apply relevant information toward the development of a building.
4. Develop the ability to identify and deploy materials, systems and assemblies, and describe them by means of appropriate representational techniques.
5. Develop an understanding of the importance of *planning for* and *producing* appropriate, effective and thorough construction documentation.
6. Understand the vital importance of *integration*.

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

A.1. Communication skills
A.2. Design Thinking Skills
A.3. Visual Communications Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area:

Lectures	40%
Site Visit Write-ups	15%
Case-study Research presentation	40%
Quizzes	10%

Prerequisites:
Admission to graduate program. Co-requisites: ADE 522; APH 505.

Textbooks/Learning Resources:
Frampton, Kenneth, *Studies in Tectonic Culture* (Cambridge: MIT, 1995).
Ford, Edward, *Details in Modern Architecture* (Cambridge: MIT, 1990 & 1996) 2 volumes.
Allen, Edward, *The Architect's Studio Companion* (New York: Wiley, 1989). This is VERY useful as a source of
Allen, Edward, *Architectural Detailing: Function, Constructability, Aesthetics* (New York: Wiley, 1993).
Wakita, Linde, *The Professional Practice of Architectural Detailing* (New York: Wiley, 1999).
Liebing, Ralph, *Architectural Working Drawings* (New York: Wiley, 1999).
Wakita, Linde, *The Professional Practice of Architectural Working Drawings* (New York: Wiley, 1994).
Francis D.K. Ching and Cassandra Adams, *Building Construction Illustrated*, 3rd Edition
Ramsey/Sleeper, *Architectural Graphic Standards*, 10th Edition (New York: Wiley, 2000)
Watts, Andrew, *Modern Construction Handbook* (SpringerWien New York).

Offered (semester and year):
Spring only; annually

Faculty Assigned (list all faculty assigned during the two academic years prior to the visit):
Thomas Hartman, Wendell Burnette

Number & Title of Course (total credits awarded):

ATE 563 Structures III – 3 Credits

COURSE DESCRIPTION: Third course in structures – complete building design using structural steel as the primary building material. A semester design project including site, building and structural integration.

COURSE OBJECTIVES: The primary objective of this course is to provide architectural students with the essential skills to develop structural systems, perform basic structural analysis of buildings and appreciate the integration of structure and architecture. The primary structural material for this course will steel; however other materials will be used for example. Students satisfying the course requirements will be able to:

9. Analyze forces and determine reactions.
10. Calculate forces generated in elements of a structure and describe a complete load path.
11. Locate critical points in a structure for internal loads and stresses.
12. Locate and determine center of gravity and moment of inertia.
13. Develop shear and moment diagrams.
14. Analyze and design beams, columns, trusses and foundations.
15. Choose appropriate structural materials and framing system.
16. Design steel members for gravity and lateral loading.
17. Complete the design of a small low-rise structure.

STUDENT PERFORMANCE CRITERIA:
A.1 Communication Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research
B.1 Pre Design
B.3 Sustainability
B.5 Life Safety
B.6 Comprehensive Design
B.9 Structural Systems
B.10 Building Envelope Systems
C.1 Collaboration
C.8 Community and Social Responsibility

TOPICAL OUTLINE:
Analytical skills (50%) Drawing and representation techniques (30%) Presentation Skills (20%)

PREREQUISITE: ATE 362 or equivalent

TEXTBOOK/LEARNING RESOURCES: Course Reader

OFFERED: Spring only, annually

FACULTY ASSIGNED: Greg Brickey (adjunct)

Number & Title of Course (total credits awarded):

ATE 598, Sustainability and the Built Environment, 3 credits

Course Description:
The course provides a theoretical background for the various scientific concepts and applied knowledge that form the basis of sustainable design practice.

Course Goals & Objectives:
The course will be addressed through a series of lectures given by different professors and professionals within many disciplines to initiate a critical discussion about the following subject areas:

- What is and is not sustainable? What is and is not green? Is being sustainable and being green the same or are they different? When is a design or product green-wash?
- Interdependencies between the "natural" environment and the "built" environment.
- How does the "built" environment affect the "natural" environment, and vice versa?
- Can design work with nature? What does a designer need to understand to work with nature in a sustainable fashion?
- Rating systems or other assessment tools to measure sustainability.
- Analysis: First Cost, Cradle to Grave, Cradle to Cradle
- Ethics of sustainability.

The goal is that the student will have basic knowledge to assess and incorporate appropriate elements into sustainable design solutions.

Student Performance Criteria:
A2-design thinking skills (ability)
A5-investigative skills (ability)
B3-sustainability (ability)

Topical Outline:
Sustainable Theory (75%)
Sustainable Practice (25%)

Prerequisites:
Admission to the following upper division programs: MSBE, MARCH, MLA or MUD.

Textbooks/Learning Resources:
None at this time

Offered:
Fall only; annually

Faculty Assigned:
Aleksasha Webster (adjunct)

Name: W. Brent Armstrong, AIA

Courses Taught:
ALA 235 Introduction to Computers
ALA 225 Design Fundamentals III

Education:
Masters in Architecture, Rice University, Houston, Texas 2005
Bachelor of Science in Design, Arizona State University, Tempe, Arizona 1998
St. Xavier High School, Cincinnati, Ohio 1994

Teaching Experience:
Faculty Associate, Arizona State University, The Design School August 2005- Present

Professional Experience:

Principal, ISOS Architecture, LLC,	July 2010- Present
Principal, W. Brent Armstrong, Architect, LLC	December 2007- Present
Project Architect, Carson Poetzl Architecture Inc.	March 2005- December 2007
Consultant, @Last Software (creators of SketchUp, now Google)	May 2004- February 2006
Project Manager, George Christensen, FAIA Architect	March 1999- August 2002
Intern, Langdon Wilson Architects	May 1997 - August 1997
Intern, CCBC Architects	May 1996 - January 1997

Licenses and Registration:

Registered Architect: Arizona # 46789	August 2007
NCARB; Certification #123735	July 2008

Publications:
Petriello, Laurel. "Independent Furniture Design Competition" Kontakt June/July 2008: 76-77.
Tyda, David. "Picture This- Photo Contest" (Two placed entries) Desert Living April 2006: 130-137.
O'Brien, Anne. "High Drama" Phoenix Home and Garden May 2005: 122-127.
Mee, Brad Living Spaces: Design is in the Details. New York: Sterling Publishing Co, 2005.
Mee, Brad "Artful Integration" Utah Style and Design Fall 2004: 98-108.
Esquivel, Teresa. "Past Perfect: (Palette of Homes 2004)" Phoenix Home and Garden November 2004: 136-143.
Bardin, Joe. "The House on the Hill: (AZ Foothills Home Tour 2003)" Arizona Foothills March 2003: 238-246

Professional Memberships:

Board of Directors, AIA Arizona: Representative and Director of Young Architects	January 2011- Present
Board of Directors: Camelback High School, G.E.A.R.S.	August 2010- Present
(School for Gaming-Web Design, Engineering, Architecture, Robotics & Sustainability)	
American Institute of Architects- Arizona;	2008-Present

Name: J. Greg Brickey

Courses Taught:
ATE 361 - Structures I
ATE 362 - Structures II
ATE 563 - Structures III
ATE 598 - Concrete in Architecture

Educational Credentials:
1989 MS, Structural Engineering, Georgia Institute of Technology.
1987 BS/BA, Civil Engineering / Environmental Design Dual Plan, Texas A&M University.

Teaching Experience:
2010-present, Adjunct Faculty, Arizona State University, School of Architecture & Landscape Architecture, Tempe, AZ.
2005-2008. Adjunct Faculty, Arizona State University, School of Architecture & Landscape Architecture, Tempe, AZ.
2010-present. Faculty, Frank Lloyd Wright School of Architecture, Scottsdale, AZ.

Professional Experience:
1994- 2010. Owner/Managing Principal: BDA Engineers/Parking Planners - Scottsdale, AZ and Salt Lake City, UT.

Licensure/Registration:
Registered Professional Engineer: Utah, Texas, Idaho, Wyoming, Colorado, Oregon, New Mexico, Washington
Registered Structural Engineer: Arizona, Nevada, Illinois

Professional Organizations
Structural Engineers Association
Post Tensioning Institute
American Concrete Institute
American Institute of Architects
American Society of Civil Engineers
American Institute of Steel Construction

Name: Harvey Bryan, Ph.D., FAIA, LEED AP

Courses Taught:
ATE 553 Building Systems III
ATE 550 Passive Heating and Cooling Systems
ATE 591 Energy and Climate
ATE 598 Renewable Energy Systems
ATE 598 Sustainability of the Built Environment

Educational Credentials:
B.Arch., Arizona State University, Tempe, 1973
M.Arch., University of California, Berkeley, 1974
M.S., University of California, Berkeley, 1980
Ph.D., University of California, Berkeley, 1987

Teaching Experience:
Assistant Professor, Massachusetts Institute of Technology, 1980-1986
Associate Professor, Harvard University, 1986-1992
Visiting Professor, University of California, Los Angeles, 1995-1996
Professor, Arizona State University, Tempe, 1999-present
Affiliated Faculty, School of Sustainability, Arizona State University, Tempe, 2007-present

Professional Experience:
Principal, Bryan Associates, 1980-present

Licenses/Registration:
Arizona
California

Selected Publications and Recent Research:
Renewable Energy Systems for Your Home (Penguin Books, 2009)
Facilities Engineering and Management Handbook (McGraw-Hill, 2000)
Former Associate Editor: *Building and Environment*
Current Associate Editor: *Solar Energy*

Professional Membership:
The American Institute of Architects
American Society of Heating, Refrigeration & Air Conditioning Engineers
American Solar Energy Society
Fulbright Association
Society of Building Science Educators
International Building Performance Simulation Association

Name: Wendell Burnette, Professor of Practice

Courses Taught (Two academic years prior to current visit):
ADE 321 Architectural Studio I – Pre-Fab Housing (Fall 2009)
ADE 321 Architectural Studio I – Multi-Family Housing (Fall 2010)
ATE 556 Building Development (Spring 2010 / 2011)

Educational Credentials:
Frank Lloyd Wright School of Architecture (June 1980 - June 1983)

Teaching Experience:
Faculty Associate, Arizona State University, 1999
Assistant Professor, Arizona State University, 2001-2010
Professor of Practice, Arizona State University, 2011- present
John Williams Visiting Chair, University of Arkansas, Fay Jones School of Architecture, Fall 2009
Visiting Professor, Washington University in St. Louis, Graduate Studio, Spring 2011
Guest Lecturer: AIA Arkansas 2009, University of Arkansas 2009, Taliesin West 2009, University of South Florida 2009, Montana State University 2010, University of New Mexico 2010, Oklahoma State University, 2010, AIA Utah/AIA Western Mountain Regional Conference 2010, Celebrate Architecture AIA Louisiana 2010, University of Tennessee 2010, University of Kansas 2009, 2010 & 2011, Washington University in St. Louis 2006, 2009 & 2011

Professional Experience:
William Mims Associates, Inc., Nashville, Tennessee, 1978-1980
William P. Bruder-Architect, Ltd., New River, Arizona, 1985-1996
Wendell Burnette Architects, Phoenix, Arizona, 1996-present

Architectural Licenses/Registration:
Arizona
Utah
Wisconsin

Selected Publications, Awards and Research:
National AIA Honor Award, Palo Verde Library and Maryvale Community Center, 2007
Academy Award for Architecture, Academy of Arts and Letters, NY, NY 2009
National AIA / ALA Honor Award, Palo Verde Library, 2009
SMOCA Contemporary Catalyst Award - Nominee Scottsdale Museum of Contemporary Art, 2009
National Design Award - Nominee, Cooper-Hewitt National Design Museum, 2007-2010
James Beard Award - Semifinalist, James Beard Foundation, St Francis Restaurant, 2010
Wallpaper* - Best Retreat, Wallpaper* Design Awards, Amangiri Resort, 2010
Andrew Harper's Hideaway Report - 2010 Grand Award: Indelible Memories of 2010, 2011
Lyceum Fellowship 2011 Program Author and Jury Chair, Cambridge, Massachusetts (International Travel Fellowship in Architecture). 'Earth Curvature: a Local | Global Rest Area.'
The New 100 Houses x 100 Architects 2007 [Field House]
Modern Architecture A-Z 2007 [Various]
Phaidon Atlas of 21st Century World Architecture 2008 [Field House]
Fallingwater Scholar Cottages – 2nd place winner in Limited Invite International Competition
ArchDaily “Fallingwater On-Site Cottages Competition Proposal” 2010 [Fallingwater Cottages]
Architectural Record 2010 [Amangiri]
Ecodaiario “Vacaciones en el desierto: la última moda en viajes de lujo” 2010 [Amangiri]
The New York Times “Raising Arizona” 2010 [Amangiri]
The Financial Times “The Ancient Landscape of the Grand Canyon” 2010 [Amangiri]
US Vogue “Go West” 2010 [Amangiri]
O, The Oprah Magazine “Modern Art” 2011 [Amangiri]
Phoenix Magazine “85 Best Phoenix Restaurants” 2011 [St. Francis]
AZ Foothills Magazine 2011 [SOI 4 Bangkok Eatery]

Professional Memberships:
The American Institute of Architects

Name: Jack DeBartolo 3, AIA

Courses Taught:
ADE 621 Advanced Architectural Studio III _ Fall 2011
ADE 621 Advanced Architectural Studio III _ Fall 2010
ADE 421 Architectural Studio III _ Fall 2009
ADE 321 Architectural Studio I _ Fall 2008

Educational Credentials:
B.Arch., University of Arizona, 1992
S.M.Arch.S., Massachusetts Institute of Technology, 1994

Professional Experience:
Project Designer, William P. Bruder Architects Ltd., 1994 - 1996
Project Architect, DeBartolo Architects Ltd., 1996 - 2000
Owner, Principal, Team Leader, DeBartolo Architects Ltd., 2000 - present

Licenses / Registration:
Arizona
NCARB

Selected Publications and Recent Research:
Closer To God, Religious Architecture and Sacred Spaces *(Published by Gestalten, Berlin, 2010)*
Architectural Record, Building Types Study: Religious Buildings, The Prayer Pavilion *(June 2010)*
DETAILS bimonthly, Jung Heung Chae, Seoul, Korea, The Commons *(July 2009)*
DLUX magazine, Luce Per L'architettura Globale, Milan, Italy, The Prayer Chapel *(November 2009)*
Phaidon Atlas of 21st Century World Architecture, Stone Ridge Church *(Phaidon Press 2009)*
Desert Living, Divine Design, Cover story, The New Faith Hill, Prayer Pavilion *(March 2009)*
Desert Architecture, four projects *(Michelle Galindo Verlagshaus Braun Publishing 2008)*
1000x Architecture of the Americas, three projects *(Verlagshaus Braun Publishing 2008)*
Faith & Form, Cover, Awards Issue, Prayer Pavilion *(quarterly issue no. 4, 2008)*
Dwell Magazine, Houses of the Holy, Mariposa Residence *(March 2004)*
A+U / An Architecture of Landscape and Light in the Arizona Desert *(no. 382)*

Professional Memberships
The American Institute of Architects, Executive Board Member

Name: Gabriel Díaz-Montemayor, ASLA

Courses Taught (Two academic years prior to current visit):
ADE 621/LDE 690 Advanced Architecture and Landscape Architecture Studio III
APH 515/LPH 598 Current Issues and Topics in Architecture and Landscape Architecture
ADE 510/LDE 590 Foundation Landscape Architecture and Architecture Studio
ADE 422/LDE 462 Architecture and Landscape Architecture Integral Studio

Educational Credentials:
B. Arch., Instituto Superior de Arquitectura y Diseño de Chihuahua (ISAD), Mexico, 1998.
Architect title, Granted by Unanimous approval on Professional Exam, Universidad Autonoma de Chihuahua (UACH), Mexico, 2001.
MLA, Auburn University, USA, 2007.

Teaching Experience:
Faculty associate, Instituto Superior de Arquitectura y Diseño de Chihuahua (ISAD), 1998-2006
Visiting Professor, Polytechnic University of Puerto Rico, New School of Architecture, San Juan, PR Spring 2002
Graduate teaching assistant, Auburn University, 2006-2007
Assistant Professor, Arizona State University, 2007-Present

Professional Experience:
Designer, Olin Arquitectos, Chihuahua, Mexico 1997-1999
Project Architect, Escala del Norte / Arquitectura 360, Chihuahua, Mexico 1999-2002
Principal, LABOR Studio, Chihuahua, Mexico 2002-present

Licenses/Registration:
Responsible Director of Construction (equivalent of registered architect) Municipality of Chihuahua, Chihuahua 2003-2006, currently inactive.

Selected publications and recent research:
"The NAFTA Landscape: Working on the Edge in Chihuahua" by Carolyn Deuschle. Published in the July 2011 issue of LAM (Landscape Architecture Magazine), the Magazine of the American Society of Landscape Architects.
"Destination Public Space in the Time of the War on Drugs: The Case of Ciudad Juarez, Mexico, and El Paso, Texas". Presented at the "Urban nature" annual CELA conference held in Los Angeles, March 31st-April 2nd ,2011.
"A Contested Landscape Divided between Meaning and Disorder: Re-structuring Ciudad Juarez". Presented at the "Urban nature" annual CELA conference held in Los Angeles, March 31st-April 2nd ,2011.
"Resiliency in Ambos Nogales". Paper presented at the Resiliency Conference held at ASU during March 2011.
"An Environmental History of Ambos Nogales: Booms, Busts, and Local Resiliency". Presented at the ASEH Conference held in Phoenix, AZ. April 2011.
"The Potential of Urban Edge Infrastructure in the Hybrid Fabric: Mexican Border Area Cities" paper presented at the "Landscape Legacy" CELA / ISOMUL 2010 conference held in Maastricht, the Netherlands, in May 2010.
"Urban Edge Polyvalent Infrastructures for the Border City: The Case of Ambos Nogales", poster presented at the "Landscape Legacy" CELA / ISOMUL 2010 conference held in Maastricht, the Netherlands, in May 2010.
"Patterns of Inhabitation" Integral Studio Product Poster presented at the 2009 ACSA Conference "The Value of Design".
"Contemporary Inhabitation of the Chihuahuan Desert: A Bi-national Cultural and Natural Landscape". CELA 2007 annual meeting at Penn State, State College, PA. August 2007.
"City of Green Creeks", report co-authored with Francisco Lara-Valencia, resulting of COCEF and EPA funding, presented to the authorities of Nogales, Sonora, Mexico on December 2010.
"The Edge at the Center", article published in LABREPORT 2 by the Phoenix Urban Research Laboratory.
"Nueva Plaza para Ciudad Juarez" (New Plaza for Ciudad Juarez), article about the *Monumento a Benito Juarez* Square designed by LABOR Studio, written by Christopher Calott, in the most important architecture and design magazine of Mexico, "Arquine", Summer of 2006. Published by Editorial Arquine, Mexico City.

Professional Memberships:
American Society of Landscape Architects (ASLA).

Name: Scott Garvin

Courses Taught (Two academic years prior to current visit):
ANP 494 Special Topics, Introduction to AutoCad

Educational Credentials:
B.SLA., Arizona State University, 2007
M.Arch., Arizona State University, 2010

Teaching Experience:
Faculty, Arizona State University, 2011-Present

Professional Experience:
Intern, Moran Architects, Scottsdale, AZ 2005-2007
Project Designer, Raintree Design Group, Scottsdale, AZ 2007-2009
Project Designer, Architekton, Tempe, AZ 2011-Present

Licenses/Registration:
None to date

Selected Publications and Recent Research:
None to date

Professional Memberships:
The American Institute of Architects

Name: Jason Griffiths ARB (UK)

Courses Taught (Two academic years prior to current visit):

ADE 521 Advanced Architectural Studio I
ANP 494 Advanced Computer Modeling
ADE 422 Architectural Studio IV
ANP 598 Digital Fabrication

Educational Credentials:
BA (Hons) Kingston Polytechnic 1987
DIP The Bartett – UCL 1991
ARB The Bartett – UC 1995

Teaching Experience:
Assistant Professor Arizona State University, Present.
Lecturer Iowa State University , 2005-2007.
Visiting Assistant Professor UT Austin, Texas A&M, Florida Atlantic and UNL, 2003-2005.
Senior Lecturer University of Westminster, 2000-2003.
Oxford Brookes University 1999-2001
Instructor Bartlett School of Architecture – UCL 1994-1999

Professional Experience:

Philip Cox Richardson and Taylor Ptnrs in Australia 1988
Stanton Williams Architects 1990
Douglas Stephen and Ptnrs. 1991
John Outram Associates 1992
Philip Cox Richardson and Taylor Ptnrs in Australia 1988

Licenses/Registration:
UK

Selected Publications and Recent Research:

Manifest Destiny – A Guide to the Essential Indifference of American Suburban Housing – (Architectural Association Press 2011)
306090 Making A Case - (Princeton Architectural Press 2011)
306090 “Sustain and Develop” - (Princeton Architectural Press 2009)

Professional Memberships:
Architects Registration Board (UK)

Name: Thomas Hartman, Associate Professor, Architecture Program Coordinator (Fall2010-present)

Courses Taught (Two academic years prior to current visit):
ATE 556 Building Development
ADE 421 Architectural Studio III
ADE 510 Foundation Architecture Studio
ADE 521 Advanced Architecture Studio I
ADE 522 Advanced Architecture Studio II
ADE 621 Advanced Architecture Studio III
ATE 294 Building Systems (construction)

Educational Credentials:
D.P.L.G. (Diplome par le Gouvernement), Ecole Nationale Superieure des Beaux-Arts, Paris France, 1985
B.S.A.S. University of Nebraska, Lincoln, Nebraska, 1976

Teaching Experience:

1998-present	Associate Professor, School of Architecture, Arizona State University
Spring 1999	Ecole d'architecture de la Ville et des Territoires (EAVT), Paris France
1991-1998	Assistant Professor, School of Architecture, Arizona State University
1990-1991	Visiting Assistant Professor, School of Architecture, Arizona State University
1990-1991	Assistant Professor, School of Architecture, University of Michigan
1998	Visiting Assistant Professor, School of Architecture, University of Michigan

Professional Experience / Selected Projects:

1980-1988	Collaborator / Responsible for projects. Renzo Piano Building Workshop, Paris Fr.
1988-present	Anderson residence, Flagstaff Arizona
	The Design School renovations, Arizona State University. Tempe, Arizona
	Marsh House, New Orleans, Louisiana
	Collins-Lundquist, Tempe, Arizona
	Klett Studio, Tempe, Arizona

Professional Activity in collaboration with others:
with Marwan Al-Sayed (MAS):
Kinderhorn House, Sun Valley / Ketchum, Idaho
Houses at Sagaponac, Long Island, New York
Reliance Controls Building, Chandler, Arizona
With Michael Underhill:
Arvix Condominium project, Phoenix
With Architekton:
Architekton Exhibit, The Design School Gallery
Shade structures, Phoenix Civic Plaza
Classroom building Chandler Gilbert Community College
Flip-a-strip competition

Licenses/Registration:
France (DPLG)

Selected publications and research:
"Compass House" published in *The Green Braid*, Kim Tanzer and Rafael Longoria, ed. Routledge; New edition (2007)
"A Simple Exercise." ACSA National Meeting, Boston. Paper, published in Proceedings.
"Learning to Construct Ideas." ACSA National Meeting, Boston. Paper, published in Proceedings.
"The Compass House." ACSA National Meeting, Boston. Design project presentation/published in Proceedings.
"On Teaching Technology." Lecture at the University of Arizona.
"Rear-View Mirror." Lecture at Cooper Union School of Architecture, New York.

Renata Hejduk, PhD

Courses Taught
APH 505: Current Issues and Topics: What is Architecture?
APH 515: Current Issues and Topics: What is Architecture? Part II
APH 492 Honors Thesis Prep
APH 493: Honors Thesis
APH 494: First Concepts: The Writings, Philosophy, and Culture of Architecture
ADE 622: Independent Final Project Coordinator

Educational Credentials
Harvard University, Cambridge, MA. Ph.D. Architectural History & Theory, 2001
Tufts University, Medford, MA. Master of Arts Degree in Art History: Contemporary Art History & Theory, 1992
Barnard College, Columbia University, New York, NY. Bachelor of Arts Degree in Fine Art and Art History, 1986

Teaching Experience
Associate Professor, Arizona State University, 2010-present
Assistant Professor, Arizona State University, 1999-2010
Honors Faculty, Barrett Honors College, Arizona State University, 1999-present
Adjunct Faculty, Arizona State University, 1997-1999
Teaching Fellow, Harvard University, Graduate School of Design, 1994 -1996
Instructor, Massachusetts College of Art, Summer 1996
Teaching Fellow, Tufts University, 1988-1990

Professional Experience
Designer/Estate Representative for The Estate of John Hejduk. Selected projects overseen: House of the Suicide and House of the Mother of the Suicide structures by John Hejduk. Prague, The Czech Republic; The John Hejduk Memorial Towers, John Hejduk, Architect, Antonio San Martin, Project Architect, Santiago de Compostela, Spain; The Trisca Cultural Center, John Hejduk, Architect, Antonio San Martin, Project Architect, Santiago de Compostela, Spain; The Wall House, John Hejduk, Architect, Thomas Muller, Project Architect, Groningen, The Netherlands.
Member, Board of Directors, The John Hejduk Soundings Fellowship, Harvard University, Graduate School of Design, 2002-present
Assistant Curator of European and Contemporary Art, Yale University Art Gallery, New Haven, CT 1991-1994
Curatorial Associate, The Photograph Collection **,** Harvard University Art Museums, The Fogg Art Museum, Cambridge, MA, 1988-1991

Selected Publications and Recent Research
The Religious Imagination in Modern & Contemporary Architecture: A Reader
Renata Hejduk & Jim Williamson, editors (Routledge, 2011)
"Introduction: The Apocryphal Project of Modern and Contemporary Architecture" co-authored with Jim Williamson, in The Religious Imagination in Modern & Contemporary Architecture: A Reader (Routledge, 2011)
"Step into Liquid: Rites, Transcendence, and Transgression in the Modern Construction of Sacred Space"
in The Religious Imagination in Modern & Contemporary Architecture: A Reader (Routledge, 2011)
"Step into Liquid: Rites, Transcendence, and Transgression in the Modern Construction of Sacred Space" in Culture and Religion Journal, Volume 11, number 3, Summer Issue 2010
"Death Becomes Her: Transgression, Decay, and eROTicism in Bernard Tschumi's Early Writings and Projects" in Architecture and Dirt, a special issue of Journal of Architecture, vol. 12, number 4, September 2007
Event Horizon: A Brief History of the Architecture, Performances, & Events of the Liberation Generation
Manuscript finished and out for review @ Routledge. Most likely to be published by Routledge.
First Concepts: Critical Concepts in Culture, Theory, and Philosophy for Architects and Designers. Manuscript in production. Most likely to be published by Routledge.

Philip Horton

Courses
ADE 321 Architectural Studio I
APH 492 Honors Directed Study
ADE 510/LDE 590 Foundation Landscape/Architecture Studio
ADE 622 Advanced Architectural Studio IV

Education
B.S. Architectural Studies, Southern Illinois University at Carbondale, 2001
M.Arch., Arizona State University, 2003

Teaching Experience
Faculty Associate, Arizona State University, 2004-present

Professional Experience
Intern, RGB Architectural Group, Kankakee, IL, 1998-2002
Intern, Workshop Claudio Vekstein, Tempe, AZ, 2003-2004
Project Architect, Architecture-Infrastructure-Research, Scottsdale, AZ 2004-present

Selected Publications
Gimme Shelter, Spring 2009, ASU Research Magazine
Valley Forward, October 2007, Arizona Foothillls
ASU Team Powers Booth With Green Spirit at 2009 Greenbuild Expo, Vol. 30 #17, ASU Insight
Applied Research Collaborative, 2008 NCARB Prize Winners,

Name: Marlene Imirzian, AIA

Courses Taught:
ADE 421 Architectural Studio III
ADE 422 Architectural Studio IV

Educational Credentials:
Master of Architecture, University of Michigan

Teaching Experience:
Faculty Associate, School of Architecture + Landscape Architecture, Arizona State University

Professional Experience
Marlene Imirzian Architect, 1996-Present

Licenses/Registration:
Registered Architect in Michigan, Arizona, California

Selected Publications and Recent Research
AIA Forward Journal, “Architecture and the Body”, 2010
“Building Types Study” Architectural Record, 2008
Desert Architecture , Michelle Galindo, Verlagshaus Braun , 2008
1000x Architecture of the Americas , Verlagshaus Braun, 2008
IDentity, July/August 2005, “Desert Rose”
“House of the Month” Architectural Record, October 2004
Progressive Architecture, July 1993 “Young Architects”
Progressive Architecture, June 1990 “Restoring Dreams”
AIA Arizona Design Award 2011
AIA Western Mountain Region Design Awards 2010
AIA Arizona Design Awards 2010
Environmental Excellence Design Award 2011, 2009, 2008, 2004, 2002
AIA Western Mountain Region Design Award 2002
AIA Arizona Design Award 2002

Professional Memberships
American Institute of Architects Trust, Trustee & Chair Elect
American Institute of Architects National Committee on Design Advisory Group
National Trust for Historic Preservation

Name: Chris Lasch

Courses Taught (Two academic years prior to current visit):
ADE 322 Architectural Studio II
LDE 494 Topic: Applied Landscape Architecture
ADE 521 Advanced Architectural Studio I

Educational Credentials:
B.S. in Architecture, University of Illinois, Urbana, 1995
M.Arch. Columbia University, New York, 1999

Teaching Experience:
Faculty Associate, Arizona State University, 2010-2011
Lecturer, Arizona State University, 2011-Present

Professional Experience:
Intern, DeBartolo Architects, Phoenix, AZ 1998
Project Architect, Spivak Architects, New York, NY 1999-2000
Technology Lead, Van Dam Inc., New York, NY 2000-2003
Principal, Aranda\Lasch, New York, NY 2003-Present

Licenses/Registration:
None

Selected Publications and Recent Research
Publications authored by Chris Lasch:
Lasch, Chris and Benjamin Aranda. *Pamphlet Architecture No. 27: Tooling*. New York, NY: Princeton Architectural Press, 2005.
Lasch, Chris and Benjamin Aranda and Matthew Ritchie. *The Morning Line*. Vienna, Austria: Thyssen Bornemisza Art Contemporary, 2008.
Selected Publications featuring the work of Aranda\Lasch:
Architecture Magazine, October 2006*,* "Unnatural Phenomena" by Julie Eakin
New York Magazine, May 2007 *"*The Next Garde"
Antonelli, Paola. *Design and the Elastic Mind*. New York, NY: The Museum of Modern Art, 2007.
New York Times, February 22, 2008*,"*The Soul In The New Machines" by Nicolai Ourosoff, review of MoMA exhibition, Design and the Elastic Mind
Kubo, Michael. *From Control to Design: Parametric/Algorithmic Architecture*. Barcelona, Spain: Actar, 2008.
New York Times Style Magazine, December 2008 "Now Show Casing, DesignMiami" by Pilar Viladas
The New York Times, Dec 3, 2008. Aranda\Lasch Poster for "The Moment," New York Style Magazine
Miquel Adria. "Aranda\Lasch" *Arquine 47* (Spring 2009): 86-91 & cover.

Professional Memberships:
None

Name: John Meunier AIA, RIBA, FRSA

Courses Taught (Two academic years prior to current visit):
ADE 511 Core Studio – 3+
ADE 522 Advanced Architectural Design Studio
ANP 598 Graduate Seminar – Intricacy
ANP 598 Graduate Seminar – Desert Cities
ALA 100 Introduction to Environmental Design

Educational Credentials:
B.Arch., Liverpool University, 1959
M.Arch., Harvard University, 1960
M.A., Cambridge University, 1962

Teaching Experience:
Lecturer, Cambridge University, 1962 – 1976
Professor and School Director, University of Cincinnati, 1976 – 1987
Professor and Dean, Arizona State University 1987-2002
Professor, Arizona State University, 2002 – present

Professional Experience:
Intern, Marcel Breuer and Associates, 1957- 1958
Architect, Fred Angerer, Munich, 1960 – 1962
John Meunier and Barry Gasson, Cambridge, 1962 – 1976

Licenses/Registration:
United Kingdom
Arizona

Selected Publications and Recent Research:
Making Desert Cities in *Building to Endure: Design Lessons of Arid Lands*, University of New Mexico Press 2009
Intricacy in Architecture and Urbanism, Book proposal to Routledge 2011

Professional Memberships:
The American Institute of Architects
Royal Institute of British Architects

Name: Thomas J. Morton, Ph.D.

Courses Taught (Two academic years prior to current visit):
APH 313: History of Architecture, part I (Fall 2010 and 2011)
APH 314: History of Architecture, part II (Spring 2011)
APH 494: Roman Urbanism (Fall 2010)
APH 494/598: Digital Rome (Spring and Fall 2011)

Educational Credentials:
B.A. in Art History with honors and high distinction, Pennsylvania State University, 1995
Ph.D., University of Pennsylvania, 2003

Teaching Experience:
Lecturer, part time, Art Department, Swarthmore College, 2003-2004
Visiting Assistant Professor, Art Department, Swarthmore College, 2004-2005
Assistant Professor, Arizona State University, 2005-present

Professional Experience:
1. Trench Co-Supervisor, *Villamagna Archaeological Field Project*, Sgurgola, ITALY
Director: Elizabeth Fentress, July 2007

2. Principal Investigator, *Kyustendil Archaeological Field Project*, Kyustendil, BULGARIA, In association with M. Rousseva and Y. Furkov (Bulgarian Academy of Arts & Sciences)**,** June 2005 and June 2006

3. Assistant Director, *Jerba Archaeological Field Project*, TUNISIA
Directors: Renata Holod, University of Pennsylvania; Elizabeth Fentress, American Academy in Rome; and Ali Drine, Institut National du Patrimoine, Tunisia.
1997-2000 (Assistant Director: 1999-2000)

Licenses/Registration: N/A

Selected Publications and Recent Research:
• *Architecture and Urbanism in Roman Africa: Individuality within Regularity*, a book-length manuscript (in preparation)

• 'Meninx – the public buildings,' In *An Island Through Time: Jerba Studies. Volume I, The Punic and Roman Periods*, ed. E. W. B. Fentress, A. Drine, and R. Holod, 134-153 and 155-157. *Journal of Roman Archaeology*, Supplementary Series no. 71. Portsmouth (RI): 2009.

• 'Meninx V: the basilica,' Co-authored by Ali Aït Kaci. In *An Island Through Time: Jerba Studies. Volume I, The Punic and Roman Periods*, ed. E. W. B. Fentress, A. Drine, and R. Holod, 229-232. *Journal of Roman Archaeology*, Supplementary Series no. 71.
Portsmouth (RI): 2009.

Professional Memberships:
Archaeological Institute of America
College Art Association
Society of Architectural Historians

Name: Scott Murff

Courses Taught (Two academic years prior to current visit):
ADE 421 Design Fundamentals 3
ARP 484 Clinical Internship
ADE 510 Foundation Architecture Studio
LDE 590 Foundation Landscape Architecture Studio
ARP 584, Clinical Internship
ADE 512 Core Architecture Studio 2
ALA 226 Design Fundamentals 4 (studio instructor and coordinator)
ALA 294 Design Fundamentals 4(studio)
ALA 294 Design Fundamentals 4(lecture and coordination)

Educational Credentials:
B.Arch., Cooper Union, 1991
B.S. Design, Clemson University, 1987

Teaching Experience:
Visiting Assistant Professor, Clemson University, 1992-1993
Faculty Associate, Arizona State University, 1993-1995
Visiting Assistant Professor, Arizona State University, 1995-1998
Assistant Professor, Arizona State University, 1998-2003 (Assistant Director, 2001-2003)
Clinical Associate Professor, Arizona State University, 2003 to present

Professional Experience:
Intern, Heery International, Atlanta, GA 1987-1988
Intern, Buro Maria Aubock, Vienna, Austria 1988-1988
Partner, Biegner-Murff Architects, Phoenix, AZ 2009 to present

Licenses/Registration:
none

Selected Publications and Recent Research:
"Opportunity Corridor", Urban Design Study and Video prepared for the Phoenix Mayor's Office, 2005

Lecture, "Reading Plans; Thinking About Architecture and its Representation",
Scottsdale Museum of Contemporary Art 2003

"Wandering Interiors" in Proceedings (ACSA National Conference) 2001

Scott Murff and Catherine Spellman, "Here and Gone", paper for ACSA
Western Regional Conference, (Portland, Oregon, 1999)

Professional Memberships:
none

Name: David Newton

Courses Taught (Two academic years prior to current visit):
ADE 521 Fall 2009 5th Year Graduate Arch Studio
ANP 598 Fall 2009 Intro to Digital Fabrication
ADE 322 Spring 2010 3rd Year Undergraduate Arch Studio
ANP 494/598 Spring 2010 Digital Ecologies: Intro to Parametric Modelling
ADE 521 Fall 2010 5th Year Graduate Arch Studio
ANP 598 Fall 2010 Fabricating Information
ADE 322 Spring 2011 3rd Year Undergraduate Arch Studio
ANP 494/598 Spring 2011 Digital Ecologies: Intro to Parametric Modelling
ADE 521 Fall 2011 5th Year Graduate Arch Studio
ANP 598 Fall 2011 Fabricating Information

Educational Credentials:
B.S.D., Arizona State University, 2001
M. ARCH., Rice University, 2006

Teaching Experience:
Adjunct Professor, University of Minnesota, 2007-2009
Lecturer, Arizona State University, 2009 - present

Professional Experience:
Junior Architect, Diller, Scofidio, and Renfro 2006-2007

Licenses/Registration:
none

Selected Publications and Recent Research:
Performative Landscapes. Published in Future Arquitecturas Magazine Vol 19/20. (2009)
Tactile Spectrum. Published in Everything Must Move. (Rice University 2009)
Performative Landscapes. Published in Everything Must Move. (Rice University 2009)
Performative Landscapes. Published in [bracket] no. 1 – On Farming. (Actar 2009).
Metapatch. Published in Manufacturing Material Effects: Rethinking Design and Making in Architecture. (Routledge 2008)
Performative Landscapes. Published in Working. (Rice University 2008)
Metapatch. Published in AD Magazine, Versatility and Vicissitude: Performance in Morpho-Ecological Design. (John-Wiley 2008)
Metapatch. Published in Morpho-Ecologies. (Architectural Association 2007)
Metapatch. Published in AD Magazine Techniques and Technologies in Morphogenetic Design. (John-Wiley 2006)

Professional Memberships:
none

Mark Ryan

Courses Taught
ADE 421 Architecture Studio III
ADE 422/LDE 462 Integral Studio
ADE 522 Advanced Architecture Studio II
ATE 556 Building Development

Education
Graduate: *Architectural Association* -- London, England
Graduate School of Architecture -- History/Theory Program, International Foundation Scholar 1991/92
Undergraduate: *University of Cincinnati* -- Cincinnati, Ohio
College of Design, Architecture, Art and Planning, Lettered in Intercollegiate Athletics, 1981--87
Supplementary: *University of Illinois* -- Kavala, Greece. Special Summer Program in Urban Design, 1985

Teaching Experience
Adjunct Professor, Arizona State University, 2004--2011
Adjunct Professor, University of Arizona, 2011

Professional Experience
mark ryan studio -- Phoenix, Arizona. Principal 2002--present
The Design Partnership -- San Francisco, California. Director of Design 1999--2002
Kaplan McLaughlin Diaz -- San Francisco, California. Associate, Senior Designer 1994--1999
Architekten RKW / RTKL Associates -- Berlin, Düsseldorf, London. Design Consultant 1992--1994
Leo A Daly -- Phoenix, Honolulu, Los Angeles. Lead Designer 1987--1991

Licenses/Registration
Arizona

Selected Publications / Exhibitions
Keith Moskow, *Urban Interventions: Creative Solutions for Better City Living* -- publication Fall 2010.
Cities in Transformation: Barcelona/Phoenix Exhibition and Symposium, February 2010, Tempe, AZ
World Architecture Festival Awards Shortlist, Exhibition and Presentation, October 2008, Barcelona, Spain.
The Desert as a Client Exhibition and Symposium, September 2008, Barcelona, Spain.
World Architecture News, "Fiery Spirit", 23 September 2008
David Tyda, "The Northern Lights" *Desert Living,* September 2008, pages 58--62.
Phoenix Home & Garden 'Top Honor' June 2008, page 55.
Jim Ladesich, "Green Takes Root in the Phoenix Desert," *Metal Architecture*, November 2007, 26--27.
Bob Fittro, ed. "North Gateway Transfer Station…"*Metal Architecture*, Awards Issue, August 2007, 84.
David Tyda, "Citation Award" *Desert Living*, September 2007, page 88.
Katie Nelson, "AStar is Born" *The Arizona Republic*, September 8, 2007.
American Institute of Architects, "Citation: San Fransico Juvenile Hall Replacement Project" *JFR07: Justice Facilities Review*, 2007, 18--21.
Kendall Wright, "Katrina Destruction Felt Two Years Later: ASU Professor, Architecture Students help to rebuild New Orleans" *The State Press*, 29 August 2007, front page + 4.
Joey Robert Parks, "Lofty Goals" *Desert Living*, July/August 2007, cover + 74--82.
David Tyda, "100° of Development" *Desert Living*, July/August 2007, 85--103.
Michael Jung, "Students Build Bright Futures at ASU's Summer Design Workshop," *Community Camera*, July 2007. http://community.uui.asu.edu/features/purl.asp
Peter Kelly, "Phoenix: Imagining a City" *Blueprint #254*, London, May 2007, 74--79.
Yoshio Futagawa, ed. "Phoenix Art Museum Expansion," *GA Document 94*, Tokyo, November 2006, 90--107.
Edward Booth--Clibborn, Nan Ellen, *Phoenix: 21st Century City*, Booth--Clibborn Editions, London 2006, 160--163.
David Tyda, "100° of Design – Hotlist of One Hundred Desert Architects" *Desert Living*, July/August 2005.
Mark Ryan, "Fort Ryan" *Desert Living*, March 2005, 74--77.
Bob Fittro, "Going Mobile," *Metal Architecture*, March 2005, 18.
David Tyday, "Cage Against the Machine" *Desert Living*, March 2005, 78--79.
Bob Fittro, "Tree House Studio," *Metal Architecture*, Awards Issue -- September 2004, 70.

Professional Memberships
The American Institute of Architects

Zubin Shroff, Assoc. AIA

Courses Taught
ALA 235 Introduction to Computer Modeling
ALA 294 Design Fundamentals IV
ATE 294 Building Systems
ADE 321 Architectural Studio I
ADE 511 Core Architectural Studio I
ADE 622 Advanced Architectural Studio IV

Educational Credentials
G.D.Arch., Academy of Architecture, Mumbai, 2003
M.Arch., Arizona State University, 2006

Teaching Experience
Faculty Associate, Arizona State University, 2006-2009
Lecturer, Arizona State University, 2009-2011
Faculty Associate, Arizona State University, 2011-present

Professional Experience
Architectural Designer, Community Design Workshop, Phoenix, AZ 2006-2011
Architectural Intern, Moran Architects, Scottsdale, AZ 2005
Project Architect, Team Design Architects, Mumbai, India 2003-2004
Project Designer, Academy of Architecture Design Cell, Mumbai, India 2003-2004

Professional Memberships
The American Institute of Architects

Name: Catherine Spellman, Associate Professor

Courses Taught (Two academic years prior to current visit):
ALA122 Coordinator for Design Fundamentals, ALA124 Lecture for Design Fundamentals, ADE 622 Advanced Architectural Studio IV, APH 598 More in the Middle; Sustainable Growth Renewing Neighborhoods, sabbatical fall 09

Educational Credentials:
Post-Graduate Fellowship, Staatlich Hochschule fur Bildende Kunst, Frankfurt, Germany, 1992
MArch, University of California Los Angeles, 1992
BArch, Rice University, Houston, 1986
BA, Rice University, 1994

Teaching Experience:
Arizona State University, 1995-present
Bartlett School of Architecture, University College London, Visiting Faculty, 1993-1995
Staatlich Hochschule fur Bildende Kunst, Frankfurt, Assistant to Professor Enric Miralles, 1992-1995
School of Architecture, University of Houston, Faculty Associate, 1986-1990

Professional Experience:
William Stern & Associates, Houston, Texas, Project Architect, 1986-1990
Enric Miralles Architectos, Barcelona, Spain, Associate on Competitions, 1992-1995
Private Practice, Phoenix, Arizona, 1996-2002
Community Design Work, ASU with grant funding, 2002-present

Licenses/Registration:
IDP, completed in Texas, 1986

Selected Publications and Recent Research:
More in the Middle; Sustainable Growth Renewing Neighborhoods, funded APS Sustainability Grant, study develops strategies for creating density and improving urban sustainability in Central Phoenix. Upcoming exhibition at Association for Community Design, Philadelphia 2011, ACSA presentation and publication, Houston, 2011, National ASLA Community Design Honor Award, 2011.

Bench Build, Community Design Work, ASU, with students design build project for Tempe Papago Park Rangers team designed re-vegetation area and commemorative bench. Awarded Arizona ASLA Award for Community Design, 2011.

Salvage Park Proposal, Community Design Work, ASU, funding provided by City of Tempe Parks and Recreation, research and schematic design proposal with students, for the retention basin at I10 and Warner. Awarded National ASLA Award for Collaborative Practice, 2010.

Cities in Transformation Exhibition and Symposium ASU, Catherine Spellman, Jose Bernardi, design, construction and installation of exhibition of work from seven Barcelona studios of architecture, landscape architecture and design. Organization of symposium, 2010.

Orange County Great Parks Competition, design team collaborator: EMBT Architects Barcelona, Benedetta Tagliabue, Karl Unglaub (project lead), invited international competition to design a 1200 acre park for Orange County California, three phased competition, awarded second place, 2006.

Conversations with Students, Peter Smithson; A Space for Our Generation, Catherine Spellman and Karl Unglaub editors, (English edition, Princeton Architectural Press, New York, New York, 2005, Spanish edition, Gustavo Gili, Spain 2005)

Re-Envisioning Landscape/Architecture, Catherine Spellman editor, (Actar Publications, Barcelona, Spain, 2003)

Professional Memberships:
Associate Member AIA, Arizona, 2010-present

Name: Kim Steele

Courses Taught:
ALA227+225: Design Fundamentals III
ADE510: Foundation Arch Studio

Educational Credentials:
BA Mathematics, University of Colorado, Boulder, 1987
MA Art History, University of North Carolina, Chapel Hill, 1992
MArch, University of Colorado, Denver, 1996
MLA, University of Colorado, Denver, 1997

Teaching Experience:
Adjunct Professor, University of Colorado, Denver, 1998-1999
Visiting Associate Professor, Auburn University, 2000-2002
Assistant Professor, Auburn University, 2002-2005
Associate Professor, Arizona State University, 2005-present

Professional Experience:
Landscape Architect, Nuszer Kopatz Urban Design Associates, Denver, CO, 1997-2000
Landscape Architect, Context, LLC, Denver, CO, 1997-2004

Selected Publications and Recent Research:
At Home with Autism: Designing Housing for the Spectrum. Steele, K. & Ahrentzen, S. (in process). Book contract forthcoming from Oxford University Press, September 2011.

Home Grown. Steele, K. (December 2011). In Lori Brown, editor, *Feminist Practices*. Farnham, UK: Ashgate Publishing.

Approaches for Developing Assistive Technology Interventions for Adults with Autism. Steele, K., Ahrentzen, S., Brotman, R. & Klein, J. (submitted 2011). *Technology and Disability*

Neurodiversity and Environmental Design: Designing Housing for Adults with Autism. Ahrentzen, S. & Steele, K., (final publisher review). (Steele: equal co-author) In Gilles Barbey and Roderick Lawrence, editors, *Elective Dwellings: Translating principles into practices*.

Full Spectrum Housing: Designing for Adults with ASD. Ahrentzen, S. & Steele, K. (2010). In *Promoting Independent Living and Community Participation for People with Disabilities: A Whole Systems Approach*, National Disability Authority of Ireland Annual Conference Report.

The Space of Everyday Life: Perception, Form and Autism. Steele, K. (submitted 2010). In Marianne Mueller and Olaf Kneer, editors, *Concrete Geometries: Spatial Form in Social & Aesthetic Processes.* London: Architectural Association Publications (www.concrete-geometries.net)

Advancing Full Spectrum Housing: Design for Adults with Autism Spectrum Disorders. Ahrentzen, S. & Steele, K. (2009). (Steele: equal co-author) Arizona State University. Research report funded by the Arizona Chapter of the Urban Land Institute

Opening Doors: A Discussion of Residential Options for Adults Living with Autism and Related Disorders. Ahrentzen, S., Barger, T., Blackbourn, J., Bosworth, G., Gerhardt, P., Hannah, N., Harris, P., Oakes, M., Resnik, D., Steele, K. (2009).

Name: Michael Underhill, RA

Courses Taught:
APH 446 20th Century Architecture I
ADE 422 Architectural Studio IV
APH 581 Contemporary Urban Design
MUD 590 Advanced Urban Design Studio I
MUD 590 Advanced Urban Design Studio II
MUD 593 Applied Project (Urban Design Capstone Project)
MUD 598 Urban Issues
Adjunct teaching in Master of Real Estate Development program
in the business school

Educational Credentials:
B.Arch., Massachusetts Institute of Technology, 1970
M. City Planning in Urban Design, Harvard University, 1974

Teaching Experience:
Lecturer and Assistant Professor, M I T, 1972 – 77
Assistant Professor, University of Toronto, 1977 – 79
Assistant and Associate Professor and Director, Rice University, 1980 – 1987
Chair and Professor, Iowa State University, 1987 – 1990
Director and Professor, Arizona State University, 1990 – 1994
Professor, Arizona State University, 1994 – 2011
Executive Dean and Professor, Arizona State University, present

Professional Experience:
Draftsman for Maurice Smith, Massachusetts, 1974 and 1967
Designer, Office of Charles and Ray Eames, 1977
Urban Designer for Imre and Anthony Halasz, Inc., Boston, 1977 - 79
Urban Design Consultant to the Rice Center, 1980, and PIAPP, Santiago de Chile, 1978
Design Consultant to Taft Architects, 1982, and CRS, 1979
Partner, Cisneros Underhill, Architects and Planners, Houston and Des Moines, 1987 to 1990
Architecture Practice, in Phoenix, 1990 to present, and in Houston, 1981 to 1987

Licenses/Registration:
Arizona, Iowa, Texas

Selected Publications and Recent Research:
Church featured on cover of Iowa Architecture, 2009
Six AIA Design Awards at state and regional level, 1988 – 2009
P A Design Citation, 1994

Max Underwood AIA

Professor (F/T)

Courses taught (last 2 years)
ALA 100 Introduction to Environmental Design
APH 414 History of the City
APH 598 Great Practice: Peter Zumthor
MUD 521 Advanced Urban Design Studio I
ADE 522 Advanced Architectural Studio II
ADE 621 Advanced Architectural Studio III

Educational Credentials
MArch, Princeton University 1979
BS Arch, University of Southern California 1977

Teaching Experience
Professor, Arizona State University, 1985-Present
Visiting Professor, University of Texas-Arlington, 1983-1985
Visiting Professor, University of Illinois-Chicago, 1980-1983
Visiting Professor, University of Miami-Florida, 1981
Graduate Teaching Assistant, Princeton University, 1977-1979

Professional Experience
Max Underwood Architect, Arizona 1982 - present
Booth/Hansen Architects, Chicago 1980-1982
Office of Charles and Ray Eames, Venice, California 1976-1977

Licenses/Registration
NCARB Certification
Arizona

Selected Publications and Recent Research
2009-2010 "Silence" Funded sabbatical field research in Asia, Europe and the Americas
2007-present "Silence" *manuscript under development*
2006 "Inside the Office of Charles and Ray Eames" *Ptah* (Helsinki: Aalto Foundation, 2006) pp. 46-63.
2004 "Awakening Consciousness: Observing Great Practice" *2003 Annual Meeting Proceedings,* Chhayal Parikh, editor, (Washington: ACSA, 2004) pp. 508-510.

Professional Memberships
The American Institute of Architects

Name: Claudio Vekstein

Courses Taught (Two academic years prior to current visit):

Fall 2009	ADE 621 Adv. Arch Studio III	(Sabbatical Leave, only Coordination)
Spring 2010	ADE 622 Adv. Arch Studio IV	(Sabbatical Leave, only Coordination)
Fall 2010	ADE 621 Adv. Arch Studio III	Study Abroad Program Buenos Aires
Spring 2011	ADE 622 Adv. Arch Studio IV	
	APH 494-1001 Special Topics	Latin American Architecture, Lecture Class

Educational Credentials:
B. Arch., Faculty of Architecture, Design and Urbanism, Buenos Aires University, Argentina, 1989
M. Arch., Academy of Arts Städelschule, Frankfurt, Germany, 1993

Teaching Experience:
Visiting Professor, Academy of Arts, Buenos Aires, Argentina, 1996-1998
Visiting Professor, National University of Rosario, Santa Fe, Argentina, 1996-2002
Visiting Professor, Torcuato Di Tella University, Buenos Aires, Argentina, 1998-2002
Assistant Professor, Arizona State University, USA, 2002-07
Associate Professor, Arizona State University, USA, 2007-present

Professional Experience:
Principal and Project Designer, independent office Estudio Claudio Vekstein, Public Work of Architecture, Landscape Architecture and Urban Infrastructure, Buenos Aires, Argentina, 1996-2011
Curator, Amancio Williams Archive, Buenos Aires, Argentina, 1996-2011
Project Designer, collaboration with Arch. Enric Miralles, EMBT office, Barcelona, Spain, 1994-1996
Project Designer, Braun/Voigt Arch. Office, Frankfurt, Germany, 1994
Project Designer, Max Dudler Arch. Office, Frankfurt, Germany, 1993
Project Designer, Andreas Keller Arch. Office, Frankfurt, Germany, 1992-1993
Project Designer, Rudiger Kramm Arch. Office, Darmstadt-Frankfurt, Germany, 1992
Project Designer, Helge Bofinger Arch. Office, Wiesbaden, Germany, 1991
Apprentice, Arch. Amancio Williams, Buenos Aires, Argentina, 1989-1991
Intern, Staff - Jorge Goldemberg Arch. Office, Buenos Aires, Argentina, 1986-1997

Licenses/Registration:
Licensed and registered Architect at CPAU, Professional Council of Architecture and Urbanism of Argentina.
Licensed and registered Architect at CAPBA, Professional Architects Council of Buenos Aires Province, Argentina.
Licensed and registered Architect at CAN, Professional Architects Council of Neuquén Province, Argentina.

Selected Publications and Recent Research:
Public Space on the Move: Social invisibility into public revelation, urban constriction into public release, 306090 Magazine, Journal of Emergent Architecture + Design (Princeton Architectural Press, USA, 2005)
Public City in Manifesto: The Formal City IN-FORMED by Public Interest, Book 'Rethinking the Informal *City: Critical Perspectives from Latin America* (Berghahn Books, Oxford, UK, 2007)
Amancio Williams Works and Texts, Second Edition, (Summa+ Arch Books, Buenos Aires, Argentina, 2008)
The Phaidon Atlas of 21st Century World Architecture (Phaidon Press International Book Publisher, London, UK, 2008)
Coastal Plan and Municipal Beach Park Project in Patagonia (Municipality of Neuquén, Neuquén Province, Argentina, 2009)
The Mill Cultural Factory Project, Santa Fe (Built by Government of Santa Fe Province, Argentina, 2010)

Professional Memberships:
Central Society of Architects SCA, Argentina

Name: Aleksasha Webster, PhD, LEED AP, CDT

Courses Taught:
ATE 451 Building Systems I
ATE 452 Building Systems II
ATE 598 Sustainability and the Built Environment

Education Credentials:
B.Arch., University of Oregon, 1981
M.S. in Building Design, Energy Performance and Climate-Responsive Architecture, Arizona State University, 2004
Ph.D. in Environmental Design, Arizona State University, 2010

Teaching Experience:
Faculty Associate. Arizona State University, 2006-present

Professional Experience:

Consultant, Green Street Development, Phoenix, Arizona Curriculum Coordinator, Energy Code Workshop	12/10-present
Consultant, Oculus Solar Design, Phoenix, Arizona Construction Management	6/10-present
Project Manager, Ayers Saint Gross Architects + Planners	6/07-5/09
Project Manager, Langdon Wilson Architects, Phoenix, Arizona	9/05-5/07
Project Manager, Ideation Design Group, Phoenix, Arizona	2/05-9/05
Project Manager, IDC Architects-CH2M Hill, Tempe, Arizona	4/04-2/05
Various Architectural Firms, California	1982–1989

Licenses/ Registration:
None at this time

Selected Publications and Recent Research:
Training Programs Coordinator/Researcher, Global Institute of Sustainability (GIOS) and The Design School, Arizona State University, Tempe, Arizona,
Energize Phoenix, Behavior and Energy Efficiency using real-time feedback of energy use
Principal Researchers: Harvey Bryan & Susan Ledlow Oct. 2010-present

Webster, A. K. (2003). *Analysis of Perforated Metal Panels as Shading Screens*. Paper presented at the ASES (American Solar Energy Society).

Cook, J., Bryan Ph.D. FAIA FASES, H., Agarwal, V., Deshmukh, A., Kapur, V., & Webster, A. (2003). *Cool Architectural Materials and Assemblies for Outdoor Urban Spaces*. Paper presented at the Solar 2003.

Professional Memberships:
Society of Building Science Educators (SBSE)
International Code Council (ICC): Member, Certified Commercial Energy Inspector, Certified Residential Energy Inspector/Plans Examiner
United States Green Building Council (USGBC): LEED Accredited Professional
Construction Specifications Institute (CSI): Construction Documents Technologist (CDT)
American Society of Heating, Refrigeration, and Air Conditioning Engineers (AHSRAE)

Name: Maria de los Milagros Zingoni, Int'l Assoc AIA

Courses Taught (Two academic years prior to current visit):
ALA 121 Design Fundamentals I
ALA 122 Design Fundamentals II (studio)
ALA 124 Design Fundamentals II (lecture)
ADE 322 Architectural Studio II
ADE 510 Foundation Architectural Studio
ADE 511 Core Architectural Studio
APH 598 Children and the Environment

Educational Credentials:
B.Arch., Escuela de Diseno en el Habitat, Neuquen, Argentina1997
(6 year degree in Architecture, Universidad de Flores, Rio Negro, Argentina, 2004
MUEP. Arizona State University, 2006

Teaching Experience:
Lecturer, Arizona State University, 2010- present
Faculty Associate, School of Architecture and Landscape Architecture, Arizona State University, 2005-2009
Faculty Associate, School of Urban and Environmental Planning, Arizona State University 2005-2006

Professional Experience:
Registered Architect, Neuquen, Argentina, own practice 2008-present
Architect, Vekstein architect , AZ, 2004-2005
Intern, Saemisch Di Bella Architect, AZ 2004

Licenses/Registration:
Neuquen, Argentina

Selected Publications and Recent Research:
ASLA student award 2011 (work of freshman students)
ASLA student award 2010 (Salvage Park)
Quito International Competition- 3rd Mention 2010
The Chameleon Playhouse. Designing for Children Conference. Mumbai, India- February 2010
Finding Pedestrians. Paper accepted at the Walk 21 Conference. Toronto, Canada- October 2007

Professional Memberships:
The American Institute of Architects
Colegio de Arquitectos de Neuquen

Name: K. Paul Zygas

Courses Taught:

ALA 102 Introduction to Arch. & Landscape Architecture
APH 300 Western Architecture Survey
APH 336 20-th Century Architecture I
APH 447 20-th Century Architecture II
APH 509 Foundation Seminar
APH 598 F. L. Wright Seminar

Educational Credentials:

A.B. - *cum laude*, Harvard College, 1964.
M. Arch., Harvard Graduate School of Design, 1968.
Ph.D., Cornell University, 1978.

Teaching Experience:

Assistant Professor, University of Southern California, 1978-1984.
Assistant Professor, Arizona State University, 1984-1987.
Associate Professor, Arizona State University, 1987-2011.

Professional Experience:

Assistant Architect, Borough of Camden - Planning Office, London, England, 1974-1975.
Assistant Architect, Harvard / Cornell Arch. Exploration of Sardis, Turkey, 1972-1973.
Assistant Architect, Tufts - NE Medical Ctr., Planning Office, Boston, 1968-1969.

Selected Publications and Recent Research:

The Royal Chapel of St. Casimir in the Cathedral of Vilnius, book in manuscript form.
Five separate entries on Constructivist architects, Dictionary of Art, London, 1996.
Frank Lloyd Wright: Broadacre City, Contributing editor, Univ. of Arizona Press, 1995.
Form Follows Form: Source Imagery of Constructivist Arch., 1917-1925, UMI Press, 1981.
" Johann Burchard's Liber notarum Diary Entries about Erazmus Ciolekas' 1501 Audience with Pope Alexander VI," vol. 5, Lietuvos Pilys, Vilnius, 2010, pp. 133-156.
"Relating Relics, Royal Chapels, and the piano nobile: Some Seminal Solutions," The Palace of the Grand Dukes of Lithuania, Vilnius, 2009, pp. 167-183.
"The Symbolic Geometry of the Camaldolese Monastic Church at Pazaislis," vol. 5, Art History and Criticism, Vytautas Magnus University Press, 2009, pp. 154-180.

Professional Memberships:

Society of Architectural Historians
College Art Association
American Association of Baltic Studies.

Arizona State University
School of Architecture

Visiting Team Report

Master of Architecture (Pre-Professional degree + 2 years)
Master of Architecture (Degree + 3 and 1/2 years)

The National Architectural Accrediting Board
8 March 2006

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

I. Summary of Team Findings

1. Team Comments

The Team wishes to commend the entire school community for their excellent preparations for the accreditation process and the serious approach they have demonstrated. The Team is grateful for the hospitality, openness and graciousness demonstrated by students, faculty, staff, and administration. In particular, we wish to commend Darren Petrucci, Catherine Spellman and Joan Taylor for their dedication, leadership and clarity of purpose. Scott Murff and others deserve credit for their excellent work in preparing the School, the impressive Faculty Exhibition, and the Team Room for this visit.

The following are several observations that provide an overview of salient issues. Additional information and commentary are located amidst the conditions and criteria that follow in this report.

Stability and leadership: After an extended period of transition and some uncertainty, the architecture program has emerged in strong shape. A new leadership team is in place at every level, and all of the key individuals are working very diligently in maintaining excellence and moving the school forward.

Curriculum: Creative thinking is shaping the continued evolution of the curriculum. The architecture program is strong in its current form, and at the same time there are significant new issues emerging in design theory, community issues and technology, and sustainability. This has led to changing trends in research and practice and new possibilities for faculty and students. These factors are combining at ASU to produce a healthy ambition, with new ways to organize and conceive the students' education. Embracing change as a creative opportunity will be important for the architecture program's continued development in the near future.

Program Strengths: The following list contains several areas of strength today, and these promise to serve as a foundation for continued development and transformation over time.

- Sensitivity to site exists throughout the curriculum in courses, studios, and faculty work.
- Community engagement is an important element in the work of several faculty members and in several design studios.
- Environmental issues are major topics of research and curricular exploration.
- There are many faculty pursing creative work and research that increases the stature of the architecture program nationally.
- The students are engaged with their education demonstrating particularly clear insights among the graduate students about their emerging role within the profession.
- Excellent library and visual resources are available and widely used by students and faculty.
- There are dedicated staff members working throughout the program in key roles, supporting excellent opportunities for students.

There are several causes for concern that relate to funding for the program, costs for the students, space, communication and identity. None of these individually produces extensive negative impacts on accreditation viability today, but they have the potential to combine in a seriously detrimental fashion if left unattended or underfunded in the future.

There are also several particular areas of excellence noted elsewhere in this report. The school should celebrate these major strengths as examples of best practices and perhaps more importantly as the armature for the school, college and university in shaping the larger institutional ambitions going forward. Although architecture is a relatively small program within ASU as a whole, it is in a very strong position to be a central influence on initiatives at the larger scale of the institution and the metropolitan area. The current space and funding shortages suggest that investment in the program is crucial to the process of unleashing the full potential of the program as a catalyst.

2. Progress Since the Previous Site Visit

Criterion 12.29 Comprehensive Design
Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Previous Team Report: There is evidence throughout the curriculum that the issues related to a comprehensive design are addressed, but the Team could not find explicitly where these issues are synthesized. Courses ATE 556 Building Development and ATE 557 Construction Documentation show great promise but will need time to mature.

Current Team Report: This criterion has been met.

Criterion 12.30 Program Preparation
Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs; a critical review of appropriate precedents; an inventory of space and equipment requirements; an analysis of site conditions; a review of the relevant laws and standards and an assessment o their implication for the project; and a definition of site selection and design assessment criteria*

Previous Team Report: There is evidence of an awareness of the context in which the program is developed. However, the actual assembly of a program aligned with this performance criteria is lacking. Of particular note, accessibility and its influence on program development should be addressed.

Current Team Report: This criterion has been met.

Criterion 12.34 Professional Internship
Understanding of the role of *internship in professional development and the reciprocal rights and responsibilities of interns and employers*

Previous Team Report: While the summer internship offers exposure to office activities, the specific aspects of this criterion are not currently being taught.

Current Team Report: This criterion has been met.

3. Conditions Well Met

Criterion 13.2 Critical Thinking Skills
Criterion 13.10 National and Regional Traditions
Criterion 13.15 Sustainable Design
Criterion 13.17 Site Conditions
Criterion 13.19 Environmental Systems

4. Conditions Not Met

Condition 12. Professional Degrees and Curriculum
Criterion 13.7 Collaborative Skills
Criterion 13.9 Non-Western Traditions
Criterion 13.25 Construction Cost Control
Criterion 13.34 Ethics and Professional Judgment

5. Causes of Concern

Funding & Costs: The funding formula for the school has not kept pace with staffing and operational needs. The addition of program fees has been positive for students in generating additional resources for their benefit. Nonetheless, these do not address fundamental problems with the operating budget (virtually unchanged in 15 years) and the Student Credit Hour funding formula. Five lines are open now, and these funds are used for operations. The University is moving toward a responsibility centered management and budget model, but there are serious concerns about the prospect of growth without sufficient financial and space resources to support this growth. Although the program is adequately funded today, the projected changes do not seem to be sustainable without a clear commitment for additional support. There is a particular cost issue that the program must address immediately. It involves inordinate and sometimes indiscriminate burdens placed on students in routine studio work (excessive plotting costs and other supplies assigned without consideration for the financial impact on students).

Space: The program in architecture is outgrowing the existing facilities. With desks in some hallways, very limited review spaces, and limited flexibility in the cellular studio arrangements, there are many indications of a serious space problem confronting the school. Plans are being considered to convert most of the studios in the North Building to interconnected lofts that will help optimize the space. Nonetheless, the strategy for potential growth beyond this step is unclear and not at all transparent to the people most affected – students and faculty of the School of Architecture and Landscape Architecture.

School Identity: Given the changes and some uncertainty over the past several years and the continuing changes contemplated at the University level, the College will need to be especially sensitive to the particular identiy and needs of the architecture program. As the largest unit of the College, creative means and resources should be directed toward its continued development and distinctive identity. The plan for dealing with this is not particularly clear to the Team, and even more seriously, it is not clear to the faculty. This issue may tie into the “communication”.

Communication: At several levels within and beyond the program the team observed less than optimal communication. While students comment on the excellent availability of faculty and school administration, there is a sense that people do not know what is going on in a larger sense. This seems to erode a sense of community and widespread awareness that would emerge from more proactive approaches to outreach and engagement. Communication is also somewhat unclear from the University through the College and into the faculty realm of the architecture program. While efforts have been made to engage across levels through a retreat and various meetings, the techniques have not necessarily led to a sense of inclusion in the decision-making process by faculty.

Associate Director’s position: Catherine Spellman is now filling a vitally important role in the School of Architecture and Landscape Architecture administration. Her position is not currently supported with a dedicated and appropriate administrative line and funding. The statement of need dates back to 1987. The position is essential in running a large and complex school office within the College and includes many vital responsibilities with the Director: long range planning for development of degrees and coursework, budget administration, recruitment, faculty/staff/personnel issues of every nature also fall under the umbrella of director responsibilities. The presidential mandate for more integration, more outside work and public service will place added demands on the School administration. An associate director is needed to manage the day-to-day operation; curriculum and advising issues, scheduling of classes, oversight of teaching/research assistants, student concerns. With a school of this size and growing, it is impossible to serve it well with only one person in a leadership position. As a cause for concern, this needs to be addressed, otherwise the administrative function will be occurring at the expense of other needs that must then be filled with “salary savings”.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[ ]

The architecture program resides in a multi-disciplinary College of Design. This produces a number of exciting opportunities for students and faculty to exchange ideas and approaches beyond the traditional boundaries of individual disciplines. The program is very well served by an excellent faculty who are dedicated teachers, creative practitioners, engaged with the community in many cases, and actively engaged in research in their various fields. As noted in the Causes for Concern section, there are some administrative dynamics between the College and the School that need careful attention to support the healthiest possible form of mutual support.

The future ambitions at the University level as articulated, promoted, and supported by the President are impressive and hold exciting potential for the architecture program. There will be “cultural” changes along the way. To the extent that faculty can embrace the creative potential in these changes, the program could find it in even stronger position ten years from now. Among other aspects, there is an indication that increased entrepreneurship in faculty creative work and research with outside funding will be rewarded. This could, in turn generate more financial support for the school faculty and greater student opportunities. This is a somewhat different model than individual faculty practitioners for example bringing work into their office, and it suggests a greater degree of integration of faculty work and its engagement with the school and university. Additional references in this area appear in “Architecture Education and Society.”

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[ ]

A particular strength of the program is the commitment of the school to its students. The school seems genuinely student-centered. Shown through the involvement of students on committees and advisory roles, there is evidence that the administration is dedicated to empowering students to be active and engaged constituents in their own education. The school treats students as partners in their educational enterprise. While seen as important actors, students have concerns with the accessibility of certain course opportunities outside the program. There are also some concerns about the availability of information and advice as they seek to understand various opportunities of the program. Students expressed concern about the insensitivity of the faculty toward academic and financial needs of the individual student. There are also a few examples of very weak teaching cited by the students, and these are all the more frustrating for the students because most of their experiences with faculty are so positive.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[ ]

The School's required internship program is a good "jump start" for education in the IDP process. Working in firms provides an excellent opportunity to engage IDP and its potential to help shape the emerging professional's practice-based development. The students indicated a working knowledge of the importance of acquiring an accredited degree, IDP and the requirement to pass the A.R.E. prior to their being licensed. They also understood the State's responsibility for licensing.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[ ]

The interaction between students, faculty, and the profession is integral to the development of young professionals. Community professionals are highly involved in

student projects as critics, mentors, and educators. Firms are committed to hiring students for internships and upon graduation of this program because they are adequately prepared to contribute as professionals. A particularly exciting collaboration between the profession and education was research for green roof design for an actual project at a local firm. Faculty would like to see more student interaction in the research collaboration between the school and profession.

The curriculum is designed to help students as they work toward practice. Students are learning to observe, write, communicate, and respond critically. A particularly impressive project in AAD 551, Architectural Management, was the firm analysis where students were exposed to the structure of a professional practice and were able to produce a critical analysis of firm operations. Students are also participating in the design community in a tangible way through the work of the integral studio. This experience allows students to engage with real project concerns, collaborate creatively as a design team and with other disciplines, and work within the context of their community. Students participate in integral studio throughout their fourth, fifth, or sixth years of the program. The projects vary and students participate based upon interest. The experience is invaluable and all students should have the ability to participate, and this is not currently the case.

Overall, students are being exceptionally well prepared as design advocates and leaders within the community. Students demonstrate awareness of cultural issues, environmental responsibility, urban development, and issues of professional practice. Also, the strong relationship between the school and the practicing professionals is a positive for the school and the community. Director Darren Petrucci, Associate Director Catherine Spellman, and various faculty members should be recognized for continuing to foster this important relationship.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[ ]

Social and environmental concerns and issues are consistently addressed throughout studio projects, lectures, research labs, faculty work and proposed curriculum.

A strong interdisciplinary lecture series addresses a wide range of topical issues and practices, which attract students, faculty, professional and the public.

A wonderful example of how the School is engaging the University and society is SCAPE (Systems Components Architectural Products + Environments), which is an applied research lab, located within the College of Design. Its research and design focuses on the synthesis of architecture, urbanism, landscape, visual communication and technology into new forms of environmental infrastructure and products that operate within the public

realm. It employs faculty and graduate students from the College of Design and networks with other centers, departments, and researchers throughout the University. SCAPE both initiates projects and works with various public and private agencies to develop innovative projects and partner in their implementation. Stardust Center for Affordable Homes and the Family is another excellent opportunity. The new Real Estate Development (RED) program will be led by faculty from the schools of Design, Business, Law and Construction. The Phoenix Urban Research Lab (PURL) is studio integrates, students, researchers, decision makers and industry professionals who seek new solutions for the most pressing design problems facing cities today.

These programs are promising, but it should be noted that there might be a communication issue of how each of these programs/labs/studios inter-relate within the school, college, university and community.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[ ]

The program exhibits a strong commitment to self-assessment at many levels. Within the architecture program, there are many vehicles that have been used to support a continuous process of review and improvement. The past several years have been a time of transition and some uncertainty. Nonetheless, the faculty and administration have been working diligently to design their next stage of evolution with an already strong program. In particular, several of the new initiatives hold tremendous promise for redefining the School going forward, and the curriculum strategies under consideration seem particularly exciting.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[X]	[ ]

The correct NAAB language was added to the school website while the team was in residence. It still needs to be updated in university, college or school's printed material. Also, the current APR was not on reserve in the school library upon the team's arrival, but we were assured that it would be placed on reserve immediately. We were assured that the VTR will be placed on reserve.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective

faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[ ]

There was an anomalous year, two or three years ago, with an unhealthy and unwelcoming environment for women students. The program addressed this issue fully, and the program is now on a very healthy and equitable footing.

There are challenging issues of racial and ethnic diversity, with very few Hispanic, Native American, and African American students. Particularly in the regional setting of the Phoenix metropolitan area and the state of Arizona, this is all the more surprising and disappointing. Additional efforts clearly need to be directed toward the serious under-representation of these citizens, otherwise the profession of architecture will never evolve into a more inclusive place. Diversity enriches opportunity for all students. The Provost spoke eloquently to us about the challenge of a discipline that is perceived by many students and parents as exclusively "high design", and thus not relevant to their lives. While this perception does not accurately describe the school's work, it is an issue that clearly needs to be confronted. Nonetheless, the team noted that the school environment is inclusive, open and supportive for students and faculty involved in the program, and there are ample opportunities for involvement with governance.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[X]	[ ]

There is a supportive relationship between faculty, staff, and students with considerable evidence of mentorship and mutual respect. The spirit of cooperation between these groups is a visible strength in studio culture. Yet students feel that there is limited opportunity to develop relationships and cooperation both vertically through the years and between undergraduate and graduate students and even horizontally through other members of their own year. The proposed "lofting" of the studios could help remedy this problem but students would also like to see school-sponsored initiatives as well, without waiting for the construction to be completed.

The School Curriculum Committee developed a report in 2002 addressing studio culture, which among other things, addressed concerns regarding "how the women, particularly the undergraduates, were being treated by male students" and "an atmosphere of one-upmanship and arrogant behavior". The team did not see any evidence during the visit to cause concern. Rather, the team found a strong sense of peer support and community among the students. The 2002 report also suggested changes to the schedule of studio, now conducted on a 2 day a week schedule rather than the previous 3 days a week, and began coordination of studio with other courses to reduce conflicts with course assignments and examination schedules. The result of implementing of these changes appears to have been very positive.

The team recommends that the School channel its efforts into the required written policy recognizing the need for a strong and positive studio culture. This could also offer the opportunity for the administration, faculty, staff and students to have a broader conversation regarding this issue. It should be distributed to everyone in the school community.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[ ]

While this criterion is currently met, it is a source of serious concern among faculty. The College and University are pursuing a strategy of growth, and the faculty concerns are understandable given the current shortfall in funding formulas for current students and faculty. As changes develop, the leadership of the College and School should strive for openness and inclusion of faculty and students in the process of implementing the evolving vision, and clearly additional resources and space will be crucial. There is a fear that this process could develop to the detriment architecture as of one of the university's flagship programs.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[ ]

It is very clear from the Faculty Exhibition that faculty members are active in research, scholarship and creative work at an impressive level. The University should continue to recognize the unique nature of creative work in the design-based program of the School of Architecture and Landscape Architecture.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[ ]

The facilities, in general are appropriate to support the programs. The facilities are shared with other programs that are a part of the College of Design (including Landscape Architecture, Interior Design, Industrial Design, etc.). Currently the programs are tight and pressed for space. Faculty and students commented on the negative effect this has on their operation and the sense of community. The administration expects the College to grow. To allow any significant growth, the facilities will need to expand, especially in the area of studio space. Student workstations are already migrating into the corridor space, which if allowed to continue, will create exiting and/or fire code issues. The College has a plan to expand current studio space by removing walls between existing, smaller studios that should enlarge functional area. The shop area is very impressive in terms of space, equipment and management as is the Library.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[ ]

The breadth and depth of library and visual resources exceed minimum requirements by a large margin. The team was impressed by the passion of the staff members running these facilities - Deborah Koshinsky in the library and Diane Upchurch and Tom Morton of the visual collections library. These resources are well integrated into the school on both the level of the individual student and the curriculum. The team recognizes the need for more space, particularly as these resources grow to meet the demand of a larger program and collection. There is also a concern that university systems for funding such resources may be adapted for trends that are not reflected in architecture, particularly since 60% of the current library collection is housed off campus and as resources in the field are not being produced digitally as quickly as some other programs.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[ ]

Financial resources are much like Human Resources. Current resources are adequate, although the program could realize more opportunities for excellence if additional financial resources were available. The longer range concern involves financial planning for growth - a relatively unclear picture to faculty. As a result, growth is perceived as a potential liability rather than an opportunity. This is possibly the biggest management challenge in front of the College and School administration going forward. It will require open communication and serious collaboration.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by a regional institutional accrediting agencies for higher education. The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[ ]

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[ ]	[X]

Through one analysis, the program has 44 credit hours of general education and non-architectural electives in a student's 6 year course of study. However, at least 3 and as many as 9 of these credits are debatable as "real" electives according to the NAAB language. An overview of the course requirements shows that the program seems heavy with required courses, and some degree of consolidation and merging several courses would yield additional electives. Some students have expressed the desire to take various electives but don't have time in their schedule to do so. These electives are very important for students, allowing them to exercise choice in forming the unique direction of their education in architecture.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[ ]

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[ ]

Well met. It is evident that students are encouraged to think critically. The impressive array of studio work shows the students' ability to challenge ideas and come to thoughtful conclusions.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[ ]

The students are expressing their thoughts through the use of both freehand drawing and computer technology. The computer technology that the school is utilizing for studio work, research, and community design is extensive. The school encourages students to develop and diagram their thoughts through freehand expression and other means.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[ ]

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[ ]

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[ ]

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[ ]	[X]

Although students are working together to design somewhat (ADE322), not enough evidence was presented to show that students have the ability to work in collaboration with other students or with other disciplines on design problems. The team heard from students that there are limited opportunities for substantive collaboration on design project teams (beyond building site models for example). The College of Design is fortunate to include four other disciplines other than architecture. Students expressed the desire to work with other disciplines on design problems.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
[X]	[ ]

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[ ]	[X]

As reported in the APR, the program has introduced Non-Western examples into the survey history course (APH313) at the level of awareness, but there is very little evidence at the level of "understanding". This criterion increased from awareness to understanding in the 2004 NAAB Conditions and Procedures. The team felt that the new course of study within APH 314 has the potential to fulfill the criterion of "understanding", but evidence was not available at the time of the visit.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Met
[X]	[ ]

Well met. A strong use of local and national precedent is evidenced in many studio projects. Indigenous, cultural and vernacular traditions are consistently integrated throughout the curriculum. A good grasp of local traditions is also evident.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Met
[X]	[ ]

Evidence of the ability to use precedent is evident throughout the studios as students critically engage ideas and theories. Course syllabi also list relevant references as part of research and the design process.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not Met
[X]	[ ]

Many courses and studios emphasize human responses. This interest is frequently tied to design theory in a broader sense, leading to a design process that is engaged with questions of behavior and the environment.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met	Not Met
[X]	[ ]

Interest in diversity weaves through various aspects of the curriculum. Examples in student work include creative writing papers and studios, often engaging issues of low-income communities and diverse populations.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[ ]

Understanding level is demonstrated in a specific course (ATE 553) with ADA information. Several studios also demonstrate the ability to synthesize this consideration into formative and developmental aspects of building and site design.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Met
[X]	[ ]

This criterion is well met. The studio projects consistently and seriously respond to Arizona's unique climate. Graduate studios are exploring a variety of integral sustainable strategies. As noted elsewhere, there is a strong emphasis on sensitivity to site, which is clearly one important component of sustainability. Solar research and collaborative opportunities could improve with greater access and utilization of the rooftop solar lab.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[ ]

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[ ]

This criterion is well met. From beginning design studios through the graduate level, there is a strong understanding and sensibility demonstrated responding to a large variety of site characteristics. It is also evident that landscape architectural issues and strategies are considered in many of the studio projects.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[X]	[ ]

There is a qualitative difference among the several structural courses offered. The program should strive for consistency and strength in the teaching of this important material.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[ ]

Well met. Environmental consciousness pervades the program. Building Systems 451 and 452 provide in depth material exploring environmental systems appropriate to the southwest climate. The studios consistently integrate a variety of environmental strategies. The rooftop solar lab provides a greater understanding of the impact of the environment on design. There is an opportunity to better integrate the environmental research with more students

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[ ]	[ ]

Life-safety systems understanding was displayed in ADE 421 and ADE 522.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[ ]

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[ ]

An understanding of Building Service Systems was shown in the examinations for ATE 553. The examination was particularly adept at evaluation of elevators, escalators and fire protection systems.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Met
[X]	[ ]

ADE 522 is presently developing a comprehensive design that includes selection and integration of building systems. Structural, envelope, life safety and building service systems were clearly evident, even in a developing design.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Met
[X]	[ ]

ATE 421 showed a strong focus on assemblies and components.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Met
[ ]	[X]

There is a reference to this in syllabi, but no current evidence of students engaging this criterion at the level of understanding.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[X]	[ ]

The only example of outline specifications was found in ATE 556. However, this exercise was based on documenting (technical drawings and outline specifications) for a *built*

project, not a *proposed* design. ADE 522 is presently engaged in a comprehensive design project which may include outline specifications (technical drawings were in process and observable) however they were not observable at the time of this visit. This condition is minimally met.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[ ]

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Met	Not Met
[X]	[ ]

The two studios indicated as covering this criterion did not present convincing evidence. Although parts of the Comprehensive Design expectation were evident, the full extent of the description above was not evident in the student work.

However, the team noted another required studio where the spirit of this criterion is met through a relatively simple building program of housing (ADE 421). It was also noted that the current teaching in ADE 522 should satisfy this criterion upon the completion of this semester. In fact, the team was very enthusiastic about the prospects for this studio and the way it is being taught. Evidence from the earlier semester of this studio did not achieve nearly the same level of integrated development.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[ ]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[X]	[ ]

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[X]	[ ]

The current required internship program meets the criterion of Professional Development, however it needs to be improved. There is a large disparity with various student experiences. Proactive communication between the school, students and professionals needs to occur to clearly define expectations on all sides. The school needs to take charge of this element more assertively. For example, while the students are exposed to IDP, it could be better correlated with the internship program.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met	Not Met
[X]	[ ]

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met	Not Met
[X]	[ ]

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met	Not Met
[ ]	[X]

These important issues are introduced in the professional practice classes, but there was no substantial evidence of student work associated with this in the class. While students clearly engage issues of social importance, there is no indication that they are working through specific problems of ethics and professional judgment in design and practice.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

Excerpted from the 2005 Arizona State University Architecture Program Report:
The history of the Arizona State University dates to 1885 when the first teacher's college was founded in the present location of the campus in a rather modest building. Since then, the campus has grown to its present size of over 58,000 students on three campuses, with over 49,000 on the 800 acre Tempe campus. The University is currently engaged in a comprehensive master plan (2020) with projected growth on all campuses exceeding 100,000 students including a new 15,000 student campus in central Phoenix. Arizona State University, located in the Phoenix metropolitan area, has emerged as a leading national and international research and teaching institution with a primary focus on Maricopa County, Michael Crow is the President of the University and Milton D. Glick is Executive Vice President and Provost. Arizona State University is part of a university system governed by the Arizona Board of Regents and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

University Campuses and Sites
Arizona State University is one university in many places. The Tempe campus of ASU is situated on over 800 acres in a setting of palm trees and subtropical plantings. ASU's best-known landmark is the Gammage Center for the Performing Arts, designed by Frank Lloyd Wright. Several recent buildings, including Antoine Predock's Performing Arts Center, Scogin Elam and Bray's Law Library Addition, and the new Architecture facility designed by Alan Chimicoff and the Hillier Group, are distinctive in their own right. Dean Reiter is leading the effort to develop conceptual plans for the new Capital Center campus. In 2004, Ron McCoy stepped down from his position as Director in order to assume the position of University Architect. The University is organized into nine academic colleges: Liberal Arts and Sciences, Architecture and Environmental Design, Business, Education, Engineering and Applied Sciences, Fine Arts, Law, Nursing, and Public Programs. The Colleges are made up of schools, divisions, academic departments, and centers of research and service, with more than fifty specific units of instruction. The University is also served by the Division of Graduate Studies, a College of Extended Education, and an Honors College. ASU is a Research Extensive University.

The university's libraries hold over 3.8 million volumes ranking as the 36th largest research library in the United States and Canada. The Architecture and Environmental Design Library contains over 30,000 volumes including books, periodicals, tape recordings, films, microfilm, and portfolio materials in the areas of urban planning, environmental design, and architecture. The archives of several prominent architects, such as Will Bruder, are also housed here. It is located in the College of Architecture and Environmental Design Building. ASU is a member of Western Interstate Commission for Higher Education (WICHE), established to allow reciprocity for students in designated professional programs that are not available locally in each of the cooperating states.

History and Description of the College
The founding dean of the College of Architecture and Environmental Design, James Elmore, began teaching at Arizona State University in 1949. During the fifties, the program grew from a two-year program to three then to four with a Bachelor of Science degree, and finally to five with the Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. At this point the School of Architecture was a part of the College of Engineering and Applied Sciences. It became independent as College of Architecture in July 1, 1964, later renamed as the College of Architecture and Environmental Design in

1983. It provides undergraduate and graduate education for professional, research, and academic careers in architecture, design, planning and landscape architecture. The college has three academic units:

- School of Architecture and Landscape Architecture
- School of Design
- School of Planning

The officers of the College are: Dean Wellington Reiter; Director of the School of Architecture & Landscape Architecture, Darren Petrucci; Director of the School of Design, Jacques Giard; and the Director of the School of Planning, Hemalata Dandekar.

Undergraduate Programs

- Architectural Studies, B.S.D., School of Architecture and Landscape Architecture
- Landscape Architecture, B.S.L.A, SALA
- Design Science, B.S.D., School of Design
- Graphic Design, B.S.D.,School of Design Industrial Design, B.S.D., School of Design
- Interior Design, B.S.D., School of Design
- Housing and Urban Development, B.S.D., School of Planning

Graduate Programs

Faculty in the College of Architecture and Environmental Design offer five master's degree programs and one Ph.D. through the Division of Graduate Studies:

- A professional program leading to the NAAB accredited degree Master of Architecture (the two-year as well as three-plus-year programs in the School of Architecture and Landscape Architecture)
- A professional graduate program leading to the PAB accredited Master of Environmental Planning degree, (School of Planning)
- A research and applications Master of Science degree with a major in Building Design (School of Architecture and Landscape Architecture)
- The Master of Science in Design 'degree with 'a major in design with concentrations in Industrial Design, Graphic Design and Interior Design, (School of Design)
- Interdisciplinary Ph.D. degree in Environmental Design and Planning
- The Ph.D. in Environmental Design and Planning is a college wide interdisciplinary degree offered by faculty representing the Schools of Architecture and Landscape Architecture, Design, and Planning. Three areas of concentration are available: design; planning; and history, theory, and criticism.

2. Institutional Mission

Excerpts from the 2005 Arizona State University Architecture Program Report:

The mission of Arizona State University is to provide outstanding programs of undergraduate and graduate education, cutting-edge research, and public service for the citizens of the State of Arizona with special emphasis on the Phoenix metropolitan area. (January 2005) To fulfill this mission, ASU seeks to be a university that is fully committed to its community; that directly engages the challenges of its cultural, socioeconomic, and physical setting; and shapes its research initiatives with regard to their social outcomes. In support of its mission, the faculty, staff, and administration of ASU are committed to:

- Admitting a broadly diverse group of students and providing them a learner-centered education that engages students individuality as active participants in the learning process. .
- Encouraging interdisciplinary and core academic programs with an emphasis on their relevance to society, both regionally and in the larger global arena.
- Advancing use-inspired research that serves as an engine for economic, workforce, and technology development.
- Transforming the University from a state agency to an entrepreneurial institution that

leverages its research enterprise to provide new revenues for the University and a higher return on the state's investment.
- Empowering colleges, schools, and interdisciplinary units to seek academic excellence, foster creativity, and enlarge the social, economic, and cultural impact of the university.
- Becoming an active presence in our community, socially embedded, and serving the needs of the people of Arizona and beyond.
- Embracing the cultural diversity of our unique locale, leveraging its economic and cultural heritage, social dynamics, and aspirations.

The Mission Statement of the College

The Mission of the College of Architecture and Environmental Design is to offer a quality professional design and planning education, one that empowers graduates and the communities that they serve to make wise decisions about the design and planning of their surroundings. The dynamic environment of metropolitan Phoenix area, juxtaposed against the fragile Sonoran desert, provides the context and challenges for innovative, interdisciplinary teaching, research and service. At the same time this integrative approach to design and planning education extends the College mission to the community both in the Phoenix area and in broader national and international arenas.

3. Program History

The following text is taken from the 2005 Arizona State University APR:

The program in architecture at Arizona State University has its roots in a two-year technical program offered in the College of Engineering in 1949-50 academic year. The program evolved throughout the fifties and eventually led to the establishment of the College of Architecture and Environmental Design. The first Bachelor of Architecture degree, which was a five-year degree, was conferred on a class of one in May, 1960. Accreditation was granted effective in the fall of 1961. In 1978 the College was organized into the departments of Architecture, Design Sciences, and Planning, with Calvin Straub appointed the first chair of the Department of Architecture (1978-79). He was succeeded by Roger Schluntz as appointed Chair in 1980. In 1985, the program's status was raised by the Board of Regents to the "School of Architecture." In 1989, Michael Underhill was appointed as director of the School and served in that capacity through 1994. Ron McCoy served as director from 1995 to 2004. Ron McCoy served as interim dean in 2003-2004. Catherine Spellman was appointed interim director in the fall of 2004 and Max Underwood was appointed interim director for spring of 2005. Darren Petrucci became Director in 2005.

The organization of the program has also evolved throughout the years. The department developed its first graduate program in 1973. The original Master of Architecture degree was to be research-oriented to follow the five-year Bachelor of Architecture degree. In 1976, the Master of Architecture degree was changed to the Master of Environmental Planning (MEP) and was intended to focus on research and related efforts in urban planning in arid regions, and building design in arid regions. This degree was intended to serve the needs of all departments within the College of Architecture and Environmental Design (CAED). In the spring of 1980, the faculty adopted a proposal to reorganize the professional program from a five-year Bachelor of Architecture format to an undergraduate degree program and the current 2-year Master of Architecture as a first professional degree program. The proposal was approved by the Board of Regents in the Fall of 1981. Students with previous architectural undergraduate degrees from other institutions were first accepted into the new Master of Architecture (M.Arch.) program in the Spring of 1982. In 1986, the School of Architecture was granted permission by the Board of Regents to offer a research-based degree - the Master of Science (MS) 4+2 Bachelor of Science/Master of Architecture structure leading to the current Bachelor of Science in Design (BSD) with a major in Building Design. The MEP was retained as the professional planning degree in

the Department of Planning. In 2004 the faculty merged with the faculty of Landscape Architecture and changed the name to the School of Architecture and Landscape Architecture.

With changing demographics and educational needs of the population in Arizona and the society in general, a proposal for a new Master of Architecture degree track for those applicants who already hold an undergraduate degree in non-architecture fields was developed. The resulting program, organized as a seven-semester program of study, is the 3+ Master of Architecture, approved by the Board of Regents in the fall of 1993, and the first students graduated in the spring of 1997. In the fall of 2004, the School of Landscape Architecture, formerly residing in the School of Planning and Landscape Architecture was incorporated into the School of Architecture. The move was due in part to the desire of the landscape faculty to reside in a studio based program. Faculties from both programs also have a record of successful collaboration and welcome the opportunity to further share their interests in a structured, pedagogical environment. It should be noted that the desert environment has a strong presence in the architecture of the region and it is felt that the proximity of the two programs will produce opportunities to expand the disciplines in unique and challenging ways. It is anticipated that the Landscape program will increase the number of its students and dedicated faculty and will eventually have its own director.

A 3.1 Description of the Program

The School of Architecture and Landscape Architecture at Arizona State University is one of three Schools within the College of Architecture and Environmental Design. Director Darren Petrucci currently heads the program. The School staff supports the Director and the faculty in administrative, instructional, research and business matters. The staff includes Joan Taylor, Business Manager Senior, Ann Evans, Academic Advisor Senior, Donna Geary, Administrative Assistant, and Betty Jordan, Office Specialist Senior.

The School faculty currently offers the following programs:

- Bachelor of Science in Design with a major in Architectural Studies (4 years)
- Master of Architecture – 2 year and 3+ programs of study
- Master of Science in Building Design (2 years), concentrations in Energy and Climate, Computer Aided Design and Facilities, Development and Management
- MBA/Master of Architecture Concurrent Degree (3 years)
- Bachelor of Landscape Architecture (4 years)

The School faculty also participates in offering the College wide interdisciplinary Ph.D. degree program with a major in Environmental Design and Planning.

The students in their first two years of the undergraduate program (freshmen and sophomore) are classified as "pre-architecture." Students must apply for admission to the upper division of the program. The professional program includes two years of upper division study leading to the Bachelor of Science in Design (with a major in Architectural Studies) and two years of graduate study leading to the Master of Architecture.

4. Program Mission

The following text is taken from the 2005 Arizona State University APR

The current mission statement of the program (adopted in 1997 by the School faculty):

The School of Architecture educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture.

The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.*

This statement emphasizes our role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of

architecture. The emphasis on place, context and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline also reflects a growing commitment to architecture and appropriate technologies. The statement reaffirms our dedication and recognized excellence in teaching and to the knowledge and skills that are unique to the art of architecture. At the same time we have committed ourselves to experimentation and the challenges facing the future of architecture and education.

5. Program Strategic Plan

The School of Architecture & Landscape Architecture at ASU continues to advance and enjoys a well-deserved reputation of excellence. Over the past ten years there has been a generational transformation of faculty. Seventy-five percent of the current full-time faculties are new since 1995. This faculty has advanced through individual achievement and has matured as a collaborative group. The School benefited from nine years of stable leadership under Ron McCoy. However,' beginning in 2002-2003, there has been a period of transition and the arrival of a new President (2002) and Dean (2003). In 2002-2003 Ron McCoy served as Interim Dean of the College and in 2004 he stepped down as Director in order to assume the role of University Architect.

President Michael Crow has articulated a role for the university that includes eight design imperatives for the New American University (www.asu.edulpresidentllibrarylindex.html):

- Leveraging Place
- Societal Transformation
- ASU as Entrepreneur
- Use-Inspired Research
- A focus on the Individual
- Intellectual Fusion
- Social Embeddedness
- Global Engagement

The president has challenged all units to engage these imperatives. The School is in a position to be capable, engaged and successful in each of these elements. The School is also in an excellent position because the president values and privileges our disciplines, primarily for our training as problem solvers and for our studio-based educational model. In 1999 the school established an ad-hoc committee to develop a curricular response to community design opportunities. The result was the creation of the Integral Studio (IS). The IS is a faculty-led research studio addressing issues of architecture and urbanism in the Phoenix metropolitan area. The studio operates as a vertical studio, with graduate and undergraduate students as well as students from other disciplines in the college. IS has generated a number of effective projects from a wide range of faculty.

The College also offers an excellent context for our program. Within the college we have a shared PhD program and we have faculty colleagues in disciplines of Landscape Architecture (now within the School of Architecture and Landscape Architecture), Planning, Housing and Urban Development, Interior Design, Industrial Design and Graphic Design. The recent merger with the Landscape Architecture program will create an opportunity for a greater level of collaboration between the two disciplines and will provide opportunities for administrative efficiencies. We have created a preliminary "bridge" curriculum that makes appropriate connections between the two curriculums. For their first two years at the College, students will take the same courses and learn the history, values and approaches of each discipline. For the third and fourth years, students will concentrate within their academic program with opportunities to take a shared studio and a number of cross listed electives. At the graduate level the School will propose and seek approval of a new Master of Landscape Architecture degree,

creating additional exchange and allowing architecture graduates to pursue a masters degree in landscape architecture and vice versa. With the development of the MLA degree we will look to partner with the School of Planning for shared courses between large scale planning and landscape issues, such as the research, design and management of sensitive ecologies (a particular expertise of our new colleague Professor Joe Ewan). We will also collaborate with the School of Planning and the Proposed Urban Design Institute to develop a new degree in Urban Design, one that is particularly focused on the environmental challenges faced by rabidly developing regions such as Phoenix. We will continue to develop shared studios, course and faculty projects with all of the disciplines in the college.

A.5.2 Challenges

Given the school's proximity to Mexico and Latin America, the establishment of significant, ongoing ties to schools in the region has become one of our strategic priorities. In 2002 we created a search for a faculty position with expertise in the culture of Latin American architecture and urbanism. This search led to the hire of an extraordinary young architect and teacher, Claudio Vekstein. He has enriched the school and the students, introducing sources of modernist architecture throughout Latin America. Under the leadership of Catherine Spellman, Professor Vekstein has created an exchange program the School of Architecture in Sao Paolo Brazil with the first group of students studying in Sao Paolo in the fall of 2004. The exchange program will also bring faculty and students from Brazil to ASU. The School is exciting about these new opportunities and looks forward to expanding its presence in South America.

By the year 2010 fifty percent of the high school graduates in the Phoenix metropolitan area will be Hispanic. Professor Vekstein has been a great success but clearly the school needs to recruit a number of faculty who will engage our international context and our local demographics. Our goal is to use these positions to dramatically enhance the diversity of the faculty with a particular focus on local demographics and relationships throughout Latin America. The growth of the metropolitan area is directly reflected in the dramatic growth of ASU and the applicants to our various programs. Freshman enrollment has increased to 257 in 2004-05 from 202 in 00/01, a 27% increase. Sophomore enrollment has increased to 197 in 2003 from 150 in 2000, a 28% increase. Applicants to the upper division of the BSD curriculum increased over 20% in 2004. Applications to the two-year M. Arch program increased to approximately 200-225 in 2003 from 75 in 1995, a 300% increase. The quality of applicants is trending upwards at all levels and by every indicator.

The school currently has limited space and budget to respond to this growth yet we must develop a strategic response. The faculty is currently involved in discussions with the Dean to develop a comprehensive growth plan. The campus master plan has long held a site for new facilities to the west of our current buildings. The new Arts and Business Gateway project continues to identify this site for growth. The dean is in discussion with the School of Construction as a potential partner in this project. New facilities will require a significant capital gift and the dean is actively working with the president on gift opportunities. The school and college also plan to occupy a new or renovated facility as part of the new Capital Center campus in downtown Phoenix. Light rail (www.valleymetro.org) will connect the Tempe campus with the Capital Center campus with a 20-minute ride by the end of 2008. This facility will be the home for the previously noted Phoenix Urban Design Laboratory and will include offices, exhibition space and studios.

The college has identified the landscape architecture program as a priority in faculty recruitment. We have already worked to merge architects and landscape architects as shared resources for the two programs. The projected growth of three new faculty lines in landscape architecture will also provide benefits to the architectural programs. The school

experienced some hardship in the recent economic downturn. More importantly, there has been a long-term, university-wide loss of funds due to under-funded enrollment growth. The legislature is mandated to fund enrollment growth at a ratio of 22:1 (student/faculty FTE). In fact, the school has typically received funding at a ratio of approximately 64:1 (faculty FTE). Underfunding from the state has also resulted in budget reallocations by the provost. Where enrollment growth should result in 10 new faculty, we may only expect to receive funding for three new faculty lines. The 2004 merger with Landscape Architecture is a good example of a strategic opportunity for growth. The landscape architecture program is still relatively small. Students applying to the upper division in architecture will also be allowed to select the landscape program as an option. Other potential growth areas may be undergraduate degrees in Energy and Climate Responsive Design and in Computing and Design Knowledge. Both of these programs are non-accredited programs offering the Master of Science in Building Design degree. Each of these programs has experienced a drop in enrollment. Adding undergraduate concentrations in these areas could allow a greater variety of undergraduate specializations and could also serve to recruit needed students to the MS program. The school will be challenged to respond to the entrepreneurial models proposed by the president. Research faculty are expected to be actively engaged in use-inspired research and investments in faculty research are expected to yield returns on the investment to pay for on-going costs of research (facilities, faculty, operations). The president understands that not all academic disciplines have strengths in and access to significant research funding and he understands the context for architecture in this area. Nevertheless, there are significant university and presidential priorities in which the school has opportunities and is expected to contribute. The most important of these opportunities is the area of sustainability and in the area of computing and design knowledge. Faculty have already partnered with and will continue to work with innovative university centers such as the International Institute for Sustainability, the Consortium for the Study of Rapidly Urbanizing Regions, and the Partnership for Research in Spatial Modeling. Another aspect of the president's business plan has been to ask all professional programs to examine and propose competitive market fees for graduate professional programs. Tuition increases have been calculated to move the university from the second lowest in the country to the top of the lowest third tier. 2004/05 is the first year of the new tuition and fees. It will be important to work with the students' to explain the need for tuition increases and to develop a list of benefits for students, faculty and the school. Fifteen percent of the additional costs will go directly to increased financial aid. Another 15% will go to central resources managed by the dean. The balance will be allocated to:

- graduate assistantships & graduate student travel
- computing and shop technology
- publications, exhibitions, lectures, jurors
- faculty travel

Transitions in the school and college administrative leadership between 2002 and 2004/05 have posed some very specific challenges to the school. Between F02 and F04 interim directors have led the school. Michael Underhill and Catherine Spellman have done excellent work but the school now needs new leadership to take advantage of a full set of new opportunities and challenges. One of the key challenges lies in the incorporation of the School of Landscape Architecture. The landscape program offers a bachelors degree in landscape architecture. Typically, each class is made up of two sections and there are currently 2.75 full time faculty positions. The program is understaffed, a shortfall that is being addressed by three faculty lines to be filled over the next three years. A great deal of effort is currently being placed in organizing the two curriculums to reduce duplication of courses and to align schedules so that students can take advantage of course offerings. Lower Division courses are being combined so that students will have an introduction to both disciplines.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

March 4, 2006	**Saturday - Tempe Mission Palms Hotel**	
5:30 p.m.	Team introduction and orientation	HOTEL
7:00 p.m.	Dinner (team only)	
March 5, 2006	**Sunday**	
7:30 a.m.	Breakfast (team & Petrucci)	HOTEL
8:30 a.m.	Overview of team room (Petrucci) Initial review of exhibits and records	AED 64 AED 377
9:30 a.m.	APR review – team	
11:00 a.m.	Tour facilities – Petrucci	
Noon	Lunch - team and selected faculty *Catherine Spellman (host), Scott Murff, Claudio Vekstein, Tom Hartman, Paul Zygas, Kim Steele*	Café Boa
1:30 p.m.	Continued review of exhibits and records	
6:00 p.m.	Dinner - team only	
7:30 p.m.	Debriefing	
March 6, 2006	**Monday**	
7:00 a.m.	Entrance meeting/breakfast with College Administrators *Wellington Reiter, Dean & Kenneth Brooks, Associate Dean*	HOTEL
8:15-9:00 a.m.	Entrance meeting - University Officers *Milton Glick, Executive Vice President & Provost of the University & Dean Maria Allison, University Accreditation Officer and Vice Provost of Graduate Studies, Sarah Lindquist, Asst. Dean, Graduate Studies*	ASUF 4216
10:00 a.m.	Continued review of exhibits and records	AED 64
Noon	Lunch - team and selected faculty *Renata Hejduk (host), Ron McCoy, Max Underwood, Harvey Bryan, Joe Ewan, Tom Morton*	P. F. Changs
1:30 p.m.	Observation of studios Continued review of exhibits Review of admission records - Spellman, Evans	 AED 162A
4:00 p.m.	School-wide entrance meeting with students	AED 60
5:30 p.m.	Reception to include alumni, local practitioners	TRICKS
7:00 p.m.	Dinner - team only	
8:30 p.m.	Continued review of exhibits Debriefing session	

March 7, 2006	**Tuesday**	
7:30 a.m.	Breakfast - team only	HOTEL
9:00 a.m.	Review of general studies, electives and related programs. Observation of lectures and seminars. Continued review of exhibits and records	AED 64
11:00 a.m.	Meeting with faculty	AED 62
Noon	Lunch with student representatives *Danny Clevenger, Chaundra Wong, Katherine Knapp* *Saravana Balasubramanian, Kobina Banning*	TBD
1:00 p.m.	Complete review of exhibits and records	AED 64
5:30 p.m.	Dinner	TBD
March 8, 2006	**Wednesday**	
7:00 a.m.	Breakfast - team, Petrucci & Spellman Hotel check-out	HOTEL
8:00 a.m.	Exit meeting - College Administrators *Wellington Reiter, Dean & Kenneth Brooks, Associate Dean*	ARCH 101
9:00 - 10:00 a.m.	Exit meeting, University Officers *Milton Glick, Executive Vice President & Provost of the University* *Maria Allison, University Accreditation Officer and Vice Provost & Dean of Graduate Studies, Sarah Lindquist, Asst. Dean, Graduate Studies*	ASUF 4216
10:30 - 11:30 a.m.	Exit meeting with faculty and students	AED 60
Noon	Lunch and departure	

IV. Report Signatures

Respectfully Submitted,

Kenneth A. Schwarth, FAIA **Team Chair**	**Representing the ACSA**
Katie M. Trenkle, Assoc. AIA **Team member**	**Representing the AIA**
Tony Vanky **Team member**	**Representing the AIAS**
Kenneth Naylor **Team member**	**Representing the NCARB**
John F. Kane, AIA	**Observer**

4.7 – Catalog (or URL's) for Retrieving Online Catalogs and Related Material

ASU Catalog: http://catalog.asu.edu/

M. Arch Graduate Program:
https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ARARCMARCH/graduate/false

BSD Undergraduate Program:
https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ARSTDBSD/undergrad/false

4.8 – Response to Offsite Program Questionnaire

Name of Institution:	Arizona State University / The Design School / Architecture Program
Title of Degree:	M-Arch
Name of Program Administrator:	Darren Petrucci, Director / Thomas Hartman, Architecture Program Coordinator
Name of Person Completing this form:	Thomas Hartman
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	International Studios include 14 days abroad. Various locations, changing each year, except for the Buenos Aires studio that has been offered several years in a row.
Distance from Main/Flagship Campus:	Variable according to field trip destination
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site:	One
List all courses: number, title, credits offered:	ADE 621 studio (Buenos Aires, one semester)
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	This studio is an option studio. ADE 622 is required, but there are other sections of ADE 621 offered to students that are based on main campus.
Who has administrative responsibility for the program at the branch campus?	Darren Petrucci, Director of The Design School
To whom does this individual report?	Darren Petrucci, Director of The Design School
Where are financial decisions made?	Darren Petrucci, Director of The Design School
Who has responsibility for hiring faculty?	Darren Petrucci, Director of The Design School
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	Darren Petrucci, Director of The Design School
Does the branch campus have its own curriculum committee?	n/a. Not a branch campus, just a study abroad studio.
Does the branch campus have its own admissions committee?	n/a
Does the branch campus have its own grievance committee?	n/a
Does the branch campus have its own resources for faculty research and scholarship?	n/a
Does the branch campus have its own AIAS or NOMAS chapter?	n/a
Does the branch campus maintain its own membership in ACSA?	n/a

Herberger Institute / The Design School / Architecture

Graduating Senior Report Card	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Academic Experience							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Overall academic experience in your major.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	90% (41)	95% (39)	94% (31)	92% (49)	82% (34)	92% (37)	-
Advising (Course Selection)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with College/departmental advising on courses and requirements.'							
Architectural Studies(ARSTDBSD)	88% (41)	69% (39)	74% (31)	71% (49)	76% (34)	89% (37)	-
Advising (Employment)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Advising on employment placement.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	62% (34)	59% (39)	59% (27)	66% (38)	35% (31)	20% (35)	-
Advising in Major							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Advising you received in your major field of study.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	83% (42)	67% (39)	71% (31)	82% (45)	75% (36)	78% (37)	-
Assigned Textbooks							
Architectural Studies(ARSTDBSD)	22% (41)	8% (40)	16% (31)	10% (49)	21% (33)	14% (37)	-
Class Presentation							
Percent of graduating seniors who said during their senior year faculty required them "Often" or "Very Often" to make a class presentation.							
Architectural Studies(ARSTDBSD)	85% (41)	88% (40)	-	-	100% (33)	97% (37)	-
Class Projects							
Percent of graduating seniors who said during their senior year faculty encouraged them "Often" or "Very Often" to work with other students on projects during class.							
Architectural Studies(ARSTDBSD)	83% (41)	88% (40)	-	-	97% (32)	76% (37)	-
Communication Skills							
Percent of graduating seniors who say experiences at ASU contributed 'Very Much' or 'Quite a Bit' to knowledge, skills, and personal development in this area: 'Speaking clearly and effectively'.							
Architectural Studies(ARSTDBSD)	44% (41)	60% (40)	77% (30)	60% (48)	67% (36)	70% (37)	-
Computer Skills							
Percent of graduating seniors who say experiences at ASU contributed 'Very Much' or 'Quite a Bit' to knowledge, skills, and personal development in this area: 'Using computing and information technology'.							
Architectural Studies(ARSTDBSD)	80% (40)	85% (40)	90% (30)	84% (49)	81% (36)	92% (37)	-
Course Availability (Desired)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Availability of desired courses.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	76% (41)	70% (40)	90% (31)	76% (49)	68% (34)	59% (37)	-
Course Availability (Required)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Availability of required courses.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	95% (41)	90% (40)	94% (31)	84% (49)	94% (34)	97% (37)	-
Course Quality (Career)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Quality of courses in preparing for chosen career.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	78% (41)	90% (39)	97% (31)	85% (48)	79% (34)	86% (37)	-
Course Quality (Grad. School)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Quality of courses in preparing for graduate or professional school.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	92% (40)	92% (38)	93% (30)	93% (45)	74% (34)	84% (37)	-
Coursework Discussion							
Percent of graduating seniors who said during their time at ASU they 'Discussed coursework or assignments with a faculty member outside of class' more than once a semester.							
Architectural Studies(ARSTDBSD)	80% (41)	80% (40)	87% (30)	84% (49)	89% (36)	78% (37)	-
Employment Hours							
Percent of graduating seniors who reported working more than 20 hours per week on or off campus.							
Architectural Studies(ARSTDBSD)	7% (41)	30% (40)	27% (30)	20% (49)	6% (33)	8% (37)	-
Faculty Concern							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Concern of faculty for individual students.'							
Architectural Studies(ARSTDBSD)	78% (41)	82% (40)	77% (31)	78% (49)	74% (34)	83% (35)	-
Faculty Feedback							
Percent of graduating seniors who said during their senior year faculty 'Often' or 'Very Often' gave prompt written or oral feedback on their academic performance.							
Architectural Studies(ARSTDBSD)	55% (40)	56% (39)	-	-	55% (33)	54% (37)	-
Instruction Quality (300-400)							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Quality of instruction in 300-400 level courses.' 'N/A' responses not included.							
Architectural Studies(ARSTDBSD)	83% (41)	95% (40)	81% (31)	88% (49)	88% (34)	92% (37)	-
Internet Connection							
Percent of graduating seniors who respond 'Yes' when asked 'Do you own a computer that can be connected to the internet?'							
Architectural Studies(ARSTDBSD)	93% (42)	100% (40)	97% (31)	98% (48)	100% (33)	100% (36)	-
Job Skills and Knowledge							
Percent of graduating seniors who say experiences at ASU contributed 'Very Much' or 'Quite a Bit' to knowledge, skills, and personal development in this area: 'Acquiring job or work-related knowledge or skill'.							
Architectural Studies(ARSTDBSD)	63% (41)	78% (40)	90% (30)	76% (49)	69% (36)	65% (37)	-
Non-coursework Discussion							
Percent of graduating seniors who say they have discussed 'Subject not related to coursework (e.g., career, grad school) with 3 or more faculty'.							
Architectural Studies(ARSTDBSD)	48% (42)	65% (40)	73% (30)	59% (49)	56% (36)	56% (36)	-
Overall Experience							
Percent of graduating seniors who respond 'Excellent' or 'Good' when asked 'How do you rate your overall experience at ASU?'							
Architectural Studies(ARSTDBSD)	93% (42)	100% (40)	97% (31)	98% (49)	89% (35)	97% (37)	-
Overall Undergrad. Experience							
Percent of graduating seniors who say they are 'Satisfied' or 'Very Satisfied' with 'Overall undergraduate experience.'							
Architectural Studies(ARSTDBSD)	90% (42)	98% (40)	90% (29)	94% (49)	89% (36)	95% (37)	-
Paper Assignments (Long)							
Percent of graduating seniors who said during their senior year they written 'more than one' 'Paper or report of twenty pages or more.'							
Architectural Studies(ARSTDBSD)	29% (41)	32% (40)	53% (30)	33% (49)	33% (33)	19% (37)	-

Figure:

Graduate/Law Student Report Card	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Academic Experience							-
Percent of graduating grad students who say they are 'Satisfied' or 'Very Satisfied' with 'Overall academic experience in your program.'							
Architecture(ARARCMARCH)	74% (34)	81% (36)	100% (25)	86% (22)	58% (19)	74% (27)	-
Advising (Course Selection)							-
Percent of graduating grad students who say they are 'Satisfied' or 'Very Satisfied' with 'Advising on course selection.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	61% (33)	51% (37)	54% (24)	41% (22)	44% (18)	50% (28)	-
Advising (Employment)							-
Percent of graduating grad students who say they are 'Satisfied' or 'Very Satisfied' with 'Advising on career options within your field.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	42% (33)	34% (35)	46% (24)	45% (20)	39% (18)	36% (28)	-
Applied for Full-time Job							-
Percent of graduating grad students who say they have applied for a full-time job or will within the next year.							
Architecture(ARARCMARCH)	94% (34)	86% (35)	76% (25)	82% (22)	100% (20)	89% (27)	-
Applied for Grad/Prof School							-
Percent of graduating grad students who say they have applied for graduate or professional school or will within the next year.							
Architecture(ARARCMARCH)	0% (32)	6% (36)	12% (24)	5% (20)	5% (20)	4% (27)	-
Begin First Career				-	-	-	-
Percent of graduating grad students who say their degree will help them 'Begin your first career.'							
Architecture(ARARCMARCH)	50% (34)	51% (37)	52% (25)	-	-	-	-
Career Change				-	-	-	-
Percent of graduating grad students who say their degree will help them 'Change careers.'							
Architecture(ARARCMARCH)	18% (34)	14% (37)	8% (25)	-	-	-	-
Computer Skills							
Percent of graduating grad students who responded 'Strong' or 'Very Strong' when asked how strong their training was in: 'Knowledge of computer applications in your field.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	59% (34)	37% (35)	52% (25)	43% (23)	50% (20)	46% (28)	-
Course Availability (Required)							
Percent of graduating grad students who say they are 'Satisfied' or 'Very Satisfied' with 'Availability of required courses.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	94% (33)	89% (37)	96% (25)	91% (22)	85% (20)	89% (28)	-
Ethical Standards							
Percent of graduating grad students who responded 'Strong' or 'Very Strong' when asked how strong their training was in: 'Ethical standards in your field.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	53% (34)	42% (33)	72% (25)	43% (23)	30% (20)	56% (27)	-
Faculty Concern							
Percent of graduating grad students who say they are 'Satisfied' or 'Very Satisfied' with 'Concern of faculty for individual students.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	50% (32)	56% (36)	88% (25)	71% (21)	40% (20)	64% (28)	-
Further Existing Career							
Percent of graduating grad students who say their degree will help them 'Further a career you already started.'							
Architecture(ARARCMARCH)	32% (34)	32% (37)	40% (25)	-	-	-	-
Job Preparation							
Percent of graduating grad students who said 'Effectively' or 'Very Effectively' when asked: 'Regardless of your plans, how effectively do you think ASU has prepared you for a job in your field?'							
Architecture(ARARCMARCH)	85% (34)	73% (37)	100% (25)	91% (22)	45% (20)	78% (27)	-
Not Related to Career							
Percent of graduating grad students who say their degree will help them 'In ways not related to your career.'							
Architecture(ARARCMARCH)	0% (34)	3% (37)	0% (25)	-	-	-	-
Preparation for Further Study							
Percent of graduating grad students who said 'Effectively' or 'Very Effectively' when asked: 'Regardless of your plans, how effectively do you think ASU has prepared you for further study in your field?'							
Architecture(ARARCMARCH)	87% (31)	91% (35)	100% (24)	86% (21)	60% (20)	85% (27)	-
Quality of Instruction							
Percent of graduate and law students who indicated that they were 'very satisfied' or 'satisfied' when asked: How satisfied have you been with each of the following aspects of your department/program? Quality of Instruction.							
Architecture(ARARCMARCH)	79% (34)	89% (36)	100% (25)	90% (21)	70% (20)	82% (28)	-
Quantitative Skills							
Percent of graduating grad students who responded 'Strong' or 'Very Strong' when asked how strong their training was in: 'Quantitative skills.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	39% (33)	31% (32)	72% (25)	61% (23)	37% (19)	50% (28)	-
Research Skills and Methods							
Percent of graduating grad students who responded 'Strong' or 'Very Strong' when asked how strong their training was in: 'Research skills and methods.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	59% (34)	46% (35)	72% (25)	57% (23)	40% (20)	57% (28)	-
Writing Skills							
Percent of graduating grad students who responded 'Strong' or 'Very Strong' when asked how strong their training was in: 'Writing skills.' 'N/A' responses not included.							
Architecture(ARARCMARCH)	42% (33)	26% (35)	44% (25)	26% (23)	50% (20)	32% (28)	-