WASHINGTON STATE UNIVERSITY
SCHOOL OF DESIGN AND CONSTRUCTION

Architecture Program Report for 2014 NAAB Visit: Continuing Accreditation

Degree Title: Master of Architecture 173 credit hours

Year of the Previous Visit: 2008  
Current Term of Accreditation:

Master of Architecture was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2008. The program is scheduled for its next accreditation visit in 2014.

Submitted to: The National Architectural Accrediting Board
Date: September 6, 2013

Program Administrator:

Chief administrator for the academic unit:
Dean Candis Claiborn: College of Engineering and Architecture, Interim Dean Rom Mittlehammer, College of Agriculture, Human and Natural Resource Sciences.

Chief Academic Officer:
Interim Provost Dan Benardo

President of the Institution:
President Elson Floyd

Individual submitting the Architecture Program Report:
Max Kirk, interim director, School of Design and Construction

Name of individual to whom questions should be directed:
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Table of Contents

PART I: Institutional Support and Commitment to Continuous Improvement

Section 1: Identify & Self Assessment
I.1.1 History and Mission 4
I.1.2 Learning Culture and Social Equity 10
I.1.3 Responses to the Five Perspectives 13
I.1.4 Long Range Planning 18
I.1.5 Program Self-Assessment 20

Section 2: Resources
I.2.1 Human Resources and Human Resource Development 23
I.2.2 Administrative Structure and Governance 34
I.2.3 Physical Resources 36
I.2.4 Financial Resources 37
I.2.5 Information Resources 40

Section 3: Institutional Characteristics
I.3.1 Statistical Reports 44
I.3.2 Annual Reports 45
I.3.3 Faculty Credentials 46

Section 4: Policy Review 49

PART II: Educational Outcomes and Curriculum

Section 1: Student Performance -- Educational Realms & Student Performance Criteria
II.1.1 Student Performance Criteria 50

Section 2: Curricular Framework
II.2.1 Regional Accreditation 51
II.2.2 Professional Degrees and Curriculum 52
II.2.3 Curriculum Review and Development 54

Section 3: Evaluation of Preparatory/Pre-professional Education 55

Section 4: Public Information 55
II.4.1 Statement on NAAB-Accredited Degrees 55
II.4.2 Access to NAAB Conditions and Procedures
II.4.3 Access to Career Development Information
II.4.4 Public Access to APRs and VTRs
II.4.5 ARE Pass Rates 55
PART III: Progress Since Last Site Visit

1. Summary of Responses to the Team Findings
   a. Responses to Conditions Not Met
   b. Responses to Causes of Concern

2. Summary of Responses to Changes in the NAAB Conditions

PART IV: Supplemental Information

1. Course Descriptions
2. Faculty Resumes
3. Visiting Team Report [insert year of report] (VTR) -- this document has its own pagination beginning the title page, table of contents (page iii), blank page (iv), findings (1-34), names of visiting team (36), schedule of visit (38-39), signatures (40)
4. Catalog (or URL)

All appendices referenced in this document are available at the following URL:
http://sdc.wsu.edu/architecture/accreditation

Password: WSU.NAAB.2014

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix I</td>
<td>Student Policies, School of Design and Construction</td>
</tr>
<tr>
<td>Appendix II</td>
<td>Rules of the Board</td>
</tr>
<tr>
<td>Appendix III</td>
<td>A2P2 report</td>
</tr>
<tr>
<td>Appendix IV</td>
<td>Proposal to form a new School of Design and Construction</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Memorandum of Agreement</td>
</tr>
<tr>
<td>Appendix VI</td>
<td>Graduate student assessment</td>
</tr>
<tr>
<td></td>
<td>Graduate School assessment</td>
</tr>
<tr>
<td></td>
<td>Undergraduate assessment</td>
</tr>
<tr>
<td>Appendix VII</td>
<td>WSU assessment</td>
</tr>
<tr>
<td>Appendix VIII</td>
<td>Faculty Policies, School of Design and Construction</td>
</tr>
<tr>
<td>Appendix IX</td>
<td>Physical plans of Carpenter and Daggy Hall</td>
</tr>
<tr>
<td>Appendix X</td>
<td>Advisory Board</td>
</tr>
<tr>
<td>Appendix XI</td>
<td>Current graduate student Handbook</td>
</tr>
<tr>
<td>Appendix XII</td>
<td>Graduate student application Guide</td>
</tr>
</tbody>
</table>
PART I: Institutional Support and Commitment to Continuous Improvement

Section 1: Identity & Self Assessment

1.1.1. History and Mission

Washington State University conducts transformational research and provides world-class education to more than 26,000 undergraduate, graduate, and professional students. One of the nation’s top public research institutions, WSU stands among 96 U.S. public and private universities with very high research activity, according to The Carnegie Foundation classification. U.S. News and World Report consistently ranks the University among the top 60 public universities.

Washington State University, prepares individuals for productive lives and professional careers, conducts basic and applied research, and provides public service statewide. WSU became a multi-campus system in 1989 with the establishment of campuses in Spokane, the Tri-Cities and Vancouver. Degree and non-degree courses are available as well through regional Learning Centers around the state and through the Extended Degree Programs.

The University consists of 11 colleges and a graduate school. For more than a century, WSU has offered strong and varied academic programs. The liberal arts and sciences have always occupied an important place in the curriculum, along with business, education, architecture, pharmacy, nursing, and the traditional land-grant programs in agriculture and home economics, engineering and veterinary medicine.

The university offers over 200 fields of study. Bachelor’s degrees are available in all major areas, with master's and doctoral degrees available in most. The Carnegie Foundation for the Advancement of Teaching places WSU among 119 national universities and colleges that earn the Community Engagement Classification for both curricular engagement and outreach and partnerships with larger communities (local, regional/state, national, global) for the exchange of knowledge and resources.

WSU’s instructional faculty in Pullman numbers over 1,400, and including all branch campuses is over 2,100. The opportunity for students to know and work closely with their instructors is one advantage of a medium-sized, residential campus such as WSU.

The heart of the WSU system is the Pullman campus. WSU has nearly 28,000 students, including those in Pullman, at the ICNE/College of Nursing, Spokane, Vancouver and Tri Cities. Of these, about 23,000 are undergraduates and 3,700 are graduate students. There are 66 masters programs and 47 PhD programs. Pullman is one of the largest residential campuses west of the Mississippi with about half of the student body living in residence halls, single and family student apartments, and fraternity and sorority houses. Here, students of diverse social, economic and ethnic backgrounds from throughout the nation and more than 100 foreign countries come together in a community in which education is the principal industry and human development the primary concern.

WSU’s main campus is located in an area called the Palouse in southeast Washington, where much of the nation’s finest wheat and legumes are produced. Several small but expanding high-tech firms are diversifying Pullman’s economy. The 620-acre campus features modern classrooms and laboratories, libraries, museums, student residences, recreational and athletic facilities, a student union and a community hospital. A recent library addition has doubled WSU’s library capacity.
**History of the Program:** In 2012 The School of Architecture and Construction Management expanded to include the disciplines of Interior Design and Landscape Architecture. The new School, entitled *The School of Design and Construction*, officially became the newest school in the university on July 1, 2012. The formation of the new school was motivated in part by the vision of the interdisciplinary collaboration of all of WSU’s design faculty and programs in the project of educating architects for the twenty-first century. The new school is jointly administered by the College of Engineering and Architecture (CEA) and the College of Agriculture Human and Natural Resource Sciences (CAHNRS). CEA serves as the lead college for the School.

Architectural education at Washington State University began in the early 1900s. In 1911, architecture courses were listed in the catalogue of the then-named State College of Washington, leading to a four-year Bachelor of Science degree.

The four-year program was given departmental status in 1914. Rudolph Weaver was the first head of the program, then chair of the department from 1914-1923. Weaver was also campus architect and the designer of Carpenter Hall, the current home of the School. He subsequently left WSU to develop the architecture programs at the University of Idaho and the University of Florida.

The B.S. in Architecture degree was granted until 1920. At that time, the degree designation was changed to a B.A. in Architecture, which was offered until 1922. A three-year certificate in architecture was granted from 1922-1931. In 1928, the department changed its name to Architectural Engineering at the same time changing the degree designation to a four-year B.S. in Architectural Engineering. In 1946, the curriculum was revised and extended to span five years, but it was not until 1966 that the department granted a Bachelor of Architecture degree. At this time, the academic unit was renamed the Department of Architecture. The process for NAAB accreditation soon followed with the first five-year accreditation bestowed in 1972. In 2002 the school changed from a Bachelor of Architecture to a Master of Architecture as the first professional degree. Between 2002 and 2005 the school had both the B Arch and M Arch degrees prior to the transition to the M Arch as the sole professional degree in 2006.

In 1991, the School of Architecture consolidated in its newly renovated home on the Pullman campus in Carpenter Hall. The name was officially changed to the School of Architecture and Construction Management in 1998.

Today, the new School of Design and Construction consists of nearly 700 undergraduate and graduate students, among which are nearly 300 undergraduate and graduate architecture students. The delivery of the architecture program in midst of the interdisciplinary resources made available by the new School is a core vision of the program moving forward. Already in place are minors in architecture and construction management to allow students to gain important knowledge from related disciplines. Discussions are underway to make available minors in Interior Design and Landscape Architecture. To further strengthen the unity of the new school, the Interdisciplinary Design Institute in Spokane was closed, and elements of the Architecture, Landscape Architecture and Interior Design programs located there, along with all Spokane-based faculty, were brought to be based in Pullman. As a result, all four of the new School's programs (Architecture, Construction Management, Landscape Architecture and Interior Design) are in one location, and under one vision, in Pullman.

**Program Benefit to University:** The architecture program contributes to the university through a series of activities:

1. The new School of Design and Construction was active (as the former School of Architecture and Construction Management) to initiate, in conjunction with the WSU Composite Materials Engineering Center (CMEC), the WSU Institute for Sustainable Design (ISD). The Institute is a multi-disciplinary entity focused upon sustainability, community outreach and research. Through the Institute, architecture, construction management civil engineers, and landscape architecture
students have participated in collaborative studios (Integrated Design Experience, IDEX). The studios have focused issues related to storm water, wetlands and urban design for communities and agencies throughout the State of Washington.

The ISD, led by Dr. Michael Wolcott, has also been responsible for a series of research grants with the most recent being a 40M grant from the USDA on the development of jet biofuels. The grant, which is composed from a consortium of universities and business, will make recommendations for this new industry relating to source harvesting, transport and production, and the impact and benefit that will come from this new industry. One of the sections for a Spring 2012 senior studio was integrated into the grant in the form of the IDEX studio.

2. For the last six years the School has sponsored the Integrated Education Symposium. The symposium has focused upon collaboration through hands-on experiences between Architecture and Construction Management students. Through the 1.5 day symposium students are exposed to workshops, seminars and team projects that serve to link both disciplines. Professionals throughout the western US travel to WSU to facilitate the symposium and work directly with students and faculty. For the last three years the symposium has been sponsored by Collins Woerman Architects in Seattle. Past symposia topics include: developing collaborative project proposals, carbon footprints, BIM as a collaborative tool, as well as other topics.

In the spring of 2013 the symposium integrated all four disciplines of the new School with presentations on the role of BIM in design collaboration, construction collaboration and building operations.

3. The Architecture program has consistently offered courses to the general university population that fulfills university core requirements. These include the first sequence of our history courses as well as a general course, Architecture 202, The Built Environment. The first history course in Architecture is also offered as a University core course to majors in other disciplines. Additionally two other faculty has offered courses that qualify for Tier Three core courses. These are Philosophy 435, East West Philosophies of Architecture, and Architecture 428, Islamic Architecture.

4. The school leads the university in off-campus study tours. All third year architecture students participate in a fall semester required study tour (typically in San Francisco). All fourth year students participate in a domestic study tour to Chicago. The fourth year trip includes all four disciplines with approximately 80 students participating. Beyond the domestic study tour the school also offers international study tours during the summer. Recent tours have been to the Netherlands, Germany and France. Graduate students in architecture also participate in a required international study tour each spring. Recent places for the graduate tour include Norway (2013), Barcelona (2012), Portugal (2011) Tokyo (2010). Other tours have included Amsterdam, Berlin and Paris.

5. The school provides many outreach opportunities for our students. These come in the form of design studios as well as lecture courses. Some examples include the following:

   b. The School sponsors a Rural Communities Design Initiative (RCDI). This program provides design assistance to local communities in Washington and Idaho. Started as an Interior Design initiative, architecture students participating in the annual AIA Leadership institute now draw projects generated by contacts made through the
RCDI. This collaboration for outreach first commenced in Fall, 2013, and was made possible by the interdisciplinary resources of the new School.

c. The seminar in historic preservation has typically investigated community issues including Carson City Montana and most recently produced investigations for the city of Pullman for retaining the last brick streets of the city.

University Benefit to Program: The School benefits from the university by being aligned with a high intensity research university. Resources from the university aid in our collaborative endeavors between disciplines both within the school as well as the college. The university support for establishing the Institute for Sustainable Design (ISD) and the support that is received related to grant proposals are an important part of the success of the ISD.

Access to support systems for student advising and learning also help support the work of the school. The university has invested resources in student recruitment and retention and hosts many recruitment activities throughout the year in which the school is able to participate.

School development and fundraising is accomplished through development staff in both colleges and the funds that have been raised by the school over the past years is due in part to the support that the School receives from development staff time.

The University Graduate School is also supportive of the school. Through the graduate program review as well as the assessment review that is conducted, the School is able to track important information about the program and students which helps to improve the program. The Graduate School has been a great ally to the school over the years.

The School has also benefited from the Thomas Foley Institute for Public Policy and Public Service at Washington State University. As part of an NEH initiative, the Foley institute organized a major conference entitled "Civility and Democracy in America", held in Spokane, Washington, in March 2011. The three day event featured a distinguished group of scholars from several humanities based perspectives. Chaired by Professor Ayad Rahmani, Architecture was one of five disciplines represented in the conference, the others being History, Philosophy, Communication and Religion. Invited on the panel were Witold Rybczynski from the University of Pennsylvania, Joan Ockman also from U Penn, Alan Plattus from Yale and Edward Feiner, former president of the General Services Administration and current architect at Perkins and Will.

Program benefits towards the development of young professionals through liberal arts and practicum-based training: For the past six years the School's primary objectives are twofold:

1. Providing high quality professional education that provides the skill sets and critical thinking necessary for the practice of architecture in the 21st century

2. Leveraging the uniqueness of being one of approximately 12 programs nationally that have architecture and construction management within the same unit (and now ID and LA) to provide collaborative and integrative skills that allows students to be prepared for working with allied disciplines in the profession.

These objectives are situated in a larger set of goals for liberal arts and practicum-based training:

1. Courses in history, theory, and criticism—both required and elective—offer perspectives that draw from a wide variety of fields in the liberal arts.

2. Architecture students who are also in the Honors College complete an approximately 20-page written research thesis encouraging the analysis of architecture in its cultural, social, political, economic, and philosophical context.
3. As noted, education abroad is a core component of the third and fourth years of the undergraduate curriculum.

4. Undergraduate students across the university must participate in the "UCORE" curriculum of general education requirements, which include at least one course with a liberal arts focus.

5. A variety of course arrangements that expose students to practice settings (Seattle studios in firm contexts, symposia workshops, required interactions with the Advisory Board (Appendix X), etc).

**Curriculum:** In keeping with the above, the School has made a series of curriculum changes since the last accreditation visit that facilitate knowledge areas to help students understand current issues and technologies. They are as follows:

**Graduate Program:**
1. A new design studio, Architecture 510, was added in the first semester of the 1.5 year sequence. This additional studio provides opportunities to address architectural issues.
2. Total credit hours for the graduate degree were increased from 44 to 49.
3. The Research Methods course Arch 515 was removed from the requirements and that material is now covered in the graduate project studio Architecture 511.

**Undergraduate Program:**
1. Architecture 409 was removed from the curriculum.
2. Architecture 215 Sustainability was added to the curriculum as a required second year course.
3. Architecture 210 Digital media was added to the curriculum. This is also a required second year course.
4. New courses in digital fabrication began in the spring of 2013. These courses are utilizing the schools digital media resources, including laser cutters and 3D printers.
5. Architecture students are required to take a second materials and methods course, CSTM 202. This is a collaborative course with construction management students.
6. A summer studio is offered in Seattle for six weeks in conjunction with one of the Seattle architecture firms. This studio replaces architecture 301 in the fall semester for those students that enroll. Students have direct access to firm principals and staff while they are working through their student projects. Students are assigned mentors in the office with the idea that they could and would expand on the academic feedback advanced between teacher and student but also on other aspects of practice and cultural life. Other virtues of the studio include access to construction sites and excursions to various important buildings and cultural institutions in the city. Examples of firms that have partnered with the school include: Miller | Hull Architects, ZGF Architects, NBBJ Architects, Integrus Architects, BLRB Architects, Mahlum Architects and Callison Architects.
7. The IdEX Studio is an integrated collaborative studio that is offered to selected students at the fourth year level. The studio unites students in the fields of Architecture Construction Management, Civil Engineering; Landscape Architecture to work on community based funded projects as part of the senior capstone experience. For spring of 2013 students were involved in the NARA grant bio-fuels project. (See response to the five perspectives A)
8. Approximately 6 – 8 students each year complete double majors in Architecture and Construction Management.

**Required Study Tours:** The architecture program continues its nine year tradition of required graduate and undergraduate study tours. At the undergraduate level students participate in the fall semester of the third and fourth year. Typically the third year study tour is to San Francisco, while the fourth year tour is to Chicago. Funds to support the undergraduate study tours come from course fees. The graduate study tour occurs in the spring semester and is typically international. The tour usually occurs during the week of Spring Break with students having the option to extend their travels for an additional week. Recent graduate study tours have been to the following:
   - 2013 Norway, Oslo and Bergen
   - 2012 Barcelona
   - 2011 Portugal
Funds to support the international tour come from course fees as well as additional support from donations.

**Internships and Mentoring:** Students in the graduate program are required to enroll in Arch 580 during the summer between the second and third semester of the 1.5 year program. Students are encouraged to seek internships with architecture firms. The school has partnered with a series of architecture firms in the northwest for this purpose. Students that have internships are required to have a mentor in the firm and also required to have a series of professional experiences during their eight week internship. The specific requirements of the internship program are outlined in the School's Graduate Handbook (Appendix XI). The handbook also is on the school website at this URL: [http://sdc.wsu.edu/sdc-policies-2](http://sdc.wsu.edu/sdc-policies-2). Students who do not achieve an internship have two other options. These include approved independent study or travel.

**Integrated Education Symposium:** Since 2006 the School has sponsored a yearly “Integrated Education Symposium.” The symposium unites architecture and construction management students with industry leaders to address issues of collaboration and integration. The symposium provides opportunities for architecture and CM students to work in a Charette format for 1.5 days using faculty and professionals and mentors. At the end of the symposium students are often asked to present their work to industry professionals for feedback. Typically the symposium is for all third year students in the school. So far the symposium has exposed well over 600 students to issues of collaboration and integration. The mission statement of the program is as follows:

> To promote integrated education between architecture and construction management through innovation in academic initiatives and to foster enhanced communication between the professions of architecture, construction and educational institutions.

Some of the topics that have been addressed in recent years include:

- 2008 Interpreting Client Needs, Developing and effective RFP.
- 2009 The University Presidents Climate Commitment, Understanding the Carbon Footprint.
- 2012 The Building Game
- 2013 Building Information Modeling

In 2013 the symposium included third year students from Interior Design, Landscape Architecture as well Architecture and CM, underlining the new collaborative vision of the new school.

**Collaborative vision of the new School of Design and Construction:** Much of the focus of the new school is in collaborative learning where the sharing of information and skill sets are transparent between the three design disciplines as well as construction management. The overall vision is that there will be a collaborative curriculum for the four disciplines in the first year. At the end of the first year students will then be able to certify into the discipline of their choice. With the first year being a collaborative curriculum students will then spend years two, three and part of four in disciplinary learning, concluding with collaborative learning in the capstone semester. While the specifics of the capstone collaborations have not been developed, the school will initiate the first year collaborative sequence in the fall of 2013.

**Collaborative Curriculum changes that occurred in AY 2012 – 2013:**

1. All three design disciplines were enrolled in the same history courses Arch 324, Arch 309
2. Architecture, LA and CM students were enrolled in the first materials course CSTM 201.
3. The three design disciplines were enrolled concurrently in the Ethics and Practice course Arch 573, beginning Spring, 2012.
4. All three design disciplines participated in the required fourth year architecture study tour to Chicago.
5. Architecture and LA shared the first semester graphics design studio Architecture 101.
6. Comprehensive studio was implemented in Spring Semester Fourth year.

In addition to the above, collaborations for AY 2013 – 2014:
1. All three design disciplines will enroll in the new SDC 100 course, Global History of Design and Construction. CM students will enroll in this course once it is approved as a U Core requirement.
2. All three design disciplines will enroll in SDC 120 the first semester drawing course.
3. All three design disciplines will enroll in SDC 140 the foundation design studio.
4. All three disciplines will certify after the end of the first year.

The School believes that the collaborative learning in conjunction with the disciplinary sequence provides the opportunity for our students to receive a focused and comprehensive education that prepares them for their careers. The School continues to offer minors in architecture and construction management of which approximately 15 architecture students enroll in this option each year. There are also approximately ten architecture students that are double majoring in architecture and construction management. The university has also implemented changes in the University Core requirements which have provided some flexibility in delivering new courses.

I.1.2. Learning Culture and Social Equity

School Learning Culture Policies: Over the years the School has developed a series of policies for students and faculty. Most recently the school completed a series of new policies for tenure and promotion as well as policies for students. The tenure and promotion policies were approved by the faculty in December of 2012. New policies for students were completed in May of 2013. Due to the newness of the School, these student polices have not been officially adopted as of yet; but they generally follow previous policies that have been in place for the previous School of Architecture and Construction Management. Student policies are addressed in course syllabi and are on the school website. Policies cover the following topics: See Appendix I for all school policies.

- Attendance
- Copyright of student work
- Grading Policies including grade appeal procedures
- Academic Deficiency
- Studio Culture Policy
- Course Repeat Policy
- Academic Integrity
- Physical Property
- Shop Policy
- Study Tour Policy
- Diversity
- Students with Disabilities
- Indoor Air Quality
- Collegiality policy

Because of the formation of the new School of Design and Construction, student policies are being updated to accommodate the integration of all design programs in the School. Because of this, the student policies are currently under revision, and the new draft is being vetted by student organizations within the new School in the Fall of 2013 prior to final approval. (Thus the version of the new student policies on the website is the one current being reviewed)
University Policy Implementation: The university has a series of policies concerning sexual harassment and discrimination. During the fall of 2012 every employee at Washington State University was required to complete and successfully pass a Sexual Harassment Workplace Discrimination training course. The university has a strict set of regulations and guidance for workplace actions. This information can be found on the following websites.

http://conduct.wsu.edu/mission/
http://hrs.wsu.edu

Grievance Policies: The school and the University have a set of practices and policies in place concerning student complaints. They adhere to the following format:

1. Students that wish to register a complaint concerning courses, grades, student or faculty behavior and facilities are encouraged to meet in person with the Director or Assistant Director.
2. Students are asked to place their concerns in writing and are ensured that they will be protected and that their names will not be revealed.
3. The Director and Assistant Director will make recommendations to the student for methods of solving the particular problem.
4. In the case of grade appeals a faculty committee will be formed to review the work of the students and listen to the particular circumstances. The committee will also interview the faculty member to gain their perspective. (See Grade Appeals Policy)

In the case of more serious allegations against a faculty member such as harassment or discrimination the Director is obligated to file a report with HRS for the case to be investigated. At this point university procedures become effective. All University policies regarding academic integrity, sexual harassment can be found on the following WSU websites.

http://conduct.wsu.edu/mission/
http://wsu.edu
http://academicintegrity.wsu.edu/

Diversity: The University has experienced severe budget cuts since 2008. These have amounted to nearly a 50% reduction in revenue for the University. This has resulted in the School not being able to replace vacancies resulting from attrition or retirement. With the initiation of the new school in 2012 there have been deliberate efforts to consolidate courses when collaboration can be a strength, and to utilize the skill sets of the entire faculty for areas outside of their specific disciplines. This has necessitated changes and transformation in pedagogy and delivery models of courses. The architecture program has not been able to hire new tenure track faculty since 2007 – 2008. With the formation of the new school the University has made a commitment to hire four tenure track faculty for fall of 2014. Plans will need to be developed to return the school to the diversity profile that it had prior to 2007 – 2008.

The current profile of the school faculty is as follows:

**SDC Full time Faculty Spring 2013:**

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Note: Professors Mutin and Nelson-Johnson retired spring of 2013; Professor Brooks left WSU at end of Spring 2013

### Adjunct Faculty Spring 2013:

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### One-year faculty appointments Fall 2013:

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### Staff Spring 2013:

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I.1.3. Responses to the Five Perspectives

A. Architectural Education and the Academic Community

As the State of Washington's Land Grant Institution the principals of the Morrill Act have a long tradition within the University. The goals of accessible higher education for residents of Washington as well as community service and outreach and extension have been an important component of the university and the architecture program. Over the past ten years the university has made deliberate efforts at reaching out to potential students who are disadvantaged.

Recently the University has reconfigured its university core education requirements to maintain currency in liberal education. Washington State University's general education curriculum, called the University Common Requirements (UCORE), applies to freshmen entering WSU in fall 2012. The University Common Requirements (UCORE) is the center of the undergraduate curriculum. While the greater part of students' courses of study will be devoted to their major fields, the UCORE curriculum provides a degree of balance between the specialized focus of the major and the broader traditional objectives of higher education. UCORE is intended to accommodate needs and objectives not adequately served by academic specialization, while being flexible enough to work for all majors. Accordingly, the program offers a wide variety of elective choices and provides many individual pathways through the curriculum.

The new U Core system seeks to provide students' knowledge in the following seven areas. All bachelor's degree requirements are rooted in the Seven Learning Goals and Outcomes below. Courses in the UCore curriculum engage students in meeting these goals.

1. CRITICAL and CREATIVE THINKING
2. QUANTITATIVE REASONING
3. SCIENTIFIC LITERACY
4. INFORMATION LITERACY
5. COMMUNICATION
6. DIVERSITY
7. DEPTH, BREADTH, AND INTEGRATION OF LEARNING

The University has active recruitment programs to attract the highest caliber students. The University recruits through the Regents Scholar program for our top Washington high school students (http://admission.wsu.edu/scholarships/regents-scholarship/regents-scholars.html). As well National Merit scholars (http://admission.wsu.edu/scholarships/merit.html). The Architecture program has two Regent Scholars enrolled.

Also the University Honors College is recognized nationally for its quality and rigor of education. As of spring 2013 there were nine Architecture students enrolled in the Honors College. For fall of 2012 students in the honors college had a 3.84 high school GPA and a 1293 on the SAT.

The Architecture program maintains control over admission standards and requirements for entry into the professional program at the second year. The plan in moving forward is that all four disciplines within the School will synchronize admission into certified programs at the end of the first year. This will enable students to participate in first year courses and then select which discipline they seek to become certified into. Additionally, this will also allow qualified students who do not receive admission into their first choice the opportunity to become certified into an allied discipline.

Finally, the architecture program takes advantage of being a part of the College of Engineering and Architecture. The School was instrumental in the founding of the WSU Institute for Sustainable Design (ISD) which unites Architecture, Construction Management, Civil Engineering, The Center for Materials Research Engineering (CMEC) Landscape Architecture as well as other disciplines in collaborative research and teaching experiences. The 40 M NARA grant was obtained by the ISD and a consortium of other partners. The IdEX Studio is one aspect of the teaching component of the grant. The ISD serves a critical component in the research teaching and extension mission of Washington State University.
B. Architectural Education and the Students
The undergraduate and graduate architecture curriculum is designed to provide students with the skill sets in design, technology, collaboration leadership, ethics and management that is critical to the future of the architecture profession. As with most programs the design studio is the foundation from which other skills evolve. Students in the undergraduate program receive a full 8 semesters of studio in conjunction with structures, environmental controls, history and theory. Student in the graduate program receive studio each semester culminating in the final graduate project in the last two semesters. This curriculum integrates with the University U Core requirements to provide a comprehensive and holistic education.

The School also provides architecture students with a supporting and encouraging environment. Each year the school sends students to the AIAS Grassroots and Forum meetings and a number of years WSU have had the largest contingent of students at these meetings. Also in the spring of 2012 the WSU AIAS students sponsored the AIAS West Quad conference. The School provided financial support for this conference and it was attended by over 200 students from Architecture Programs in the Western US. The School also sponsors portfolio competitions and seminars, as well as design competitions for small projects within Carpenter Hall. Each year 3 – 4 students are selected to participate in the AIA Northwest and Pacific Region Leadership Institute. The Institute which has been in existence for four years brings together students from the Regions Schools of Architecture to participate in a 1.5 day retreat on leadership and architecture.

The students play a role in guiding the school through direct interactions with the Director. Three times each semester the Director meets with the leadership of the student organizations to receive feedback and comments regarding the school. The meetings are confidential and students are encouraged to provide honest and critical feedback to the Director. The Director then takes this information to make changes wither in policy or protocols.

The above educational experiences are enhanced through a series of additional educational opportunities. The required study tours discussed above are complimented by an active speakers schedule as well as exhibits from the profession located in the first floor gallery. As the economy has improved the school has once again been able to host architectural firms to come to the school to recruit. Firms will typically provide a noon time lunch presentation open to all of the students to discuss the firm and the work. This presentation is done in conjunction with a full day of interviews with students.

The collaborative education experience is also key to the success of our students. Beginning in the fall of 2013 there will be 10 required courses in the architecture curriculum that are collaborative in nature. In addition students also have direct learning experiences with construction management students through courses such as the Design Build Course, (The School offers a method for students to become DBIA Certified while at WSU) The Detailing Course, the ASC Reno Competition and the previously discussed IdEX studio. In addition, the school is periodically able to offer a conceptual estimating course which is complimentary to the introduction to estimating that they receive in the comprehensive studio in the fourth year. The School also offers a sustainability course which prepares students for the LEED exam.

The School also makes extensive use of the graduate students in helping with the education of the younger undergraduate students. For the past several years the school has been able to place graduate students in teaching assistantships. In the fall of 2012 the school provided 19 graduate students with assistantships. 17 of the students were on 10 hour a week appointments with half tuition waiver and two were on 20 hour a week appointments with full tuition waivers.

Students also will organize special seminars on topics such as Photo Shop, InDesign, Portfolio and upper division students will often participate in studio reviews for younger students.

Through the above activities the School offers many opportunities for students to receive the professional education needed to become active leaders in the profession and to address the issues of architecture through a diversity of methods.
C. Architectural Education and the Regulatory Environment
The curriculum is dedicated to providing architectural education that will lead students through the successful licensure process. To that end a series of activities occur each year design to provide students with the most current information regarding licensure and the Intern Development Program (IDP) program.

1. Each year the State of Washington Licensure Board travels to Pullman to have one of their quarterly meetings. As part of this meeting the board meets with students of the school to inform them on latest licensing process and issues. The students come away from this meeting with a better understanding of the process of licensure.
2. Every several years a representative from NCARB visits the school and meets with students to discuss the NCARB perspective on licensure and the IDP system.
3. The Schools IDP Coordinator attended the conference in Chicago in 2011
4. Issues related to licensure and professional activities are covered extensively in the Graduate Ethics and Practice course. Professionals from across the state make presentations to students on these topics.

The Architecture faculty of the school consists of licensed architects. Of the 13 full time architecture faculty 9 are registered architects. (The national average of licensed architects in programs is less than 30% according to NAAB statistics). Additionally, over the past several years the school has hired a series of adjunct faculty from Seattle to travel to Pullman to teach studios. For the academic year 2012-2013 the school hired 6 part time adjunct faculty all of whom are licensed architects.

School faculty spend time working with students in developing their professional portfolio through making presentations and individually. In the spring of 2013 the school held its first formal portfolio review in Seattle at the offices of NBBJ. Over 30 professionals met with students to review and discuss their portfolios and how to make improvements.

The following reflects the ARE pass rates for students from Washington State University.

Washington State University Architecture ARE 4.0 Pass Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Programming, Planning &amp; Practice</th>
<th>Site Planning &amp; Design</th>
<th>Building Design &amp; Construction Systems</th>
<th>Schematic Design</th>
<th>Structural Systems</th>
<th>Building Systems</th>
<th>Construction Documents &amp; Services</th>
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<td>100%</td>
<td>0%</td>
<td>0%</td>
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<td>29</td>
<td>29</td>
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<tr>
<td>2010</td>
<td>65%</td>
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<td>77%</td>
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<td>81%</td>
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<td>76%</td>
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<td>84%</td>
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D. Architecture Education and the Profession
Beyond the activities discussed above with the Integrated Education Symposium, the IdEX studio, NARA grant and professional competition activities the School has an active professional Advisory Board. Prior to 2012 the board constituted of approximately 20 architecture and construction management professionals. The board meets twice a year and in the past has had an active voice in the curriculum and transformation of degrees from B Arch to M Arch and also helps with program assessment.

Since 2012 the board has consisted of professionals from all four disciplines. With the biyearly meetings continuing a document has been developed that outlines the Rules of the Board (See appendix II) The following serves as the Mission Statement for the Board.
The Professional Advisory Board for the School of Design and Construction is committed to providing leadership and guidance regarding issues of curriculum, research, development and mentoring of students. Further, "The Board" serves as advocates to external constituents, alumni and future students that will advance the mission and goals of the School of Design and Construction.

In the spring of 2013 Advisory Board members served as mentors for graduate students in the Ethics and Practice course for their final projects.

Up until 2011 every year in our third year architecture program a masonry design competition is carried out, whereby all 3rd year studios participate in the competition and all projects are juried by external jurors. The winning projects receive cash awards and certificate of accomplishment. The competition is sponsored by the Masonry Industry Promotion Group of Northwest, which also provided a helpful one day masonry workshop that the students acquire hands-on experience and interact with masons during construction. The workshop proved to be a unique educational and learning experience for our third year students.

Additional interaction with the profession comes from our hiring of adjunct faculty from the Seattle area to teach our studio courses. The adjunct faculty is licensed architects with active practices in the region. The adjuncts not only teach studio but also participate in our end of the semester reviews and will often take students to Seattle for final their reviews so students can get exposure to a broad range of professionals.

For our graduate students beyond the requirement of summer internship practicing architects will come to Pullman for mid and final graduate studio reviews. When feasible, graduate students have included professionals on their graduate committees.

As the school is in a rural context we have an active lecture program that includes professionals from all four disciplines. See section 1.2 for a listing of lectures, exhibits and symposiums hosted by the school.

E. Architectural Education and the Public Good
The architecture program provides students the opportunity to engage in civic minded projects where they experience the value and need of individuals and communities. Serving the public is important to the profession and our students gain experience through the following methods.

1. The WSU AIAS students have been involved in Freedom by Design projects throughout the Pullman community for the last few years. Some of the projects include:

2. Over the past four year 15 WSU students have participated in the AIA Northwest and Pacific Region Leadership Institute. These students developed leadership projects for the community including in 2012 a new Welcome Sign for Pullman. The students worked with the Mayor, City Council and Staff and organized a school wide competition for the new sign. Jurying was done from faculty with the students presenting the winning design to the Pullman City Council. The City is seeking funding and is intending to build the sign. In 2013 students worked with the city of Colfax to develop ideas for the city through working with the local school children.

3. A series of design studios are focused upon the community needs. In 2013 a third year studio worked with the community of Peaceful Valley in Spokane to generate proposals for community improvement. This project received publication in the Spokesman Review. For two consecutive semesters in 2010 third and fourth year studios worked with the City of Auburn Washington to develop proposals for wetlands preservation and enhancement as well as urban design strategies. The third year work resulted in a student publication where the students made public presentations of their work to the Council and community.

4. Other community based projects include graduate work for the Town of Endicott WA and senior capstone projects for the North bank of the Spokane River. Third year students have also been involved in projects for the Koppel Community Garden.
Faculty members are also active in service to both the university and community. Many faculty serve on university wide committees including Faculty Senate, Historic Preservation and Campus Planning. One faculty member Phil Gruen serves on the City of Pullman Planning Commission. Taiji Miyasaka is also a Board Member of the Dahman Art Design Barn.

In a small community such as Pullman our students witness the importance of giving to the community and activities within the school serve to reinforce this aspect of our profession.
1.1.4. Long Range Planning:

Prior to the establishment of the School of Design and Construction the School of Architecture and Construction Management Developed a series of strategic goals and benchmarks with outcomes and assessment. The process was developed in conjunction with the requirements established by the University. In the fall of 2008 the University instituted a program entitled Academic Affairs, Program Prioritization (A2P2). The report was focused on four measures. These included Centrality, Productivity, Demand and Quality. The School was required to provide metrics for each of these areas in the categories of Teaching and Learning, Scholarship and Research and Outreach and Engagement. (See Appendix III) The A2P2 report was developed through a series of committees as well as faculty meetings and discussions.

In the fall of 2010 following two years of extensive budget cuts from the state where many faculty positions across the university were cut as well as staff positions the Provost called for proposals from academic units on how to gain efficiencies while also improving the quality of education and research. As a response the School developed a proposal in conjunction with Interior Design and Landscape Architecture that these two programs be joined with the School of Architecture and Construction Management. In November of 2010 the report was submitted to the Provosts Office (See Appendix IV). The report outlined a structure of how the two new programs could be integrated into the school and how enhanced educational experiences could be achieved by having all the disciplines (with engineering in CEA) that are responsible for the design and construction of the built environment. While the time frame for developing the proposal was short the proposal was vetted with faculty through a series of meetings and was also vetted with selected members of the Advisory Board.

In the summer of 2011 it was announced that our proposal had been accepted and we began the process of forming the new school. As a part of the decision from the provost to form the new school it was decided that the design disciplines in Spokane would return to Pullman and the previous Design Institute in Spokane was officially closed in the summer of 2012. The academic year of 2011 – 2012 was a transition year as this was the last year that classes would be offered in Spokane. During this year there was a lot of adjustments to be made in terms of structure and planning for the new school. The new school was to be jointly managed by the Dean of the college of Engineering and Architecture and the Dean of College of Agriculture, Human and natural Resource Sciences. It was decided that that CEA would be the lead college and as such a Memorandum of Understanding was developed on how the school would be managed (See Appendix V). In addition an organizational chart was developed that outlined how the school would be administered and the duties and responsibilities of the school leadership (See page 36 of this report). The official start up for the new school was July 1, 2012. The summer of 2012 was spent organizing facilities as well as moving faculty offices and equipment from Spokane to the Pullman campus. See section 1.2.3

At the same time that the above was occurring a series of committees were formed to address specific issues for the new school. The committees for 2011 were as follows:

- History | Theory Committee
- Masters Committee
- Research Committee
- PhD Committee
- Undergraduate Committee

Emphasis was placed on developing plans for the history | Theory Committee, Masters Committee and Undergraduate Committee as these three committees were seem as the first important step in developing collaboration and the intersection of disciplines.

In 2012 these committees morphed into the following:

- Foundation Studios
- Graduate Programs Committees
- Recruitment Committee
- Leadership Committee
- Studio Committee (Architecture)
- History | Theory Committee
Outcomes from these committees are as follows:

**Foundations Committee:**
This committee has developed a series of new experiences and courses for the first year students. A new course prefix SDC was developed and approved by the University for these first-year collaborative courses. The new courses starting in fall 2013 include:

- **SDC 100:** World of Design and Construction: This course is an overview for all design disciplines in the school and will also be required for CM students once SDC 100 is approved as a new U Core course (Fall 2014).
- **SDC 120:** This is a new collaborative drawing and representation course for all design disciplines and is taught by faculty from each of the disciplines.
- **SDC 140:** This is the first year spring semester studio course taught by faculty from each discipline.

For the academic year 2013 – 2014 students in each of the design disciplines with certify into the professional program at the end of the first year. The plan for these new courses beyond collaboration and integration is that students will share the common first year core curriculum and then be able to decide which discipline they want to certify into at the end of first year.

**Graduate Programs Committee:**
This committee has been developing plans to develop professional accredited programs in Interior Design and Landscape Architecture. With three professional accredited graduate programs it is felt that graduate work through collaboration and research would be greatly enhanced. The new professional programs would replace the current MS in Landscape Architecture and the MA in Interior Design. The timeline for making these changes is within the next five years.

**Recruitment Committee:**
This past year the Recruitment Committee focused on developing plans for increasing graduate enrollment. New promotional material was developed and the school sent the Graduate Academic Coordinator to the AIAS Forum as well as has advertising space in the AIAS Newsletter and Website. The plan is to have a total graduate enrollment 80 – 90 students within the next three to five years.

**Leadership Committee:**
This past year the Leadership Committee met biweekly to discuss issues of the school and to make plans for moving forward with the new school. In addition, each Program Coordinator has the responsibility of managing disciplinary specific faculty meetings while the Director is responsible for calling and managing school wide faculty meetings.

**Studio Committee:**
This committee is looking at revising the studio matrix and make revisions and updates based upon changes in the curriculum. This committee is redefining goals, outcomes and skill sets for each studio.

**History | Theory Committee:**
This committee is revising the sequence of history and theory courses within the school and how these courses align with each other.

The new School of Design and Construction has developed a mission and vision statement. They are as follows.

*To advance a collaborative educational and research community that fosters diversity, leadership and innovation in design – or – in the fields of architecture, landscape architecture, interior design and construction management.*

*The design and construction of buildings, landscapes and interiors significantly affect our culture, environment, communities and individual lives. This establishes a mandate to provide an*
educational, research and outreach experience that cultivates imagination, creativity and
thoughtfulness which advances a positive and high quality environment.

The SDC crafts curricula that allow students to explore how design and construction can serve to
shift values and offer meaningful solutions to living a positive, healthy and productive life. The
school provides a vital academic and research culture where students and faculty are inspired to
engage in interdisciplinary work and envision creative solutions to our physical environment.

We facilitate learning experiences that promote seeing anew, and thereby designing and
constructing places in response to the issues of our time. The School of Design and
Construction cultivates leaders; committed to advancing the allied professions, the quality of the
built and natural environment, and ultimately the betterment of the human condition.

The content of the above reflects the five perspectives of 1.1.3. The mission and vision of the School
situates architectural education in context of the larger academic community, and makes contributions to
it as well as derive benefits from it (perspective #1). As well, students at the School are prepared to work
in, and contribute to the increasingly globalizing and hence diverse nature of architectural practice
(perspective #2). Moving forward, the School is committed to advancing design and construction practice
by preparing students not only to be able to meet the regulatory demands of the profession, but also to be
leaders in their field (perspective #3). The collaborative nature of the new School is primed to be a
unique leader in preparing architectural professionals well verse in interdisciplinary practice (perspective
#4). Finally, everything about the mission and vision of the new School is targeted towards harnessing
quality architectural practice for the public good (perspective #5).

Next Steps:
As discuss above the focus of the school will be to provide exceptional collaborative professional
education within the context of discipline specific requirements. With the accomplishments listed above
the next steps will be to take the work that has been developed and define a long range plan for the
School. Work on this will begin during the fall of 2013 and significant progress will be shared with the
team during the visit.

I.1.5. Program Self-Assessment

The Architecture Program has implemented a series of self-assessment strategies that pertain to the five
perspectives (see 1.1.3). Results from the assessment work are evaluated by the faculty to make
changes in curriculum and develop new program options for our students. Assessment work is focused
on the following constituents:

1. The Profession
2. The Students
3. The University
4. The Faculty
5. The Alumni

Constituent 1: The Profession:
The School solicits assessment information from the profession through four methods. The first is through
the Professional Advisory Board. The board consists of members from each of the disciplines. The Board
meets twice each year. The structure of the meetings is that there are typically focus groups from the
board members which are assigned to address specific topics. In the past the Board has been
instrumental in helping to form the curriculum for the M Arch program. Additionally the board has been
highly involved in the Integrated Education Symposium. Each year 10 – 12 board members attend and
participate as critic and reviewers. Assessment occurs at the end of each symposium with feedback used
to structure the following year symposium.

The second method of assessment with the profession occurs through the AIA Northwest and Pacific
Region Student Awards program. This program was initiated in 2012 by the AIA NWPR region. Each
school is allowed to enter up to six projects for awards juried by professionals from the region as well as faculty. For 2012 feedback from the WSU entries has been used to help inform our entries for 2013.

A third method comes in the form of students reviews. Each semester graduate student reviews are attended by professionals from the region. For the Arch 511 exam in the spring semester professionals serve as jurors provide input to the students. For the Arch 513 final graduate review jurors are invited to attend final project reviews. Input from these reviews is actively solicited and evaluated in terms of making changes.

Finally, a fourth method was implemented in the spring of 2013. The pending undergraduate and graduate coordinator spent two days in the Seattle area interviewing 15 – 20 professionals from the region. These focus groups were asked specific questions regarding perceptions and experiences with graduates from WSU both at the graduate and undergraduate level. Results of this work can be seen in Appendix VI.

Constituent 2 The Students:
Each year the school conducts exit surveys with all students at the undergraduate and graduate level. The surveys seek input on students experiences related to courses, faculty and advising. Summaries of the recent years are included in Appendix VI.

Summarizing graduate student exit survey results over the last 6 years, we found the following trend lines. See Appendix VI for sample student exit survey questionnaire:

- Graduate faculty seen as "knowledgeable and helpful".
- Foreign study tour was a significant event in their graduate education.
- Certain courses were rated as outstanding while others needed more development and perceived relevance. The history sequence, the final graduate studio and site planning were seen as very positive courses. The first grad studio Arch 510, building codes, and the theory and criticism sequence were seen as needing improvement.
- Particular areas that students felt needed more emphasis were: construction methods and materials (detailing), advanced digital rendering and fabrication, professional practice, and mechanical and structural systems. Design built opportunities could be increased.
- Advising (especially at the undergraduate level prior to graduate school) was inconsistent.
- Students wanted more help with job placement opportunities.
- Students more very positive about being able to select their final graduate project topic (versus a faculty directed capstone studio).
- There were many positive comments about graduate student opportunities to teach first year design to undergraduate students (as teaching assistants) —"how much one learns about a topic when you have to teach it".

A second method of assessment from the students comes from meetings that the Director has with the students. Typically the Director meets with the student leadership two – three times each semester. During these confidential meetings students are encouraged to give feedback on a broad range of topics from courses and faculty to technology and infrastructure. Outcomes of these meetings have resulted in changes in policies regarding access to software, IT hardware, shop access as well as other issues.

A third method of student assessment comes from course evaluations. Each faculty is required to provide time for students to fill out online evaluation forms for each course. While response rates vary from course to course the Director uses course evaluations to propose suggestions for course changes as well as annual review for each faculty.

Constituent 3 The University:
In the spring of 2013 the University conducted a formal review of the graduate program in Architecture. The WSU Graduate School provided a comprehensive review of the graduate program and made a series of recommendations included in Appendix VII. Some of the suggestions included clarifying
information and coordinating material between the graduate school and the architecture program. Suggestions were also made regarding recruitment, as well student evaluations. The architecture program will move forward with the recommendations. The School has also completed a University required assessment that was submitted in September of 2012. (See Appendix VII).

Constituent 4 The Faculty:
Each Semester the school conducts formal studio reviews for the week prior to finals. Each studio is assigned a specific day for final reviews with faculty and outside reviewers participating. Through this faculty are able to view the studio work from across the curriculum. The results of these reviews are used to discuss potential changes to the curriculum as well as studio content. All faculty are required to participate in the studio reviews so that a large perspective of input can be solicited. The Undergraduate Program Coordinator then conducts faculty meetings to discuss potential changes.

Constituent 5 The Alumni:
Each year the Director receives informal input from alumni regarding the performance of graduates. As part of the development of the school the Director holds alumni events throughout the Northwest. These gatherings are used as opportunities to communicate to alumni the current state of the school as well as new developments and future opportunities. As part of these events the Director is able to receive input from alumni regarding their education as well their professional accomplishments.

Outcomes:
Assessment over the last several years has led to some specific curriculum changes. These include the following:
Graduate:
- Implementation of new Architecture 510 design studio
- Elimination of Research Methods and integrating into Architecture 511
- Integration of Ethics and Practice course to include the three design disciplines.
Changes being considered:
- A fast track program for WSU students entering the MArch program.
- Content change for the Arch 542 course.
Undergraduate:
- Implementation of new digital course Architecture 210
- Implementation of new sustainability course Architecture 215
- Elimination of Architecture 409
- Spring semester fourth year as comprehensive studio.
- Integration of history courses between three design disciplines.
- New sequence of SDC courses 100, 120 and 140 starting fall 2013.
- Based upon student and professional input a portfolio competition and seminar was introduced in the fall and spring of 2012 -2013.
- A new digital shop will be in place starting fall 2013 with laser cutters, 3D printers and CNC machines.
- A traditional wood shop will be relocated in the fall of 2013 and a full time shop supervisor has been hired.
- A new wood shop course will be offered in the fall of 2013.
- A new digital fabrication course will be offered in the fall of 2013.

As the school moves forward with a new strategic plan the information that has been received through the assessment process will be used to inform the plan.
Part I, Section 2: Resources

1.2.1. Human Resources & Human Resource Development

Faculty Overview: Currently within the School of Design and Construction there are currently 24 full time faculty. 17 of these faculty are tenured while two are on tenure track and the remainder are clinical faculty on three year appointments and one structures faculty. Jeff Filler is part time.

In 2012 - 2013 there were 13 full time faculty with one clinical faculty and one part time mentioned above. Six are full professors (Academic year 2012 – 2013) and seven are tenured at the Associate rank. There is no tenure track faculty in architecture. Over the past three years the school has hired adjunct faculty primarily from the Seattle area to teach studio courses in Pullman. These practicing architects will travel to Pullman twice a week to teach studio. The rural nature of Pullman does not provide much opportunity for faculty to practice architecture although two faculty do maintain a practice. Paul Hirzel and Rafi Samizay have architectural practices. Other faculty are active in research and scholarship. (See faculty accomplishments below).

Many of the studio courses are team taught particularly in the upper division courses. It is quite common for these studios to partner with architecture firms in the northwest on projects where students will have direct exposure to staff in the office. The collaborative exchange that occurs between studio and professional offices creates a dynamic interface for both our students and the offices.

The general teaching load for architecture faculty is four courses per year including at least two studios. Non studio faculty (History, Structures) teach four courses that are typically over 100 students. History courses have all three design disciplines while structures courses have architecture and CM students.

Faculty Appointments: The process for hiring new tenure track faculty is as follows:
- The Director makes a formal request to the Deans and provost. Funding sources must be identified as well as other expenses such as faculty start up. Once the position has been approved the Director will appoint a faculty search committee.
- The search committee will also be comprised of one or two students. The committee is responsible for developing the position description and vetting the description with the Director and faculty.
- The committee will be responsible for reviewing applications and determining a short list of candidates that is then presented to the Director. The Director works with the committee to define a pool of candidates for onsite interviews. The pool is vetted with HRS to ensure that all candidates meet University requirements and that all EEO | AA requirements have been met. The University has policies regarding EEO | AA which are available at www.oeo.wsu.edu. The following is the mission statement for the Office of Equal Opportunity.

Everyone, without exception, has a human right to live, work, study, recreate, express themselves, and pursue their goals at WSU, with equal opportunity, respect, and dignity, in safe, welcoming, accessible, and inclusive environments, free from unlawful bias, discrimination, harassment and obstacles.
- Once candidates have been interviewed faculty are asked to fill out evaluation forms and then a faculty meeting is held to discuss the candidates.
- The ultimate decision for hiring resides with the Director and Dean.

Faculty Diversity: The economic downturn since 2008 has had a very significant impact on the University as well as the state of Washington. Since 2008 the University has had a 50M reduction in state funding and currently state funding is at 18% of the overall University budget. This has resulted in several faculty positions in architecture from retirement and attrition have not being replaced. As the economic conditions have improved the commitment has been made from the university to hire four new tenure track positions for the school with the search beginning fall 2013. Two of the four positions will be in architecture. However, the plan going forward is that new hires will have the capacity to teach in multiple disciplines so that we can maximize the effectiveness of our resources as well as provide effective collaborative
education. With the anticipated new hires the school is committed to regaining the diversity of faculty and gender equity that were at the school prior to 2008.

**Promotion and Tenure Policies:**
With the implementation of the new school one of the first activities was to develop a new tenure and promotion policy. The new policy was approved in December of 2012 and the full policy is contained in **Appendix VIII**. Some of the specifics of the tenure and promotion policies are as follows:

Policies regarding tenure of faculty:
Based on the mission of the school, teaching effectiveness will be a significant consideration for purposes of granting tenure. Candidates shall provide evidence of continuing excellence and intellectual development in their area of teaching. Candidates shall also demonstrate accomplishments in the areas of: scholarship, creative/professional activity or research, and service.

Mentoring new faculty:
A mentor committee for each tenure track faculty member is established to provide guidance, support and feedback relative to each candidate’s progress toward tenure and promotion. It is expected that the mentors will work to support each candidate over the five-year cycle leading to the tenure and promotion process in the sixth year.

Teaching:
The assessment of teaching excellence includes **Command of the subject**, skill in organizing courses and presenting material, intellectual stimulation, and positive rapport with students. **Other aspects of teaching competence** include supervision of special studies, development of innovative teaching techniques or new courses, writing of instructional programs, and interdisciplinary course participation. **Judgment of teaching effectiveness** will be based on documentation of teaching, peer evaluation and summaries of course and instructor evaluations. Course and instructor evaluations are one source of feedback by which to identify consistently high levels of performance. They will not be used to make narrow discriminations based on scores. Classroom contact hours, preparation and evaluation time, contribution to team teaching activities, and size of enrollment are factors that will also be considered.

Scholarship, Creative/Professional Activity, or Research:
Demonstration of accomplishment in these areas will be required. To attain tenure, a person must demonstrate a record of accomplishment that falls within the areas below.

**Scholarship:** Scholarship is defined as the ability to disseminate peer reviewed knowledge related to the discipline to external constituents at regional, national and international venues.

**Creative/Professional Activity:** Creative / Professional activities can be defined as utilizing peer reviewed knowledge and skill sets to create and or build works that provide visual enhancements to the individual, community or business. Accomplishments in can be demonstrated in a number of ways including the following (not prioritized):

**Service to the Institution, Public, and Profession:**
Meritorious service is contributive toward tenure/promotion when combined with above accomplishments. Accomplishment can be demonstrated in a number of ways.

**Faculty Evaluation:** Each spring semester all faculty and staff are evaluated on the previous year’s performance. The Director conducts all annual reviews and is responsible for completing the narrative reports. As part of the new policies for the school annual review criteria has been established (see **Appendix VIII**). The following are excerpts from the policy:
Policies regarding annual review. Each faculty member is reviewed annually, as summarized by a formal review submitted by the Director. In writing this review, the Director a) receives a written summary from the faculty member of his or her activities for the year; b) has access to course evaluations; c) in the case of untenured faculty, solicits input from the faculty member’s mentor committee (see 5.5.1). The following reflects the criteria utilized by the School of Design and Construction for yearly annual review (rating is on a 5-point merit scale; 1=low; 5=high):

Meets Expectations 3.0:

Teaching
- Faculty must teach a minimum of four courses per year with a minimum of three being required courses. The Director may modify the requirement for three required courses based upon specific needs of the school. (Faculty members with administrative appointments must teach a minimum of two – three courses with the decisions being at the discretion of the director.
- Demonstrating initiatives that improve course content through research, travel, conferences on teaching, special courses, continuing education etc.
- Demonstrate support for external development of teaching through participation in field trips, site visits, firm critiques, organizing special lectures, symposiums etc.

Scholarship, Creative / Professional Activity, or Research:
- Faculty must be recognized through the publication of a minimum of one article, design project, regional conference proceeding, presentation etc. each year. This may be a co-authored. Demonstration of submission for grant proposals which are not accepted will constitute progress towards fulfilling this requirement.

Service
- Faculty must serve on a minimum of one School, College or University committee.
- Actively participate in students advising when requested by the Director or Assistant Director(s) or program coordinator.
- Actively participate in student recruitment activities when requested by the Director or Assistant Director(s), or program coordinator

Exceeds Expectations (3.1–4.0): The following criteria are in addition to the above and must be demonstrated in order to receive a merit rating of 3.1 – 4.0.

Teaching:
- Average course evaluations of 4.3 or higher.
- Course evaluations in some way exceed the normative range of quality of teaching in the School (for example: written comments on teaching excellence), in the opinion of the director and (in the case of untenured faculty) of the mentor committee.
- Initiated new course work and or proposed new elective courses that expand the curriculum into new areas and/or facilitate the collaborative mission of SDC. Examples include new courses that focus on specific faculty research or interest areas.

Scholarship, Creative / Professional Activity, or Research: (One or more of the following).
- Publication of one peer reviewed paper, article, conference proceeding or other publication each year.
- National recognition for research or design projects through national or regional awards.
- Progress towards the publication of a book or monograph with evidence of peer reviewed acceptance contract from publisher.
- Successful external grant submission by local, regional granting agency.

Service: (Two or more of the following).
- Participation on national or international committees, peer reviewer or other national or international service.
- Participation on two school, college or university committees.
- Participation on community or regional committees.
- Collaborator or principal organizer for regional conference.
Exceptio。nal Performance (4.1-5.0):
Teaching:
• Course evaluations that in some way document exceptional performance in comparison to the normative range of quality of teaching in the School, in the opinion of the director and (in the case of untenured faculty) of the mentor committee.
• Special external recognition for teaching through awards, invited presentations, exhibitions or honors from professional organizations or citations for excellence in teaching.

Scholarship, Creative /Professional Activity or Research:
• Publication of a book or monograph through national or international press.
• National or international recognition for research or design projects through peer review.
• Invited keynote speaker at national or international conference or symposium.
• Editor of national or international journal.

Service:
• Office holder of national or international committee.
• Collaborator or principal organizer for national or international conference.

Faculty Scholarship and Recognition: School faculty is active in research and creative endeavors. Faculty expand the profession through their individual architectural practices, writing of books and articles, entering design competitions as well as selective artistic projects. Faculty members are expected to disseminate through conferences and papers outcomes of their research and scholarly work each year. Additionally, faculty have also been recognized by professional organizations for their work and contributions. Research topics are diverse with scholarship in design, history and theory, research methods and sustainability. Some examples of School wide scholarship and recognized achievements are identified below. See faculty matrix and vita’s for detailed information.

• Professor Bashir Kazimee: 2012 Published and edited a new book entitled Heritage and Sustainability in the Islamic Built Environment. Visiting Scholar (August 2011 & Summer 2012) by the Aga Khan Trust for Culture Foundation in Kabul, Afghanistan. He delivered design workshops and lectured on urban development and reconstruction in Afghanistan to the Architecture Department of Kabul University and Kabul Poly Technique, as well as young professionals from Kabul Municipality and Ministry of Urban Development in Kabul.
• Professor Ayad Rahmani: 2012 Completed his manuscript on Kafka and Architecture: Publication forthcoming
• Professor Taiji Miyasaka: 2013 Completed manuscript entitled Seeing and Making in Architecture: Publication date: fall 2013: Routledge Press
• Professor Rafi Samizay: Completing manuscript Islamic Architecture: Anticipated Publication 2014.
• Professor Paul Hirzel. AIA Northwest and Pacific Region Honor Award for the Mountain House Project, Moscow, Idaho. 2011
• Professor Gregory Kessler elevated to Fellowship in the American Institute of Architects. 2013
• Professor Taiji Miyasaka: AIA Seattle Citation Award: project Light Hole Shed: 2012
• Professor Kerry Brooks: Received a President’s (Obama) Volunteer Service Award, URISA GIS Corps, 2012.
• Professor Phil Gruen’s book Manifest Destinations: Tourist Encounters in the Late Nineteenth-Century Urban American West is under contract for publication for fall of 2013.

Faculty Development: Within the budget restrictions of the last several years the school has managed to provide development funds for faculty for professional development. Each faculty is allowed $1,000 per year to use for attendance and conference presentations. Additionally, faculty can make special request for funding for special research projects. The policy of the school is to always provide funding for tenure track faculty. International travel is also supported and when possible the Director seeks to allocate additional funds.

In 2012 | 2013 the school sponsored a BIM software symposium where 6 faculty from the school participated in a several day course. The school paid for the facilitators to come to campus to conduct the classes. The school also paid for a faculty member to attend a digital fabrication course in Atlanta. Other examples of faculty development include the following. (not comprehensive)

2013:
• Attendance at ACSA Annual conference in San Francisco: Professor John Abell
• Attendance at A + CA (Architecture + Construction Alliance) meetings in conjunction with the ASC (Associated Schools of Construction) Annual conference San Luis Obispo CA: Professors Max Kirk, Taiji Miyasaka, Jason Peschel, Rick Cherf.
• Digital Fabrication symposium: Atlanta Georgia: Professor Darrin Griechen.
• Coding Architecture 2013 Conference, Carnegie Mellon University, Workshops in Processing and Robotics: Professor Darrin Griechen
• “Hand Crafted Computational Design Thinking in Basic Design Studio,” Association of Architectural Educators, UK (AAE), conference proceedings, editor Victoria Farrow, Spring, 2013. Professor John Abell.

2012:
• ACSA Administrators Conference: Austin TX: Professors Taiji Miyasaka, Max Kirk

Professional leave: Professional leave is an important part for faculty development. The university supports professional leave applications every six years. The process is the fall semester School Director will issue a call for faculty who are seeking professional leave for the following academic year. Faculty must submit a brief overview of their intended work during the sabbatical period. The Director will then work to see how classes will be filled during the faculty members absence and make recommendations to the faculty member regarding the proposed project. The Director then invites selected faculty to develop a full proposal based upon a University template.

The Director then writes an evaluation of each proposal, ranks them in order of quality then forwards that information to the Dean. The Dean then reviews applicants for the entire college and forwards recommendations to the Provost. Faculty are able to take one semester at full pay or one year at ¾ pay. All faculty must sign a contract that they will return to WSU for the time of the sabbatical once it is completed. During the academic year 2010 – 2011 the Director did not accept sabbatical request due to the budget situation. However, sabbaticals have once again been initiated. The following are faculty that have been awarded Sabbatical:

2013 – 2014
• Professor Matt Cohen: One year
• Professor Gregory Kessler: One year
• Professor Max Kirk: One Semester
2012 – 2013
• Professor David Gunderson: One semester
• Professor Anna Mutin: One semester leave without pay
2011 - 2012
• Professor Taiji Miyasaka: One semester

Advocacy and Service: Faculty are involved in many advocacy and service activities. These range from university to city to region and nationally and internationally. Examples include:
University:
• Professor Max Kirk: Faculty Senate Chair: 2011 – 2012: University Academic Affairs Committee: College Assessment Committee
• Professor Phil Gruen Chair University Historic Preservation Committee
• Professor Phil Gruen: Advisor Honors College
• Professor Phil Gruen: Provost’s Faculty Leadership Academy, Alpha Group (Office of the Provost), 2010-11 / 2013
• Professor Paul Hirzel: Member historic Preservation Committee: Campus Planning Committee Ex Officio

Community:
• Professor Phil Gruen: City of Pullman planning Commission
• Professor Taiji Miyasaka Board Member Dahman Barn Art Center
• Professor David Gunderson: Board member Habitat for Humanity
• Professor Matt Cohen: Member Spokane Preservation Advocates
• Professor Darrin Griechen: Advocacy Chair, Spokane Preservation Advocates, 2011 Member, Spokane Preservation Advocates, 2008- Executive Board Member, Peaceful Valley Homefront, 2005-2012

Regional:
• Professor Gregory Kessler: AIA Northwest and Pacific Region Regional Director 2011 – 2013

National:
• Professor Gregory Kessler: National AIA Board of Directors 2011 – 2013
• Professor David Gunderson: Senior Editor Journal of Performance Constructed Facilities.

International
• Professor Bashir Kazimee: Editorial International Scientific Advisory Board on a series of international conferences on "Sustainability" offered by the Wessex Institute of Technology. These international conferences took place in Italy, Spain, Portugal, Greece, Estonia and England; 2004 to present.

Admission and Certification Undergraduate Students:
Admission to the Undergraduate Architecture program is a two step process. Students admitted into WSU are allowed to enroll in all first year SDC courses (SDC 100, 120, 140). Students must take these three required courses in addition to University U Core curriculum requirements in the areas of English, Math, Humanities and Sciences. At the conclusion of the first year students must submit an application for admission into the certified program at the second year. Admission requirements are based upon overall GPA in all courses and students must have completed at least 2 semester credit hours. In addition, architecture students must have completed either Calculus of Physics in their first year to be considered for admission.

The following metrics reflect admission applicants and admits for 2010 – 2013.
2010 – 66 applicants, 46 admitted
2011 – 84 applicants, 50 admitted (46 enrolled)
2012 – 77 applicants, 55 admitted (53 enrolled)
2013 – 45 Applicants, 35 potential admits

The School also accepts transfer students into the program. For these students admission is based upon demonstration of equivalent coursework as well as submission of a portfolio of graphic work. The portfolio is reviewed by the Director and Undergraduate Architecture Program Coordinator to determine if the work is equivalent for second year admission. Typically the school will offer admission to second year transfer students to less than five students.

Admission of Graduate Students:
The Master of Architecture is the NAAB accredited degree. The accredited graduate program at WSU offers three different tracks for completing the Master of Architecture degree.

Track 1 is a 1 ½ year program (3 semesters plus summer) and is specifically for students that have a four year undergraduate Bachelor of Science in Architectural Studies from WSU or a professional accredited degree (B Arch) from a university in the U.S.

Track 2 is a 2 ½ year (5 semesters plus summer) program that is available for students who have a four year undergraduate pre-professional degree in architecture from a U.S. university or its equivalent. Track 2 is also available for students who need additional coursework and or additional studio work.

Track 3 is a 3 ½ year (7 semesters plus summer) program for students who have an undergraduate degree in a non- architectural field. Determination for admission into Track 1 or Track 2 is based upon accomplishments and skills in previous coursework and design as demonstrated through the student portfolio.

Master of Architecture students will engage in coursework in studio, site design, technology, history and theory. The culmination of graduate study is a two semester graduate studio project. It is expected that the project be based on a defined hypothesis and demonstrate a comprehensive understanding and solution to a particular issue in architecture.

Admission to the Graduate program requires students to make application to the WSU Graduate School as well as the School of Design and Construction. Applications to the school must include transcripts, statement of intent and portfolio. Applications are due in January prior to the fall semester of admission. All faculty are invited to review applicants and portfolios and fill out evaluation forms for each applicant. Once this is completed the Director in conjunction with the Graduate Coordinator evaluate comments and applications and determine which track a student will be placed or if a student will not be recommended for admission. The school also offers scholarships and assistantships for exceptional students (See scholarships below).

Guest Lectures and Exhibits: The School has an active Guest lecture program utilizing both regional and national speakers from diverse disciplines. These include our architecture lectures as well as our Constructing America Lecture series. In addition, the School has hosted a series of symposiums where guest lectures made presentations to students.

Architecture Lectures:

2010 fall
Marilyn Brockman, Principal, Bassetti Architects, Seattle
Mike Jobes, Principal, Miller Hull Partnerships, Seattle
Ulf Meyer, Hyde Chair, the University of Nebraska-Lincoln

2010 spring
Jim Olson, Principal, Olson Kundig Architects, Seattle “Pause: Art and Architecture”
Robert Bruegmann University Distinguished Professor of Art History, Architecture, and Urban Planning, University of Illinois at Chicago “Sprawl: Taking a Second Look”
Joshua Brevoort and Lisa Chun Principals, Zero Plus Architects, Seattle "Agency of Tomorrow"

2011 spring
Pierre Bélanger, Associate Professor at Department of Landscape Architecture at the Harvard University Graduate School of Design
John Carney, Principal, Carney Logan Burke Architects, Jackson, WY
Thomas Hacker, Principal, THA Architecture Inc., Portland, OR
Rafi Samizay, Professor at WSU

2011 fall
George Suyama, Principal, Suyama Peterson Deguchi, Seattle, WA
Christopher Patano, Principal, Patano + Hafermann Architects, Seattle, WA

2012 spring
Steve Bull, Founding Principal, Workshop AD, Seattle, WA
Mike Jobes, Principal, Miller Hull Partnerships, Seattle, WA

2012 fall
Robert Hutchison, Principal, Hutchison and Maul, Seattle, WA
Charles Waldheim, Chair of Department of Landscape Architecture at the Harvard University Graduate School of Design

2013 spring
Dave Kutsunai, Principal, IA Interior Architects, Seattle, WA
Javier Sanchez, Founding Partner, JSA, Mexico City, Mexico
Jim Graham, Founding Partner, Graham Baba Architects, Seattle, WA
Joe Mayo, Regional Associate Director, AIA Seattle, Seattle, WA
Kevin Tabari, Principal, Public 47, Seattle, WA
Thomas Hille, Principal, Tabula Rasa Architecture & Design, Seattle, WA
Tod Stevens, Partner, SHW Group, Detroit, MI
Barbara Swift, Swift Company LLC, Seattle, MI
Debbie Kennedy, Co-Director of Interiors, Olson Kundig Architects, Seattle, WA

Constructing America Lecture Series:

2013 fall
Scott Cassels: Kiewit Construction: Ultimate Journey Through the Industry
Lloyd Scott: Alternate Project Delivery in Europe
Margaret Winch: Real Team Partnership, Collaboration and Integration - Lessons Learned

2012 fall
Navin Dimond: Integrate Development in the Hotel Industry
Dan Howell: Renewable Energy Our Future - Wind Energy - The Pine Tree Project

2011 fall

Symposia:

2013 spring
"Public Space" Panelists: Javier Sanchez, Barbara Swift, Pia Sarpaneva (Associate Professor, Kansas State University)

Integrated Education Symposium: Building Information Modeling: Speakers:

2012 fall
Panelists: Jim Hillier Mulvanny G2 Architects; Steven Rainville: Olson Kundig Architects; Dan Barrett: Executive Vice President Sellen Construction; Bruce Holms, Sr. Vice President Skanska USA Building, Inc.; Roger Williams FAIA; Randy Cook, AIA, Partner TCF Architecture PLLC; Corey Anderson JTM Construction; Tess Wakasugi-Don, GLY Construction, Inc.

2010 spring Integrated Education Symposium: Discovering the University Footprint: Panelists and critics: Marc Everson, David Franklund, KDF Architecture; Steven Rainville, Olson Kundig Architects; Darren Seaman, Kiewit Construction; John Blumthal, YGH Architects; Wayne Brokaw, President AGC, Spokane, Mark Ludka, Callison Architects

IDP:
Paul Hirzel serves as the IDP Coordinator for the School. In this capacity he has attended NCARB training in Chicago and works with our graduate students regarding IDP requirements. Students also receive information regarding IDP through the yearly meetings with the Washington State Licensing Board and visits to campus by NCARB representatives. Also, the issues of IDP are covered extensively in the Ethics and Practice course.

Internship:
The graduate architecture program includes an internship component in the summer between the second and third semester of the 1.5 year program. Internship requirements are published in the Architecture Graduate Handbook (http://sdc.wsu.edu/sdc-policies-2) and are as follows:

The Master of Architecture program in the School of Design and Construction at Washington State University offers a summer course Arch 580, Architectural Internship. This is a ten-week course at four credit hours involving a hands-on in office architectural training experience. The success of this course is dependent on the availability of architectural firms that are willing to provide student employment opportunities in a supervised professional training environment.

The academic internship (Arch 580) counts towards NCARB Intern Development Program (IDP) credits (up to 930 hours).

A. Course Objectives:
Acquire and reinforce the discipline, integrity, judgment, skills, knowledge and quest for learning in the broad aspects of architectural practice. Awareness about internship responsibilities and professional issues and opportunities. Form a partnership between academia and the profession in identifying key issues in the education, training and preparation of competent architects.

B. Firm Responsibilities:
Provide an intern level training period of at least 180 hours of office employment. Provide an intern training experience similar to the model used IDP (Intern Development Program) under the direct supervision of a licensed architect within the firm. In accordance with IDP, the training may involve a body of knowledge in two major categories: (a) Design and Construction Documents, and (b) Construction Administration. On firm’s letterhead, submit to Paul Hirzel, Graduate Coordinator at the School of Design and Construction no later than July 25; a cover letter with verification of training period and a brief assessment of student’s performance; and the Architectural internship evaluation form (attached).

C. Student Responsibilities:
Maintain consistent and diligent prescribed office hours throughout the training period. Maintain a daily training log of tasks, duties and responsibilities throughout the employment experience for IDP (Intern Development Program) credit.

Advising and Support:
Chris Gana serves as the Undergraduate Academic Coordinator for the Architecture and Construction Management Program. Chris works with students on a daily basis helping to resolve scheduling issues, grading and admission requirements. Chris also is active in all the WSU recruitment activities in particular the Summer Alive! program. All WSU Freshman and transfer students must attend one of 12 sessions in the summer to enroll in fall courses as well as experience general orientation to the University and Community. WSU also has a series of recruitment events during the academic year which Chris coordinates.
Undergraduate students are assigned a faculty advisor and are required to meet with the advisor during preregistration for the upcoming semester. Student files are maintained by the Academic Coordinator and kept in his office. Chris makes sure that students are on track for graduation and is also responsible for conducting the final senior "to do lists."

For Graduate Students the School has an Academic Coordinator Jaime Rice. Jaime is responsible for overseeing the graduate programs in Architecture, Interior Design and Landscape Architecture. She also meets with students on a regular basis and also coordinates graduate requirements in the school with the WSU Graduate School. Jaime ensures that all graduate material is up to date and also involved in graduate recruitment. In 2012 Jaime attended AIAS Forum for recruitment as well as coordinated our advertising in AIAS publications and websites.

Jaime also works with our Graduate Coordinator Paul Hirzel to ensure that students are making progress and that school policies are in concurrence with Graduate School policies.

**Career:**
The School hosts architecture firms on campus to interview students for internships and permanent positions. Firms will typically make noon time presentations that are open to all students in the school. Individual student interview occur in the mornings and afternoons. In addition the College of Engineering and Architecture sponsors a fall career fair. While the fair is predominately attended by engineering and construction firms each year some architecture firms participate. Architecture students do attend the college fair and construction firms such as Mortenson have actively recruited architecture students. Architecture firms who have been active in recruiting students are as follows:

- Integrus Architecture, Seattle, Spokane
- BLRB Architecture, Tacoma, Spokane
- Mulvanny G2 Architecture, Bellevue
- Frank Lawhead Architects, Bellevue
- Callison Architects, Seattle
- Miller Hull Architects, Seattle
- Collins Woerman Architects, Seattle

**Scholarships:**
The School offers scholarship opportunities for undergraduate and graduate students as well as paid teaching assistantships for select graduate students. Scholarship funds come from individuals as well as firms. Donors have the option of giving a yearly gift that comes to the school or establishing an endowment. The minimum funds need to establish an endowment is $25,000. The school has also had a series of donors establish planned giving based upon their estate. The following are scholarship amounts for both graduate and undergraduate students.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Architecture</th>
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<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td>2008- 2009</td>
<td>$33,450</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>$33,250</td>
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<tr>
<td>2010 – 2011</td>
<td>$23,083</td>
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<tr>
<td>2011 - 2012</td>
<td>$32,819</td>
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<tr>
<td>2012 – 2013</td>
<td>$28,490</td>
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<tr>
<td>Five Year total</td>
<td></td>
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</tbody>
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**Study Tours:**
As discussed previously, domestic and foreign study tours are well integrated into the curriculum. Beyond the required third and fourth year domestic study tours and the graduate international study tour the school also sponsors other foreign study opportunities.
Students have participated in the Danish International Studies Program (DIS) since the early 1980's. WSU curriculum provides opportunities for students to attend this program during the spring semester of the fourth year. While enrollment has dropped off for this program in recent years primarily due to costs several students do participate a year.

The School also sponsors six week summer international travel for undergraduate and graduate students. Recent tours include the following:
- 2011: Netherlands, Berlin, Paris
- 2010: Netherlands, Berlin
- 2009: Japan

Student Organizations:
The AIAS Chapter is highly active with leadership that works on community projects and is also involved in national and regional issues as well as school events. They organize student social activities including bar b q’s and events for Moms and Dads weekends. They are also involved in national issues through attending AIAS Grassroots and Forum conferences and the WSU Chapter hosted the 2012 AIAS West Regional Quad Conference in Spokane. See E Architecture Education and Students above for more detailed outcomes of the AIAS

AIAS also works with the other student organizations including those from Interior Design, Construction Management and Landscape Architecture. This past year these groups sponsored portfolio competitions as well as organizing tours of new campus buildings led by the design and construction teams. The School also has a chapter of the Alpha Rho Chi honor society.

Student Achievement:
2012 - 2013
- First Place National DBIA Competition. New Orleans
- Third Place ASC Reno Competition Design Build Category
- Northwest Pacific Rim AIA student competition submission (current; results pending)
- AIA Northwest and Pacific Region Leadership Institute (3-4 students annually)
- Special Mention: Alternative Typology, D3 Space Housing Tomorrow 2010, International Competition

Staff Overview:
The staff for the School consists of the following:

Tony Burt: Information Technology Coordinator: Tony is responsible for the overall management of the IT system. His responsibilities include software and hardware management as well as ordering and planning for future needs. He works closely with the Director in these tasks. He is also responsible for the active directory and the server system. Tony also works to ensure that our digital fabrication machines are working properly and is responsible for making sure that maintenance is current for equipment. Tony has two to three students working for him in the IT room. He directs their work and oversees their assignments. The school also has a service center for student printing and Tony oversees all of this and makes sure that supplies are ordered for all School periphery.

Judy Croskey Office Manager: Judy is retiring as of June 2013 and Cheryl Scott is replacing her. The Office Manager oversees all the administrative work of the school. These include:
- Managing Directors schedule and calendar
- Maintaining records for annual review, tenure and promotion, and personnel files.
- Working with Alumni and Advisory Board
- Scheduling events and logistical support for symposium, events, graduation etc.
- Overseeing Fiscal Specialists I position
- Managing student help
EEO representative
Overseeing travel and budgets
Hiring student help

Chris Gana: Undergraduate Academic Coordinator, Architecture and Construction Management:
Chris is responsible for all the academic coordination of undergraduate Architecture and
Construction Management students. He focuses most of his work on daily advising with students
as well as maintaining all files and records. He is also responsible for recruitment activities for the
these programs and coordinating with the university. Chris also coordinates firm visits and
interviews for our students.

Darci Youna: Undergraduate Academic Coordinator Interior Design and Landscape Architecture:
Darci performs all of the responsibilities described above for Chris Gana for Interior Design and
Landscape Architecture.

Jaime Rice: Academic Coordinator, Graduate Programs: Jaime does all of the Graduate
coordination for the three design disciplines. She works with the graduate school to ensure
compliance with requirements, works with assessment, produces a monthly Graduate Student
newsletter as well as advises graduate students on a daily basis. Jaime is also responsible for
recruitment for the graduate programs working with the Director and Program Coordinators.

Erin Collins: Fiscal Specialists I: Erin recently joined the school in April of 2013. Her position was
created as more administrative help was needed for the new School. She is responsible for daily
fiscal issues such as travel, purchasing and monitoring school budgets. She reports daily to the
Office Manager position.

Summary:
The School of Architecture and Construction Management and now the School of Design and
Construction provides a stimulating educational experience. The students are naturally the focus of our
school. From the domestic and international study tours to our lecture series to our innovative programs
such as the Integrated Education Series, IDeX, and ISD the students form the basis for all that we do.

The staff are highly dedicated and have an exceptional work ethic and are equitably dedicated to the well-
being of our students.

I.2.2. Administrative Structure & Governance

As discussed previously the School of Design and Construction is jointly administered by the College of
Engineering and Architecture (CEA) and the College of Agriculture, Human and Natural Resource
Sciences (CAHNRS). CEA serves as the lead college. The Architecture and CM program resides with
CEA while ID and LA reside with CAHNRS. School budgets are pooled from both colleges and the
Director has signature authority over all budgets. Discipline specific issues are administered by the
respective colleges. The diagram below outlines the School administrative structure.

Please see chart on next page
The Director is appointed by the Deans and serves for a four year term. When appointing the Director the Deans solicit input from the faculty and may also seek input from the professional Advisory Board. The Director serves at the pleasure of the Deans and his/her term may be reappointed after four years with input from faculty. The Director work daily with the Dean of the lead college.

Each Program Coordinator is responsible for involving faculty in discipline specific issues. For curriculum faculty committees are formed for issues such as curriculum. In the past year committees have been formed to address history and theory, design studio sequence and content and technology. Committees make recommendations that are then vetted with the entire architecture faculty. For issues that have an impact on other disciplines collaborative committees are formed and then vetted with the entire faculty. Student input is also solicited in making changes in program structure.

For School wide issues the Director will form interdisciplinary committees to work of issues. During the past year school wide committees have addressed issues such as governance policies, student policies, foundation studio sequence and graduate programs.

School personnel decisions are made between the Director, Assistant Director, Program Coordinators and Dean(s). In the case of staff hires selected faculty will be invited to participate in interviews and review of applicant qualifications.

The School Director meets with the leadership of the student organizations two – three times each semester to review student concerns and make changes as required to improve student learning.

Currently the Master of Architecture is the only professional graduate degree in the School. Interior Design and Landscape Architecture have an MA and MS respectively. Construction Management offers a Master of Engineering Management Degree which is an online curriculum managed by Engineering Management program. Plans are also being developed for a Master of Construction Engineering which
should be available within the next several years. Additionally the School plans to develop professional accredited graduate programs in Interior Design and Landscape Architecture within the next five years.

1.2.3. Physical Resources

The School of Design and Construction is housed within Carpenter Hall at WSU. Carpenter Hall was designed in the early 20th century as one of the first building in eastern Washington to utilize a poured in place concrete two way floor structure. The building was renovated in the early 1990’s with a fifth floor added to house faculty offices and administrative offices. The building is a classical bar bell scheme with studios on the north and south sides and support spaces and circulation between. Total Square footage is 52,440 with each floor having 10,488 square feet. There are two studio spaces on floors two – four. Studio spaces are 32' x 92' for a total of 2,944 for each studio.

The School has control over all of the spaces within the building with the exception of rooms 101 and 102. These two rooms are University classrooms although the School has first priority particularly room 102 which is a large lecture space holding 120 students.

With the formation of the new School the goal was to have all disciplines housed within Carpenter Hall. This has been achieved with the exception of first year which is held in the adjacent Daggy Hall. Also Daggy Hall is home to our materials Library as well as some faculty offices and storage facilities. Additionally Daggy hall is also home to our woodshop and digital fabrication area. (Fall 2013). The School Library is housed within Owen Science Library on the second floor. Owen Science Library is approximately 300 feet East of Carpenter Hall on College Street.

Plans of Carpenter Hall and Daggy Hall can be found in the Appendix XI. The organization of the building is such that Graduate Architecture studio is on the fourth floor south, with fourth and third year on fourth floor north and third floor north respectively. Second year studio is on third floor south. Interior Design and Landscape Architecture are also housed within the building with Landscape on the second floor north and Interior Design on the first floor as well as on the fourth floor. Seminar spaces are adjacent to each studio and classrooms on the second and third floor (Rooms 212 and 312) are used for additional classes. A Gallery space is on the first floor as well as a coffee and food cart that is operated by the University.

Studio critiques and reviews occur in the hallways that link the north and south studios. The gallery on the first floor is also used for exhibits and reviews and is also utilized for exhibition of student work during graduation.

IT facilities are also on the first floor (Room 121). Large format plotters, scanners and several work stations are in this space. Each studio with the exception of second year has large format plotters and printers as well as four – five computer workstations. There are currently computer labs in Daggy Hall on the ground and second floor. Each lab accommodates 25 students. These labs will be phased out over the next several years once purchasing computers become a requirement for the Interior Design and Landscape programs. There is also a GIS lab on the second floor of Daggy Hall that is utilized for these courses.

The first year studio space in Daggy Hall has an adjacent lecture | Seminar space. All first year desks are “hot desks” while all other desks are assigned to individual students. Storage space is in the third floor of Daggy Hall.

There are no plans for modifications to the physical facilities in Carpenter Hall or Daggy Hall.

Carpenter Hall has a CAT 5 wired system as well as a wireless University system that is accessible throughout the building. Architecture students are required to purchase laptop computers upon certification into second year. Students are provided with minimum standards for computer purchases.
including software. The school maintains current software on all computers in studios and labs. While the School will be eliminating labs over the next several years maintaining computers in studios and the IT office will be maintained. Current software includes all Adobe products and Autodesk products as well as word processing. Digital software is maintained for laser cutters, 3D printers and the CNC machine.

Students pay for printing through the School Service Center which is run through each students University Account.

Students have access to Carpenter Hall 24 hours a day through a security card system that is located on the front door of the building as well as each studio space.

I.2.4. Financial Resources

For the 2011 – 2013 biannual budget from the state WSU allocations were reduced 93.6M. Further since July 1st 2009 the total University budget has been reduced 52%. In addition tuition increases of 16% per year were also imposed upon students to help offset the reductions. While the biennial 2013 – 2015 budgets have not been completed by the legislature some of the items being discussed are: Limiting tuition increases to 5% and a reduction of state funding for employee health benefits. The final legislative budget will be determined later in the summer. The following is a summary of actions taken by the University in response to budget cuts starting in 2008. Full information can be found at http://budget@wsu.edu

2008:

- In April 2008, President Elson S. Floyd instituted a slowdown in hiring by the university.
- Moratorium on new academic programs, degrees, and courses pending completion of an ongoing Academic Affairs Prioritization Process.
- 954 courses eliminated from University offering
- Washington State University was required to return $10.5 million of the 2007-2009 biennial appropriation to the Office of Financial Management (the governor’s office) by June 30, 2009.
- Academic areas, including the regional campuses, which hold about 67 percent of the university’s permanent funds, were assessed 42 percent of the cut.

2009:

- In February 2009, the WSU Board of Regents approved a Voluntary Early Retirement Incentive Program for employees in the Washington State University Retirement Plan. Eventually, 47 employees took advantage of the 2009 WSU Voluntary Early Retirement Incentive: 30 faculty, 16 administrative professional, and one civil service.
- The 2009-2011 biennial budget approved by the Washington Legislature, and sent to Governor Gregoire for her signature, included a net operating budget reduction of $54.2 million or 10.38 percent for WSU in 2009-2011. This budget was developed using federal stimulus dollars, which are not expected to be available beyond the 2009-11 biennium, and a 14 percent increase in tuition for resident undergraduate students for each of the two years.

2010:

- In January 2010, the Board of Regents approved a Voluntary Retirement Incentive Plan for eligible WSU employees who are members of a State of Washington administered retirement system. In March 2010, the Board of Regents approved a second Voluntary Early Retirement Incentive Program for employees in the Washington State University Retirement Plan, similar to the plan offered in 2009.
- In May 2010, the Legislature approved and the governor signed a supplemental budget, reducing WSU’s allocation by an additional $13.5 million for the 2011 fiscal year, bringing the total reduction for the biennium to about $68 million.
- In December 2010, the president and provost accepted plans submitted by vice presidents and academic deans to finish addressing the $13.5 million permanent cut that had been enacted by the Legislature for the 2010-11 fiscal year.
- Under the plans, about 32 currently filled positions were eliminated. An additional 126 vacant positions were also eliminated. The average permanent budget reduction for academic colleges was 4.4 percent. The average permanent reduction for vice presidential and chancellor areas was 7 percent.
- During the December 11, 2010 special session, the Legislature approved an additional $7.48 million temporary budget cut on the university for the 2011 fiscal year.

Cumulative Impacts Over Three Years

- 16 degrees or program options phased out
- 8 degrees consolidated or reduced
- 7 academic units consolidated, reduced or phased out
- 3 academic program areas eliminated
- 9 administrative units consolidated to 6
- 1,080 courses removed from catalog
• 517 jobs (FTEs) eliminated

WSU has lost approximately 30 percent of its operating budget as allocated by the Legislature. The reductions have been devastating for the university threatening both excellence and access throughout the multi-campus system.

State Funding Architecture + CM: 2310-0001. Between FY 2009 and FY 2012 the School experienced a 23% reduction in state funding. The increases since 2012 to state funding is a result of the closing of the programs in Spokane and the transfer of some funds back to Pullman.

Note: The following reflect state funding history for Architecture and CM. Funding for ID and LA come from CAHNRS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
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<td>$1,938,763</td>
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<td>$155,997**</td>
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<td></td>
<td></td>
<td></td>
<td>$1,497,964</td>
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<td>$128,491</td>
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<table>
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<td>$180,929</td>
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* This amount may be reduced based upon funding needs for new School Director
** 1.5 staff positions are covered by CAHNRS Total staff salaries $218,997
*** The school had a one- time buy out of a faculty member of $56,627
**** This increase over 2012 is based upon some accruals from vacant positions that were combined into the adjunct pool and funding that came to Pullman with the closure of the Spokane Program.
17 A Development Activities: Architecture

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
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<td>$21,435</td>
<td>$22,120</td>
<td>$18,598</td>
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</table>

The following is a listing of all 17A accounts for the Architecture program:

AIA Vancouver Graduate Architecture Scholarship
Ambia Architecture Graduate Scholarship Fund
Architecture And Construction Management Lab Fund
School Of Architecture Endowed Library Fund
Burger Rolff Memorial Fellowship Fund
Callison Tony Memorial Fund
Chase Raymond S Scholarship Fund
Columbia Paint Company Scholarship
Garrison Richard Memorial Scholarship
Yost Grube Hall Graduate Scholarship Fund
Hedeen Lt. Eric USAF Memorial Scholarship Fund
Integrus Fund
Logan R H Scholarship Fund In Architecture
Miller Hull Partnership Design Excellence Scholarship
Mulvanny G2 Architecture Endowment
Ruehl Benjamin K Endow/Students Of Architecture
Ruffcorn Ev & Susan Graduate Architecture Endowment
Satterthwaite John And Karol Scholarship Fund
SRG Partnership Graduate Architecture Scholarship
Scott David M & Louise M Scholarship
Weller Harry C Scholarship
Weller Architecture Excellence Fund
Acm-VOA Associates Graduate Scholarship Fund
Acm-Harmon/Silliman Presidential Scholarship
Cook Randy & Quincy Architecture Scholarship

The School has been able to maintain delivering quality education despite the drastic reduction in state funding by the legislature over the past five years. Fiscal year 2012 was the last year of budget reductions. While there were no reductions for FY13 and none anticipated in FY 14 there have not been faculty raises since 2009. In December of 2012 the president provided faculty and staff a one-time payment that was equal to 3%. There is no expectation for faculty or budget increases for the next several years. The Director has been able to increase salary for some staff as well as Clinical Faculty.

Enrollment:
The School has implemented a pro-active recruitment plan for graduate architecture students. This includes advertising in AIAS websites and publications as well as sending our Graduate Coordinator to AIAS events. The goal is to increase enrollment in the M Arch program to 60+ students in all three tracks. With the two tenure track architecture positions that will be filled in the fall of 2014 we will be able to accommodate increased enrollment. One of the consequences of the recent budget cuts is that we were not able to fill a vacancy when Ken Carper our structures Professor retired in 2010. We have been covering this position with a temporary faculty however this is not an adequate long term solution. Additionally one of our Construction Management faculty (Max Kirk) has been teaching our ECS courses over the past three years when that position was vacated and not filled due to budgets. While he has
done an excellent job this commitment has taken him away from teaching other courses in CM. The School needs to develop a plan to have backup faculty for these courses.

Funding Models:
Over the past several years the University has changed its method of allocating funds to Colleges and Units. Funding is now moving towards an enrollment based funding system. Details of the new funding model follows:

Effective July 1, 2012 the university has determined that all undergraduate growth will be funded via an integrated undergraduate enrollment funding model, regardless of mode of delivery. This model only applies to undergraduate enrollment at the Pullman/Spokane campuses.

Important aspects of the new undergraduate enrollment-based funding model:
- The payout rate to each college is $4000 per AAFTE over baseline enrollment levels. (AAFTE = Annual Average Student Full Time Equivalent = 30 undergraduate credits.)
- The baseline used to calculate enrollment growth is Academic Year 2010-11.
  - Enrollment data for AY 2010-11 were vetted with departments in February of 2012.
  - Total 2010-11 UG AAFTE Baseline = UG AAFTE @ Pul/Spo face-to-face + Dually enrolled UG credit hours (AAFTE) @ Pul/Spo + Legacy Baseline for DDP program

For Fiscal Year 2013, each college is being advanced funding using FY2012 enrollment numbers. If actual enrollment numbers meet or exceed these projections, CAHNRS will make money. If these projections are too high, we will have to return pre-allocated resources to Central. If we do not meet baseline levels, we will owe Central money, which will be deducted from the college’s annual allocation.

I.2.5. Information Resources

WSU Libraries: Institutional Context:

A member of the Association of Research Libraries (WSU ranked 107th of 115 of the largest American research libraries in 2011-12), the WSU Libraries includes the main campus libraries in Pullman and the three regional campus libraries located throughout the state at Spokane, Vancouver, and the Tri-Cities as well as the Energy Library in Olympia. Expenditures for the year 2011-12 totaled $14,136,589 including $7,083,382 for materials and $2,810,843 for salaries for 108 faculty and staff.¹ The system houses a print collection of 2,269,557, 159,221 e-books and approximately 149 databases across a wide subject range.² In the last few years the Libraries have added large packages of ebooks through the EBL platform and Ebrary platform that cover all academic subject areas. The WSU Libraries licensed online journal collections received over two million recorded article downloads in the 2012 calendar year.³

Approximately 35,000 volumes are added to the collections annually in Pullman. Although the regional campus libraries maintain core collections in support of their academic programs, the Libraries in Pullman also provides resources to support and augment academic work statewide. Strategic cooperative programs such as those with the Orbis-Cascade Alliance (a consortium of 37 academic libraries in Washington, Oregon , and Idaho providing access to 28 million items), the Washington State Cooperative Library Project, and the Greater Western Library Alliance more than complement WSU’s core collections and services and extend WSU’s resources—they increase the currency, depth, and breadth of resources available.

The three libraries on the Pullman campus (Holland and Terrell, Owen Science and Engineering, and Animal Health) provide services to the campus. When classes are in session, the Holland and Terrell Library is open 18 hours a day, Owen Science and Engineering Library is open 15 hours a day, and the Animal Health Library is open 14 hours a day. Among the three facilities, 263 public computers are available. Each library has at least one multimedia station equipped with a scanner and imaging software. Many well-used group study areas are available to students, including 20 group study rooms between Holland and Terrell and Owen Science and Engineering Libraries. Additional spaces, such as quiet reading, current periodicals, and newly acquired materials reading rooms, are available to accommodate student needs. The library instruction program has access to five classrooms in the Libraries (three in Holland and Terrell Library and two in Owen Science and Engineering Library). Reference services support constituent needs and are able in person, through the telephone, or email during business hours as well as through an instant messenger client 24/7.

The second floor of the Owen Science Library has ample room for the Architecture collections and also has space for students to study and take books to review prior to checking out. Library hours are:

- Monday – Thursday: 7:30 am – 8:45 pm
- Friday: 7:30 am – 5:45 pm
- Saturday: 1:00 pm – 5:45 pm
- Sunday: noon – 8:45 pm

Library users also have broad access to the library collections through the internet. By logging on to www.wsulibs.wsu.edu, students can search the world’s holdings and access much of the online journal content and e-books instantaneously. Additionally, they can request print items owned by WSU Libraries, borrow from other ORBIS Cascade partners through the SUMMIT interface, or initiate interlibrary loan requests through ILLIAD from libraries across the nation and the world. Those items owned by WSU will be pulled and sent to the initiating library in 48 hours, SUMMIT items will be trucked throughout the Pacific Northwest via the ORBIS Cascade courier in 5-6 days, and interlibrary loans generally arrive from 10 days to two weeks.

Dedicated to the teaching, learning, and research needs of students, faculties, and staff in support of the mission of Washington State University, faculty librarians with subject specialist responsibilities serve as subject liaisons that collect and make library resources available. Joel Cummings serves as Head of Collection Development and Collection Manager for the Sciences and Christy Zlatos is currently the WSU liaison librarian who supports the Architecture Program.

The Architectural Holdings of the WSU Libraries System

The Architecture Library was moved from Carpenter Hall in the summer of 2012 to the second floor of the Owen Science Library. The Owen Science Library is located close to Carpenter Hall about 300 feet east of Carpenter Hall on College Street. As part of the budget reductions all branch libraries at the University were consolidated, with the one exception of the Animal Health Library.

Of the nearly 3 million print items, the Owen Science and Engineering Library houses over 15,000 volumes related to architecture, including the Architecture print journal collection. Additional materials related to art, architecture, history, photography and design are housed in the Holland and Terrell (arts and humanities) Libraries. The Libraries maintains a substantial Media Materials and Reserves unit (MMR) that holds 49,779 items and includes a 200-item biographical DVD collection of prominent architects. A treasure trove of materials for projects, the Manuscripts, Archives and Special Collections (MASC) unit holds the papers of prominent regional architects, the 500,000-image Historical Photograph Collections that includes images of important WSU campus and regional buildings in the Inland Northwest

41
taken from the late 19th century to the late 20th, and the university archive of College of Engineering and Architecture’s records.

Of the more than 150 databases mentioned above, many are architecture and design oriented. These include the Avery Architecture to Architectural Periodicals and the International Bibliography of Art (IBA) as well as the more art-related Art Index, Art Index Retrospective, and ARTBibliographies Modern; the more general Humanities & Social Sciences Index Retrospective: 1907-1984, Humanities International Index and Scopus; the more behavior-related Psyclnfo and Sociological Abstracts; and the more engineering-related EI Compendex (EI Village 2), ASTM Standards and Engineering Digital Library (SEDL), and Web of Science.

Evaluation of the Degree to which Library Information Supports the Architecture Program

The School of Design and Construction faculty has a long tradition of collaboration with Libraries’ subject liaisons in the acquisition of primary sources and unique materials. Funding for library materials is based upon predetermined collection levels and the level of degree offered at WSU. A set of collection development policies in Pullman contains collection levels and other rationale for each academic program offered. Coordination and oversight for collection development is provided by the Libraries’ Collection Management Working Group that coordinates activities institution-wide and includes representation from the regional campuses.

Collection analysis for resources held by the Libraries, and those that have been cooperatively arranged, is informed using metrics on use, distribution, and expenditures, and is further informed by subject liaisons who work closely with disciplinary faculty to ensure accommodation of curricular and research needs. Analysis of serial holdings is conducted using the Serials Decision Database (SDD), which merges journal information from a variety of sources, providing calculated values including total use, cost per use, and priority assignments based on multiple values of usage. The SDD has proven to be an invaluable asset in shaping the collections, making individual selection and cancellation decisions, managing the budget, marketing, and assisting with serials management.

The WSU Libraries continually evaluates the quality, adequacy, use, and security of its collections and services. Using LibQual+, all constituent groups across campuses are queried to solicit feedback on library resources and services offered. Aside from demographic and locally created questions, the 23 items of the LibQual+ instrument fall into three dimensions: Affect of Service (AS); Library as Place (LP); and Information Control (IC). Conducted in 2012, WSU Libraries’ last LibQual+ analysis was largely favorable with many questions in the AS and LP dimensions perceived as greater than minimum. It must be noted that respondents perceived a few items on the IC scale as less than minimum. These items included the following:

- A library Web site enabling me to locate information on my own (IC2)
- The electronic information that I need (IC4)
- Easy-to-use access tools that allow me to find things on my own (IC6)
- Print and/or electronic journal collections I require for my work (IC8)

The WSU librarians are in the process of addressing these deficiencies by simplifying the library web interfaces and, in tandem with the other 37 ORBIS Cascade libraries, changing its core software in preparation for a move to a shared integrated library system (SILS) at the end of the year (2013).

Financial Strength

The library materials budget is derived significantly from state funding sources and indirect funds from research grants (F&As). The former constitutes 55.5% of the Pullman Campus, the latter 44.5% of Pullman Campus’ annual library materials budget. Over the past decade F&As have grown at approximately 2% per year, while the state funding sources have not grown significantly during this time.
Serial prices continue to increase at approximately six to seven percent per year. In the FY2012/2013, serials expenditures for the Pullman Campus were $4,612,703. Permanent funds allocated to serial expenditures were $4,549,210. The difference was covered by temporary funds. This current situation will necessitate a series of serial cancellation projects during the next few years.

The financial situation for collection development is likely to impact architecture somewhat, however, it can be expected that major sources of online journals and ebooks will not be cancelled. As of the last fiscal year (2012-13), $6,954 was allocated specifically for Architecture monographs, an additional $771 for standing orders of monographic series, and the Libraries in Pullman spent $9,855 on serial subscriptions for both online and print subscriptions. It must be noted that library materials for Architecture are also funded through other complementary cost centers such as fine arts, interior design, and landscape architecture, as well as through the Libraries’ large purchases of multidisciplinary packages, ebooks and journals. As illustrated above the prices for library materials continue to rise at rates significantly greater than general measures of inflation, the library collections budget has not kept pace with these price increases. This situation undermines the libraries’ ability to collect broadly and with the great depth expected of a research library collection.

Current Challenges

There are many future challenges facing the WSU Libraries from the traditional challenges in maintaining a large academic library system to those incurred while trying to remain current and provide the most up-to-date products and services in a rapidly changing information environment. In their problem solving, WSU library administrators meet these challenges by seeking novel alternatives, by implementing improvements in hardware and software technologies and upgrades, and by joining with other academic libraries and librarians through consortia in order to extend finite physical resources and knowledge.

The Libraries’ most recent proposal, Library Retrieval System – Offsite Storage is a very timely alternative that fared very well in the state’s latest call for major capital projects. A novel solution to overloaded stack shelving that takes into account the latest technologies and the Libraries’ commitment to quickly fulfilling borrower’s requests, this project will give the Libraries valuable storage for library materials at a fraction of the cost of a renovated building.

The WSU Libraries is in the process of changing its core software in preparation for a move to a shared integrated library system (SILS) at the end of 2013. As previously noted, recent LibQual+ results revealed that library users found the Libraries’ web interfaces difficult to use and wanted easier, more intuitive access tools. Shared with the other 37-members of the ORBIS Cascade Alliance, the new system promises to provide students and faculty more resources easily, resulting in more efficient research and better results.

Stagnant or reduced funding for library collections challenges the ability of the Libraries’ to collect broadly or even keep pace with inflation. Certainly greater care needs to be given with diminished budgets in order to purchase wisely the best works in a field or to cancel only those journals that are superfluous and no longer matter to the faculty. To counter what could be a very dire situation, the Libraries’ must take advantage its consortia and interlibrary loan arrangements to complement and extend WSU’s core collections and services.
### Part I, Section 3: Institutional Characteristics

#### Program Student Characteristics:

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<th>University 2012</th>
<th>Arch 2008</th>
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</tr>
<tr>
<td><strong>Average GPA</strong></td>
<td>3.30</td>
<td>Arch</td>
<td>Arch</td>
</tr>
<tr>
<td><strong>Time to Graduation</strong></td>
<td>BS Arch 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M Arch 150%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Faculty Characteristics:

<table>
<thead>
<tr>
<th>2008</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Faculty</strong></td>
<td><strong>Permanent</strong></td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td><strong>Architecture</strong></td>
</tr>
<tr>
<td><strong>Race/ Ethnicity</strong></td>
<td><strong>Caucasian</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>F 5</td>
</tr>
<tr>
<td><strong>Architecture since 2008</strong></td>
<td>Architecture 0</td>
</tr>
<tr>
<td><strong>Facultv Licenses</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Other Institutional Characteristics:

<table>
<thead>
<tr>
<th><strong>2012 Enrollment</strong></th>
<th><strong>Pullman</strong> 19,243</th>
<th><strong>Spokane</strong> 1,023</th>
<th><strong>Tri-Cities</strong> 1,054</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vancouver</strong> 2,347</td>
<td><strong>WSU Online</strong> 1,143</td>
<td><strong>Total:</strong> 24,810**</td>
<td><strong>GPAs over 3.60</strong> 27.5%</td>
</tr>
<tr>
<td><strong>Student profile</strong></td>
<td><strong>Average SAT score</strong> 1060</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average student age</strong></td>
<td><strong>Undergraduate</strong> 23</td>
<td><strong>Graduate</strong> 31</td>
<td></td>
</tr>
<tr>
<td><strong>Gender (all campuses):</strong></td>
<td><strong>Men</strong> 49%</td>
<td><strong>Women</strong> 51%</td>
<td></td>
</tr>
<tr>
<td><strong>Multicultural students:</strong></td>
<td><strong>Pullman</strong> 23%</td>
<td><strong>Spokane</strong> 19%</td>
<td><strong>Vancouver</strong> 19%</td>
</tr>
<tr>
<td></td>
<td><strong>Tri-Cities</strong> 28%</td>
<td></td>
<td><strong>Where students are from (all campuses):</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In-state</strong> 85%</td>
<td><strong>Out-of-state</strong> 11%</td>
<td><strong>International</strong> 3%</td>
</tr>
</tbody>
</table>

**Notes:**
- Figures represent the number of students enrolled full time, as well as part-time students enrolled in at least two-thirds of a full-time schedule.
- Students enroll at multiple campuses; the sum of all campuses does not equal the total.
- Where students are from (all campuses):
Countries represented by international students at each campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pullman</td>
<td>91</td>
</tr>
<tr>
<td>Spokane</td>
<td>10</td>
</tr>
<tr>
<td>Vancouver</td>
<td>8</td>
</tr>
</tbody>
</table>

International students at Pullman: 1,774

1.3.1. Statistical Reports
See Statistical report provided by NAAB

1.3.2. Annual Reports

WASHINGTON STATE UNIVERSITY

Date: June 4, 2013
National Architectural Accrediting Board
1101 Connecticut Ave, NW, Suite 410
Washington, DC 20036

To Whom it May Concern:

I, Erin Herman, certify that all the statistical data provided by Institutional Research for the NAAB Annual Report Submission system since the last site visit is accurate and consistent with reports sent to the National Center for Education Statistics via the Integrated Postsecondary Data System (IPEDS) and to the Northwest Commission on Colleges and Universities (NWCCU).

Cordially,
Erin Herman
Associate Director, Institutional Research
Washington State University
PG Box 640290
Pullman, WA 99164-0290
### 1.3.3. Faculty Credentials

**FACULTY MATRIX** This matrix features the collaborative and interdisciplinary strength of faculty and course offerings for architecture students in the School of Design and Construction. Architecture faculty designated by (*)

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Terminal degree</th>
<th>License or</th>
<th>Yrs prof. Exp.</th>
<th>Yrs teach Exp.</th>
<th>Course taught Spring 2013</th>
<th>Course taught Fall 2013</th>
<th>Summary of recent experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>John Abell</em>, Associate Professor (tenured)</td>
<td>PhD, Arch Assoc, London, 2006</td>
<td>Yes, ARCH</td>
<td>30</td>
<td>23</td>
<td>Arch20</td>
<td>Arch20</td>
<td>Recent publications of architectural design research and development activities in book chapters, journal articles and international conference papers on architectural design techniques and creative practices, critical theory, aesthetic experience, material craft and advanced design technologies.</td>
</tr>
<tr>
<td><em>Arash Adel</em></td>
<td>M.Arch Harvard 2010</td>
<td>–</td>
<td>6</td>
<td>4</td>
<td>–</td>
<td>Arch 301 Arch 496</td>
<td>Architect at BIG, Cesar Pelli and office of dA. Visiting faculty at Washington University St. Louis; workshops instructor at Harvard GSD. Weller Fellowship recipient for 2013.</td>
</tr>
<tr>
<td>Steve Austin</td>
<td>Juris Doctor U. of Ky 1999</td>
<td>Yes LAW</td>
<td>26</td>
<td>23</td>
<td>–</td>
<td>LA470 LA327 LA227</td>
<td>Responsible for Legacy Projects for 2010 World Equestrian Games; Active private consultant in urban design, land use planning and law; sabbatical year in Europe studying Transition planning for low carbon, environmentally sensitive, socially just local economies.</td>
</tr>
<tr>
<td><em>Jeff Burnett</em>, Assistant professor (tenured)</td>
<td>M.Arch U of Idaho 1985</td>
<td>–</td>
<td>3</td>
<td>38</td>
<td>Arch45 1 Arch44 0 CM440</td>
<td>Arch440/CM440 Arch 472 Arch 481</td>
<td>Documentation of technical features of 1931 Spokane Fox theater for museum display; Acoustical consulting</td>
</tr>
<tr>
<td>Rick Chefer, Don Poe instructor (CM)</td>
<td>MS Eng Mgmt, WSU 2008</td>
<td>–</td>
<td>36</td>
<td>9</td>
<td>CSTM 389 CSTM 495 CSTM 102</td>
<td>CSTM 462 CSTM 368 EM 595</td>
<td>Industry Faculty teaching undergraduate and graduate classes to Designers and Constructors. Principal to Total Construction Services. Inc. Industry consulting.</td>
</tr>
<tr>
<td><em>Matthew Cohen</em>, Associate Professor (tenured)</td>
<td>PhD Leiden 2011</td>
<td>Yes, ARCH</td>
<td>7</td>
<td>11</td>
<td>Arch 303 Arch 103</td>
<td>Sabbatical</td>
<td>Recently published book on proportional systems in Renaissance architecture, winner of James Ackerman Award. Organized international conference on architectural proportional systems in Leiden, the Netherlands; currently editing publication of conference papers. Expertise in contemporary architectural design and urbanism.</td>
</tr>
<tr>
<td>Julia Day, 1 year faculty apt, Fall 13 (ID)</td>
<td>MA (Int D), WSU 2011 PhD WSU (ABD)</td>
<td>–</td>
<td>6</td>
<td>2</td>
<td>SDC 397 ID 425</td>
<td>Retail design at Callison Architecture, Seattle; Editorial Assistant for Interiors: project manager at University of Idaho’s Integrated Design Lab where she worked closely with both Idaho Power Company and NEEA (Northwest Energy Efficiency Alliance) on energy efficiency outreach, training, and market transformation.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Qualification</td>
<td>Yes/No</td>
<td>Age</td>
<td>Tenure</td>
<td>Position/Role</td>
<td>Experience/Activities</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Graff</td>
<td>MLA, U of IL, 1996</td>
<td>Yes</td>
<td>9</td>
<td>8</td>
<td>SDC 120, LA262</td>
<td>Design and construction supervision of 11,000sqf historic building into mixed-use residential, downtown Moscow; poster presentation at EDRA Conference Providence RI 2013. Arts Commissioner, City of Moscow.</td>
<td></td>
</tr>
<tr>
<td>*Darrin Griechen</td>
<td>M.Arch, Idaho 2003</td>
<td>Yes</td>
<td>5</td>
<td>5</td>
<td>Arch49 0/ Arch40 3/ Arch21 0/ Arch40 1</td>
<td>Research in the use of digital tools and computational design strategies in architecture. Taught interdisciplinary design studio via the Integrated Design Experience courses with engineering, landscape architecture, and bioregional planning disciplines.</td>
<td></td>
</tr>
<tr>
<td>*Phil Gruen</td>
<td>PhD (Hist), Berkeley, 2004</td>
<td>-</td>
<td>0</td>
<td>17</td>
<td>Arch32 4/ ID 350/ Arch49 4/520/ Arch22 0/ ID 250/ Arch 309</td>
<td>Recently completed manuscript for book about urban experience in the late nineteenth-century American West. Expertise in historic preservation; tourism and the built environment; and the global history of design.</td>
<td></td>
</tr>
<tr>
<td>David Gunderson</td>
<td>PhD, Colorado State 2005</td>
<td>CPC, DBIA</td>
<td>30</td>
<td>11</td>
<td>N/A Professional Leave/ CstM 202/ CstM 362</td>
<td>Consultant to the construction industry. Current research focus areas include: Construction Superintendent; Project Delivery; and International Construction;</td>
<td></td>
</tr>
<tr>
<td>Tom Heustis</td>
<td>M.Sc (CM), Chico, '85</td>
<td>-</td>
<td>30</td>
<td>15</td>
<td>CSTM 460</td>
<td>Emphasis on teaching</td>
<td></td>
</tr>
<tr>
<td>*Paul Hirzel</td>
<td>M.Arch, Cornell, 1984</td>
<td>Yes</td>
<td>29</td>
<td>24</td>
<td>Arch 511/ Arch 700/ Arch 580</td>
<td>Focus on landscape-building interface, teach graduate studios and site design course, published design work and topical articles on landscape/architecture</td>
<td></td>
</tr>
<tr>
<td>*Jeff Filler</td>
<td>PhD (Civil), WSU, 1989</td>
<td>Yes, PE</td>
<td>30</td>
<td>30</td>
<td>Arch 352/ Arch 351/ Arch46 3/563</td>
<td>Private consultant (Prof. Engr.) on various wood and concrete structures; participant in structural wood and concrete code committees; invited consultant on design with glued laminated timber in Malaysia; assisted with design of first custom gluam residence in Malaysia; Book: Design and Construction of Reinforced Concrete for Architects and Construction Managers, Cengage Learning (forthcoming)</td>
<td></td>
</tr>
<tr>
<td>*Bashir Kazimee</td>
<td>M.Arch, MIT 1977</td>
<td>Yes,</td>
<td>15</td>
<td>33</td>
<td>Arch21 5/ Arch30 3/ Arch10 1/ Arch30 1</td>
<td>Book: Heritage and Sustainability in the Islamic Built Environment. Expertise in sustainable architecture and urbanism. Contributing senior architect on several ongoing international projects.</td>
<td></td>
</tr>
<tr>
<td>*Gregory Kessier</td>
<td>M.Arch, USC, 1985</td>
<td>Yes,</td>
<td>10</td>
<td>27</td>
<td>(Admin)</td>
<td>Regional Director AIA, Board Member National Board of Directors AIA. Initiated Leadership Institute for Northwest and Pacific Region AIA. Presented nationally on collaboration and leadership. Developed student design publication on the Aesthetics of Green. Research and presentation on Islamic Gardens.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Institution</td>
<td>Years</td>
<td>Education</td>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Max Kirk</td>
<td>Assoc Prof</td>
<td>Nebraska 2000</td>
<td>Arch43 3</td>
<td>8 28 12</td>
<td>Assistant director of School of Design and Construction since 2007; coordinator of the CM Program, 2001-2013. Appointed interim director of the School of Design and Construction, Spring 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Krikac</td>
<td>Assoc Professor</td>
<td>MS Design, NCIDQ</td>
<td>SDC10 ID297 ID490 ID490 ID526</td>
<td>20 17 15</td>
<td>Developed and manage internship program. Co-director of Rural Communities Design Initiative. Experiential learning as scholarship. Provided review and collateral material for Piotrowski’s Professional Practice for Interior Designers, 5th ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Meicher</td>
<td>Assoc Professor</td>
<td>M.Arch, UofPenn, 1998</td>
<td>ID415 ID700/702</td>
<td>6 14 14</td>
<td>Recently appointed to Interior Design Program Coordinator. Initiated the Interior Design semester study abroad program (Florence, Italy) in 2012.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Polites</td>
<td>1 year Wellier fellowship (Arch)</td>
<td>M.Arch Architecture Association</td>
<td>Arch30 Arch491</td>
<td>- - -</td>
<td>Weller Fellowship recipient for 2013. Interests span materials research, geometry, emergence and urbanism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason Peschel</td>
<td>Assistant professor, Program coordinator (CM)</td>
<td>MBA Wayne State Coll, 2004</td>
<td>CstM30 CstM30 CstM30</td>
<td>9.5 9.5 7</td>
<td>Recently involved with developing a BIM Symposium for the SDC and performed preconstruction consulting services for the Nez Perce Tribe. Expertise in hard-bid estimating, conceptual estimating and management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ayad Rahmani</td>
<td>Assoc Professor (tenured)</td>
<td>M.Arch, WashU St.Louis, 1988</td>
<td>Arch20 Arch20</td>
<td>10 17 16</td>
<td>Forthcoming book on Kafka and Architecture; Book chapter on architecture in the contemporary Islamic world; Seattle summer practice studio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Ryan</td>
<td>Assistant Professor, ID</td>
<td>MA (ID), Wsu 2008</td>
<td>ID197 ID333 ID498</td>
<td>18 8 8</td>
<td>Co-coordinator of the Rural Communities Design Initiative. Publications on cross-disciplinary design projects. Funded NSF project on design for informal learning / collaboration / cooperation in STEM project. Expertise in collaboration, participatory design with rural communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Rafi Samizay</td>
<td>Professor (50%) (tenured)</td>
<td>M.Arch, MIT, 1974</td>
<td>Arch30 Arch428</td>
<td>40+/- 40 29</td>
<td>Currently designing eight unit apartment building in Seattle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ole Sleipness</td>
<td></td>
<td>PhD Environmental Design + Planning (Clemson Univ)</td>
<td>LA 485 LA 382 LA 475</td>
<td>2 8 4</td>
<td>Integrated teaching and research activities center on issues of rural community growth, civic engagement, interface between public and private lands, and participatory design. Recipient of 2010-11 Faculty Excellence in Civic Engagement by the WSU Center for Civic Engagement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part I, Section 4: Policy Review

Rather than being appended to the APR, the following information will be provided in the team room during the visit. These include but are not limited to the following (some of this information is also in this APR and accompanying appendices):

- 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 academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum
<table>
<thead>
<tr>
<th>FALL (Grad 3)</th>
<th>SPRING (Grad 2)</th>
<th>5-FALL (Grad 1)</th>
<th>4-FALL</th>
<th>3-FALL</th>
<th>3 SPRING</th>
<th>2-FALL</th>
</tr>
</thead>
</table>

**Criteria**

**Student Performance**

**Educational Outcomes and Curriculum**

**II.1.**
II.2.1. Regional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

July 18, 2013

Dr. Elson Floyd
President
Washington State University
P.O. Box 641048
Pullman, WA 99164-1048

Dear President Floyd:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Washington State University has been reaffirmed on the basis of the Spring 2013 Year Three Resources and Capacity Evaluation which was expanded to address Recommendations 1, 2 and 3 of the Spring 2011 Year One Mission and Core Themes Peer-Evaluation Report and to again address Recommendations 2 and 3 of the Spring 2009 Comprehensive Peer-Evaluation Report.

In reaffirming accreditation, the Commission requests that the University address Recommendations 1 and 2 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report in its Spring 2017 Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In making this request, the Commission finds that Recommendations 1 and 2 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report are areas where Washington State University is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

If you have questions, please do not hesitate to contact me.

Sincerely,

[Signature]

President

SEE:rb

Enclosure: Recommendations

cc: Ms. Kimberly Green, Director, Office of Assessment of Teaching and Learning
1. The evaluation committee recommends that Washington State University's academic programs continue to strengthen collective faculty responsibility for fostering and assessing student achievement of learning outcomes and ensure that student learning outcome information from online programs and courses are consistently included in assessment processes (Standard 2.C.5).

2. The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment (Standard 1.B.2).

II.2.2. Professional Degrees and Curriculum

The Master of Architecture is the professional degree from WSU. WSU students who enter as freshman and matriculate through the Bachelor's program receive a Bachelor of Science in Architectural Studies. The following is the sequence of courses for the Bachelor's degree from WSU.

<table>
<thead>
<tr>
<th>Bachelor of Science in Architecture Studies</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST YEAR (Pre-Certified)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDC 100</td>
<td>3</td>
<td>UCORE 3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
<td>SDC 1403</td>
</tr>
<tr>
<td>COM 102</td>
<td>3</td>
<td>HIST 1053</td>
</tr>
<tr>
<td>MATH 171</td>
<td>4</td>
<td>FA UCORE3</td>
</tr>
<tr>
<td>SDC 120</td>
<td>3</td>
<td>UCORE 3 - 4</td>
</tr>
<tr>
<td></td>
<td>16 credits</td>
<td>15-16 credits</td>
</tr>
</tbody>
</table>

To be considered for the Certified Program, a student must have completed at least 24 semester hours of architectural program requirements including the following courses or their equivalents.
from other institutions:
SDC 100, 120, 140; Engl 101; Hist 105; Com 102; FA 101, 201, or 202; Math 171 or Phys 101 or 201.
A grade of "C" or better must be achieved in SDC 100, 120, and 140. Selection is based upon the
student's GPA in the 24+ semester credit hours of required course work. Applications are due
May 1 and approximately 40 students are admitted.

<table>
<thead>
<tr>
<th>SECOND YEAR (Certified Program)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 201</td>
<td>4</td>
</tr>
<tr>
<td>SDC 250</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 210</td>
<td>3</td>
</tr>
<tr>
<td>CSTM 201</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>15-16 credits</td>
</tr>
<tr>
<td>ARCH 203</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 209</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 324(M)</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 215</td>
<td>3</td>
</tr>
<tr>
<td>CSTM 202</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 301</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 351</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 432</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 309(M)</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>14 credits</td>
</tr>
<tr>
<td>ARCH 303</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 352</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 433</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>17 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 401</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 472</td>
<td>3</td>
</tr>
<tr>
<td>ARCH ELECT</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17 credits</td>
</tr>
<tr>
<td>ARCH 403</td>
<td>5</td>
</tr>
<tr>
<td>ARCH ELECT</td>
<td>3</td>
</tr>
<tr>
<td>UCORE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14-17 credits</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Hours</td>
<td>124 – 129</td>
</tr>
<tr>
<td>Total non- Arch prefix</td>
<td>40 +</td>
</tr>
</tbody>
</table>

For the Master of Architecture Track One program students may be admitted into this program from WSU
or from another University with a Bachelor of Architecture or a BA or BS in Architecture. Acceptance is
based upon previous coursework in studio as technology courses and quality of portfolio.

1.5 Year Track
Fall: Semester One – 16 credits
(Exact sequence of non studio courses may vary)

Arch 510 Graduate Design Studio 6cr
Arch 527 Site & Landscape Design 3cr
Arch 525 History & Theory 3cr
Arch 563 Structures III 3cr
Arch 702 Master's Special Problems 1cr
Spring: Semester Two – 16 credits
Arch 511 Graduate Project 6cr
Arch 531 Advanced Tectonics 3cr
Arch 573 Ethics & Practice 3cr
Elective (300 level or above) 3cr
Arch 702 Master’s Special Problems 1cr

Summer – 4 credits
Arch 580 Internship/Travel/Independent Study 4cr

Fall: Semester Three – 13 credits
Arch 513 Graduate Project 6cr
Arch 542 Issues in Architecture 3cr
Elective (300 level or above) 3cr
Arch 702 Master’s Special Problems 1cr

Total Credit Hours: 49 Credit hours
Grand Total Undergraduate + Grad 173 – 177 Credit Hours

5.5 Year Track:
Students that are admitted into Track 2 of the March program are students with a BA or BS in Architecture from another University. The exact curriculum is tailored for each student based upon their previous coursework. In each case students in this program are required to take Architecture Design studio typically Arch 401 and 403 as well as technical courses such as structures, environmental controls, codes etc. once students complete the first year successfully then they move into the sequence of courses above.

3.5 Year Track:
This track is for students that have a Bachelor’s degree in a field other than Architecture. This is a seven semester sequence beginning with foundation studio, completing all undergrad requirements in history, theory, structures and environmental controls. In addition these students are encouraged to supplement their coursework with courses in other disciplines such as CM, ID and LA. One current student is receiving a dual degree in the M Arch and CM program.

II.2.3. Curriculum Review and Development
At the beginning of the new School of Design and Construction commencing fall 2012, the committees described on pages 18-20 were tasked with a major assessment of all SDC courses for conformance to the vision of the new School. These committees included the following: History / Theory, Masters, Undergraduate, and Research, with subcommittees in foundation studios, graduate programs, recruitment, leadership, studio delivery, and history/theory. The current curriculum reflects the result of this work. Additional assessment materials from the program level as well as the university level can be found in Appendix VI. Additionally, the WSU Graduate School conducts regular reviews of all graduate and professional degree programs in the university. This spring (2013) all masters-only programs participated in program review, an objective process involving self-study, review of data from institutional research, and evaluation of program practices. The outcomes of this assessment are part of Appendix VI.
PART II, Section 3: Evaluation of Preparatory/Pre-professional Education

WSU Freshman:
Advanced Standing Freshman: The Architecture Program invites all WSU Freshman that are interested to enroll in the first year courses. As such no selection process is in place for these students. Certification of students occurs at the conclusion of the first year. High School students the visit WSU in their junior or senior year are encouraged to complete their math requirements as well as any other courses prior to enrolling at WSU. AP and Running Start students are highly encouraged and many of our students are able to complete math requirements (Calculus) prior to enrolling.

Transfer Students:
Transfer students from other Universities or Community colleges are also allowed admission. Transfer students wishing to seek advanced placement in the program must follow the following procedures:
- Apply and be accepted into WSU
- Previous coursework is evaluated by the WSU Registrar for equivalency to University U Core courses.
- Transcripts are reviewed by the School for specific equivalency in studio, history etc.
- Transfer students must submit a portfolio of design and creative work.

Based upon the above the Academic Coordinator in conjunction with the Director and Undergraduate Coordinator will determine if the student is prepared to enter the certified program.

Due to the fact that most Community Colleges do not offer courses that are equivalent to required architecture courses it is rare that transfer students are admitted into the second year. For these students we encourage them to consider a minor in another discipline while they are making up their foundation courses before moving into the certified program. The following is a list of transfer students accepted into the program in recent years: Spring 2010: (3); Fall 2010 (0); Spring 2011 (2); Fall 2011 (4); Spring 2012 (4); Fall 2012 (2); Spring 2013 (2); Fall 2012 (2).

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

II.4.2. Access to NAAB Conditions and Procedures

II.4.3. Access to Career Development Information

II.4.4. Public Access to APRs and VTRs

II.4.5. ARE Pass Rates

Washington State University Architecture ARE 4.0 Pass Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Programming, Planning &amp; Practice</th>
<th>Site Planning &amp; Design</th>
<th>Building Design &amp; Construction Systems</th>
<th>Schematic Design</th>
<th>Structural Systems</th>
<th>Building Systems</th>
<th>Construction Documents &amp; Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>50%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>67%</td>
</tr>
<tr>
<td>#</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>62%</td>
<td>73%</td>
<td>66%</td>
<td>78%</td>
<td>65%</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td>#</td>
<td>29</td>
<td>26</td>
<td>29</td>
<td>29</td>
<td>20</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>2010</td>
<td>65%</td>
<td>79%</td>
<td>63%</td>
<td>70%</td>
<td>77%</td>
<td>69%</td>
<td>81%</td>
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<td>30</td>
<td>37</td>
<td>26</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>2011</td>
<td>77%</td>
<td>90%</td>
<td>76%</td>
<td>76%</td>
<td>84%</td>
<td>77%</td>
<td>64%</td>
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<td>25</td>
<td>34</td>
<td>25</td>
<td>22</td>
<td>24</td>
</tr>
</tbody>
</table>

All of the information above can be found at [www.sdc.wsu.edu](http://www.sdc.wsu.edu)
Part III: Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [Year]
The following material is from the 2008 VTR

A. Responses to Conditions Not Met
From the 2008 VTR the School had one condition Not Met 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

Response to Condition Not Met 2012 Annual Report:

We have completed two years of our revised comprehensive studio. During the spring of 2013 students will have three options for completing comprehensive studio. The first will be a studio taught by two practicing architect from Seattle. Students in this studio will be developing proposals for mixed use building in Seattle. Design, DD and construction drawings will form the basis for this studio. A second option will be a design build studio where students will complete a design and construction drawings for the WSU Organic Farm. The project will be for the Harvest House. This project will be constructed in the summer of 2013 with student labor. The third option will be for our Integrated Design Studio (IDeX). This studio is aligned with a 40M dollar grant from the USDA into jet bio fuels. Students in this studio will be collaborating with students from construction management, engineering and other disciplines in determining impacts on communities and infrastructure including buildings. Architecture students will be working on repurposing an abandoned wood mill as part of this project. Note: The second option above was not offered in the spring of 2013 as university logistics were not in place.

B. Responses to Causes of Concern

Title of Cause for Concern
The Spokane Campus:

The team found the program in Spokane to be a supportive adjunct to the main program at Pullman. Students at Spokane are satisfied with the quality of education they are receiving and value the intense peer contact provided by the cohort form of organization. The quality of their work is on a par with that produced by students at Pullman. The 2002 VTR noted a number of deficiencies in the Spokane IOI Program, in computer services, financial support, student enrichment and library. Real progress was noted in most of these areas. Computer support, for example, is now the equivalent of that found on the Pullman campus. Financial disparities have been resolved. A strong contingent of four fulltime architecture faculty now serves Spokane. A series of charrettes and conferences provide enriching non-class opportunities.

At the same time, some concerns need to be addressed if students enrolled in Spokane are to receive an equivalent education.

Spokane through engagement of Pullman faculty in course instruction, crits, final project evaluations and the like on the Spokane campus.
Library improvements Information resources must be continuously improved. Although the library in Spokane is not required to meet NAAB standards, the size of its on-site collections should grow at an accelerated pace.
Enrichment Activities Efforts must be sustained to provide Spokane students with equivalent extracurricular enrichment experiences.
Enhanced urban mission The urban mission of the Spokane campus needs to be reinvigorated. The Spokane program was originally developed to provide students with enhanced contact with other design disciplines through the Interdisciplinary Design Institute (IOI) and to provide an educational experience with an urban
These emphases have been realized to some extent in the curriculum. The I01 provides regular opportunities for contact and collaboration with interior design and landscape architecture students. The urban emphasis has not been as successfully implemented. Faculty have met some resistance in efforts to engage the Spokane civic and political community in collaborative learning. Urban engagement is possible at wide variety of scales, however, from small neighborhood design interventions to regional planning. With creativity and dedication, the urban dimension of learning at Spokane can be reinvigorated.

Enhanced support for longer term students A new purpose for the Spokane campus has emerged. It now serves as the exclusive education site for all students in the 2 year M.Arch program. Students whose entire degree experience takes place on the campus are especially impacted by breadth of faculty contact, enrichment activities, and availability of library resources noted above.

The 2002 NAAB report recommended that Spokane and Pullman be accredited as a single entity. The current team agrees with this perspective, but notes that the NAAB standards for Programs at Remote Sites have changed since WSU’s last accreditation visit in 2002. It is useful to review the Spokane program in light of these new requirements.

NAAB standard 9.4.2 lists several factors in considering whether a remote site requires a separate APR and program visit

1) Does the site exceed one full academic year in length and credit?
2) Does the site have a significantly different or independent administration, equipment and facilities, finances, student and faculty profile, curriculum, or student / faculty governance policies?

With respect to these criteria, the team observed that

- Curriculum, student/faculty governance, student and faculty profile and finances do not differ significantly between Pullman and Spokane
- The Director of the Pullman program is fully and successfully engaged in directing the program in Spokane
- Student learning outcomes are similar on both campuses
- Some programs at Spokane do exceed one year in length
- The distance between Spokane and Pullman makes travel for events between the campuses burdensome for students and faculty, especially during a long winter season
- Library resources at Spokane are more modest than at Pullman, however there is an effective inter-library loan request system with courier service.
- Courses and faculty variety at Spokane is more constrained than at Pullman

Causes of Concern from 2012 Annual Report:
As of August 2012 all aspects of the architecture program are located in Pullman at the WSU main campus.

Changes in school structure:

As of July 2012 programs in interior design and landscape architecture have joined the school to form the School of Design and Construction. The focus of the new school will be on delivering highly collaborative and integrated coursework. Are alliances with engineering will continue and our initiatives for collaboration will be inclusive of the four disciplines.
2. **Summary of Responses to Changes in the NAAB Conditions**

The School has worked to implement the 2009 Conditions for Accreditation. In particular we have changed our capstone experience to accurately reflect issues for construction drawings as well as costs and specifications. We continue to advance our collaborative educational experiences between disciplines. Based upon our 2008 VTR the school continues to work to implement all NAAB Conditions.

**Part Four: Supplemental Information**

1. Course Descriptions (see 2009 Conditions, Appendix 1 for format)
2. Faculty Resumes (see 2009 Conditions, Appendix 2 for format)
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
4. Catalog (or URL for retrieving online catalogs and related materials)
5. Response to the Offsite Program Questionnaire (See 2010 Procedures, Section 8) **NOTE:** With the new formation of the School of Design and Construction, the entirety of the architecture program is now located in Pullman. Beginning Fall, 2012, there are no more remote campus locations for the architecture program.
SOC 100: World of Design and Construction, 3 credits
(began Fall 2013, formerly Arch 202)

Course Description: Exploration of architecture, interior design, landscape architecture, and construction management through equity, environment, and economy; careers in the built environment considered.

Course Goals and Objectives:
- Show understanding of how built environment designs are generated
- Apply common terminology used in the design and construction management disciplines
- Evaluate distinctions and commonalities among the design and construction management disciplines
- Analyze the built environment
- Understand how the design and construction disciplines collaborate in creating the built environment
- Understand how sustainability has bridged the practices and cultures of the design and construction management disciplines

Student Performance Criterion Addressed:
A.1 Communication Skills
A.2 Design Thinking Skills
A.5 Investigative Skills
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
B.7 Financial Considerations
B.8 Environmental Systems
C.2 Human Behavior
C.3 Client Role in Architecture
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgement
C.9 Community and Social Responsibility

Topical Outline:
This course examines the various methods used to generate, develop, and implement ideas within the built environment, and explores the physical, economic, political, spiritual, and cultural factors that often shape those ideas. Students learn how the fields of architecture, interior design, landscape architecture, and construction management have interacted over time, and they are exposed to recent shifts in the professions that point to substantial collaboration and integration. Students are asked to consider important questions that affect design and construction in the twenty-first century, and should emerge from the course understanding the context of these questions. What new challenges, for example, have been brought about by globalization? What impact has "sustainability" had on the design and construction management fields? Are there shifts in technology, economics, politics, or aesthetics that affect the design and construction of the built environment on a broad scale? To what major issues should students be exposed before they embark on a lifelong journey into the world of design and construction? In addition to asking students to think critically about the built environment, the course introduces students to the programs, resources, and faculty of the School of Design and Construction.

Prerequisites: None

Textbooks / Learning Resources:
No textbook. Each week a "reading" (article, TED Talk, website, etc.) will be used to prepare the student for the Thursday discussion. All course material will be posted on Angel (ims.wsu.edu).

Offered: Fall 2013
Faculty Assigned: Robert Krikac, F/T

Other faculty of the School of Design and Construction attend weekly lectures to provide peer review of this newly developed interdisciplinary course as well as to deliver content related to their discipline.

LA: Jolie Kaytes AR: Ayad Rahmani SDC: Phil Gruen
CM: Max Kirk, Jason Peschel, Rick Cherf ID: Bob Krikac
SDC 120: Foundational Drawing, 3 credits (began Fall 2013, formerly Arch 101) REQUIRED

Course Description: Freehand drawing for first year students interested in the design disciplines, in preparation for design thinking.

Course Goals & Objectives:
• This course cultivates students’ drawing abilities so that their drawings capture Perception: what is seen; Conception: what is thought, and Emotion: what is felt.

• Students learn a wide variety of drawing techniques via short and longer drawing assignments: line work, line depth, expression through lines and forms, curves and compound curves, fundamentals of composition, studio drawing, drawing en plein air, copying from master drawings, drawing from concepts rather than things, drawing at different scales, drawing at different speeds, freehand perspectival drawing, freehand shading, liberating drawing from propositional thinking, etc.

• All assignments are designed to lay a foundation for future design courses, in particular SDC140.

• Gain a (hopefully) life-long appreciation for the connection between design thinking and drawing.

Student Performance Criteria addressed:
A.2 Design Thinking Skills
A.3 Visual Communication Skills

Topical Outline: Three mid-term portfolio evaluations at 20% each (= 60%); One comprehensive portfolio submission (20%); attendance, completed weekly work, enthusiasm and attendance (20%)

Prerequisites: none

Textbooks / Learning Resources: Exercises are derived from a variety of standard textbooks on freehand drawing, among them:

* Betty Edwards, Drawing on the Right Side of the Brain
* Francis D.K. Ching, Architectural Graphics
* Paul Laseau, Freehand Sketching
* Kimon Nicolaides, The Natural Way to Draw

Faculty assigned: David Wang, Carrie Vielle, Elizabeth Graff, F/T
courses description: teaching and learning emphasis in this course is on basic graphic skills, design principles and design concepts for built environmental design. the aim is to increase the students' visual design literacy by introducing different ways of seeing and modeling the built environment with particular attention to the overlapping relationships among architecture, landscape architecture and interior design in the design of buildings, landscapes and interior environments.

course goals & objectives:
1. understand and apply 2d and 3d spatial fundamentals that form a common foundation of the design disciplines.
2. have an awareness of how design contributes to the experience of places to highlight individual, social and ecological significance of design work.
3. be competent in aspects of visual design and literacy.
4. understand design principles and terminology that support the common foundation.
5. understand design communication and presentation principles, techniques and skill sets, to clearly communicate design information and design reasoning.
6. understand design methods and creative modeling processes to support project based design thinking, creative problem solving and critical thinking.
7. understand the basic formal elements of design and design morphology to highlight common conceptual and material design practice issues.
8. be competent in the use of basic tools and materials common to the design disciplines.

student performance criterion/a addressed (list number and title):
A.1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills
B. 3. Sustainability
B. 4. Site Design

Topical Outline: Design and Fabrication (85%); Reading and Discussion (15%)

Prerequisites: No Prerequisites

Textbooks / Learning Resources:

Architecture: Form, Space, and Order, Francis D.K. Ching
Landscape and Images, John R. Stilgoe
Envisioning Information, Edward Tufte
To be offered: Spring 2014

Faculty assigned: Taiji Miyasaka, F/T, Jolie Kaytes,
Course Description:
Architectural design studio emphasizing design elements, design systems, conceptual design composition, principles, scale, proportion, rhythm, ambiance and experience.

Course Goals & Objectives:
Teaching & learning focus on
- linear and planar design elements for building and site design
design systems order and configuration diagramming
human activities and path-space experiences
analysis and synthesis of relationships among concepts, elements, systems and human experience
two and three-dimensional graphic representation skills and model making skills.

- formal graphic presentation of design work

Student Performance Criterion addressed:

B1, Pre-Design / B2, Accessibility / B3, Sustainability / B4, Site Design / B5, Life Safety / B6, Comprehensive Design

C1, Collaboration / C2, Human Behavior / C3, Client Role in Architecture / C9, Community & Social Responsibility

Topical Outline:
Assignment 2. Fitness Information Center, Stratford, UK. Wk 4-9.

Prerequisites: ARCH 101, ARCH 103.
Textbooks / Learning Resources:
Architecture Form, Space and Order, Francis Ching
Design Drawing, Francis Ching
Case examples and readings by assignment, see assignment handouts

Offered: 2012_Fall
Faculty assigned: Abel, Rahmani F/T
Arch 210: Digital Analysis and Representation (3 credits) REQUIRED

Course Description: Introduction to analysis and representation with a focus on the use of digital tools.

Course Goals & Objectives:
- The student will become proficient with the various digital tools useful to communicating architectural intent.
- The student will understand the theories that inform the communication and representation of architecture both historically and those informing current trajectories.
- The student will develop an understanding of how the architectural experience can inform the communication and representation of architecture.
- The student will apply the diagram as a tool for both critical analysis and communication of complex information and abstract ideas.
- The student will create a comprehensive strategy to communicate architectural projects.

Student Performance Criterion(s) addressed:
A.2, Design Thinking Skills
A.3, Visual Communication Skills
A.4, Technical Documentation
A.5, Investigative Skills
A.7, Use of Precedents
A.8, Ordering Systems Skills

Topical Outline:
- Analysis, mapping and diagramming skills
- Visual communication theory
- Graphic design
- Digital graphic software (Adobe Creative Suite), 3D modeling software (Rhino 3D), BIM Software (Revit), 3D Rendering

Course Prerequisite: Certified major in Architecture.

Textbooks / Learning Resources:
Darrin Griechen, Online video tutorials
Juhani Pallasmaa, The Embodied Image: Imagination and Imagery in Architecture, excerpts
Alberto Perez-Gomez and Louise Pelletier, Architectural Representation and the Perspective Hinge, excerpts
Marco Frascari, Jonathan Hale, Bradley Starkey Eds., From Models to Drawings: Imagination and Representation in Architecture, excerpts
Robin Evans, The Projective Cast, excerpts
Edward Tufte, Envisioning Information, excerpts
Kimberly Elam, Grid Systems, excerpts


Faculty assigned: Darrin Griechen, F/T
**SDC 250: Global History of Design I** (first began Fall 2013)  **REQUIRED**
Formerly Arch 220
Note: In the Fall of 2012, Architecture 220 was cross-listed with Interior Design 250 and Landscape Architecture 360 and taught as the "Global History of Design I."

**Course Description:** Global developments in design through the seventeenth century CE. Explores the monumental and the vernacular. Social and cultural emphasis.

**Course Goals & Objectives:**
- What is design?
- Historical integration of design and construction fields
- Basic principles of construction
- Design as shelter
- Ancient urbanism
- Design as culture
- Sacred vs. secular
- Public vs. private space
- Monumental /vernacular
- Race/ethnicity in design
- Gender in design
- Design as politics
- Design as class
- Design as power
- Design as conflict
- Design as patronage
- Design as economy
- Design and spirituality
- Design as pilgrimage
- Design as literature

**Student Performance Criterion/a addressed:**
A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills
A.7: Use of Precedents
A.8: Ordering Systems Skills
A.9: Historical Traditions and Global Culture
A.10: Cultural Diversity
A.11: Applied Research
B.8: Environmental Systems
B.9: Structural Systems
C.2: Human Behavior

**Topical Outline:** Ancient western design (65%); Ancient non-western design (35%)

**Prerequisites:** Certified major in Arch/ID/LA and concurrent enrollment in second-year Fall design studio; or instructor permission.

**Textbooks / Learning Resources:**

**Offered:** Fall 2011, Fall 2012

**Faculty assigned:** Phil Gruen, F/T
CSTM 201 Materials & Methods, 3cr REQUIRED

Courses Description
Focus specifically on concrete, masonry, metals, and wood; how they combine to form systems of building; the methods used to construct buildings with these materials.

Course Goals & Objectives
- Introduce the student to materials and the methods used in the built environment,
- Focus on Divisions 3-6 of the CSI (Construction Specification Institute) MasterFormat
- Competency in terms, recognition and properties of materials,
- Some knowledge of building codes related to these materials, quality control and specifications related to the respective materials and methods studied.
- The built environment is increasingly collaborative in nature; therefore, the student will participate in a collaborative team competition as a means of experiencing the value of interdisciplinary team work.

Student Performance Criterion/a addressed
A1, Communication Skills
A3, Visual Communications Skills
A5, Investigative Skills
A6, Fundamental Design
B9, Structural Systems
B10, Building Envelope Systems
B12, Building Materials & Assemblies
C1, Collaboration

Topical Outline
- Concrete: 25%
- Masonry: 17%
- Metal: 13%
- Wood: 20%
- Masonry Competition incorporating Concrete, Masonry, Metal, and Wood through design of wall section and interdisciplinary team work 25%

Prerequisites:
Certification into Construction Management, Architecture or Landscape Architecture

Textbooks / Learning Resources:

Offered (semester and year): Fall each year

Faculty assigned:
Jim Vaux, adjunct
ARCH 203-02 (2013_Spring) - Architectural Design II, 4 credits \textbf{REQUIRED}

\textbf{Course Description}
Architectural design studio emphasizing design elements, design systems, conceptual design, tectonics & particularly how technologies, systems, and craft orientations influence building design.

\textbf{Course Goals & Objectives}
Teaching & learning focus on
- linear and planar design elements for building and site design
- design systems order and configuration diagramming
- tectonic design-craft of the architect
- human activities and path-space experiences
- program and programmatic relationships
- Site, climate, day lighting and site context relationships
- analysis and synthesis building & site concepts, elements, systems and human experience
- two and three-dimensional graphic representation skills and model making skills
- formal graphic presentation of design work

\textbf{Student Performance Criterion addressed}:

A1, Communication Skills / A2, Design Thinking Skills / A3, Visual Communication Skills /
A4, Technical Documentation / A5, Investigative Skills / A6, Fundamental Design / A7, Use of Precedents /
A8, Ordering Systems Skills / A9, Historical Traditions and Global Culture / A10, Cultural Diversity /
A11, Applied Research

B1, Pre-Design / B2, Accessibility / B3, Sustainability / B4, Site Design / B5, Life Safety / B6,
Comprehensive Design / B8, Environmental Systems /

C1, Collaboration / C2, Human Behavior / C3, Client Role in Architecture / C9. Community & Social
Responsibility

\textbf{Topical Outline}
Assignment 1. Bespoke Tectonic Elements: floor, wall, roof, structure. Wks 1-5.

\textbf{Prerequisites}: ARCH 101, ARCH 103, ARCH 201.

\textbf{Textbooks / Learning Resources}:
Architecture Form, Space and Order, Francis Ching
Design Drawing, Francis Ching
Case examples and readings by assignment, see assignment handouts

\textbf{Offered} 2013_Spring

\textbf{Faculty assigned}: Abell, Rahmani F/T
ARCH 209-01 (2013_Spring) - Design Theory I, 3 credits REQUIRED

Course Description
Architectural theory on how building technologies, systems, and craft orientations influence design decisions, particularly modern design and tectonic issues.

Course Goals & Objectives
Teaching & learning focus on
- current theories on the building as a tectonic object
- explaining the building as a tectonic object
- evaluating the building as a tectonic object
- researching & evaluating examples of veracity in the design craft of the architect
- understanding the current socio-technological conditions that influence tectonics
- case study of significant examples of theory applied to evaluation of building objects

Student Performance Criteria:
- A1, Communication Skills
- A2, Design Thinking Skills
- A5, Investigative Skills
- A7, Use of Precedents
- A8, Ordering Systems Skills
- A9, Historical Traditions & Global Culture
- A10, Cultural Diversity
- A11, Applied Research
- B9, Structural Systems
- B10, Building Envelope Systems
- B12, Building Materials and Assemblies
- C3, Client Role in Architecture
- C8, Ethics and Professional Judgment

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

Prerequisites: Certified Architecture major; concurrent enrollment in ARCH 203.

Textbooks / Learning Resources:

Offered 2013_Spring

Faculty assigned Abell, F/T
Architecture-215, 3 Credits  REQUIRED

Courses Description
Issues in Sustainable Architecture: will introduce the students to the framework and challenges of sustainable design. Ecological design concept integrates the course’s diverse materials while fostering interdisciplinary collaboration.

Course Goals & Objectives
1. To understand the critical concepts, principles and practices of sustainable design.
2. To foster critical methodology to model, measure and program sustainable development.
3. To understand the relationship of primary ecological interchanges in the design process.
4. To understand the process of design and building, as integrated with their neighborhood, city and region, which fosters energy-efficiency, support a sense of community.
5. To become familiar with new regulations, policies and requirements driving sustainable communities in the framework of LEED accreditation requirement.
6. Student Performance Criterion/a addressed

A-1: Communication Skills  A-10: Cultural Diversity  C-2: Human Behavior
A-5: Investigative Skills  B-3: Sustainability Skills  C-9: Community and Social
A-7: Use of Precedents  B-8: Environmental System
A-9: Global Culture  C-1: Collaboration

Topical Outline
- Values and paradigms: 10%
- Sustainable site design: 20%
- Building materials: 15%
- Architecture and building: 25%.
- Urban issues and density: 25%
- Initiative and policies 5%

Prerequisites: Arch 201

Textbooks / Learning Resources:

Offered (semester and year): Spring, 2012 & 2013

Faculty assigned: Professor Bashir Kazimee, AIA, F/T
SDC 350: Global History of Design II (3 credits) Begins Spring 2014, formerly Arch 324 REQUIRED
NOTE: In the Spring of 2013, Architecture 324 was cross-listed with Interior Design 350 and taught as the "Global History of Design II."

Course Description: Global developments in design from the seventeenth century CE to the present day. Social and cultural emphasis. Major theories considered.

Course Goals & Objectives

| • Rise of a secular world | • Industry/mass production | • Design as class |
| • Rise of the professions | • Design as culture | • Design as power |
| • Modern design | • Design and morality | • Design as conflict |
| • Design and health | • Sacred vs. secular | • Design as patronage |
| • Design and sustainability | • Public vs. private space | • Design as economy |
| • East-West connections | • Monumental / vernacular | • Design and spirituality |
| • Colonialism in design | • Race/ethnicity in design | • Design and spirituality |
| • Design / construction split | • Gender and design | • Design as politics |
| • Design and memory | | |

Student performance criteria

| A.1: Communication Skills | B.7: Financial Considerations |
| A.2: Design Thinking Skills | B.8: Environmental Systems |
| A.5: Investigative Skills | B.9: Structural Systems |
| A.7: Use of Precedents | C.2: Human Behavior |
| A.8: Ordering Systems Skills | C.3: Client Role in Architecture |
| A.9: Historical Traditions and Global Culture | C.8: Ethics and Professional Judgment |
| A.10: Cultural Diversity | C.9: Community and Social Responsibility |
| A.11: Applied Research | |

Topical Outline: Western design (65%); Non-western design (35%)

Prerequisites: SDC 250, cert. major in Arch/ID/LA, and conc. enroll. in second-year Spring design studio.

Textbooks / Learning Resources:


Offered: Spring 2012, Spring 2013
Faculty assigned: Phil Gruen, F/T
CSTM 202 – Materials II (3 credits) REQUIRED

Course Description: A follow-up course to CSTM 201 (Materials I) focusing on the continuing development of a basic understanding of selected common materials used in building construction. Emphasis is on the functional characteristics of the materials and selected construction issues pertaining thereto. CSTM 202 is required of Construction Management and Architecture majors, and is taught in a lecture/discussion format with a voluntary research component.

Course Goals & Objectives: Students will develop a basic understanding of the materials used for Roofing, Paints and Coatings, Siding and Veneers, Thermal Insulation, Vapor Barriers, Low Slope Roofing, Glass and Glazing, Windows, Doors, Cladding, Rainscreens, Curtain Walls, Interior Walls, Plaster, Gypsum Board, and Finish Ceilings. Evaluation of student learning is accomplished through exams and the voluntary research report.

Student Performance Criterion Addressed:
A.1: Communication Skills                      B.3: Sustainability
A.4: Technical Documentation                  B.7: Financial Considerations
A.5: Investigative Skills                      B.8: Environmental Systems
A.6: Fundamental Design Skills                B.10: Building Envelope Systems
                                         B.12: Building Materials and Assemblies

Prerequisites: CSTM 201, certified major in Construction Management or Architecture


Offered: Spring Semester
Faculty Assigned: Thomas Heustis
ARCH 301, Architectural Design Studio IV, 5 Credits **REQUIRED**

**Courses Description:** Course learning objectives will be achieved by exploring the relationship of architecture with context/site and factors that influence design decisions. Factors such as natural systems; energy and climate, site history and context, materials and natural resources that influence design will be emphasized.

**Course Goals & Objectives:**
- Explore professional and personal understanding of architecture
- Review the classes understanding of basic design principles and issues
- Develop specific attitudes regarding the contextual relationship between architecture and landscape.
- Explore material expression and structural integrity.
- Help the students express architectural ideas in graphic language

**Student Performance Criterion/a addressed:**
A-1: Communication Skills B-1: Pre-Design ability B-9: Structural System
A-2: Design Thinking Skills B-2: Accessibility Skills B-10: Building Envelop
A-5: Investigative Skills B-3: Sustainability Skills B-12: Materials & Assemblies
A-8: Ordering System Skills B-4: Site Design Skills

**Topical Outline:**
- Site and program analysis: 15%
- Conceptual Design: 15%
- Schematic Design: 35%
- Design Development: 20%
- Final Presentation: 15%

**Prerequisites:** Architecture-202

**Textbooks / Learning Resources:** Sun, wind and light, by G.Z. Brown, Building Construction Illustrated, by Francis Ching

**Offered** (semester and year): Fall 2011, Fall 2012

**Faculty assigned:** Anna Mutin, Bashir Kazimee, Ayad Rahmani
ARCH 309: Modern Architecture and Theory (3 credits) REQUIRED

Course Description: Covers built and theoretical developments in architecture from the nineteenth century to present. Content may be linked to study tour.

Course Goals & Objectives:

- Architecture and money
- The architecture of spectacle
- Architecture and socialism
- Experiments in mass housing
- The machine aesthetic
- Totalitarianism and design

- Architecture, marketing, and social media
- The modernism of underdevelopment
- Utopia and alternative modernities
- Post-Modernism (and its debates)

- Sprawl and anti-sprawl
- "Starchitecture"
- Globalization
- Sustainable architecture
- Architecture, tourism, and travel
- Oral presentation
- Graphic design

Student Performance Criterion/a addressed:

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<thead>
<tr>
<th>A.1: Communication Skills</th>
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Topical Outline: Study Tour, presentation, graphic design (25%); Theories / debates of modernism (75%)

Prerequisites: Certified major in Architecture; SDC 250 and SDC 350; or graduate standing with instructor permission.

Textbooks / Learning Resources:


Offered: Fall 2011, Fall 2012

Faculty assigned: Phil Gruen, F/T
Arch 351 – Architectural Structures I (3 credits) REQUIRED

Course Description
Understanding and use of statics and mechanics in the analysis and design of statically determinate architectural structures using timber, steel, and reinforced concrete systems. Understanding and applying principles of statics and mechanics to solve simple structures problems including the evaluation of 'good' versus 'not good' with regard to building codes and factors of safety.

Course Goals and Objectives
☐ Understand and be able to calculate Loads and Forces
☐ Understand and be able to apply basic Statics to solve Simple Beams and Trusses
☐ Understand and be able to calculate internal forces (axial, shear, and bending moment)
☐ Understand and be able to calculate internal stresses (axial, shear, bending)
☐ Understand material strength and stiffness properties
☐ Understand 'Allowable' values, Factors of Safety, and Serviceability
☐ Understand and be able to use basic structural analysis software

Students Performance Criteria
A1, Communication Skills
A2, Design Thinking Skills
A4, Technical Documentation
B8, Structural Systems
B12, Building Materials and Assemblies

Topical Outline
1. Loads and Forces (13%)
2. Trusses (External and Internal Stability) (10%)
3. Internal Stresses and Allowable Stresses (6%)
4. Beams (Reactions and Internal Forces, V and M Diagrams) (19%)
5. Section Properties and Internal Stresses in Beams (10%)
6. Columns (10%)
7. Diaphragms and Shear Walls (6%)
8. Connections (6%)
9. Retaining Walls (13%)
10. Structural Analysis Software (6%)

Prerequisites: Certified Major in Architecture or Construction Management


Offered: Fall and Summer Sessions, Pullman Campus

Faculty Assigned: Jeff R. Filer, Ph.D., P.E., Clinical Assistant Professor (F/T)
Arch 432: Environmental Controls of Buildings | 3 credits  REQUIRED

**Course Description:** Upon completion of Arch 432, students will possess an understanding of the principles of heating, ventilating, and air-conditioning that are necessary to make a safe, healthy and productive building environment. This includes learning how to effectively balance mechanical criteria such as thermal properties, installation cost, energy efficiency, human comfort, life safety, with a focus on sustainability and other factors to produce a more holistic view of a building.

**Course Goals & Objectives:**

| What is Human Comfort | Economics of operating a building | Calculating heating and cooling loads |
| Overview of Sustainable design | Energy cost | • Designing for U and factors |
| Basic principles of energy | What are environmental controls | • What is proper ventilation |
| Indoor air quality | WB, DB and RH how do they interact | • Designing for heat gains and heat losses |
| What makes up thermal | What is sensible and latent heat | Controls and automation |
| Scope of Commissioning a building | Heat and Cooling transport | HVAC Delivery systems comparisons |
| Economic evaluation | |

**Student Performance Criterion/ addressed:**

| A.1: Communication Skills | B.3: Sustainability |
| A.3: Visual Communication Skills | B.7: Financial Considerations |
| A.4: Technical Documentation | B.8: Environmental Systems |
| A.5: Investigation skills | B.10: Building Envelope Systems |
| A.11: Applied Research | |
| B.1: Pre-Design | |

**Topical Outline:** Human Comfort & Ventilation (20%), Design Loads (50%), Delivery systems (30%)

**Prerequisites:** Certified major in Arch and CM, 3rd year, Materials I & II, or instructor permission.

**Textbooks / Learning Resources:** Mechanical and Electrical Systems in Buildings by Janis & Tao

**Offered:** Every fall semester

**Faculty assigned:** W. Max Kirk
Course Description: Continuation of the study of architectural design/form as influenced by cultural, spiritual and symbolic factors. Emphasis will be placed upon the development of sensitivity in analyzing, determining and justifying character/style/image or symbolic qualities of architectural design.

Course Goals & Objectives:
1) The Generation of an Architectural Concept: The art of architecture is in part based on the understanding of what a building means, symbolizes and expresses beyond merely responding to the functional requirements of the program. An architectural concept is rooted in the architect's interpretation of what a building may represent as a social/cultural expression. As such, the Arch 303 studio will encourage students to create designs in accordance with personally generated architectural concepts.
2) Developing the Language of Architecture: Projects this semester will emphasize student development of an architectural language. This physical expression may be derived from historical and/or cultural precedents, technological determinants (structure, materials and labor force) or be influenced by the architect's personal values. Students will explore how one decides what idea (derivation) is appropriate and what physical manifestations (architectural language) best communicates that idea.
3) Improve the Skills of Architectural Communication: Since drawings and models form the principle means of communication for architectural design, students will be expected to further develop and improve upon existing skills, with emphasis on drawings and model making.

Student Performance Criteria addressed:
A-1: Communication Skills B-1: Pre-Design ability B-9: Structural System
A-2: Design Thinking Skills B-2: Accessibility Skills B-10: Building Envelop
A-5: Investigative Skills B-3: Sustainability Skills B-12: Materials & Assemblies
A-8: Ordering System Skills B-4: Site Design Skills

Topical Outline:
- Site and program analysis: 15%
- Conceptual Design: 15%
- Schematic Design: 30%
- Design Development: 25%
- Final Presentation: 15%

Prerequisites: Architecture 301

Textbooks / Learning Resources: Site Analysis by Edward White, Space Adjacency Analysis, by Edward White,

Offered (semester and year): Spring 2012, 2013

Faculty assigned: Bashir Kazimiee, Rafi Samizay, Anna Mutin, Matthew Cohen, F/T & Kevin Reeves (adjunct)
ARCH 309: Modern Architecture and Theory (3 credits) REQUIRED

Course Description: Covers built and theoretical developments in architecture from the nineteenth century to present. Content may be linked to study tour.

Course Goals & Objectives:

| • Architecture and money       | • Architecture, marketing, and social media       | • Sprawl and anti-sprayl                       |
| • The architecture of spectacle | • The modernism of underdevelopment               | • "Starchitecture"                             |
| • Architecture and socialism   | • Utopia and alternative modernities              | • Globalization                                |
| • Experiments in mass housing  | • Post-Modernism (and its debates)                | • Sustainable architecture                     |
| • The machine aesthetic        |                                                 | • Architecture, tourism, and travel            |
| • Totalitarianism and design   |                                                 | • Oral presentation                           |
|                                 |                                                 | • Graphic design                              |

Student Performance Criterion/a addressed:

| A.1: Communication Skills | B.10: Building Envelope Systems |
| A.2: Design Thinking Skills | B.11: Building Service Systems Integration |
| A.5: Investigative Skills | B.12: Building Materials and Assemblies Integration |
| A.7: Use of Precedents    | C.1: Collaboration                |
| A.8: Ordering Systems Skills | C.2: Human Behavior             |
| A.9: Historical Traditions and Global Culture | C.6: Leadership |
| A.10: Cultural Diversity  | C.7: Legal Responsibilities     |
| B.7: Financial Considerations | C.8: Ethics and Professional Judgment |
| B.8: Environmental Systems | C.9: Community and Social Responsibility |
| B.9: Structural Systems   |                                  |

Topical Outline: Study Tour, presentation, graphic design (25%); Theories / debates of modernism (75%)

Prerequisites: Certified major in Architecture; SDC 250 and SDC 350; or graduate standing with instructor permission.

Textbooks / Learning Resources:


Offered: Fall 2011, Fall 2012

Faculty assigned: Phil Gruen, F/T
Arch 352 – Architectural Structures II (3 credits)

Course Description
Design and use of wood as a modern construction material focusing on information provided by Industry and building codes; design of steel beams and columns.

Course Goals and Objectives
☐ Understand nominal dimensions, board foot measure, and dimension changes
☐ Understand and be able to obtain Design Values for structural wood materials
☐ Understand and be able to apply Adjustment Factors
☐ Able to design wood joists, rafters, beams, and columns
☐ Able to design simple wood connections (-nailed, bolted)
☐ Able to obtain and navigate design aids provided by Industry
☐ Understand the effect of notches, holes, checks, splits and fire
☐ Ability to design simple steel beams and columns

Students Performance Criteria
A2, Design Thinking Skills
A4, Technical Documentation
B9, Structural Systems
B12, Building Materials and Assemblies

Topical Outline
Types of wood members, nominal dimensions, Board Foot Measure (6%)
Specific Gravity, Moisture Content and Volume Change (6%)
Sawn Lumber, Design Values, and Adjustment Factors (10%)
Glued Laminated Timber and Structural Composite Lumber (6%)
Decking and Sheathing (3%)
Joists, Beams, Rafters (6%)
Beam Stability and Deflections (6%)
Holes, Notches, and Checking (6%)
Columns and Studs (6%)
Connections (Nails, Bolts, etc.) (13%)
Performance of Timbers in Fire (6%)
Design Aids and Software (6%)
Steel Beam and Column Design (ASD and LRFD) (9%)
Connections (Bolted and Welds) (6%)

Prerequisites: Certified Major in Architecture or Construction Management; Arch 351


Offered: Spring and Summer Sessions, Pullman Campus

Faculty Assigned: Jeff R. Filler, Ph.D., P.E., Clinical Assistant Professor (F/T)
Arch 433: Environmental Controls of Buildings II 3 credits **REQUIRED**

**Course Description:** Arch 432 is a continuation of Arch 432. Upon completion of Arch 433, students will possess an understanding of the principles of fire protection; electrical systems that include power supply, transformers, wiring, outlets, lighting; people movers, acoustics as applied to HVAC, plumbing and communication and concepts adapted from and in addition to Arch 433 with a focus on sustainability and other factors to produce a more holistic view of a building.

**Course Goals Objectives**

- Piping equipment and systems
- Plumbing equipment
- Sewage systems
- Rain water harvesting
- Basic principles of energy
- Solar
- Fire protection
- Communications and life safety

- Scope of commissioning a building
- Economic evaluation
- Economics of operating a building
- Energy cost
- Electrical design and wiring
- Lighting design
- Lighting equipment
- Calculating illumination

- Noise and vibration in Mechanical & Plumbing
- Arch. Accommodations & ceiling plenums
- Designing for heat gains and heat losses
- Environmental Controls
- Water run-off

**Student Performance Criterion addressed**

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<td>B.11: Building Services System Integration</td>
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<td>B.1: Pre-Design</td>
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</table>

**Topical Outline:** Plumping systems (30%), Lighting /equipment (25%), Electrical systems (25%), Environmental controls (10%), Noise and Vibration (5), Fire Protection (5%)

**Prerequisites:** Arch 432, Certified major in Arch and CM, 3rd year, Materials I & II, or instructor permission.

**Textbooks / Learning Resources:** Mechanical and Electrical Systems in Buildings by Janis & Tao

**Offered:** Every spring semester

**Faculty assigned:** W. Max Kirk
Arch 401: Architectural Design VI, 5 credits REQUIRED

Course Description: Advanced architectural design focusing on technology, systems and crafts of buildings.

Course Goals/ Objectives

* Builds on previous studio courses by integrating current technological developments into architectural design
* Theoretical exposure to "the art and craft of building" in an age of cyber technologies
* Exposure to current modeling software technologies

Student Performance Criterion/addressed:

A1, Communication skills / A2, Design thinking skills / A3, Visual communication skills / A4, Technical Documentation / A5, Investigative skills / A6, Fundamental Design / A7, Use of precedents / A8, Ordering systems skills / A11, Applied research

B1 Pre-design / B2, Accessibility / B3, Sustainability / B4, Site Design / B5, Life Safety / B6, Comprehensive Design / B8, Environmental Systems / B9, Structural Systems / B10, Building envelope systems / B12, Building materials & assemblies

C2, Human behavior / C7, Legal responsibilities / C8, Ethics and Professional judgment / C9, Community & Social responsibility

Topical Outline: Project #1 (25%), Project #2 (25%), Project #3 (25%), Theoretical / Applied research (15%); Class contributions, attendance, etc (10%)

Prerequisites: Certified major in Architecture; ARCH 303

Textbooks/Learning Resources: Course-pack selections from Nesbitt (ed., Theorizing a New Agenda for Architecture), Neil Leach (ed., Rethinking Architecture: A Reader in Cultural Theory); Marco Frascari, Jonathan Hale, Bradley Starkey Eds., From Models to Drawings: Imagination and Representation in Architecture, excerpts

Offered: Every fall semester

Faculty assigned: Darrin Griechen, F/T
Arch 472 Building Codes and Acoustics, 3cr  REQUIRED

Courses Description
This class studies the 2012 International Building Code and supporting documents as a means to provide designers a sense of how to understand the code application process. Actual building projects are studied in context, along with varying plan review interpretations. Guest lecturers cover specialized topics, such as sprinklers, and city building departments.

Course Goals & Objectives
• A functional understanding of the code system
• The ability to analyze building designs relative to code and applicable standards
• The ability to prepare for jurisdictional code review

Student Performance Criterion/addressed:

Topical Outline
• (3%) International Code Council
• (9%) Model codes (IBC, IFC, IRC, I codes, included standards)
• (2%) Powers and duties of Building Code Officials
• (14%) Safe design and construction.
• (8%) Occupancy & mixed occupancy
• (9%) Construction types
• (16%) General Building Limitations
• (17%) Fire resistant construction
• (3%) Occupant Load
• (2%) Fire suppression systems
• (8%) Egress & Access (including ADAAG)
• (2%) Acoustics (performance requirements only)
• (7%) Misc related topics (standard of care, subtopics, etc)

Prerequisites:
Acceptance in the school programs + Jr / Sr

Textbooks / Learning Resources:
2012 International Building Code + Course handouts

Offered (semester and year):
Fall Semester each year

Faculty assigned
Jeff Burnett, Full time.
Arch 403 Architectural Design Studio VII, 5cr REQUIRED

Course Description: Advanced study of architectural design/form as influenced by social and environmental issues applied to large-scale developments.

Course Goals Objectives

* Builds on Arch 401 by mediating between social discourses and technological innovation
* Projects relate to integrating environmental concerns with cyber technology, particularly in large scale projects
* Theoretical exposure to "the art and craft of building" in an age of cyber technologies

Student Performance Criterion/addressed:

A1, Communication skills / A2, Design thinking skills / A3, Visual communication skills / A4, Technical Documentation / A5, Investigative skills / A6, Fundamental Design / A7, Use of precedents / A8, Ordering systems skills / A9, Historical traditions & global culture / A10, Cultural diversity / A11 Applied research

B1 Pre-design / B2, Accessibility / B3 Sustainability / B4, Site Design / B5, Life Safety / B6, Comprehensive Design / B8, Environmental Systems B9, Structural Systems / B10, Building envelope systems / B12 Building materials & assemblies

C2, Human behavior / C7 Legal responsibilities / C8, Ethics and Professional judgment / C9 Community & Social responsibility

Topical Outline: Project #1 (30%) Project #2 (40%); Research competency (20%); Class contribution, attendance, etc (10%)

Prerequisites: Certified major in Architecture; ARCH 401.

Textbooks / Learning Resources: Course-pack selections from Sanford Kwinter (Travesties of the Modern), William Mitchell (Urban Life Jim, But Not as we Know it); James Wines (Green Dreams), William McDonough (Hannover Principles), Ken Yeang (Designing with Nature), Malkawi and Augenbroe (eds, Advanced Building Simulation); Nesbitt (ed, Theorizing a New Agenda for Architecture), Neil Leach (ed., Rethinking Architecture: A Reader in Cultural Theory);

Offered: Every spring semester

Faculty assigned: Darrin Griechen, F/T
Arch510: Architecture Design Studio (6 credits) REQUIRED

Courses Description: The course is designed as a graduate studio, in which students are to focus on investigating and exploring issues of design.

Course Goals & Objectives:
- Learn and explore design research methods
- Research and understand design in relation to culture, technology, history, and construction
- Develop communication and presentation skills

Student Performance Criterion/a addressed

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Textbooks / Learning Resources

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<thead>
<tr>
<th>Outside Lies Magic, John R. Stilgoe</th>
<th>Delirious New York, Rem Koolhaas</th>
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<tr>
<td>A Pattern Language, Christopher Alexander</td>
<td>Made in Tokyo, Yoshiharu Tsukamoto and Momoyo Kaijima</td>
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<tr>
<td>The Death and Life of Great American Cities, Jane Jacobs</td>
<td>Architecture without Architects, Bernard Rudofsky</td>
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<td>The Ecological Approach to Visual Perception, James J. Gibson</td>
<td>Architecture Studio, Cranbrook Academy of Art</td>
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<td>The Necessity of Experience, Edward Reed</td>
<td>Emergence, Steven Johnson</td>
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<td>Experiencing Architecture, Steen Elier Rasmussen</td>
<td>The Tacit Dimension, Michael Polanyi</td>
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<td>In Praise of Shadows, Junichiro Tanizaki</td>
<td>The Architecture of the Well-tempered Environment, Reyner Banham</td>
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<td>Complexity and Contradiction in Architecture, Robert Venturi</td>
<td>Form Follows Libido, Sylvia Lavin</td>
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<tr>
<td>Massive Change, Bruce Mau</td>
<td>The Most Beautiful House in the World, Witold Rybczynski</td>
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Offered: Fall 2011, Fall 2012, Fall 2013

Faculty assigned: Taiji Miyasaka, F/T
Arch 527 Site Planning, 3 semester credits REQUIRED

Courses Description (limit 25 words): An overview of site planning principles and their application from both an aesthetic and functional perspective.

Course Goals & Objectives (bulleted list):
1. Provide clarification of individual and collective values regarding building/site relationships.
2. Develop awareness of the message potentials of integrating water, vegetation, and topography into building design.
3. Provide design strategies for the innovative, appropriate inclusion of landscape elements into both the site and building.
4. Provide an understanding of the functional determinants inherent in the manipulation of landscape.
5. Provide evaluation procedures for determining site design performance based on aesthetic, symbolic, and functional criteria.
6. Develop simulation techniques for effectively communicating site planning intentions.

Student Performance Criteria addressed:
B2, Accessibility / B4, Site Design / C2, Human Behavior
1. Individual readings will be assigned from the books listed below as well as current articles from architecture and landscape journals.
2. There will be a mix of lecture, discussion, and project reviews. Field trips, slide and video presentations will also be included.
3. Attendance and participation in class discussion is an essential part of the course. 10%
4. There will be 4 short illustrated essays (500 words) that combine both graphic and written product with a focus on Landscape/Building Attitudes, Site Analysis, Site Design from the Aesthetic Perspective, and Site Design from the Functional Perspective. 60%
5. A Final Project will synthesize the four above projects. The product will be a scaled three dimensional model with a written design rationale. 30%

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

Weeks 1 and 2: Introduction of historic attitudes expressed by building/landscape relationships. Explore personal and collective views of preferred building/landscape relationships.

Weeks 3-5: Introduction of site analysis techniques - traditional (quantitative data gathering) and non-traditional (qualitative, intuitive methods).

Weeks 6-8: Introduction of site planning principles (aesthetic perspective). Explore uses of water, vegetation, and topography as both compositional and experiential design elements.

Weeks 9-11: Introduction of functional aspects of site planning - zoning and setbacks, parking, handicap requirements, soils and grading (drainage), site engineering, and environmental restrictions.

Weeks 12-14: Review site planning sections of Architecture Registration Exam (ARE) - Pre Design Division: Environmental Analysis and Site Planning Division: Site Analysis and Site Design Vignettes.

Week 15: Design reviews of final project.

Prerequisites: graduate standing and Arch. 403

Textbooks / Learning Resources: no specific text... readings from numerous sources

Offered (semester and year): yearly in the Fall semester

Faculty assigned (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct): Paul Hirzel F/T
Arch 525: Architectural Theory, 20th Century (3 credits) REQUIRED

Course Description: Covers fundamental philosophical themes of the 20th Century (positivism, consciousness, linguistics) and how they shaped leading examples of architectural theory, 1871-present.

Course Goals & Objectives:

- The philosophical underpinnings of theory (theoria).
- Positivism as expressed in modernist trends: Fordism; modernism; utopianism; prescriptive city planning from E. Howard to the New Urbanists.
- Consciousness, as a philosophical construction, expressed in individual phenomenology (from Husserl, Heidegger to Norberg-Schulz, to the “sense of place” literature)
- Consciousness as expressed in corporate phenomenology (from Hegel to Wollfin to Ginzburg to Le Corbusier to Giedion to Pevsner, etc)
- The Linguistic base in architectural theory: structuralism, post-structuralism, deconstruction, postmodernism in general.
- The New Virtualism: impact of cyber technology on current design trends
- Development of theory (team project)

Student Performance Criterion/a addressed:

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Topical Outline: Exam-1 (20%); Exam-2 (30%); 10 Team Show and Tells (30%); Final team or individual project (20%)

Prerequisites: graduate standing

Textbooks / Learning Resources:

* Selected readings

Offered: Fall 2011, Fall 2012

Faculty assigned: David Wang, F/T
Arch 563 / 463 – Architectural Structures III (3 credits) REQUIRED

Course Description
Design of reinforced concrete structures and elements, including Prescriptive and Engineered construction; resistance of wind and seismic forces on structures; structural masonry.

Course Goals and Objectives
- Understand concrete and reinforcement properties
- Able to assemble simple construction documents for concrete construction
- Able to design simple foundations
- Able to design simple beams and walls
- Understand pre-stress, pre-cast, and post-tension concrete
- Able to design a 'concrete house'
- Understand permanent bracing
- Understand and be able to specify anchors and tie downs
- Understand structural masonry

Students Performance Criteria
A2, Design Thinking Skills
A4, Technical Documentation
B9, Structural Systems
B12, Building Materials and Assemblies

Topical Outline
Physical and engineering properties of concrete and reinforcement (6%)
Prescriptive and engineered design of foundations (19%)
Basement Walls (6%)
Beam and lintel design (19%)
Design of reinforced concrete columns and walls (6%)
Prescriptive superstructure design (the 'Concrete House') (13%)
Pre-stress, pre-cast, post-tension, and tilt-up concrete (6%)
Bracing (to resist wind and seismic forces) (6%)
Anchorage and tie downs (6%)
Retaining Walls (Segmental Block) (6%)
Concrete Masonry (CMU) (6%)

Prerequisites: Certified Major in Architecture or Construction Management; Arch 352


Offered: Fall Session, Pullman Campus

Faculty Assigned: Jeff R. Filler, Ph.D., P.E., Clinical Assistant Professor
Arch 511/513 Graduate Design 6 semester credits hours each **REQUIRED**

Project **Courses Description** (limit 25 words): Final graduate design studios focusing on individualized topics

**Course Goals & Objectives** (bulleted list):
1. To provide an experience that will challenge your patience, imagination, and confidence.
2. To provide an opportunity to expose your creative impulses, your center self..... find a way to make architecture and landscape that will give people joy and hopefulness about being in the world.
3. To reveal how it feels to resolve the forces of beauty, technology, context, and use.....how this process might be lubricated with skill and passion.

**Student Performance Criterion/a addressed**: A1, Communication skills / A2, Design thinking skills / A3, Visual Communication skills / A5, Investigative skills / A6, Fundamental Design / A7, Use of precedents /A8, Ordering Systems skills / A11, Applied research / B1, Predesign / B2, Accessibility / B3, Sustainability / B4 Site Design / B6, Comprehensive design / B7, Financial considerations / B9, Structural Systems / B10, Building Envelope Systems / B11, Building Service Systems / B12, Building Materials & Assemblies / C1, Collaboration

**First review** Provide in a unified presentation format:
- Presentation quality vicinity model with context / base drawings / vicinity map / site photos / boards that succinctly define the problem, with precedents, goals, theory and method for fixing the problem

**Second review** Five day charette
- Multiple abstract study models / diagrams and images of design rationale / structure, materials, site relationships

**Third Review** Present revised diagrams, images, and models /developed model and drawings / plans, sections, elevations, and 3D of your design

**Fourth Review** Present revised design at min. 1/16 scale. Include all parts of your presentation: diagrams, images, models, text, and drawings. It's very important to be complete as this is the last review before you begin final exam drawings and models

**Arch. 511 Preliminary Exam and Arch. 513 Final exam** (The exams are composed of two parts):
1. Graphic presentation includes drawings, images, supplemental text, and model of your design solution.
2. Oral presentation includes explanation and defense of graduate project intentions.
3. Arch 513 also includes two additional requirements: a public presentation or exhibition and a project monograph.

**Topical Outline** (include percentage of time in course spent in each subject area):
Arch. 511 is the "building/site design semester" where you research and define an architectural problem that you believe needs fixing and propose a design solution case study to address this problem. 100%

Arch. 513 is the "publication/presentation semester", where you produce final drawings, models, and diagrams, complete your manuscript, and design a presentation for a more public venue than your design committee.... This may take the form of a public exhibition, media event, workshop, seminar, video that communicates your expertise in your particular topic. The idea here is that you will be producing a media event that is relevant to a public – people beyond the walls of Carpenter...i.e. school boards, other architecture schools, the AIA, commercial developer, manufacturers, etc.... your work will need to be formatted in such a way as it will be easily accessible to this new audience. A critical part of this endeavor will be finding the appropriate context and audience to present your particular topic. 100%

**Prerequisites**: Arch 510


**Offered** (semester and year): Arch 511 Spring and Arch 513 Fall consecutively

**Faculty assigned** (list all faculty assigned to teach the course during the two academic years prior to the visit and whether each was F/T, P/T, or adjunct): Paul Hirzel F/T, Matt Cohen F/T
Arch531: Design Systems in Tectonics and Materials (3 credits) REQUIRED

Courses Description: The course is designed as a graduate seminar, in which students are to focus on investigating and exploring issues of tectonics and materials in architecture.

Course Goals & Objectives:
- Understand historical and current tectonics and materials in architecture through reading and fabricating.
- Research how tectonics and materials are developed, explored, and applied in both academics and practice.
- Research architectural contexts of tectonics and materials in relations to other fields.

Student Performance Criterion/a addressed

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<thead>
<tr>
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<tbody>
<tr>
<td>A. 2. Design Thinking Skills</td>
<td>B. 3. Sustainability</td>
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<tr>
<td>A.5. Investigative Skills</td>
<td>B. 8 Environmental Systems</td>
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<tr>
<td>A. 9. Historical Traditions and Global Culture</td>
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<tr>
<td>A. 10. Cultural Diversity</td>
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<tr>
<td>A.11. Applied Research</td>
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</tbody>
</table>

Topical Outline: Research (25%); Design and Fabrication (50%); Theory (25%)

Prerequisites: Must be enrolled in Master's program in Architecture

Textbooks / Learning Resources:
Makers: The New Industrial Revolution, Chris Anderson
Refabricating Architecture, Stephen Kieran and James Timberlake

Offered: Spring 2011, Fall 2012, Spring 2013

Faculty assigned: Taiji Miyasaka, F/T
Arch 573: Ethics and Professional Practice (3 credits) REQUIRED

Course Description: Ethical and professional practice issues related to the business and practice of architecture; investigations into marketing client and business orientation. NOTE: in Fall 2012 this course was cross-listed with the ethics/professional practice courses in Landscape Architecture (LA 480) and Interior Design (ID 392).

Course Goals & Objectives:
• Learn the professional ethics theory and expectations as exemplified in the AIA Code of Ethics and NCARB Standards of Conduct
• Learn the requirements for professional licensure (including IDP expectations)
• Learn about current project delivery methods, among them DBB, DB, CM, CM at risk, IPD, etc
• Be exposed to office management and practice
• Be exposed to contract documents and specifications
• Be exposed to legal aspects of practice (e.g. ownership of drawings, disclosure, client confidentiality, etc)
• Learn the differences between private and public bidding
• Learn about change orders and other aspects of field observation
• Conduct a specific project related to professional practice and ethics
• Team case-studies required throughout the semester

Student Performance Criterion/a addressed:

| A.5: Investigative Skills       | C.2: Human Behavior             |
| A.9: Historical Traditions and Global Culture | C.3: Client Role             |
| B.7: Financial Considerations | C.4: Project Management        |
| C.1: Collaboration             | C.5: Practice Management       |
|                                | C.6: Leadership                |
|                                | C.7: Legal Responsibilities   |
|                                | C.8: Ethics and Professional Judgment |
|                                | C.9: Community and Social Responsibility |

Topical Outline: Exam-1 (15%); Exam-2 (15%); 10 Team Action Plans (Case studies) (35%); personal project (15%); Attendance and participation (20%)

Prerequisites: graduate standing

Textbooks / Learning Resources: selections from:

Offered: Fall 2011, Fall 2012

Faculty assigned: David Wang, F/T
Arch 220 History of Architecture and Urbanism, 3cr ELECTIVE

Course Description: Global developments in design through the seventeenth century CE. Explores the monumental and the vernacular. Social and cultural emphasis.

Course Goals & Objectives:

<table>
<thead>
<tr>
<th>What is design?</th>
<th>Design as culture</th>
<th>Design as power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical integration of design and construction fields</td>
<td>Sacred vs. secular</td>
<td>Design as conflict</td>
</tr>
<tr>
<td>Basic principles of construction</td>
<td>Public vs. private space</td>
<td>Design as patronage</td>
</tr>
<tr>
<td>Design as shelter</td>
<td>Monumental/vernacular</td>
<td>Design as economy</td>
</tr>
<tr>
<td>Ancient urbanism</td>
<td>Race/ethnicity in design</td>
<td>Design and spirituality</td>
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<td>Gender in design</td>
<td>Design as pilgrimage</td>
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<td>Design as politics</td>
<td>Design as literature</td>
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<td></td>
<td>Design as class</td>
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</tr>
</tbody>
</table>

Student Performance Criterion/a addressed:

A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills
A.7: Use of Precedents
A.8: Ordering Systems Skills
A.9: Historical Traditions and Global Culture

A.10: Cultural Diversity
A.11: Applied Research
B.8: Environmental Systems
B.9: Structural Systems
C.2: Human Behavior

Topical Outline: Ancient western design (65%); Ancient non-western design (35%)

Prerequisites: Certified major in Arch/ID/LA and concurrent enrollment in second-year Fall design studio; or instructor permission.

Textbooks / Learning Resources:

Offers: Fall 2011, Fall 2012

Faculty assigned: Phil Gruen, F/T
Arch 440 / CSTM 440 Architectural Acoustics ELECTIVE

Course Description
An introductory course on architectural acoustics. Lecture and experience based “hands on” course, using campus buildings as specimens and sound measurement instrumentation.

Course Goals & Objectives (bulleted list):
- A functional understanding of the physics of acoustics
- A functional understanding of architectural acoustical design practice
- The ability to analyze a building acoustical design relative applicable standards

Student Performance Criterion addressed: A4, A5, A11, B7, B10, B11, B12, C2

Tested Material: Class lectures, films & videos = 50%, Text & references = 40%, Sound measurements = 10%

Topical Outline
- (15%) Basic theory
- (10%) Architectural standards
- (12%) Sound absorption
- (13%) Room acoustics
- (14%) Sound isolation
- (15%) Mechanical systems noise & vibration control
- (13%) Speech privacy
- (4%) Electro-acoustics
- (4%) Architectural acoustical consulting.

Prerequisites:
Math 101 or greater
Physics 101 or greater

Textbooks / Learning Resources:
Architectural Acoustics By M. David Egan
Softcover, January 2007

Offered
Fall & Spring semesters

Faculty assigned: Burnett F/T
Arch 451 CAD I, 3cr / Arch 452 CAD II, 3cr ELECTIVEs

**Courses Description** (limit 25 words):
This class is a hands on, collaborative, twice a week architectural project. We build a step by step working drawing of a Summer cabin. Students share their progress, difficulties and explorations before the group. Students master all essential AutoCAD features, get a thorough grounding in the basics, learn the very latest industry standards and techniques, and quickly become productive with AutoCAD.

**Course Goals & Objectives:**
- Explore the realm of 2D & 3D CAD as it relates to working drawings.
- Develop an awareness of 2D & 3D CAD as a design and documentation tool.
- Student is expected to develop specific CAD awareness and skills
- Build, basic CAD concepts needed for presentation & project contract documents.

**Student Performance Criterion:** A2, A3, A4, A8, B1, B6, B9, B10, B11, B12

**Topical Outline:**
- (20%) AutoCAD interface, basic commands, and industry workflows
- (20%) Annotation, generating elevations, and visualizing projects in 3D
- (20%) Dimensioning, external references, layouts and printing, using 3D
- (20%) Drawing title block, line weights, text and dimensioning size, placement, font, etc.
- (20%) AIA and CSI drawing standards

**Prerequisites:**
- Windows based laptop or notebook P.C.
- Student copy of AutoCAD 2013
- Basic, demonstrated, understanding of working drawings

**Textbooks / Learning Resources:**
Student version; AutoCAD 2013 and AutoCAD LT 2013: No Experience Required [Paperback
Windows based laptop, w min. 4Gb memory
An Apple version of Acad 2013 is available but not mature with no equivalent text

**Offered:**
Fall Semester, 2013

**Faculty assigned**
Jeff Burnett, Full Time
Arch 456 Field Sketching, 3cr ELECTIVE

Course Description:
Introduction to sketching techniques and tools, blending exercises meant to work the right side of the brain with those meant to practice different drawing media.

Course Goals & Objectives:
- Develop creative sketching skills
- Explore the effect of different sketching media
- Communication through sketching

Student Performance Criterion/a addressed
A.3, Visual Communications

Topical Outline
- Right side of the brain exercises: 20%
- Working with “conte” sticks and defining form through negative space: 20%
- Lines: 20%
- Charcoal and the artistry of drawing landscapes: 20%
- Sketching with water color: 20%

Prerequisites:
None

Textbooks / Learning Resources:
Documentaries/Video

Offered
Summer, 2011, 2012

Faculty assigned
Ayad Rahmani; F/T
Course Description:
An Interdisciplinary Seminar exploring tenets of leadership in the design and construction professions

Course Goals & Objectives:
• Will be able to identify and describe a variety of theories of leadership
• Will learn to view your world through a "lens of leadership"; in other words, you will have an increased awareness of leadership within the context of your daily life
• Will be able to critically assess a leadership scenario and identify the pertinent theories
• Will clearly articulate an understanding of the processes, practices, and purposes of leadership
• Will appreciate that effective leadership is a multi-faceted process
• Will create a practical, personal definition and philosophy of leadership
• Will gain an understanding of leadership competencies and your personal strengths and weaknesses as a leader
In addition to improving your comprehension of the process of leadership, these objectives are intentionally designed to improve your analytical and critical thinking skills as well as your ability to clearly communicate your ideas.

Student Performance Criterion/a addressed:

Topical Outline:
Leadership Theories and Practices (75%) Community Service Project Development (25%)

Prerequisites: permission of instructor

Textbooks / Learning Resources:
Peter G. Northouse, Leadership Theory and Practice. 6th Edition
Eric J. Cesal, Down Detour Rd. An Architect in Search of Practice

Offered Fall 2012

Faculty assigned Nancy Blossom, F/T
Arch 493 / Arch 520 Seminar in Environmental Controls; Lighting ELECTIVE

Courses Description: In considering luminaire design (modifying electric light) and the building as a luminaire (modifying natural light), the emphasis is on learning through exploration and tools.

Course Goals & Objectives
- Authentic learning about light
- Appreciation of light's emotive and compositional potential
- Development of skill set that can be used to further study light in the design process
- Experience in applying scientific methodology to the study of light
- Understanding of the value of daylighting, associated architectural strategies, prediction, and measurements

Student Performance Criterion: NAAB Criteria: B8, Environmental Systems

LUMINAIRE as OBJECT
learning vehicles: (homework and in class)
- drawing light; patterns of light (photography); luminaire charette
- 10x10x10 precedents
- project: Bruce Robert Thompson luminaire competition

BUILDING as LUMINAIRE
learning vehicles: (homework and in class)
- great light; dynamic nature of light; apertures; solar geometry
daylighting metrics
- project: daylit space design and analysis

Topical Outline:
LUMINAIRE as OBJECT: 50%; BUILDING as LUMINAIRE: 50%

Prerequisites: Arch or ID; successful completion of environmental systems course

Textbooks / Learning Resources:
- Recommended resources
  - Made of Light: The Art of Light and Architecture by Speirs, Tischhauser, Major
  - Light Revealing Architecture by Marietta Millet
  - Between Space and Light: Spirit in the Architecture of Lou Kahn by John Lobell
  - The Architecture of Natural Light by Henry Plummer
  - http://patternguide.advancedbuildings.net/
  - NCARB Daylighting Performance and Design
  - Daylighting for Sustainable Design by Mary Guzowski

Offered: Spring 2013

Faculty assigned: Theodorson (2013) full-time
Arch 494 Seminar in Historic Preservation, 3cr ELECTIVE

Course Description: Covers built and theoretical developments in architecture from the nineteenth century to present. Content may be linked to study tour.

Course Goals & Objectives:

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of preservation</td>
<td>- Preservation policy</td>
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<tr>
<td>Preservation policy</td>
<td>- Preservation law</td>
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<tr>
<td>Preservation law</td>
<td>- What constitutes &quot;significance?&quot;</td>
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<tr>
<td>&quot;significance?&quot;</td>
<td>- Preservation and the recent past</td>
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<tr>
<td>Vernacular and ordinary environments</td>
<td>- Preservation as sustainability</td>
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<tr>
<td>Preservation as sustainability</td>
<td>- Preservation and race</td>
</tr>
<tr>
<td>Preservation and race</td>
<td>- Memory and memorials</td>
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<tr>
<td>Memory and memorials</td>
<td>- Preservation theory</td>
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<tr>
<td>Preservation theory</td>
<td>- Pacific Northwest focus</td>
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<tr>
<td>Pacific Northwest focus</td>
<td>- Local politics and planning</td>
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<tr>
<td>Local politics and planning</td>
<td>- Civic engagement</td>
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<tr>
<td>Civic engagement</td>
<td>- Discussion and dialogue</td>
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<tr>
<td>Discussion and dialogue</td>
<td>- Oral presentation</td>
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<tr>
<td>Oral presentation</td>
<td>- Graphic design</td>
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<tr>
<td>Graphic design</td>
<td>- Field trip</td>
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</tbody>
</table>

Student Performance Criterion/a addressed:

<table>
<thead>
<tr>
<th>Category</th>
<th>A.1: Communication Skills</th>
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<tbody>
<tr>
<td>A.2: Design Thinking Skills</td>
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<td>B.1: Collaboration</td>
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<td>B.2: Human Behavior</td>
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<td>B.3: Client Role in Architecture</td>
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<td>B.4: Leadership</td>
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<td>B.5: Legal Responsibilities</td>
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<td>B.6: Ethics and Professional Judgment</td>
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<tr>
<td>B.7: Community and Social Responsibility</td>
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Topical Outline: Reading, writing, discussion (50%); Civic engagement/preservation practice (50%)

Prerequisites: None; recommended for upper division or graduate students. Interdisciplinary course; not restricted to design disciplines.

Textbooks / Learning Resources:
Selected readings for each week (collected in a reader and/or available as pdfs).

Offered: Spring 2012, Spring 2013

Faculty assigned: Phil Gruen, F/T
Arch 496 Seminar in Computer Applications, 3cr ELECTIVE

Course Description: Computational Design and Digital Fabrication.

Studio Goals & Objectives:
- Material Research.
- Computational design methods.
- Digital Analysis and Modelling.
- Digital Fabrication techniques.
- Assembly sequence.
- Integration of material and structure.
- Materials and sustainability.
- Structure and material as tectonic exuberance.
- Attend all school lectures.
- Material research, analysis focusing on sustainability and processes of manufacturing.
- Full scale mock-ups.

Student Performance Criterion/a addressed:
A.1: Communication Skills
A.2: Design Thinking Skills
A.7: Use of Precedents
A.8: Computer Skills
A.9: Historical Traditions and Global Culture
A.10: Cultural Diversity
A.11: Applied Research
B.8: Environmental Systems
B.9: Structural Systems
C.2: Human Behavior

Topical Outline: Material Research, Computational Design and Digital Fabrication

Prerequisites: Course Prerequisite: Certified major in Architecture. Architectural and construction applications of computer graphics, management, computer-aided design.

Textbooks / Learning Resources:


Offered: Fall 2013

Faculty assigned: Arash Adel, F/T
Arch 520 Seminar on Leadership in Design and Construction, 3cr ELECTIVE

Course Description: An Interdisciplinary Seminar exploring tenets of leadership in the design and construction professions

Course Goals & Objectives:
- Will be able to identify and describe a variety of theories of leadership
- Will learn to view your world through a "lens of leadership"; in other words, you will have an increased awareness of leadership within the context of your daily life.
- Will be able to critically assess a leadership scenario and identify the pertinent theories.
- Will clearly articulate an understanding of the processes, practices, and purposes of leadership.
- Will appreciate that effective leadership is a multi-faceted process.
- Will create a practical, personal definition and philosophy of leadership.
- Will gain an understanding of leadership competencies and your personal strengths and weaknesses as a leader.

In addition to improving your comprehension of the process of leadership, these objectives are intentionally designed to improve your analytical and critical thinking skills as well as your ability to clearly communicate your ideas.

Student Performance Criterion/a addressed:

Topical Outline:
Leadership Theories and Practices (75%) Community Service Project Development (25%)

Prerequisites: permission of instructor

Textbooks / Learning Resources:
Peter G. Northouse, Leadership Theory and Practice. 6th Edition
Eric J. Cesal, Down Detour Rd. An Architect in Search of Practice

Offered Fall 2012, Spring 2012

Faculty assigned Nancy Blossom, F/T
Arch 570 / ID 525 Graduate Studio, 5cr ELECTIVE

Course Description: Application of advanced design theories, philosophies and research methodologies to enhance design foundations through interdisciplinary studio experiences. In-depth study of design problems relating to cultural, environmental, technological and other issues as related to the students area of emphasis.

Course Goals & Objectives:

• Application of multi-disciplinary theories to design problem solving.
• Enhancement of critical thinking skills and ability to identify, analyze and synthesize (solve) complex design problems within the built environment.
• Enhancement of communication skills: graphic, verbal and written

Student Performance Criterion/a addressed:
A.1: Communication Skills  B.1: Pre-Design
A.2: Design Thinking Skills  B.6: Comprehensive Design
A.4: Technical Documentation  B.12: Building Materials and Assemblies Integration
A.5: Investigative Skills  C.2: Human Behavior
A.6: Fundamental Design Skills
A.7: Use of Precedents
A.8: Ordering System Skills

Topical Outline: Readings/Theory (15%), Pre design research/programming (15%), Schematic Design (25%), Design development (25%), Communication (20%)

Prerequisites: Graduate status in Interior Design or Architecture


Offered (semester and year): Fall 2011

Faculty assigned: Bashir Kazimiee, F/T (Fall 2013)
Ayad Rahmani, F/T (Fall 2012)
Matthew Melcher, F/T (Fall 2011)
ID 101 Design Issues, 3cr ELECTIVE

Course Description:
Sensory awareness as a design determinant; introduction to basic design elements in problem identification and solving processes.

Course Goals & Objectives
* understand the ethical and social responsibilities that develop within the social environment in the practice of design.
* be aware of issues related to the global context of design, including sustainability, contemporary and socio-economic considerations.
* understand the formal constructs of design across the discipline and among specializations using the verbal and visual vocabulary of design.
* analyze information, evaluate issues and set priorities related to design problems at a basic level.
  • understand the design theories and processes that guide and direct design thinking.
  • develop observation skills related to the human experience in the built environment.
  • be able to analyze issues of the human experience in the built environment.
  • be able to use methods to convey design ideas in writing and through sketching.
  • develop an understanding of the interactions and interdependencies between humans and the designed environment.
  • have an awareness of collaboration through social design and service-learning.
  • be aware of social, political, historical and physical influences affecting the built environment.

Student Performance Criterion/a addressed
A1 Communication skills; A2 Design thinking skills; A9 Historical traditions & global culture;
C1 Collaboration; C2 Human behavior; C9 Community & social responsibility

Topical Outline:
The intention of this course is to introduce you to the design disciplines, in particular the discipline of interior design. We are affected by design in everything we do from the clothes we wear, to the buildings we occupy, to the things we buy, all are designed by someone. In many experiences our perceptions and behavior are influenced by the built space without our conscious awareness. This course will be your introduction to design thinking, observation and evaluation of the interaction between humans and the built environment. Through explorations in Design Issues you will develop your awareness of the value of historic and contemporary influences on design through your own observations, sketches and writing about the built environment and our psycho-social relationship to design. This course prepares your visual and oral vocabulary so that you begin to see and think like designers.

Prerequisites: none

Textbooks / Learning Resources:
resources: TEDtalks

Offered (semester and year):
FA2011, FA2012

Faculty assigned: Kathleen Ryan, Assistant Professor
ID 197 Design Communications, 3cr ELECTIVE

Course Description: Beginning design communication skills, including manual and digital methods.

Course Goals & Objectives:
- Introduce concepts of learning to think visually and volumetrically using manual & digital methods.
- Integrate manual & digital methods to achieve effective communication of 2D & 3D design problems.
- Understand the acceptable methods of communicating designed spaces through sketching, hand drafting and digital methods.
- Develop knowledge and skill related to graphic communication conventions that will continue with use in freehand drafting, sketching and digital means.
- Gain competence in the use of specific digital design programs and understand the differences, the similarities and the most effective use for each.
- Develop knowledge of other cultures; understand that social and cultural norms vary and are relevant to design decisions.
- Demonstrate creative thinking/originality through presenting of a variety of ideas/approaches/concepts.
- Apply elements, principles, and theories of design to 2D design solutions.
- Introduction to reading and interpreting construction drawings and documents.

Student Performance Criterion/a addressed:
A.1, communication skills / A.2, design thinking skills / A.3, visual communication skills / A.4, technical documentation / A.8, ordering systems skills

Topical Outline:
ID197 is an intensive 3-credit lecture/lab that will further develop design thinking and creative skills.

Design Projects (6 projects @ 50 - 100 pts each) 50% of grade 500 pts
- Project 1 digital presentation [presentation];
- Project 2 logo design [Illustrator];
- Project 3 two-dim pattern [Photoshop; InDesign];
- Project 4 web-blog design; Project 5 manual drafting;
- Project 6 poster design [InDesign]

Technical Exercises (lettering, sketches, etc) 30% of grade 300 pts
Sketch notes 10% of grade 100 pts
Work ethic, in-class exercises, attendance 10% of grade 100 pt

Prerequisites: Recommended preparation: I D 101

Textbooks / Learning Resources:

Offered: SP11, SP12, SP13

Faculty assigned: Kathleen Ryan, Assistant Professor; Dana Vaux, Graduate Teaching Assistant
ID 215 Materials and Components of Interior Design, 3cr ELECTIVE

Course Description: The purpose of this course is to explore the symbolic, psychological and functional aspects of interior materials. This will be done through lecture and discussion about aesthetic and technical aspects of interior materials, their characteristics and how they are incorporated into built spaces. Each material will be looked at from a variety of viewpoints to help the student develop a framework within which to make appropriate material selections for interior projects.

Course Goals and Objectives:
- To understand concepts, principles, and theories of sustainability pertaining to interior building methods, materials and systems
- Understand the basic components of a material specification for performance characteristics and how this is used to determine appropriate application
- Understand basic aesthetic aspects of commonly used interior construction and finish materials
- Understanding of how interior materials influence the interior environment’s acoustics, air quality and thermal characteristics
- Awareness of maintenance requirements of common interior materials and how this influences material selection
- Understand types of interior construction, interface of interior construction with building structure and skin, and commonly used materials of interior substrates and finishes
- Apply commonly used formats to organize interior material specifications
- Understand authoritative bodies and regulations governing interior construction, materials and finishes and use basic regulations in the selection and application of materials
- Awareness of evolution of interior materials and their uses from 18th c to present and their influence on today’s commonly used materials
- To better understand the haptic and psychological affects materials can have on an interior space, and to use this understanding to select the most appropriate materials to best meet a designer’s goals for that space

Student Performance Criterion Addressed:

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<tr>
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Topical Outline: Sustainability and Professional Responsibility (20%), Flooring (20%), Walls and Ceilings (20%), Kitchens and Baths (20%), Furniture and Textiles (20%)

Prerequisites: None

Textbooks / Learning Resources:
J. Rosemary Riggs, Materials and Components of Interior Architecture, 7th ed.
Corky Benggeli, Interior Graphic Standards, 2nd ed.

Offered: Spring 2013

Faculty Assigned: Carrie Vielle
ID 325 Interior Building Systems, 3cr ELECTIVE

Course Description: Interior Design 325 is an introductory overview of interior building systems: lighting, HVAC, plumbing, electrical, communications, fire, and vertical circulation.

Course Goals & Objectives
Students will develop an awareness of the concepts, principles, and theories of sustainability and how these topics impact building design, humans, and the field of interior design.
Students will develop an understanding of interior building systems within the context of human health and well-being, energy use and efficiency, functional requirements, and aesthetic considerations.
Students will develop an understanding of the principles and equipment related to lighting design, thermal design, interior air quality, and plumbing design.
Students will develop an awareness of regulations related to interior building systems.
Students will be able to select, justify, and convey design solutions that are appropriate to environmental problems.

Student Performance Criterion: NAAB Criteria: B8: environmental systems
Portfolio (40%)
P1: Ecological Footprint (5%)  
P2: Lighting Scavenger Hunt (5%)  
P3: Lighting Design (15%)  
P4: Thermal Delight Essay (10%)  
P5: Large building core design (5%)

Course Quizzes and Exams 60%
Quiz 1: unannounced (5%)  
Quiz 2: unannounced (5%)  
Exam 1: Light and Lighting (30%)  
Exam 2: Thermal, Water (20%)

Topical Outline:
Light 50%; Thermal 30%; Water and Waste 10%; Sustainability 10%

Prerequisites: Certification into Arch or ID

Textbooks / Learning Resources:
Required Texts
Karlen, Mark and Benya, James. Lighting Design Basics.
Heschong, Lisa. Thermal Delight

Offered: Fall 2011, Fall 2012
Faculty assigned: Theodorson (2013) full-time
ID 415 Advanced Interior Construction Detailing, 3cr ELECTIVE

Course Description: Analysis of building construction and detailing which impacts interior space design.

Course Goals & Objectives:

- To develop an understanding of how building codes, construction standards, performance requirements and human factors impact interior construction and detailing.
- To develop an understanding of conventional interior construction methods and common finish material assemblies.
- To develop competency in navigating relevant codes, construction standards, performance requirements and human factors when determining suitable interior design detailing solutions.

Student Performance Criteria addressed:
A.2: Design Thinking Skills       B.9: Structural Systems
A.5: Investigative Skills         B.12: Building Materials and Assemblies Integration
A.7: Use of Precedents            
A.8: Ordering System Skills

Topical Outline: Structure (15%), Walls (15%), Ceilings (10%), Floors (10%), Doors (10%), Hardware (10%), Glazed Openings (10%), Woodwork (10%), Cabinetwork (10%)

Prerequisites: Certified major in Interior Design


Offered (semester and year): Spring 2012, Spring 2013

Faculty assigned: Matthew Melcher, F/T
ID 460 Portfolio and Representation, 3cr ELECTIVE

Course Description: Develop communication skills and produce documents necessary to professionally present oneself to prospective employers within the fields of design.

Course Goals & Objectives:

- To develop proficiency in the understanding and application of the principles of graphic composition and communication as they apply to the design disciplines.
- To enhance ability to express concept, intention, and resolution of design projects through graphics and text.
- To develop proficiency in the use of both analog and digital methods of graphic representation and documentation.
- To demonstrate proficiency in all of the above through the production of a high quality design portfolio and supporting documents.

Student Performance Criteria 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.8: Ordering System Skills

Topical Outline: Graphic Communication (20%), Written Communication (15%), Purpose and Audience (10%), Vision and Voice (10%), Organization (10%), Format and Layout (15%), Delivery System (10%), Software (10%)

Prerequisites: Certified major in Interior Design


Offered (semester and year): Fall 2013

Faculty assigned: Matthew Melcher, F/T (Fall 2013)
Drake David, P/T (Spring 2013)
Talieh Ghane, P/T (Fall 2011)
ID 540 / LA 540 Research Methods, 3cr ELECTIVE

**Course Description** (limit 25 words): In this course, students are introduced to quantitative, qualitative, and mixed research methods. Students read and critique published research articles and create a research proposal.

**Course Goals & Objectives** (bulleted list):
- Develop familiarity with qualitative, quantitative, and mixed methods research methods, including the similarities and differences among them
- Recognize the elements of a research proposal and report
- Find research articles for a literature review
- Write a research proposal that includes an introduction, literature review, and methods section
- Apply research writing format as defined in the APA *Publication Manual*
- Learn how to protect the rights of human subjects when conducting research studies
- Critique published research articles

**Student Performance Criterion/a addressed** (list number and title):
A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills

**Topical Outline**:
Qualitative research methodology (25%) quantitative research methodology (25%), and mixed methodologies (25%) proposal development (25%)

**Prerequisites**: graduate standing

**Textbooks / Learning Resources**:


**Offered**: Spring 2013

**Faculty assigned**: Nancy Blossom, F/T
ID 594 Readings in Interior Design, 3cr ELECTIVE

Course Description:
ID 594 is a graduate level course providing an overview of seminal and current research relevant to interior design and emphasizes advanced reading in interior.

Course Goals & Objectives
• Recognize biases and limitations that influence one's understanding of and approach to the design of the interior environment.
• Distinguish between cognition and perception as interaction with the physical environment.
• Have an understanding of the creative problem solving processes that deal with human physical, physiological, psychological, socio-cultural, and intellectual responses to elements of the interior built environment.
• Have an understanding of the opportunities for new research in graduate studies in interior design.
• Develop competency in building an argument and presenting it persuasively.

Student Performance Criterion/a addressed:
A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills

Topical Outline: self determined by student research interest.

Prerequisites: graduate standing in Interior Design

Textbooks / Learning Resources:
Offered: Spring 2013

Faculty assigned: Nancy Blossom F/T
LA 450 Principles and Practices of Landscape Architecture, 3cr ELECTIVE

Course Description (limit 25 words):
History, theory, methods, and processes in planning; contemporary issues and professional practice.

Course Goals & Objectives (bulleted list):
- Familiarize students with the scope of planning thought and activity
- Consider planning theory, practice, and methodology;
- Introduce planning sub-disciplines
- Examine the relationship between the practice and substance of landscape architecture and city and regional planning.
- Navigate and grasp planning and development guidelines and requirements in any locale in which you practice.
- Develop these understandings in the context of sustainability and the relationship between local actions and global issues.
- This is also a University Writing in the Major [M] course

Student Performance Criterion/ addressed

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<td>A.11. Applied Research</td>
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<td>B.3. Sustainability</td>
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Topical Outline
- Introduction to Planning 18%
- Comprehensive Plans 12%
- Plan Implementation 27%
- Planning Sub-disciplines 27%
- Planning Practice/ethics 60%
- Presentations 10%

Prerequisites:
LA 363

Textbooks / Learning Resources:

Offered (semester and year): Offered spring semester annually. A required course in Landscape Architecture.

Faculty assigned: KR Brooks (f/t)
LA 467 Regional Landscapes and Inventory Analysis, 3cr ELECTIVE

Course description: Application of ecological planning process for landscape inventory and analysis.

Course Goals & Objectives (bulleted list):
- Develop the ability to conceptualize and carry out GIS-based landscape analysis
- Develop knowledge of GIS-based landscape analysis
- Awareness of the application of this technology to landscape architecture practice
- Ability to critically assess GIS applications and systems

Student Performance Criterion addressed (list number and title):
- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.10. Cultural Diversity
- B.3. Sustainability
- B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):
- Intro & Vector GIS 20%
- Raster GIS 15%
- GIS Visualization Techniques 15%
- Applications Project(s) 50%

Prerequisites:
Biol 120; Geol 101 or SoilS 201.

Textbooks / Learning Resources:
- ESRI Virtual Campus Materials
- Instructor Developed Material's (on Angel LMS)

Offered (semester and year): Offered spring semester annually. A required course in Landscape Architecture.

Faculty assigned: KR Brooks (f/t)
LA 477 Landscape Applications, 3cr ELECTIVE

Course Description:
GIS-based spatial data development and analysis skills in an applied, real-world context. Assuming a background in the fundamentals of GIS, this course focuses upon development of applications skills in GIS and related tools, as well as upon the technical aspects of these tools.

Course Goals & Objectives (bulleted list):
- Development and demonstration of additional expertise in professional GIS software.
- Completion of an GIS application project in the domain of landscape architecture.
- Completion of study about an advanced aspect of GIS technology.
- Enhance capabilities and critical awareness in the following areas:
  - Data development: digitizing, attribute manipulation, databases, ETL
  - Data integration, data overlay and analysis
  - Map design and generation
  - Basic scripting/programming
  - Exploration of advanced software capabilities
  - Completion of a structured applications project(s)

Student Performance Criteria addressed:
- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.5. Investigative Skills
- B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):
- Specialized geo-spatial skill development and research 33%
- Structured Project(s) 67%

Prerequisites:
LA 467 or equivalent.

Textbooks / Learning Resources:

Offered (semester and year): Spring Semester 2013

Faculty assigned: KR Brooks (f/t)
LA 520, Northern Rocky Mountain Regional Landscape 4, ELECTIVE

Courses Description
This course introduces students to the biophysical features of the Northern Rockies. It considers the ideas of place and region. It then investigates the natural histories and contemporary issues that characterize the Northern Rockies.

Course Goals & Objectives
Upon successfully completing LA 520 students will be able to
- Describe why the Northern Rocky Mountain Region is significant—ecologically, culturally, historically, and emotionally.
- Develop methods of communication that visually translate scientific data so that it can be understood across diverse audiences.
- Understand the relationships between local and global issues, specifically as they pertain to climate change, public perception, and everyday choices.
- Understand the potential for landscape architecture and design to be tools for environmental advocacy
- Deliver verbal and/or visual presentations to a public audience
- Have a basis for understanding what it means to be a citizen of a place

Student Performance Criteria addressed (list number and title):
A.1 Communication skills
A.2. Design Thinking skills
A.3 Visual communication skills
A.5 Investigative skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research
B.3 Sustainability
B.4 Site Design
C.1 Collaboration
C.2 Human Behavior

Prerequisites:
Graduate status or permission of instructor

Textbooks / Learning Resources:
Varies. A combination of materials from diverse sources.

Offered
Spring 2011, Spring 2012, Fall 2013

Faculty assigned
Jolie Kaytes
LA 521, Cultural Interpretation of the Regional Landscape (CiRL) 4 ELECTIVE

Courses Description
(CiRL) explores the embedded connections between people and place. It is informed by regional issues and the following question: How can diverse inhabitants obtain the sustenance required for life within a shifting landscape.

Course Goals & Objectives (bulleted list):
Upon successfully completing LA 521, students will be able to
- Describe how healthy social systems depend upon, and are intertwined with healthy economies and ecosystems
- Create design visualizations that take into account the cultural, economic, and ecological dimensions of issues that pertain to the Columbia/Snake River system
- Illustrate how small actions can lead to large impacts
- Explain how actions in one place can affect conditions/actions elsewhere
- Interpret social and natural systems at the global, regional, and local levels
- Apply systems thinking in local contexts
- Develop strategies for thinking laterally—“connecting-the-dots”
- Develop awareness of and abilities to listen to diverse perspectives
- Question and reflect on how one’s values and habits affect the regional landscape
- Discuss the dynamic qualities of landscapes and the meanings of sustenance as they relate to design
- Examine complex regional issues and propose alternative ways of addressing them

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.9 Historical Traditions and Global Culture
A.11 Applied Research
B.3 Sustainability
B.4 Site Design
C.1 Collaboration
C.2 Human Behavior

Prerequisites:
Graduate status or permission of instructor

Textbooks / Learning Resources:
Varies. A combination of materials from diverse sources.

Offered
Fall 2010, Fall 2012

Faculty assigned
Jolie Kaytes
CSTM 102 Introduction to the Building Environment, 3cr ELECTIVE

Course Description: This course is an overview of principles and concepts required for the “built environment”. The “built environment” refers to everything that has been or can be built by humans ranging from large-scale civic surroundings to personal places, such as buildings, power plants, bridges, roads, canals, dams, tunnels and your own personal dwelling. The course will include the introduction of industry terminology, the project organization and the different career paths available in the “built environment”. This includes the introduction of the project life cycle and how the professional works with the different project participants, to complete a project.

Course Goals & Objectives:
Students will be expected to:
✓ Understand the meaning of the ‘built environment’.
✓ Recognize the project life cycle and the meaning of project delivery.
✓ Gain familiarity with common terminology and nomenclature involved in the design, development and construction of a project.
✓ Introduce the concepts of green building and sustainability.
✓ Identify the industry sectors and project participants in the process.
✓ Understand how a construction estimate is formulated and the relationship of bid and construction documents to the overall construction management of the project.
✓ Explain what project management is and how the flow and control of information on the project affects its outcome.
✓ Demonstrate the ability to understand the different roles of project participants and the management of resources for proper project execution.
✓ Explain how project controls are utilized to control time and money on the project.
✓ Explain the procurement process as it relates to the construction project.
✓ Explain how ethics and project risk are defined between project delivery and the project participants.

Student Performance Criteria Addressed:
A.1: Communication Skills  B.7: Financial Considerations
A.5: Investigative Skills  C.3: Client Role in Architecture
A.8: Ordering Systems Skills  C.4: Project Management
A.11: Applied Research

Topical Outline: N/A

Prerequisites: None

Textbooks / Learning Resources: Construction Project Management- By Frederick Gould and Nancy Joyce Third Edition Handouts will also be used.

Offered: Fall 2013, every Spring Semester

Faculty Assigned: Rick Cherf, F/T, David Gunderson F/T
CSTM 252 Project Administration and Documentation, 3cr ELECTIVE

Course Description: This course will introduce students to diverse aspects of project management and project administration found within construction projects and the required communication and documentation. The course addresses the core requirements of project management through the investigation of practices primarily used in the administration of a construction project. The lab includes an introduction to the Contract Documents which include the plans and specifications.

Course Goals & Objectives:
Students will be expected to:
• Examine roles, responsibilities, and risks that the project team will encounter
• Differentiate and compare the basic project delivery systems
• Evaluate project issues and generate appropriate documentation required for construction project administration
• Demonstrate an ability to apply basic field engineering project administration techniques
• Interpret construction contract documents (Plans and Specifications)
• Summarize the various components of projects controls required in project administration and demonstrate their use
• Recognize national and local labor law and project delivery issues and trends
• Explain the requirements of a project safety plan and its importance to all parties
• Describe and discuss the various aspects of project quality control and quality assurance
• Demonstrate a working knowledge & understanding of project closeout/commissioning
• Utilize computer applications for project administration

Student Performance Criteria Addressed:
A.1: Communication Skills
A.5: Investigative Skills
A.8: Ordering Systems Skills
A.11: Applied Research

B.7: Financial Considerations
C.3: Client Role in Architecture
C.4: Project Management

Topical Outline: N/A

Prerequisites: CstM 201, Construction Materials I

Textbooks / Learning Resources:

Plans & Specification Package for the Riverstone Two Office Complex

Offered: Spring 2012, Summer 2012, Spring 2013, Summer 2013

Faculty Assigned: David Gunderson, F/T; Rick Cherf, F/T
CSTM 254 Construction Graphics, 2cr ELECTIVE

Course Description:
Visual literacy and details in construction documents using drawing techniques.

Course Goals & Objectives:
Upon completion of the course, students shall be able to:

- relative to the lecture portion of the course
  - perform basic hand-drawing and block printing
  - visualize three-dimensional images from two-dimensional drawings and print
  - understand basic drawing conventions and principals
  - read/visualize architectural drawings and their corresponding components and details
  - read/visualize structural drawings and their corresponding details
  - read/visualize mechanical drawings and their corresponding details
  - read/visualize electrical drawings and their corresponding details
  - read/visualize heavy civil drawings and details

- relative to the lab portion of the course and AutoCAD
  - understand AutoCAD and its basic operations, including the filing system
  - set up drawings
  - draw various objects with speed and precision
  - construct drawings using simple steps
  - modify any object in a drawing
  - create, insert and edit text blocks, text and text tables
  - hatch using different hatch patterns and methods
  - insert and edit dimensions
  - prepare and plot a drawing
  - create elevations and simple renderings or views

Student Performance Criterion:
A4 technical documentation / A8 ordering systems / B9 structural systems / B10 building envelope systems / B11 building service systems / B12 Building materials and assemblies

Topical Outline:
Architectural Drawings
Structural Drawings - Concrete
Structural Drawings - Steel
Structural Drawings - Wood
MEP Drawings - Plumbing
MEP Drawings - HVAC
MEP Drawings - Electrical
Civil Drawings - Retaining Walls
Civil Drawings - Roads & Bridges

Prerequisites:
Construction Management major, senior standing OR with permission

Textbooks/Learning Resources:
The Philosophy of Sustainable Design, Jason F. McLennan, ISBN# 978-0-9749033-0-9

Offered:
Fall 2011 & Fall 2012

Faculty assigned:
Jason B. Peschel, Assistant Professor (Fall 2011)
Jim Vaux, Adjunct Faculty (Fall 2012)
CSTM 301 Management and Organization, 3cr ELECTIVE

Course Description:
Principles of management, administration, and organization with an emphasis on their relationship to the construction management profession.

Course Goals & Objectives:
• Understand and exhibit knowledge skills associated with management and organizational behavior principles such as the following:
  o ethics and conduct
  o business culture
  o business hierarchy
  o management and managing
  o decision making
  o accountability and individual behavior
  o team building and collaboration
  o conflict resolution
• Explore various management and organizational behavior principles and relate them to aspects and/or situations common to the construction industry.

Student Performance Criterion:
C1 collaboration / C2 Human behavior / C3 Client role in architecture / C4 Project management / C5 Practice management / C6 Leadership / C7 Leadership responsibilities / C8 Ethics and professional judgment / C9 Community and social responsibility

Topical Outline:
Intro to Management
Global Management
Ethics
Social Responsibility
Accountability
Information Management
Decision Making strategy
Entrepreneurship
Organizational Design
Management Learning
Drucker on Management
Leadership
Motivation
Individual Behavior
Human Resource Management
Teams & Teamwork
Communication & Collaboration
Conflict Resolution

Prerequisites:
Construction Management major - junior or senior standing

Textbooks/Learning Resources:
Management, John R. Schermerhorn, Jr., ISBN# 978-01470955680, Custom Publication
QBQ! The Question Behind the Question, John G. Miller, ISBN# 0-9665832-9-9

Offered:
Spring 2012 & Spring 2013

Faculty assigned:
Jason B. Peschel, Assistant Professor
CSTM 362 Legal Aspects of Construction Management, 3cr ELECTIVE

Course Description:

Course Goals & Objectives: Students will develop an understanding of the law as it relates to construction, construction management, and the design of construction projects. Legal concepts covered include: the basic structure of the legal system and the law related to mistakes in bidding, construction specifications and plans, contracts and changes thereto, construction delay and disruption, differing and unforeseen site conditions, express and implied warranties, design professional standard of care, contract termination, contract damages, torts and tort damages, joint liability and indemnity, and dispute resolution. Evaluation of student learning is accomplished through exams and writing assignments. CSTM 362 is a “writing in the major” course.

Student Performance Criterion Addressed:
A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills
C.7: Legal Responsibilities
C.8: Ethics and Professional Judgment

Prerequisites: Certified major in Construction Management


Offered: Spring Semester

Faculty Assigned: Thomas Heustis
CSTM 370 / CSTM 371 Estimating, 3cr ELECTIVE

Course Description:
Applications of quantity survey, techniques in creation of unit costs, introduction of job expenses and bid presentation.

Course Goals & Objectives:
Upon completion of the course, students shall be able to:
• Review quantity survey concepts acquired.
• Apply basic concepts of reading working drawings and techniques of quantity survey.
• Examine various procedures in performing quantity surveys and set-up procedures.
• Understand the art and science of price extensions with emphasis on the philosophy of labor productivity and equipment cost.
• Understand the concept of applying labor and material extension pricing to an estimate.
• Perform line item costs from work up sheets to general estimating sheets.
• Estimate job overhead and understand its relationship to the total cost of the project. Produce a bid through evaluating subcontractor’s bids and other construction procedures.
• Estimate general conditions.

This course concentrates on the art and the science of creating line items from the working drawings, with extensive review of the philosophy of creating labor line item cost based on production and material cost. We will not use "canned" cost books (e.g., R.S. Means) for pricing development or bidding. The goal is for students to be able to create any line item cost that is needed today and into the future.

Student Performance Criterion:
B7 financial considerations / C4 Project management / C5 practice management

Topical Outline:
Introduction to Estimating
Construction Math
Quantity Survey Basics
Concrete Flatwork
Concrete Foundations
Concrete Wall Forms
Masonry
Structural Steel

Rough Carpentry
Productivity
General Conditions
Ethics
Bidding Overview
Bid Process & Timeline
Sub & Supplier Selection
Alternates
Bid Opening Procedures
Bid Bond & Bid Runner
Bid Strategies

Prerequisites:
Cst M 252, Construction Management major & certified Civil Engineering majors with permission

Textbooks/Learning Resources:
Walker’s Building Estimator’s Reference Book, 23rd edition or newer - recommended

Offered:
Fall 2011 & Fall 2012
(Summer 2011 & Summer 2012 - taught for Design students as part of the CM minor)

Faculty assigned:
Jason B. Peschel, Assistant Professor
CSTM 451 Project Delivery, 3cr ELECTIVE

Course Description: This course is intended to provide students with an understanding of common forms of project management and project delivery including Program Management, Agency Construction Management, Design-Bid-Build Project Delivery including single and multiple-prime versions, Design-Build Project Delivery, Construction Management at Risk Project Delivery including CM/GC, and Integrated Project Delivery. Students will be expected to gain an understanding of various common contract pricing methods including Lump Sum, Negotiated, Unit Price, Cost Plus, Guaranteed Maximum Price, and Sole Source.

Course Goals and Objectives:
This course is one of several courses that emphasize the integrated practice of design and construction as both are practiced in today's collaborative professional environment. Students completing this course will be expected to:

• Know the definition of a project, project management and construction management, and what defines the measure of success for a project;
• Know the importance of four aspects basic to every project: scope (work that must be done to meet a client’s goals), time (how fast), cost (how much), and performance/quality (how well specifications were met);
• Be able to identify and understand the key roles of primary & secondary project participants;
• Be familiar with the planning, organizing and committing of project resources;
• Understand the concepts of quality assurance and quality control;
• Know the project management life cycle and a project’s chronology;
• Know the fundamentals of project delivery systems and more specifically integrated Design-Build delivery method processes from planning through development;
• Understand public/private procurement processes, documentation and public force accounts;
• Be familiar with contract pricing methods to include Negotiated, Sole Source, Lump Sum, Unit Price, Cost Plus, Guarantee Maximum Price, and have an understanding of contract procurement management for all delivery systems;

Student Performance Criteria Addressed:
A.1: Communication Skills
C.3: Client Role in Architecture
C.4: Project Management

Topical Outline:

Prerequisites: CstM 252, Project Administration and Documentation

Textbooks / Learning Resources:
Project Delivery Systems for Construction, 3rd edition (2011), Published by The Associated General Contractors of America.

Offered: Fall 2102, Fall 2012

Faculty Assigned: David Gunderson, F/T
CSTM 462 Planning / Scheduling, 3cr ELECTIVE

Course Description: This course covers the principles and concepts required to plan and schedule construction projects. We review the tools available to assure the successful completion of a construction project utilizing the critical path method. The course will include the introduction of industry terminology, basic scheduling techniques, activity identification, sequencing, schedule development, calculations, updating and resource planning. Computer based scheduling software will be introduced through Primavera software products.

Course Goals & Objectives:
Students will be expected to:
- Become familiar with the process of project planning.
- Be able to define schedule activities and assign reasonable durations to the activities.
- Know how to sequence the activities for logical project flow.
- Be able to prepare a short procurement schedule.
- Be able to prepare a bar chart schedule and use it properly.
- Learn about schedule float and understand how float can be used to delay or lengthen activities and to smooth manpower requirements.
- Be familiar computerized scheduling and understand both its limitations and advantages.
- Understand what resources are and how they can be coordinated with the schedule.
- Know how to use the schedule as a resource for crew and manpower assignments.
- Be able to apply methods for monitoring, comparing and updating the project schedule.
- Understand how to use the short-term schedule as a communication tool.
- Introduction of Linear Scheduling techniques
- Introduction of Lean principles and the Last Planner
- Learn about schedule acceleration methods and how to apply them.
- Learn how the schedule is used as documentation for changes and disputes.

Student Performance Criteria Addressed:
A.1: Communication Skills
A.5: Investigative Skills
A.8: Ordering Systems Skills
A.11: Applied Research

B.7: Financial Considerations
C.3: Client Role in Architecture
C.4: Project Management

Topical Outline: N/A

Prerequisites: CstM 252, Contract administration, CstM 370, Estimating

Textbooks / Learning Resources:
P6- Primavera Scheduling Software

Offered: Fall 2013

Faculty Assigned: Rick Cherf, F/T
CSTM 469 Residential Green Building ELECTIVE

Course Description:
Residential construction segments, sustainable products and practices applicable to residential construction.

Course Goals & Objectives:
Upon completion of the course, students shall be able to:
- Understand and exhibit knowledge skills associated with residential construction methodologies associated with the following:
  - Materials and methods
  - Client relations
  - Budgeting, estimating and change orders
  - Contracting and documentation
  - Quality control
  - Development
  - Business implications
- Understand and exhibit knowledge skills associated with residential construction methodologies directly related to sustainability.
- Apply basic concepts of sustainable design and construction in a residential application.
- Explore various materials and systems as they apply to sustainable residential design and construction.

Student Performance Criterion:
A2 Design thinking / B2 Sustainability / B12 Building materials & assemblies / C8 Ethics and professional judgment / C9 Community and Social responsibility

Topical Outline:
- Market Sectors
- House vs. Home
- Materials & Methods
- Client Relations
- Estimate Development
- Contracting
- Change Orders
- Schedule Management
- Development
- Sustainability Topics (+/- ½ of semester)
- Building Science

Prerequisites:
Construction Management major, senior standing OR with permission

Textbooks/Learning Resources:
The Philosophy of Sustainable Design, Jason F. McLennan, ISBN# 978-0-9749033-0-9

Offered:
Fall 2011 & Fall 2012

Faculty assigned:
Jason B. Peschel, Assistant Professor
CSTM 473 Human Factors and Productivity in Construction, 3cr ELECTIVE

Course Description: In this course we explore leadership and management concepts and methods as they apply to human behavior to enhance motivation and productivity in the management of construction projects. Construction projects are kaleidoscopic in their nature and the administration of construction companies and their projects require strong leadership and management skills. Changes may occur daily, perhaps in availability of labor and materials, weather conditions, or financial constraints, and each project has its own unique combination of situations. A construction manager (project manager, superintendent, project engineers, or any other CM title) must not only be an effective administrator within the framework of his or her company, but also must be an effective leader and manager of people.

Course Goals & Objectives:
- Facilitate each participant’s understanding of themselves as highly educated and unique individuals, and as future managers of human resources within the context of individual behaviors, group behaviors, construction work environment factors, and construction productivity improvement opportunities.
- Emphasize the communication and leadership skills necessary to successfully manage construction projects within the context of the human productivity issues commonly encountered in the modern construction environment.
- Define, synthesize, and discuss a broad range of human factors concepts and issues that can impact human performance and construction productivity.
- Define, synthesize, and discuss standard construction productivity measurement methods related to human factors issues.
- Practice mutual respect. Nurture increased levels of intellectual awareness, human sensitivity, and higher professional development based on individual and group inquiry, the transfer of knowledge, and a lively classroom dialogue.

Student Performance Criteria Addressed:
A.1: Communication Skills
C.6: Leadership
C.2: Human Behavior

Topical Outline:

Prerequisites: MGMT 301, Principles of Management and Organizations

Textbooks / Learning Resources:

Offered: Spring 2012, Spring 2013

Faculty assigned: David Gunderson F/T, James Vaux F/T
Course Description: 3-D digital modeling as a medium to support design visualization, investigation and communication including project information management; emphasis on Revit suite software.

Course Goals & Objectives:
The objective of the class is to enable students to create full 3D architectural project models for use in renderings, and eventually, working drawings. The class focuses on teaching basic tools that the majority of users need to work with Revit Architecture. This course will also allow students to become familiar with some of the Revit plug-ins, sustainable design tools, and cloud services.

Course lectures, readings, assignments and design problems are intended to target the following learning objectives. Upon successful completion of this course students will be able to:
• Understand the purpose of Building Information Management (BIM) and how it is applied in Revit.
• Navigate the Revit Architecture workspace and interface.
• Work with the basic drawing and editing tools in Revit.
• Create Levels and Grids as datum elements for the model.
• Create a 3D building model with walls, curtain walls, windows, and doors.
• Add floors and roofs to the building model.
• Create component-based and custom stairs.
• Detail Reflected Ceiling Plans with ceilings and lighting fixtures.
• Add component features, such as furniture and equipment.
• Set up sheets for plotting with text, dimensions, details, tags, and schedules.
• Create details.
• Understand how to create materials and realistic renderings.

Student Performance Criterion/ addressed:
A.3 Visual Communication Skills
A.4 Technical Documentation
B.3 Sustainability
B.8 Environmental Systems
B.12 Building Materials and Assemblies Integration

Topical Outline: Autodesk Revit Architecture 2014 Software (85%), Revit plug-ins and sustainable design tool integration (15%)

Prerequisites: Recommended preparation: ID 297 or graduate standing.

Textbooks / Learning Resources:
Required
Recommended

Offered: Fall 2013

Faculty Assigned: Julia Day F/T
John H. Abell, Associate Professor of Architecture

Courses Taught (Two academic years prior to current visit)
Fall Semester AY 2011-12, AY 2012-13
ARCH 101-02L (2011_Fall Pullman) - Graphics Communication
ARCH 201-01 (2012_Fall PULLM) - Architectural Design I
ARCH 101-02L (2012_Fall PULLM) - Graphics Communication
ARCH 600-01 (2012_Fall PULLM) - Projects or Independent Study
INTERDIS 800-01 (2012_Fall PULLM) - Doctoral Research, Diss, Exam

Spring Semester AY 2011-12, AY 2012-13
ARCH 103-02 (2012_Spring Pullman) - Visual Design
ARCH 531-01 (2012_Spring Spokane) - Advanced Tectonics
DESGN 570-01 (2012_Spring Spokane) - Research Practicum
DESGN 800-01 (2012_Spring Spokane) - Doctoral Research; Dissertation; and/or Examination
ARCH 203-02 (2013_Spri PULLM) - Architectural Design II
ARCH 209-01 (2013_Spri PULLM) - Design Theory I
ARCH 571-01 (2013_Spri PULLM) - Adv Architectural Studio II Architecture
ARCH 700-01 (2013_Spri PULLM) - Masters Research, Thesis, Exam
INTERDIS 800-01 (2013_Spri PULLM) - Doctoral Research, Diss, Exam

Educational Credentials:
Master of Architecture, University of Utah, 1985
Bachelor of Science, Resource Economics, University of Vermont, 1982

Teaching Experience:
Associate Professor, School of Design and Construction, Washington State University, WA., 1991-present
The Catholic University of America School of Architecture and Planning, M Arch Program studios, B Arch Program studios, Summer Institute studios, Washington D.C., AY 1990-91.
University of Utah, B Arch program, Utah Arts Festival installation project, summer studio, 1985.

Professional Experience:

Licenses / Registration: State of Utah Architecture License


Arash Adel, Weller Fellow, Architecture

Courses Taught:
ARCH 301: Architectural Design III
ARCH 496: Seminar in Computer Applications

Educational Credentials:
Master in Architecture, Harvard University – Graduate School of Design, 2010
Professional Degree in Architecture, Azad University – School of Architecture and Engineering, 2004

Teaching Experience:
Weller Fellow, School of Design and Construction, WSU, 2013-
Lecturer, College of Environmental Design, UC Berkeley, 2013-
Studio Critic, Sam Fox School of Architecture, Washington University in St. Louis, 2011
Instructor, Graduate School of Design, Harvard University, 2009-2010
Visiting Assistant Professor, School of Architecture, State University of Kashan, Iran, 2006-2008

Professional Experience:
Architectural Designer, BIG (Bjarke Ingels Group), 2012-2013
Architectural Designer, Pelli Clarke Pelli Architects, 2011-2012
Architectural Intern, Office dA Architecture and Design, 2010
Co-Founder and Architectural Designer, Hidden Dimension Architects, 2007-2008
Architectural Designer, Hollow Space Architects, 2004-2006

Licenses / Registration:
None

Selected Publications and Recent Research:

Professional Memberships:
Association of Collegiate Schools of Architecture
Nancy Blossom, Professor of Interior Design

Courses Taught:
ARCH 494 Fall 2012       ID 594 Spring 2013
ARCH 520 Fall 2012       ID/LA 540 Spring 2013
                           ARCH 520 Spring 2013

Educational Credentials:
Master of Arts in Interior Design. University of Missouri 1983
Bachelor of Science in Interior Design. University of Missouri 1973

Teaching Experience:
2002-20113                 Professor of Interior Design, Department of Interior Design, Washington State
1999-2002                  Professor and Director, Interior Design Program, Department of Fine Arts and Art
                           History, The George Washington University, Washington, DC.
                           1987-1999               Assistant, Associate and full Professor, School of Arts and Design, Department
                           of Interior Design, Mount Vernon College, Washington, DC.
1986-1987                  Assistant Professor, Department of Housing and Interior Design, College of
                           Agriculture and Home Economics, University of Arkansas, Fayetteville, Arkansas.
1984-1986                  Instructor, Department of Housing and Interior Design, College of Human And
                           Environmental Sciences, University of Missouri, Columbia, Missouri

Professional Experience: Free lance design services and design consultation 1986-2013

Licenses / Registration: National Council for Interior Design Qualification (NCIDQ), certificate #6077, April, 1986

Selected Publications and Recent Research: Handbook of Interior Design under contract with Wiley
Blackwell Press, with JoAnn Thompson. (under final revision; expected publication 2013/14).

Professional Memberships:
Fellow Interior Design Educators Council
Jeff Burnett, Assistant Professor of Construction Management

Courses Taught:
- Arch 472 Codes and Acoustics, Fall 2012
- Arch 440 / Cstm 440 Architectural Acoustics 2013
- ARCH 452: Building Information Modeling (&Revit), Spring 2012
- CSTM: 253: Zoning & Codes, Fall 2011
- CSTM: Construction Communication & Contracts
- CSTM 455 Construction Scheduling
- CSTM 201: Introduction to Construction Management
- ARCH 496: Seminar in architectural acoustics applications
- ARCH 499: Seminar in Computer Applications

Educational Credentials:
- M.A., Architecture, University of Idaho, 1982
- B.S. Architectural Studies; Washington State University, 1973
- B.S. Construction Management, Washington State University, 1971

Teaching Experience:
- Assistant Professor, School of Architecture and Construction Management, WSU, 2004-10
- Lecturer, School of Architecture and Construction Management, WSU,

Professional Experience:
- WSU Facilities Operations; Sound Engineer 1969
- T.R.C Acoustics consultants Seattle; Acoustician 1968
- T.G. Bailey Co. Seattle; Electronics Technician 1966
- Balcom & Vaughn Co. Seattle; Electronics / Organ Technician; 1965

Licenses / Registration:
- None

Selected Publications and Recent Research:
- 13 funded years; “Computer workstations for quadriplegic designers”
- Paper presented; “Acoustic Barriers to Classroom Learning” Accessible Media, Web & Technology Conf - Westminster, CO

Professional Memberships:
- ACADIA (The Association for Computer Aided Design in Architecture)
- ASA (Acoustical Society of America)
- USITT (U.S. Institute for Theater Technology)
- C.S.I. (Construction Specifications Institute)
- I.C.C (International Code Council)
Rick Cherf, A. Don Poe Industry Visiting Professor of Construction Management

Courses Taught:
- CSTM 102- Introduction to the Built Environment Spring 2013
- CSTM 252- Project Management/Contract Administration Summer 2013
- CSTM 462- Planning and Scheduling Summer Fall 2013
- ARCH 330- Materials Fall 2010
- CSTM 475- Senior Capstone Spring 2013
- CSTM 368- Risk Management- Safety, Health & Environmental Spring/Fall 2013

Educational Credentials
- Masters of Science in Engineering Management, Washington State University, Fall 2011
- Bachelor of Science in Construction Management/Construction Technology, University of Washington, June 1981
- Bachelor of Arts in Business Management/Labor Relations, University of Washington, May 1981

Teaching Experience
- Faculty Instructor, Engineering and Technology Management, Online Master's Degree Program for Engineering and Business Professionals, Construction Management Specialization College of Engineering and Architecture, Washington State University, June 2013 to Present
- Program Coordinator/Curriculum Developer, Construction Management Specialization Engineering and Technology Management, Online Master's Degree Program for Engineering and Business Professionals, College of Engineering and Architecture, Washington State University, January 2013 to Present
- Visiting Professor, A. Don Poe Industry Faculty Position, School of Design and Construction Management, College of Engineering and Architecture, Washington State University, Pullman, Washington. August 2003 to Present

Professional Experience
- Total Construction Services, Inc., Principal 2002-Current, Industry Consultant
- T.I.C., the Industrial Company, 2002-2003 Regional Manager
- Matrix Service; MTRX (NASDAQ) -1991-2001 Executive Vice-President
- Strand Company, Kirkland, Washington 1990-1991 Senior Project Manager
- Westwood Company, Developers and Contractors, 1988-1990 Project Manager
- Enserch Alaska Construction - 1985-1989 Operation Manager
- Dillingham Pacific Corporation- 1981-1985 Senior Project Engineer
- GCR Homes, RJJ Construction, 1975-1981 Residential Design Build Builder

Licenses / Registration:
- BIM-AGC Certification Units 1-4, awaiting final exam Fall 2013
- OSHA 500 Trainer- OSHA 10 hour and 30 hour Trainer Certification 2011
- General Contractor License, Competent Person, State of Hawaii, 1986

Selected Publications and Recent Research:
- Preconstruction Services- New Roles and Responsibilities
- What Owners/Developers Need to Understand About Selecting Their Project Team
- Design/Build Post Frame Building, Interdisciplinary Integrated Education
Matthew Cohen, Associate Professor of Architecture

Courses Taught (Two academic years prior to current visit)
Spring 2013: Arch 103, Arch 303, Arch 513 (repeat students)
Fall 2012: Arch 101, Arch 513
Spring 2012: Arch 403, Arch 511, Arch 513 (repeat students)
Fall 2011: Arch 401, Arch 513

Educational Credentials:
Leiden University, The Netherlands, Faculty of Humanities, Ph.D. in Architectural History, 2011.
Syracuse University, Master of Arts in Renaissance Art, 1988.
University of Vermont, Bachelor of Arts in Environmental Studies, 1983.

Teaching Experience:
August 2003–Present, School of Design and Construction, Washington State University, Associate Professor of Architecture
July 2001–May 2002, School of Architecture, University of British Columbia, Sessional Lecturer and August Workshop Director

Professional Experience:

Licenses / Registration:
Registered Architect, State of Washington, 2000-Present

Selected Publications and Recent Research:

Professional Memberships:
Society of Architectural Historians
National Trust for Historic Preservation
Julia Day, Instructor in Interior Design (1 year appt)

Courses Taught:
ID 425: Interior Design Studio VI, Fall 2013
DESIGN 397: 3-D Digital Modeling and Project Information Management, Fall 2013
ID 598: Special Topics: Sustainability and LEED Prep, Spring 2011
ID 103: Graduate Immersion Studio ID 303, Summer 2010

Educational Credentials:
Ph.D., ABD, Interdisciplinary Individual Doctorate Program (IIDP), WSU, Expected 2014
M.B.A., Sustainability, San Francisco Institute of Architecture, 2009

Teaching Experience:
Teaching Assistant, School of Interior Design, Interdisciplinary Design Institute, WSU, Spring 2010, 2011
Instructor, School of Interior Design, Interdisciplinary Design Institute, WSU, Summer 2010
Instructor, Daylight Harvesting Control Commissioning and Building Codes Class, Integrated Design Lab, U of I, Summer 2012, 2013
Instructor, School of Design and Construction, WSU, Fall 2013-Spring 2014

Professional Experience:
Project Manager/Program Specialist, University of Idaho, Integrated Design Lab, Boise, 2011-09/2013
Project Manager, Washington State University, Integrated Design Lab, Spokane, 2009
Interior Design Staff I&II, Callison Architecture, 2007-2009

Licenses/Registration:
None

Selected Publications and Recent Research:

Professional Memberships:
USGBC Idaho, SBSE, Society of Building Science Educators, LEED Accredited Professional, Green Building Certification Institute (GBCI), Student Member IIDA, International Interior Design Association, Student Member ASID, American Society of Interior Design
Jeff R. Filler, Clinical Assistant Professor of Architecture

Courses Taught
Arch 351 – Architectural Structures I (Basic Structures)
Arch 352 – Architectural Structures II (Structural Wood and Steel Design)
Arch 463/563 – Architectural Structures III (Reinforced Concrete)

Educational Credentials
M.S. Civil Engineering, University of Idaho, May 1985.
B.S. Civil Engineering, University of Idaho, May 1980.

Teaching Experience
Over 30 years teaching engineering solid and fluid mechanics, structures, CAD, and surveying courses to engineering, architecture, and landscape architecture students using lecture, video, and lab formats.

Professional Experience
Over 30 years professional engineering as principal in own firm and as employee. Projects include designing wood and concrete structures, retaining walls, as well as building demolition, stream flow and flood studies, inspections and forensics. (Currently also employed by Rim Rock Consultants, Moscow, Idaho.)

Licenses / Registration
Professional Engineer (Civil) - State of Idaho, Since 1986.
Professional Engineer (Civil) - State of Washington, Since 1996.

Selected Publications and Recent Research

Professional Memberships
Professional Member, American Institute of Timber Construction / West Coast Lumber Inspection Bureau.
Voting Member, American Concrete Institute, Residential Concrete Construction (ACI 332).
Professional Member, Timber Framers Guild.
Darrin Griechen, Clinical Assistant Professor of Architecture

Courses Taught:
- ARCH 301: Architectural Design III, Fall 2009, 2010
- ARCH 409: Design Theory VI, Fall 2009
- ARCH 490: Seminar in Digital Fabrication, Spring 2013
- ARCH 542: Architectural Criticism, Fall 2009, 2010,
- ARCH 600: Independent Study, Fall 2009

Educational Credentials:
- M.Arch., University of Idaho, 2003
- B.S., Architecture, University of Idaho, 2002 (cum laude)
- B.S., Philosophy, University of Idaho, 2002 (cum laude)

Teaching Experience:
- Clinical Assistant Professor, School of Design and Construction, WSU, 2008-

Professional Experience:
- Designer, ALSC Architects, Spokane WA., 2006-2008
- Urban Designer, City of Spokane, Spokane WA., 2003-2006
- Intern Architect, Erstad Thornton Architects, 2002-2003

Selected Publications and Recent Research:
- "Emergent Urbanism: Tools and Processes," in process
- "Leveraging Parametric Design for Interdisciplinary Teamwork," in process
- "Emergent Urban Engine, Software toolkit," Computer program in development

Professional Memberships
- American Institute of Architects

Community Service
- Advocacy Chair, Spokane Preservation Advocates, 2011
- Member, Spokane Preservation Advocates, 2008-
- Executive Board Member, Peaceful Valley Homefront, 2005-2012
Phil Gruen, Associate Professor of Architecture (History)

Courses Taught:
SDC 250: Global History of Design I, Fall 2012
SDC 350: Global History of Design II, Spring 2013
ARCH 309: Modern Architecture and Theory, Fall 2011 & 2012
ARCH 220: History of Architecture and Urbanism II: Ancient to Medieval, Fall 2011
ARCH 492: Seminar in Architectural History (Preservation), Spring 2012
ARCH 494: Seminar in Urban and Regional Planning (Preservation), Spring 2013

Educational Credentials:
Ph.D., Architecture, University of California, Berkeley, 2004
M.A., History of Architecture and Art, University of Illinois, Chicago, 1995
B.A., Art History/Criticism, University of California, San Diego, 1992 (*cum laude*)

Teaching Experience:
Associate Professor, School of Architecture and Construction Management, WSU, 2010-
Assistant Professor, School of Architecture and Construction Management, WSU, 2004-10
Visiting Assistant Professor, School of Architecture and Construction Management, WSU, 2003-04
Visiting Assistant Professor, Department of Architecture, University of Oregon, Summer 2003
Lecturer, Department of Architectural Studies, California College of the Arts (and Crafts), 2001-02

Professional Experience:
Historian, Historic American Engineering Record, National Park Service, 2006-09 (summers)

Licenses / Registration:
None

Selected Publications and Recent Research:
"Manifest Destinations: Tourist Encounters in the Late-Nineteenth Century Urban American West," under contract with the University of Oklahoma Press (under revision; expected publication 2014).


Professional Memberships:
National Council on Public History; Society of Architectural Historians; Urban History Association; Vernacular Architecture Forum; Western Historical Association
David E. Gunderson, Associate Professor of Construction Management

Courses Taught:
- CstM 102, Introduction to Construction Management and the Built Environment
- CstM 201, Construction Materials I
- CstM 252, Project Administration and Documentation
- CstM 356, Construction Methods and Procedures I
- CstM 357, Superstructures
- CstM 451, Project Delivery
- CstM 457, Construction Methods and Procedures II
- CstM 473, Human Factors and Productivity in Construction
- CstM 499, Presentation and Construction Management Skills
- Arch 495, Seminar in Construction Management

Educational Credentials:
- Ph.D., Education and Human Resource Studies, emphasis in construction management and construction management education. Colorado State University, 2005
- M.S., Engineering/Science Management, University of Alaska Anchorage, 2002
- B.S., Construction Management, Colorado State University, 1982

Teaching Experience:
- Associate Professor, School of Architecture and Construction Management, Washington State University 2006 to present
- Assistant Professor, Department of Construction Management, Colorado State University, 2004 to 2006
- Visiting Assistant Professor, Department of Construction Management, Colorado State University, 2003 – 2004
- Adjunct faculty member at the University of Alaska Anchorage, 2001 – 2002

Professional Experience:
More than 30 years of experience in construction industry project management including cost control, scheduling, estimating, construction inspection, quality control, contract administration and legal aspects of project execution and claims avoidance, superintendence and hands-on aspects including construction foreman and carpenter.

Professional Certifications:
- DBIA Professional™ certification from the Design-Build Institute of America, 5/17/2011
- Certified Member, Chartered Institute of Building (MCIOB), Ascot, England, 5/30/2007
- Postsecondary Teaching Certificate, Division of Continuing Education, Colorado State University, Fall 2005
- Certified Professional Constructor (CPC), American Institute of Constructors, 4/8/2000

Selected Publications and Recent Research:
Tom Heustis, Associate Professor of Construction Management

Courses Taught:

CSTM 202, Materials
CSTM 362, Legal Aspects of Construction Management

Educational Credentials:

Master of Science, 1985 - California State University, Chico - Construction Management
Master of Arts, 1971 - California State University, Long Beach - Education
Bachelor of Science, 1969 - UCLA - Kinesiology

Teaching Experience:

2005 - Present, Associate Professor of Construction Management, Washington State University
2003 - 2005, Professor and Chair, Department of Construction Management, Chico State University
1980-1985, Assistant Professor of Construction Management, Chico State University

Professional Experience:

1996 - 2002, Executive Director, JWC Construction & Consulting, San Diego, CA
1989 - 1995, Director of Operations, Gafcon, Inc. San Diego, CA
1985 - 1988, Project Manager, Olsen Construction, San Diego, CA

Professional Certifications:

General Building Contractor, State of California (now inactive)
Building Inspector II, County of Los Angeles (now inactive)

Selected Publications and Recent research:

Authoring Construction Management Assessment protocol, for California State University, Chico, 2005 (in progress)

Authored Third Year Interim Report for accreditation certification, for American Council for Construction Education (ACCE), 2003

Researched and authored the Mold Remediation Protocol for Jon Wayne Construction, Mold Remediation Division, 1999

Researched and co-authored the Degree of Compliance analysis protocol for the determination of the extent of code compliance for "non-compliant" existing structures, with Robert Randall, P.E., Accutech Engineering, 1997
Paul Hirzel, Professor of Architecture, Coordinator M.Arch Program

Courses Taught: Arch 511 and 513, Arch 580, Arch 527

Educational Credentials:
1984 Master of Architecture, Cornell University
1983 Bachelor of Architecture, Cornell University
1972 Bachelor of Arts, Industrial Education, University of Washington
1971 Bachelor of Arts, Art Education, University of Washington
1969 Bachelor of Arts, General Humanities, Washington State University

Teaching Experience:
Professor of Architecture, 2006-Present
Graduate Program Coordinator, 2003-Present
Associate Professor of Architecture, 1997-2006

Professional Experience:
1989 - Present Paul Hirzel, AIA, Pullman, Washington
1988 - 1989 Smith-Hirzel Architects, Louisville, Kentucky
1986 - 1988 The Berger Partnership, Landscape Architecture & Site Planning, Seattle
1984 - 1986 James Cutler, Architects, Bainbridge Island, Washington
1972 University of Washington Architects' Office, Seattle, Washington
1971 King County Planning Department, Seattle, Washington
1969 Pritchard & Blanton, Architects, Moscow, Idaho
1968 The Boeing Company, Seattle, Washington
1967 Skidmore, Owings & Merrill, Portland, Oregon

Licenses / Registration:
Certified Architect by National Council of Architectural Registration Board
Registered Architect, State of Washington
Professional Education Certification (K-12)

Selected Publications and Recent Research: Academic emphasis at WSU has focused on the integration of landscape significance to the architecture curriculum. Coursework has emphasized the inclusion/recognition of the "outside condition" in the building design solution and developed innovative strategies for site analysis and design. The site design course has won national awards from the American Institute of Architects: The AIA National Education Award (the profession's most prestigious award to educators for teaching excellence) and the National Associated Collegiate Schools of Architecture: The ACSA Design Studio Award and has been featured in the Chronicle of Higher Education. Student work has been invited for exhibition at the Northwest Museum of Arts and Culture in Spokane, Washington and at the AIA National Headquarters in Washington, D.C. Publications produced by the site design course include a trilogy of books on Eastern Washington: Pullman: A Book of Secrets, The Palouse: An Extra Terrestrial Feast, and Eastern Washington: Conditions and Aberrations; and the SR26 Gift Collection which includes two books: Motion Pictures: Stories of SR26 and 133.53 Miles: A Visual Travel guide for SR26, a postcard collection: SR26 Landart Series, and a music CD set: SR26 Rhythm of this Highway. Other publications include Disturbing Places: An Exploration of the Seven Deadly Sins of Architecture and a book about water and architecture entitled Waterproofs: A Submission of Evidence at Carpenter Hall. Two of the above books won ACSA National Design awards.

Professional Memberships: Member of American Institute of Architects, Spokane, Washington Chapter
Jolie Kaytes, Associate Professor Landscape Architecture, Program Coordinator, Landscape Architecture

Courses Taught (Two academic years prior to current visit)
LA 263 Design II: GroundWalk
LA 470 Design IV: Designing for Connectivity, Exchange, and Transformation
LA 520 Northern Rocky Mountain Regional Landscape
LA 521 Cultural Interpretations of the Regional Landscape

Educational Credentials:
University of Oregon MLA/1999 BLA/1998
University of California at Berkeley BS/1992

Teaching Experience:
University of Oregon 1997-1999
University of Colorado 2001-2002
Washington State University 2002-Present

Professional Experience:
Duany Plater-Zyberk & Co., Writer & Graphic Designer
US Dept. of Interior, Field ecologist
US Forest Service, Field botanist
Environmental Consultant, Consultant

Selected Publications and Recent Research:
Kaytes, J. 2013. "Planting." Submitted to Orion.(in review)
Kaytes, J. 2013. "Ground Stories: Revealing Landscape from the Bottom Up," in ‘...With Sustainability and Justice for All...’ from theory to high impact practice: Engaging students, faculty, and community in building a sustainable future, editor K. Bartels. (Forthcoming)

Professional Memberships:
CELA, ASLA 2011-2012, EDRA 2012-2013
Bashir A. Kazimee, Professor of Architecture

Courses Taught
Architecture-301,
Architecture-303
Architecture-215

Educational Credentials
Master of Architecture in Advanced Studies, Massachusetts Institute of Technology 1977
Bachelor of Architecture Kabul University, 1973

Teaching Experience:
Professor of Architecture, Washington State University 2003-present
Associate Professor of Architecture, Washington State University, 1995-2003
Assistant Professor of Architecture, Washington State University, 1990-1995
Assistant Professor of Architecture, King Faisal University, Saudi Arabia, 1984-1989

Professional Experience:
Consulting Senior Architect: Studio Zarnegar Architecture & Planning, Kabul, Afghanistan
Senior Architect, Noon Qayum & Company 1980-1982
Principal and Architect, Memar Collaborative, Kabul, Afghanistan 1973-1980

Selected Publications and Recent Research:


Professional Memberships:
1. Licensed Architect, State of Texas, Reg. No. 14163
2. Member, American Institute of Architects (AIA)
3. Member, The Society of Afghan Engineers (SOAE)
4. Member, International Center for Arid & Semi-Arid
Gregory Kessler FAIA | NCARB, Professor of Architecture, Director 2001-2013

Courses Taught (Two academic years prior to current visit):
Served as School of Architecture and Construction Management Director 2001 - 2011
Served as Director of School of Design and Construction 2012 – 2013
Architecture 570 Graduate Studio Spring 2011

Educational Credentials:
1985 – 1986 Master of Architecture: University of Southern California: Selected as recipient of Welton Beckett Fellowship; Graduate Thesis focus: Urban Design
1974 – 1977 University of Idaho: Bachelor of Architecture: Graduated Cum Laude
1972 Drafted by Oakland Athletics 18th round of Major League Baseball Draft

Teaching Experience:
2007 - Present Professor of Architecture with tenure: Washington State University
1993 – 2007 Associate Professor of Architecture with tenure: Washington State University
1987 – 1992 Assistant Professor of Architecture: Washington State University
1985 – 1986 Graduate Teaching Assistant: University of Southern California,
1983 – 1985 Visiting Assistant Professor of Architecture: University of Idaho

Professional Experience:
1985 – 1987 WWATG Architects: Newport Beach CA:
1979 – 1983 Integrus Architects (Formally WMFL) Spokane WA
1977 – 1979 Intern Architect Spokane WA

Licenses/Registration:
1983 – present State of Washington Registration:
1980 – present NCARB Certification

Selected Presentations as Director
2013 Presentation Accepted: AIA National Convention, Denver CO: Co presenter William Carpenter FAIA
2013 Presentation Accepted: AIA National Convention, Denver CO: Living your life as a leader: Co-Presenters: Michael Ayers AIA, Je’ Nen Chastain Associate AIA
2012 Invited Presentation: AIA National Convention Washington DC: Research and the Academy Collaborative presentation with Glen Leroy FAIA, Len Charney, Assoc. AIA:
2012 Invited Presentation 2012 AIA Grassroots: March 7 – 10 2012: Collaborative Presentation with Ed Vance AIA, Virginia Marquardt AIA, Stephen Ayers FAIA, Tom Penny FAIA: Presentation:
2008 Invited Participant: AIA Conference on Sustainability and Education: One of twenty seven educators and practicing architects invited nationally to participate in the conference on integrating sustainability into architecture curriculum Pomona, California.

Selected Research and Symposia on Education and Leadership as Director
2013 WSU Integrated Education Symposium: building Information Modeling
2012 Article: Developing a lateral Model for Design Education: In progress
2012 NWPR Leadership Institute Symposium: Theme: Bottom up and Side to Side: Keynote: Eric Cesal,
2011 WSU Integrated Education Symposium: Collaboration: The Human Dimension
2011 NWPR Leadership Institute Symposium: Architecture and the Civic Life, Seattle, WA
2010 WSU Integrated Education Symposium: Discovering the University Footprint:
2010 NWPR Leadership Institute: Embracing Leadership and Collaboration in a Transdisciplinary Age, Eugene OR

Professional Memberships:
2013 Elevated to Fellow American Institute of Architects
2011 – 2013: AIA Northwest and Pacific Region Director
2011 – 2013: Member National Board of Directors American Institute of Architects
Max Kirk, Associate Professor of Construction Management, Interim Direction, School of Design and Construction (2013-2014 academic year)

Courses Taught:

Arch 432, Environmental Controls of Buildings I
Arch 433, Environmental Controls of Buildings II

Educational Credentials:

Doctor of Philosophy in Administration, Curriculum and Instruction, University of Nebraska, May 2000
Master of Science in Technology (Construction) in Arizona State University, May 1990
Bachelor of Arts in Education, Eastern Washington University, June 1985
Bachelor of Science in Building Theory & Practice in Washington State University, June 1977

Teaching Experience:

Spring, 2013-present, interim director, School of Design and Construction, Washington State University

2001-present, Associate Professor School of Architecture and Construction Management
Washington State University, Pullman, Washington
2000-2001 - Chair, Department of Construction Management, University of Nebraska-Lincoln
1996-2001, Associate Professor, Department of Construction Management, University of Nebraska-Lincoln
1991-1996 Assistant Professor 1991-96; Department of Construction Management, University of Nebraska-Lincoln

Selected Publications and Recent Research:


Spring 2011 Co-PI: W. Kirk, D.A. Bender, R.F. Richards - National Institute of Standards and Technology (NIST) for a new 13,800 square foot research building titled Laboratory for High-Performing Building Envelopes. Proposed grant application $5,014,960.00. Not funded.

Robert Krikac, Associate Professor of Interior Design

Courses Taught:
- ID 297 Perception and Communication II 3 cr. (22)
- ID 392 Professional Procedures 3 cr. (23) AMS Course
- ID 305 Freehand Sketching 3 cr. (7)
- ID 297 Study Abroad – Paris Faculty Led Program 2 cr. (12)
- ID 277 Seattle Field Trip w/ Job Shadowing Experience 1 cr. (22)
- ID 425 Senior Interior Design Community Studio 5 cr. (15)
- ID 490 Internship Experience – Studio Substitution 5 cr. (6)
- ID 498 Special Topics in Interior Design 3 cr. (1)
- ID 526 Interior Design Graduate Studio 5 cr. (3)
- ID 103 Transfer Studio (co-taught) 6 cr. (8)
- ID 702 Masters Directed Study 1 cr. (1)
- SDC 100 World of Design and Construction 3 cr. (138)

Educational Credentials:
- Master of Science Design, Arizona State University, Tempe, AZ 1999
- Bachelor of Science Design, Arizona State University, Tempe, AZ 1979

Teaching Experience:
- 1998 – present Washington State University, Associate Professor, Interior Design
- 1997 - University of Nevada at Las Vegas, Distinguished Visiting Professor

Professional Experience:
- 2008 to 2010 Schweitzer Engineering Laboratories, Inc., Pullman, Washington, Project Manager
- 2001 SU RNL Design, Phoenix, Arizona, Senior Project Manager
- 1987-1998 HNTB Corporation, Phoenix, Arizona, Senior Project Manager
- 1980-1984 Jones & Mah, Architects, Incorporated, Scottsdale, Arizona, Drafting /

Licenses / Registration:

Selected Publications and Recent Research:

Professional Memberships:
- National Council for Interior Design Qualification
- Site Visitation Team Chair, Council for Interior Design Accreditation

140
Matt Melcher, Associate Professor of Architecture, Program Coordinator, Interior Design

Courses Taught:
- **ID 415**: Analysis of building construction and detailing which impacts interior space design, Spring 2011, 2012, and 2013
- **ID 460**: Develop communication skills and produce documents necessary to professionally present oneself to prospective employers within the fields of design, Fall 2013
- **ID 525/Arch 570**: Application of advanced design theories, philosophies and research methodologies to enhance design foundations through interdisciplinary studio experiences. In-depth study of design problems relating to cultural, environmental, technological and other issues as related to the students area of emphasis, Fall 2011

Educational Credentials:
- M.Arch., University of Pennsylvania, 1998
- B.A., Environmental Design, University of Washington, 1992

Teaching Experience:
- Interior Design (ID) Faculty, Washington State University, 1998-Present
  - ID Program Coordinator, 2012-Present
  - ID Graduate Coordinator, 2010-Present
  - ID Assistant Director, 2011-2012
  - Associate Professor, 2008-Present
  - Assistant Professor, 2001-2008
  - Visiting Assistant Professor, 2000-2001
  - Instructor, 1998-1999

Professional Experience:
- iDR Studio (Private Practice), 1998-Present

Licenses / Registration:
- None

Selected Publications and Recent Research:
  
  “Meadow House” exhibited at SPOMa, Northwest Museum of Arts and Culture, Spokane, WA, 2013

Professional Memberships:
- None
Taiji Miyasaka, Associate Professor of Architecture, Program Coordinator, Architecture

Courses Taught:
- Arch531: Design Systems in Tectonics and Materials, 2007-2013

Educational Credentials:
- M.A., Architecture, University of Michigan, Ann Arbor, 1991
- B.E., Engineering in Architecture, Kyoto University, Kyoto, Japan, 1989

Teaching Experience:
- Architecture Program Coordinator. School of Design and Construction, WSU, 2012 -
- Associate Professor, School of Architecture and Construction Management, WSU, 2008 -
- Assistant Professor, School of Architecture and Construction Management, WSU, 2002 -

Professional Experience:
- OMA, Rotterdam, The Netherlands, 2000 - 2001
- Brian E. Boyle, AIA, New York, NY, 1995 - 1997
- Skidmore, Owings & Merrill, New York, NY, 1992 – 1993

Licenses / Registration:
- None

Selected Publication and Recent Research:
- 2012 Honor Awards for Washington Architecture, Citation Award in the Making category, Light Hole Shed, November 2012

Professional Memberships:
- None
Jason B. Peschel, Assistant Professor of Construction Management, Coordinator, Construction Mgmt

Courses Taught:
Cst M 254 - Construction Graphics
Cst M 301 - Management & Organization
Cst M 370 - Estimating I
Cst M 371 - Estimating II
Cst M 462 - Planning & Scheduling
Cst M 469 - Residential Green Building

Educational Credentials:
1997 - BS, Construction Management, University of Nebraska - Lincoln
2004 - Master of Business Administration, Wayne State College

Teaching Experience:
1/4 - 5/06 Adjunct Professor - Wayne State College, Construction Management
08/06 - Present Assistant Professor - Washington State University, Construction Management

Professional Experience:
5/97 - 7/09 Vice President & Chief Estimator, Otte Construction, Inc., Wayne, Nebraska
Obtained low bid results for residential and commercial projects of varied scopes ranging in size from $1,000 to $4 million via completing estimates by hand or via Timberline software. Worked in a team environment to manage projects secured via different delivery methods including design-bid-build, negotiated, design-build or CM(at-risk) while maintaining budget and schedule. Performed various duties necessary to facilitate growing the company’s annual volume from $750,000 to $7.5 million.

Licenses/Registration:
Not applicable

Selected Publications & Recent Research:

Professional Memberships:
Associated General Contractors of America (AGC)
Ayad Rahmani, Associate Professor of Architecture

Courses Taught:
Arch 201&203: Second Year Design, Arch 207&209: Second Year Theory, Arch 403: Fourth Year Design
Arch 542: Architectural Criticism

Educational Credentials:
Master of Architecture in Building Design, Washington University in St. Louis 1988
Bachelor of Science in Architecture, Ohio State University 1985

Teaching Experience:
Associate Professor, School of Architecture, Washington State University 1997-Present
Visiting Professor, School of Architecture, Catholic University of America 1988-1989

Professional Experience:
Project Designer, ALSC Architects, Spokane, WA 1993-1995
Project Designer, Hayes large Architects, Altoona, PA 1990-1993
Assistant Architect, Morris Architects, Baltimore, MD 1988-1989

Licenses/Registration:
Registered Architect: State of Pennsylvania

Selected Publications & Recent Research:

- Kafka’s Architectures; Forthcoming McFarland Press, Charlotte, NC.

SELECT PUBLICATIONS


Professional Memberships:
none
Kathleen Ryan, Assistant Professor of Interior Design

Courses Taught: ID101 FA11, FA12; ID103 SU11, SU12; ID197, SP11, SP12, SP13; ID201 FA11, FA12; ID203 SP11, SP12; ID312 SU11; ID333 SP13; ID526, SP11, SP12, SP13

Educational Credentials: MA, Interior Design, Interdisciplinary Design Institute, Washington State University, Spokane WA; BS, Design and Environmental Analysis, Cornell University, Ithaca, NY; AA, University of Montana, Missoula MT

Teaching Experience: Assistant Professor SP09 to present, Interior Design, Washington State University, Pullman, WA. Adjunct Faculty FA04 to SP08, Interior Design, Washington State University, Pullman, WA.

Professional Experience:
Professional Interior Design Practice 1992-2009

Licenses / Registration:
National Council for Interior Design Qualification, NCIDQ certificate number 017739, 2002

Selected Publications and Recent Research:

Professional Memberships:
American Association of Museums, 2011 to present.
Environmental Design Research Association, 2010 to present
Interior Design Educators Council, 2008 to 2010
Cascadia Chapter-USGBC, 2008 to present
American Society of Interior Designers, ASID, Professional Member, 2002 to present
Rafi Samizay, Professor of Architecture (50% retired)

Courses Taught:
- Arch 203 Second Yr
- Arch 303 Third Yr Design
- Arch 428 Architecture and Culture in the Islamic World

Educational Credentials:
- Master of Architecture in Advanced Studies, MIT, 1974
- Certificate in Environment and Social Planning, University of Manchester, 1971
- Bachelor of Architecture, IIT, 1969

Teaching Experience:
- Has taught a whole range of courses including design at various levels, construction, theory courses, research and programming.
- Director, School of Architecture and Construction Management, WSU 1989-1998

Professional Experience:
- Principal, Studio Zarnegar, 2002-Present
- As the principal designer and lead planner for Studio Zarnegar, during the past few years I have been designing and planning a variety of projects in Afghanistan including large governmental complexes such as Ministry of Justice, educational/Institutional buildings, master plans for university campuses and research farms and landscape/garden designs. Prior to this, I had worked in firms in Chicago, New York and Washington DC. I have also served as a consultant to UNESCO, UNDP, World Bank and USAID.

Licenses / Registration:
- Licensed Architect, District of Columbia, USA
- Licensed Architect, Afghanistan

Selected Publications and Recent Research:
- Books:
  - Islamic Architecture and Urbanism, under preparation.

  Selected Articles/Book Chapters:
  - “Spatial Heritage of Sustainable Urbanism in Yazd, Iran” Book chapter in Heritage and Sustainability in the Islamic Built Environment, Bashir Kazimeee, Editor, WIT Press, South Hampton, England and Boston, USA, 2012.

Professional Memberships:
- Member, American Institute of Architects
- Member, Society of Afghan Architects and Engineers
Ole Sleipness, Clinical Assistant Professor of Landscape Architecture

Courses Taught:

LA 362 Landscape Architectural Design III, Fall, 2013, Fall, 2012, Spring, 2012, Fall, 2010
LA 363 Landscape Architectural Design IV, Fall, 2011, Fall, 2010, Spring, 2011, Spring, 2010
LA 475 Senior Project Proposal, Fall, 2012
LA 356 Landscape Architecture Construction I, Spring, 2012, Spring, 2010
LA 327 Landscape Architecture Theory, Fall, 2012
LA 362 Landscape Architectural Design III, Spring, 2012
LA 367 Landscape Architecture Construction III, Spring, 2012
LA 263 Landscape Architectural Design II, Spring, 2011
Hort 499 Irrigation Design Seminar, Fall, 2011
LA 262 Landscape Architectural Design I, Fall, 2011, Fall, 2010
LA 480 Landscape Architecture Professional Practice, Fall, 2011
LA 222 Field Trip, Fall, 2012

Education Credentials
Ph.D. Environmental Design and Planning, Clemson University, 2009
M.C.R.P. City and Regional Planning, Clemson University, 2005
B.L.A. Landscape Architecture, Washington State University, 2003 (magna cum laude)
Certificate in Horticulture, Edmonds Community College, 1999

Teaching Experience:
Clinical Assistant Professor, School of Design and Construction, WSU 2011-present
Clinical Assistant Professor, Department of Horticulture and Landscape Architecture, WSU 2009-2011
Graduate Teacher of Record, Department of Planning and Landscape Architecture, Clemson University, 2006-2008

Professional Experience:
Planning Intern, Hart County Board of Commissioners, 2005
Research Assistant, Clemson University Center for Community Growth and Change, 2005
Land Planner, Clemson University Office of Land Management, 2004
Land Planner, Southern Homes of the Upstate, 2004

Licenses / Registrations:
None

Selected Publications and Recent Research:

Professional Memberships:
None
Judy Theodorson, Assistant Professor Interior Design

Courses:
- ID325 Interior Building Systems
- ID 426 Advanced Design and Planning (studio)
- ID 321 Design and Planning (studio)
- Arch 493/520 Seminar Environmental Controls

Educational Credentials: M. Arch, University of Oregon

Teaching Experience: 10+ years full-time equiv.

Professional Experience: 3 years practice


Selected Publications and Recent Research:

Daylighting + Interiors Research
Theodorson, J. Learning from Post-Occupancy in Daylit School Classrooms. Proceedings of Professional Lighting Design Conference, Copenhagen (2013)


Teaching Scholarship


Professional Memberships: Interior Design Educators Council, Society of Building Science Educators, Retail Design Institute
Carrie Vielle, Visiting Assistant Professor of Interior Design

Courses Taught:

ID 201 Studio II, Fall 2013
ID 203 Studio III, Spring 2013
ID 215 Materials and Components, Spring 2013
ID 250 History of Interiors I, Spring 2012
ID 278 Special Topics: Resource Room, Spring 2013
ID 279/ID 598 Special Topics: Paris, A Designer’s View (On-Site Coordinator and Guide)
ID 303 Immersion Studio, Summer 2011
ID 350 History of Interiors II, Fall 2011
ID 477 Study Tour: Chicago, Fall 2013
SDC 120 Foundational Drawing, Fall 2013

Education:

M.A., Interdisciplinary Art History, Eastern Washington University, Cheney, 2003 (4.0 GPA)
B.A., Studio Arts, Eastern Washington University, Cheney, 1994 (Summa Cum Laude)
B.A., Art History, Eastern Washington University, Cheney, 1994 (Summa Cum Laude)
International Study: Centers for Academic Studies Abroad, Scuola di CAPA, Florence, Italy 2004
International Study: Université de Nice, Centre Internationale, Nice, France, Summers 2000, 2001
Interior Design Study: Washington State University, Pullman, WA. Visual Communication Studio, Spring 2009, (4.0 GPA)

Teaching Experience:

Instructor, Temporary Full Time Appointment, School of Design and Construction, WSU, Fall 2013-Spring 2014
Adjunct Instructor, Fine Arts Department, WSU, Fall 2013
Adjunct Instructor, Interior Design Program, WSU, Summer 2011-Spring 2013
Associate Adjunct Instructor, Interior Design, Spokane Falls Community College 1995-2009
Visiting Instructor, Washington Community College Consortium for Study Abroad, Florence, Italy, Spring 2004
Graduate Instructor, Fine Arts Department, Eastern Washington University, Spring and Fall 2002

Professional Experience:

Professional Exhibiting Fine Artist, 1990-Present, exhibition history available through: www.carrievielle.blogspot.com
Architectural and Design Illustrator, 1998-Present
Interior Design Consultant/Contractor, 1995-Present

Selected Publications and Recent Research:

David Wang, Professor of Architecture

Courses Taught:

ARCH 103 Visual Design
ARCH 525: History and Theory of 20th century architecture
ARCH 573: Ethics and Professional Practice
   (note: this course was cross listed with LA 480 and ID 392 beginning Fall term 2013; these are the corresponding professional practice classes for these programs)
PHIL 435: Philosophy of Architecture East and West

Educational Credentials:
Ph.D., Architecture, University of Michigan, 1997
MS. Arch, University of Michigan, 1995
M. Arch, University of Pennsylvania, 1978
B.A in Design of the Environment, University of Pennsylvania, 1975

Teaching Experience:
Professor of Architecture, Washington State University, 2006 to present
Associate Professor of Architecture, Washington State University, 1997-2005
Graduate teaching assistant in Design Fundamentals, University of Michigan, 1996
Assistant Professor of Interior Design, Centenary College, Hackettstown, NJ, 1993-1994
Assistant Professor of Architecture, Spring Garden College, Philadelphia, 1988-1992

Professional Experience:

Licenses / Registration:
Registered architect in Pennsylvania (license on inactive status)
Registered architect in Michigan (license on inactive status)

Selected Publications and Recent Research:
Article: “Kuhn on architectural style” Architectural Research Quarterly, 2009

Professional Memberships: None active currently