

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

Password: **WSU.NAAB.2014**

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## **PART I: Institutional Support and Commitment to Continuous Improvement**

### **Section 1: Identity & Self Assessment**

#### **I.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:
  - a. Community based studios: a variety of studios focus on community service projects including Peaceful Valley in Spokane, and projects in the cities of Auburn, Washington, Endicott, Washington and Seattle.
  - 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 21<sup>st</sup> 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



2010 Tokyo  
2009 Paris  
2008 Berlin  
2007 Barcelona  
2006 Amsterdam

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>. 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 policies 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:**

Name	Discipline	Degree	Gender	Ethnicity
John Abell	Architecture	PhD	M	Caucasian
Nancy Blossom	Interior Design	Masters	F	Caucasian
Kerry Brooks	Landscape	PhD	M	Caucasian
Jeff Burnett	Architecture   CM	Masters	M	Caucasian
Rick Cherf	CM	Masters	M	Caucasian
Matthew Cohen	Architecture	PhD	M	Caucasian
Darrin Griechen	Architecture	Masters	M	Caucasian
Phil Gruen	Architecture	PhD	M	Caucasian
David Gunderson	CM	PhD	M	Caucasian
Ton Heustis	CM	Masters	M	Caucasian
Paul Hirzel	Architecture	Masters	M	Caucasian

Bashir Kazimee	Architecture	Masters	M	Afghani
Jolie Kaytes	LA	Masters	F	Caucasian
Gregory Kessler	Architecture	Masters	M	Caucasian
W. Max Kirk	CM	PhD	M	Caucasian
Robert Krikac	Interior Design	Masters	M	Caucasian
Matthew Melcher	Interior Design	Masters	M	Caucasian
Anna Mutin*	Architecture	Masters	F	Caucasian
Taiji Miyasaka	Architecture	Masters	M	Asian
Linda Nelson-Johnson	Interior Design	Masters	F	Caucasian
Jason Peschel	CM	Masters	M	Caucasian
Ayad Rahmani	Architecture	Masters	M	Arab
Kathleen Ryan	Interior Design	Masters	F	Caucasian
Rafi Samizay	Architecture	Masters	M	Afghani
Ole Sleipness	LA	PhD	M	Caucasian
Judy Theodorson	Interior Design	Masters	F	Caucasian
David Wang	Architecture	PhD	M	Asian
Total 27			21 M 6 F	

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

Adjunct Faculty Spring 2013:

Name	Discipline	Degree	Gender	Ethnicity
Steven Bull	Architecture	Masters	M	Caucasian
David Drake	LA   Arch	Masters	M	Caucasian
Jeff Filler	Architecture   CM	PhD	M	Caucasian
Tom Hille	Architecture	Masters	M	Caucasian
Tom Maul	Architecture	Masters	M	Caucasian
Dan Rusler	Architecture	Masters	M	Caucasian
Kevin Tabari	Architecture	Masters	M	Caucasian
James Vaux	Architecture   CM	PhD (in progress)	M	Caucasian
Carrie Vielle	Interior Design	Masters	F	Caucasian
Ann Wolf	Interior Design	Masters	F	Caucasian
Debbie Kennedy	Interior Design	Bachelor's	F	Caucasian

One-year faculty appointments Fall 2013:

Name	Discipline	Degree	Gender	Ethnicity
Arash Adel	Architecture	Masters	M	Iranian
Steven Austin	LA   Arch	Masters	M	Caucasian
Julia Day	Interior Design	ABD (PhD)	F	Caucasian
Elizabeth Graff	LA	Masters	F	Caucasian
Mary Polites	Architecture	Masters	F	Caucasian
Carrie Vielle	Interior Design	Masters	F	Caucasian

Staff Spring 2013:

Tony Burt	IT	Bachelors	M	Caucasian
Judy Croskey	Administrative Manager	Bachelors	F	Caucasian
Chris Gana	Academic Coordinator	Masters	M	Caucasian
Jaime Rice	Academic Coordinator	Masters	F	Caucasian
Darci Young	Academic Coordinator	Bachelors	F	Caucasian

### 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 within 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

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

### 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:
  - a. 2008 - 2009: Construction of an accessible ramp and bathroom modifications for a resident of Pullman with disabilities.
  - b. 2009 – 2010: Construction of office furniture for the local American Red Cross.
  - c. 2010 – 2011: Construction of a Gazebo for Washington State University.
  - d. 2011 – 2012: Working with Habitat for Humanity.
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. Tajji 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.

#### I.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 will 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 time line 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 I.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 M Ach 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

### I.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](http://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.

### **Exceptional 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 David Wang: 2012: Published a second edition to his previously published *Research Methods* book (Co- Author Linda Groat). This book has been translated into Chinese. April 2012: Gave workshop on design research for doctoral students, Chalmers University, Gothenburg, Sweden. October, 2012: Keynote lecture at Aalto University, Helsinki, Finland: The 4th Symposium of Architectural Research in Finland. Title of lecture: *Design Research in the Age of the New Virtualism*.
- 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 Matt Cohen: Completed his manuscript *Beyond Beauty: Reexamining Architectural Proportion in the Basilicas of San Lorenzo and Santo Spirito in Florence*. Venice: Marsilio Editori, S.p.A.: forthcoming in fall 2013.
- Professor Rafi Samizay: Completing manuscript *Islamic Architecture*: Anticipated Publication 2014.
- Professor Nancy Blossom: Submitted and book for publication entitled *The Handbook of Interior Design*. Co Author Joann Thompson: *Wiley Blackwell Press*
- Professor Matt Cohen: Recipient of the International The James Ackerman Award in the History of Architecture: Awarded by: Centro Internazionale di Studi di Architettura Andrea Palladio, 2012.
- 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 Judy Theodorson: 2012 Excellence in Teaching Award: Interior Design Educators Council.
- 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

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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.
- Professor David Wang: Served as invited "first opponent" in doctoral dissertation defense of Nel Janssens, Chalmers University School of Architecture (in association with Sint Lucas School of Architecture, Brussels), Gothenburg, Sweden, June, 2012. Dissertation title: *Utopian-Drive Projective Research*.

#### 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 or 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 course work and design as demonstrated through the student portfolio.

Master of Architecture students will engage in course work 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 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  
2012 fall Lloyd Scott: Alternate Project Delivery in Europe  
2011 fall Margaret Winch: Real Team Partnership, Collaboration and Integration- Lessons Learned  
2009 fall Navin Dimond: Integrate Development in the Hotel Industry  
2009 spring Dan Howell: Renewable Energy Our Future -Wind Energy- The Pine Tree Project

#### Symposiums:

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

**Integrated Education Symposium:** Building Information Modeling: Speakers: Tim Bissmeyer, Collins Woerman, Seattle: Ondrei Poliak, Hunt Construction Phoenix: Nick Mc Daniel NBBJ, Seattle: Chris Allen, Mortenson Construction, Seattle: Lana Gochenauer, Lease, Crutcher, Lewis, Seattle: Dave McCool, McCarthy Construction, Seattle

2012 fall **"Fall Celebration, New School of Design and Construction"** Lectures and panel discussions: Erik Churchill: SHoP Architects, New York, Dan Barrett Sellen Construction, Seattle: Michael Duncan SOM San Francisco.

2012 spring **Integrated Education Symposium:** Keynote Speakers: Arlan Collins, Collins Woerman, Seattle: Doug Moore, Mark D'Amato, McKinstry, Seattle: Sustainable Living Initiative: **A Case Study for Collaboration and Integration.**

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>, also a copy will be provided in the Team Room) 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 time 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. Jamie 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.

Academic year	Architecture			Total
	Undergraduate	Graduate	CM	
2008- 2009	\$33,450	\$20,000	\$33,800	\$87,250
2009 - 2010	\$33,250	\$29,200	\$43,300	\$107,750
2010 – 2011	\$23,083	\$39,000	\$13,297	\$75,380
2011 - 2012	\$32,819	\$22,000	\$39,550	\$94,369
2012 – 2013	\$28,490	\$18,000	\$41,192	\$87,682
			<b>Five Year total</b>	<b>\$452,431</b>

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
- WSU AIAS Hosted Three-Day Western Quadrant Conference titled "Preserving Identities" in Spokane, Washington in March of 2012.

#### 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 peripherals.

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 Young: 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.

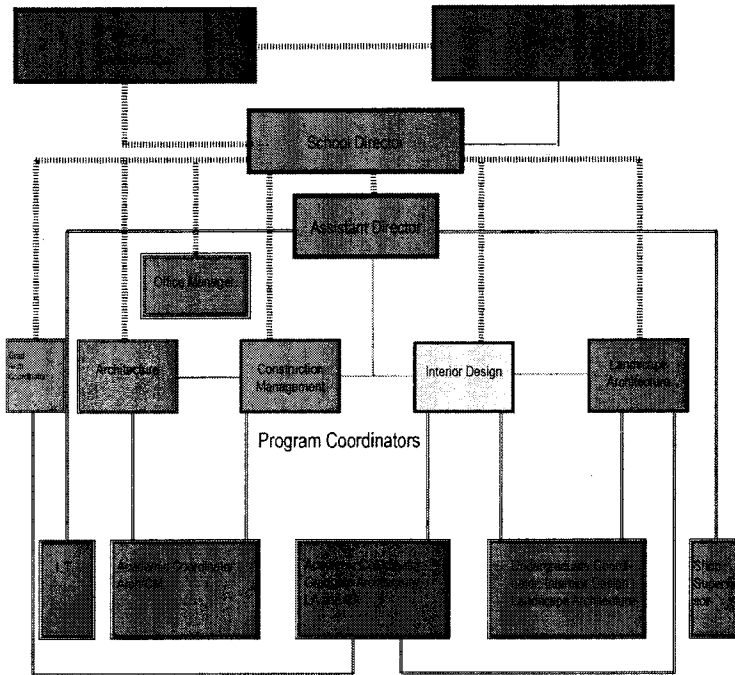
The staff are highly dedicated and have an exceptional work ethic and are equitably dedicated to the well-being of our students.

**1.2.2. 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 School of Design and Construction  
 Architecture + Interior Design + Landscape Architecture + Construction Management



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.

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

The School of Design and Construction is housed within Carpenter Hall at WSU. Carpenter Hall was designed in the early 20<sup>th</sup> 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 1<sup>st</sup> 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

	FY 14 Allocation PBL	FY 2014 Projected Expenditure	FY 2013 Allocation	FY 2013 Expenditure FY 13 Expenditures Not Finalized	FY 2012 Allocation	FY 2012 Expenditure	FY2011 Allocation	FY 2011 Expenditure
<b>Total Arch + CM Budget</b>	<b>\$1,945,625</b>	<b>\$1,945,625</b>	<b>\$1,938,763</b>	<b>\$1,810,272</b>	<b>\$1,709,319</b>	<b>\$1,853,532</b>	<b>\$1,801,151</b>	<b>\$1,854,098</b>
Faculty Permanent	\$1,113,224	\$1,113,224	\$1,075,688 ***	\$925,163	\$1,339,285	\$1,339,285	\$1,431,118	\$1,431,118
Adjunct Faculty Pool	\$154,801*	\$50,000	\$154,801 ****	\$105,000	\$7,757	\$0	\$15,757	\$0
TA's	\$58,010	\$117,692	\$58,010	\$122,711	\$58,012	\$60,396 Includes Time slip	\$58,012	\$100,092 Includes Time slip
Staff	\$155,997	\$155,997**	\$209,465	\$209,465	\$147,740	\$147,740	\$135,696	\$136,696
Total Salary Expense			\$1,497,964	NA	\$1,545,038	\$1,605,434	\$1,624,825	\$1,722,722
Operations	\$128,491	\$128,491	\$101,439	NA	\$164,281	\$248,098	\$176,325	\$131,376

	FY 2010 Allocation PBL	FY 2010 Expenditure	FY 2009 Allocation	FY 2009 Expenditure
<b>Total Arch + CM Budget</b>	<b>\$1,792,599</b>	<b>\$1,974,631</b>	<b>\$2,206,109</b>	<b>\$2,222,218</b>
Faculty Permanent	\$1,445,383	\$1,113,224	\$1,618,969	\$1,618,969
Adjunct Faculty Pool	\$23,281	\$50,000	\$41,300	\$105,000
TA's	\$38,011	\$117,692	\$78,012	\$122,711
Staff	\$155,852	\$155,852	\$155,853	\$209,465
Total Salary Expense	\$1,639,248	1,777,931	\$1,852,834	\$2,048,973
Operations	\$153,351	\$196,700	\$180,929	\$173,275

\* 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 \$58,627

\*\*\*\* 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

	FY 2013		FY 2012		FY2011		FY 2010		FY 2009	
	Received		Received		Received		Received		Received	
Endowments	\$72,175		\$20,960		\$36,569		\$96,764		\$28,169	
Yearly gifts	\$9,190		\$12,550		\$14,045		\$19,996		\$29,450	
Weller Architecture Excellence Fund	\$5,887		\$20,742		\$21,435		\$22,120		\$18,598	

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 Rolf 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  
 Hedeem 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 10-11 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 107<sup>th</sup> 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.<sup>1</sup> The system houses a print collection of 2,269,557, 159,221 e-books and approximately 149 databases across a wide subject range.<sup>2</sup> 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.<sup>2</sup>

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.

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<sup>1</sup>"Spending by University Research Libraries [table] in the Almanac of Higher Education 2013." *The Chronicle of Higher Education*. Published online at <http://chronicle.com/article/Spending-by-University/140753/> (accessed August 26, 2013).

<sup>2</sup>"Washington State University Library Statistics at a Glance [by the WSU Libraries, June 2012]." Published online at [http://libraries.wsu.edu/sites/default/files/WSU\\_library\\_factsheet\\_2010\\_2011.pdf](http://libraries.wsu.edu/sites/default/files/WSU_library_factsheet_2010_2011.pdf) (accessed August 26, 2013).



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	1:00pm – 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/](http://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

taken from the late 19th century to the late 20<sup>th</sup>, 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 *PsycInfo* 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 IP 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:**

University 2008	University 2012		Arch 2008		Arch 2012 - 2013	
Total Enrollment Grad + Undergrad 23,111	Total Enrollment Grad + Undergrad 24,810		Total Enrollment Grad + Undergrad 307		Total Enrollment Grad + Undergrad 345	
Race  Ethnicity	Caucasian Black American Indian Alaskan native Asian Arab Hispanic Other					
Gender	F 51%	M 49 %	F 125	M 182	F 104	M 241
Average SAT	1060		Arch		Arch	
Average GPA	3.30		Arch		Arch	
Time to Graduation	BS Arch 100%					
	M Arch 150%					

**Faculty Characteristics:**

		2008		2012 - 2013	
		Total Faculty Permanent Architecture		Total Faculty Permanent: Architecture 13	
Race  Ethnicity Arch	Caucasian Asian Arab Afghan Other	NA		See page 14	
Gender Arch		F 5	M 21	F 1	M 12
Faculty receiving Tenure since 2008		Architecture 0		Architecture 0	
Faculty Promotions Architecture since 2008					
Faculty Licenses				9	

**Other Institutional Characteristics:**

2012 Enrollment	
Pullman	19,243
Spokane	1,023
Tri-Cities	1,054
Vancouver	2,347
WSU Online	1,143
Total:	24,810**

\*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.

2012 freshman enrollment:	
Pullman	4,079
Vancouver	199
Tri-Cities	95

2012 Pullman freshmen:	
Average GPA	3.30

GPA's over 3.60	27.5%
Average SAT score	1060

Student profile	
Average student age	
Undergraduate	23
Graduate	31

Gender (all campuses):	
Men	49%
Women	51%

Multicultural students:	
Pullman	23%
Spokane	19%
Vancouver	19%
Tri-Cities	28%

Where students are from (all campuses):	
In-state	85%
Out-of-state	11%
International	3%

Countries represented by international students at each campus:

Pullman	91
Spokane	10
Vancouver	8

International students at Pullman: 1,774

**I.3.1. Statistical Reports**

See Statistical report provided by NAAB

**I.3.2. Annual Reports**



Institutional Research

Date: June 4, 2013

National Architectural Accrediting Board  
1101 Connecticut Ave, NW, Suite 410  
Washington, DC 20036

To Whom it May Concern:

I, Fran Hermanson, 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,  
Fran Hermanson  
Associate Director, Institutional Research  
Washington State University  
PO Box 641009  
Pullman, WA 99164-1009

### 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 (\*)

Faculty member	Terminal degree	Licensure	Yrs prof. Exp.	Yrs teach. Exp.	Years teach at WSU	Courses taught Spring 2013	Courses taught Fall 2013	Summary of recent experience
* <b>John Abell</b> , Associate Professor (tenured)	PhD, Arch Assoc, London, 2006	Yes, ARCH	30	23	20	Arch203 Arch209 Arch571 Arch700	Arch201 Arch542	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.
* <b>Arash Adel</b> 1 year Weller fellowship, Fall13(Arch)	M.Arch Harvard 2010	—	6	4	—	—	Arch 301 Arch 496	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.
<b>Steve Austin</b> 1 year faculty apt, Fall 13 (LA)	Juris Doctor U. of Ky 1999	Yes LAW	26	23	—	—	LA470 LA327 LA227	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.
<b>Nancy Blossom</b> , Professor (tenured, ID)	MA Int Des. U of MO	NCIDQ	25	25	11	Arch 520 ID/LA 540 ID 594	On leave	<i>Forthcoming Handbook of Interior Design</i> (with JA Thompson, Blackwell, 2013). Published articles in <i>JID</i> , <i>Design Issues</i> , <i>DRSCumulus2013</i> , <i>EchoArchitecture II</i> . Graduate Mentor Academy, Presidents Teaching Academy at WSU, Fellow Interior Design Educators Council. JID Board of Review.
* <b>Jeff Burnett</b> , Assistant professor (tenured)	M.Arch U of Idaho 1985	—	3	38	38	Arch451 Arch440 /CM440	Arch440/ CM440 Arch 472 Arch 451	Documentation of technical features of 1931 Spokane Fox theater for museum display; Acoustical consulting
<b>Rick Cherf</b> , Don Poe finstructor (CM)	MS Eng Mgmt, WSU 2008	—	36	9	9	CSM 368 CSTM 495 CSTM 102	CSTM 462 CSTM 368 EM 595	Industry Faculty teaching undergraduate and graduate classes to Designers and Constructors. Principal to Total Construction Services. Inc. Industry consulting.
* <b>Matthew Cohen</b> Associate Professor (tenured)	PhD Leiden 2011	Yes, ARCH	7	11	10	Arch 303 Arch 103	Sabbatical	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
<b>Julia Day</b> 1 year faculty apt, Fall 13 (ID)	MA (Int D), WSU 2011 PhD, WSU (ABD)	—	6	2	2	—	SDC 397 ID 425	Retail design at Callison Architecture, Seattle; Editorial Assistant for <i>Interiors</i> ; 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

<b>Elizabeth Graff</b> 1 year faculty apt, Fall 13 (ID)	MLA, U of Illinois 1996	Yes, LA	9	8	(.5)	-	SDC 120, LA262	Design and construction supervision of 11,000sf historic building into mixed-use residential, downtown Moscow; poster presentation at EDRA Conference Providence RI 2013. Arts Commissioner, City of Moscow.
<b>*Darrin Griechen,</b> Clinical Assistant Professor	M.Arch, Idaho 2003	Yes, ARCH	5	5	5	Arch49 0 Arch40 3	Arch21 0 Arch40 1	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.
<b>*Phil Gruen</b> Associate Professor (tenured)	PhD (hist), Berkeley, 2004	-	0	17	10	Arch32 4/ ID 350, Arch49 4/520	Arch22 0/ ID 250, Arch 309	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.
<b>David Gunderson</b> Associate Professor (tenured, CM)	PhD Colorado State 2005	CPC, DBIA	30	11	7	N/A Profes- sional Leave	CstM 451; CstM 102	Consultant to the construction industry. Current research focus areas include: Construction Superintendent; Project Delivery; and International Construction;
<b>Tom Heustis</b> (tenured)	M.Sc (CM) Cal State Chico, '85 M.A. Ed. Cal State L. Beach '72	-	30	15	8	CSTM 202 CSTM 362	CSTM 460	Emphasis on teaching
<b>*Paul Hirzel,</b> Professor (tenured)	M.Arch, Cornell, 1984	Yes, ARCH	29	24	24	Arch 511 Arch 700 Arch 580	Arch 513 Arch 527	Focus on landscape-building interface, teach graduate studios and site design course, published design work and topical articles on landscape/architecture
<b>*Jeff Filler</b> (CM)	PhD (civil) WSU, 1989	Yes, PE	30	30	3	Arch 352	Arch 351, Arch46 3/563	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 glulam residence in Malaysia; Book: <i>Design and Construction of Reinforced Concrete for Architects and Construction Managers</i> , Cengage Learning (forthcoming)
<b>*Bashir Kazimee,</b> Professor (tenured)	M.Arch MIT 1977	Yes, ARCH	15	33	23	Arch21 5 Arch30 3	Arch10 1 Arch30 1	Book: <i>Heritage and Sustainability in the Islamic Built Environment</i> . Expertise in sustainable architecture and urbanism. Contributing senior architect on several ongoing international projects.
<b>Jolie Kaytes,</b> Associate Professor (tenured, LA)	MLA, Oregon 1999	-	2	13	11	LA520	LA521	Landscape Architecture Program Coordinator since 2012. Her poetry, images, and essays have recently been published in Terrain.org and <i>Camas: the Nature of the West</i> , and is forthcoming in <i>ISLE: Interdisciplinary Studies in Literature and Environment</i> .
<b>*Gregory Kessler,</b> Professor (Director) (tenured)	M.Arch, USC, 1985	Yes, ARCH	10	27	25	(Admin)	(Admin)	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.

<b>W. Max Kirk,</b> Assoc Prof, Interim Director (tenured, CM)	PhD Nebraska 2000	-	8	28	12	Arch43 3	Arch43 2 CSTM4 66	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
<b>Robert Krikac,</b> Associate Professor (tenured, ID)	MS Design	Yes NCIDQ	20	17	15	ID297 ID490 ID 498 ID526	SDC10 0 ID205 ID490 ID702	Developed and manage internship program. Co-director of Rural Communities Design Initiative. Experiential learning as scholarship. Provided review and collateral material for Piotrowski's <i>Professional Practice for Interior Designers</i> , 5 <sup>th</sup> ed.
<b>Matthew Meicher,</b> Associate Professor (tenured, ID)	M.Arch, UofPenn, 1998	-	6	14	14	ID 415 ID 700/702	ID 425 ID 700/702	Recently appointed to Interior Design Program Coordinator. Initiated the Interior Design semester study abroad program (Florence, Italy) in 2012.
<b>*Taiji Miyasaka,</b> Associate professor (tenured)	MSArch Columbia 1992	-	10	11	11	Arch 531	Arch51 0	Appointed Architecture Program Coordinator, fall 2012. Book: <i>Seeing and Making in Architecture: Design Exercises</i> , Routledge. Citation from AIA Seattle 2012 Honor Awards for "Light Hole Shed" made out of grain elevator timber. Graduate studio and tectonic seminar.
<b>*Mary Polites</b> 1 year Weller fellowship (Arch)	M.Arch Architectu ral Associatio n	-	-	-	-	-	Arch30 1 Arch 491	Weller Fellowship recipient for 2013. Interests span materials research, geometry, emergence and urbanism.
<b>Jason Peschel,</b> Assistant professor , Program coordinator (CM)	MBA Wayne State Coll, 2004	-	9.5	9.5	7	CstM30 1 CstM37 1	CstM46 9 CstM37 0	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
<b>*Ayad Rahmani,</b> Associate Professor (tenured)	M.Arch, WashU St.Louis, 1988	Yes, ARCH	10	17	16	Arch20 3 Arch20 2	Arch20 1 Arch54 2 SDC100	Forthcoming book on Kafka and Architecture; Book chapter on architecture in the contemporary Islamic world; Seattle summer practice studio.
<b>Kathleen Ryan,</b> Assistant Professor, ID	MA (ID), WSU 2008	Yes, NCIDQ	18	8	8	ID197 ID333 ID498	ID205 ID277 ID321 ID498 ID702	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.
<b>*Rafi Samizay,</b> Professor (50%) (tenured)	M.Arch, MIT, 1974	Yes, ARCH	40+/-	40	29	Arch 303 Arch 428		Currently designing eight unit apartment building in Seattle.
<b>Ole Sleipness</b>	PhD Environme ntal Design + Planning (Clemson Univ)		2	8	4	LA 485 LA 365	LA 362 LA475	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.



<b>Judy Theodors on</b> Assistant Professor	M.Arch, Oregon,	Yes, ARCH	3	10		Arch49 3 ID426	ID325 ID321	Director of daylighting lab (5 yrs). Publishes post-occupancy research on daylight interiors (JID, PLEA, IDEC, PLDC); scholarship on teaching light   lighting; creative scholarship award (IDEC) for exploring light as a design idea; national recognition (IDEC) for teaching retail design studio
<b>Carrie Vielle</b> 1 year faculty appt (ID)	MA Art History, EWU 2003		22	17	3	ID 203, ID 215	ID201, SDC120, ID 477, ID 278	History of art; International student experiences and abstract concept development in design. Expertise in freehand visual communication. Nationally exhibited fine artist. Co-Founder of INTDS 279/598 Special Topics: Paris, A Designer's View (summer 2007, 2008, 2010, 2012, projected 2014).
<b>* David Wang,</b> Professor (tenured)	PhD, U of Mich, 1997	Yes, ARCH	16	25	16	ARCH 103, ARCH 572	ARCH 525 SDC 120	2nd edition <i>Architectural Research Methods</i> (with L. Groat, John Wiley, 2013). Published articles in <i>JAE, JID, ARQ, Design Journal, Design Issues, EAP, Traditional Settlements and Dwellings</i> ; Led research seminar at Chalmers University, Sweden, 2012; keynote lecture on design research at Aalto University, Helsinki, Finland, 2012.

#### 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:
  - o Position descriptions for all faculty and staff
  - o Rank, Tenure, & Promotion
  - o Reappointment
  - o EEO/AA
  - o Diversity (including special hiring initiatives)
  - o 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

Part Two (II). Educational Outcomes and Curriculum

II.1.1.  
Student Performance  
Criteria

			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	B7 - Financial Considerations	B8 - Environmental Systems	B9 - Structural Systems	B10 - Building Envelope Systems	B11 - Building Service Systems	B12 - Building Materials & Assemblies	C1 - Collaboration	C2 - Human Behavior	C3 - Client Role in Architecture	C4 - Project Management	C5 - Practice Management	C6 - Leadership	C7 - Legal Responsibilities	C8 - Ethics and Professional Judgment	C9 - Community & Social Responsibility
1-FALL	SDC 100	World of Design and Construction, 3cr (began F13, formerly Arch 202)																																
	SDC 120	Foundational Drawing, 3cr (began F13, formerly Arch 101)																																
1-SPRING	SDC 140	Foundation Studio I, 3cr (begins Sp14, formerly Arch103)																																
	ARCH 201	Architectural Design Studio II, 4cr																																
	ARCH 210	Digital Analysis & Representation, 3cr																																
	SDC 250	Global History of Design I, 3cr (began F13, formerly Arch220)																																
	CSTM 201	Materials I, 3cr																																
	ARCH 203	Architectural Design Studio III, 4cr																																
	ARCH 209	Architectural Design Theory I, 3cr																																
	ARCH 215	Issues in Sustainable Architecture, 3r																																
	SDC 350	Global History of Design II, 3cr (beings S13, formerly Arch 324)																																
	CSTM 202	Materials II, 3cr																																
	ARCH 301	Architectural Design Studio IV, 5cr																																
	ARCH 309	Modern Architecture and Theory, 3cr																																
	ARCH 351	Structures I, 3cr																																
	ARCH 432	Environmental Controls I, 3cr																																
	ARCH 303	Architectural Design Studio V, 5cr																																
	ARCH 352	Structures II, 3cr																																
	ARCH 433	Environmental Controls II, 3cr																																
	ARCH 401	Architectural Design VI, 5cr																																
	ARCH 472	Codes & Acoustics, 3cr																																
4-SPRING	ARCH 403	Architectural Design Studio VII, 5cr																																
	ARCH 510	Graduate Design Studio																																
	ARCH 527	Site & Landscape Design																																
	ARCH 525	History & Theory																																
	ARCH 563	Structures III																																
	ARCH 511	Graduate Project																																
	ARCH 531	Advanced Tectonics																																
	ARCH 573	Ethics & Practice																																
FALL (Grad 3)	ARCH 513	Graduate Project																																
	ArCH 542	Issues in Architecture																																

## Part II, Section 2: Curricular Framework

### 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.



8060 165th Avenue N.E., Suite 100  
Redmond, WA 98052-3961  
425 558 4224  
Fax: 425 376 0396  
www.nwccu.org

July 18, 2013

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

Dear President Floyd:

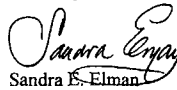
On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Washington State University has been reaffirmed on the basis of the Spring 2013 Year Three *Resources and Capacity* Evaluation which was expanded to address Recommendations 1, 2 and 3 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,

  
Sandra E. Elman  
President

SEE:rb

Enclosure: Recommendations

cc: Ms. Kimberly Green, Director, Office of Assessment of Teaching and Learning ✓

**Year Three Resources and Capacity Evaluation  
Spring 2013  
Washington State University  
Recommendations**

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.

#### **Bachelor of Science in Architecture Studies**

FALL		SPRING	
<b>FIRST YEAR (Pre-Certified)</b>			
SDC 100	3	UCORE	3
ENGL 101	3	SDC 140	3
COM 102	3	HIST 105	3
MATH 171	4	FA UCORE	3
SDC 120	3	UCORE	3 - 4
	16 credits		15-16 credits

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.

**SECOND YEAR (Certified Program)**

ARCH 201	4	ARCH 203	4
SDC 250	3	ARCH 209	3
ARCH 210	3	ARCH 324(M)	3
CSTM 201	3	ARCH 215	3
UCORE	---	CSTM 202	3
	15-16 credits		16 credits

**THIRD YEAR**

ARCH 301	5	ARCH 303	5
ARCH 351	3	ARCH 352	3
ARCH 432	3	ARCH 433	3
ARCH 309(M)	3	UCORE	—
	14 credits	UCORE	—
			17 credits

**FOURTH YEAR**

ARCH 401	5	ARCH 403	5
ARCH 472	3	ARCH ELECT	3
ARCH ELECT	3	ARCH ELECT	3
UCORE	3	UCORE	3
UCORE	3		14-17 credits
	17 credits		

Total Credit Hours 124 – 129

Total non- Arch prefix credits 40 +

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

<b>Total Credit Hours:</b>	<b>49 Credit hours</b>
<b>Grand Total Undergraduate + Grad</b>	<b>173 – 177 Credit Hours</b>

**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**

These items (II.4.1, II.4.2, II.4.3, II.4.4) are available on NAAB websites.

**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

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

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



perspective. These emphases have been realized to some extent in the curriculum. The IOI 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.**

**SDC 100: World of Design and Construction, 3 credits**  
(began Fall 2013, formerly Arch 202)

**REQUIRED**

**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	B.7	Financial Considerations
A.2	Design Thinking Skills	B.8	Environmental Systems
A.5	Investigative Skills	C.2	Human Behavior
A.8	Ordering Systems Skills	C.3	Client Role in Architecture
A.9	Historical Traditions and Global Culture	C.7	Legal Responsibilities
A.10	Cultural Diversity	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 (lms.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

**SDC 140: Foundational Studio, 3 credits**  
(begins Spring 2014, formerly Arch 103)

**REQUIRED**

**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. 8. Ordering Systems Skills |
| A. 2. Design Thinking Skills      | B. 3. Sustainability          |
| A. 3. Visual Communication Skills | B. 4. Site Design             |
| A. 6. Fundamental Design Skills   |                               |

**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,

**ARCH 201-01 (2012\_Fall PULLM) - Architectural Design I, 4 credits REQUIRED**

**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:**

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

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

**Topical Outline:**

Assignment 1. Pavilion for Sports and Culture, London, UK. Wk 1-3.

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

Assignment 3. Hot Springs Spa, Ainsworth, BC, Canada, Wk 10-15.

**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/a 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

**Offered:** Spring 2011, 2012, 2013

**Faculty assigned:** Darrin Griechen, F/T

**SDC 250: Global History of Design I (first began Fall 20133 credits) 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:**

Michael Fazio, Marian Moffett, Lawrence Wodehouse, *Buildings Across Time: An Introduction to World Architecture*, Fourth Edition (McGraw-Hill Higher Education, 2009).

Buie Harwood, Bridget May, Curt Sherman, *Architecture and Interior Design: An Integrated History to the Present* (Prentice-Hall, 2011).

Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (New York: Harry N. Abrams, Inc., 2001).

**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:**

Fundamentals of Building Construction: Materials & Methods, 5th edition (2009), by Edward Allen & Joseph Iano, ISBN 978-0-470-07468-8

**Offered** (semester and year): Fall each year

### **Faculty assigned:**

Jim Vaux, adjunct

**ARCH 203-02 (2013\_Spring) - Architectural Design II, 4 credits    REQUIRED**

**Course Description**

Architectural design studio emphasizing design elements, design systems, conceptual design, tectonics & particularly how technologies, systems, and craft orientations influence building design.

**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

**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

**Topical Outline**

Assignment 1. Bespoke Tectonic Elements: floor, wall, roof, structure. Wks 1-5.

Assignment 2. Portfolio Competition, Wk 6.

Assignment 3. Community Commons Center, Nelson, British Columbia, Canada, Wks 7-15.

**Prerequisites:** ARCH 101, ARCH 103, ARCH 201.

**Textbooks / Learning Resources:**

Architecture Form, Space and Order, Francis Ching

Design Drawing, Francis Ching

Case examples and readings by assignment, see assignment handouts

**Offered** 2013\_Spring

**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):

Assignment 1. Modernity. Wk 1-4.

Assignment 2. Post-Modernity. Wk 5-7.

Assignment 3. Pragmatism. Wk 8-11.

Assignment 4. Case study research, Modernity, Post-Modernity, Pragmatism. Wk 12-15.

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

**Textbooks / Learning Resources:**

Frampton, Studies in Tectonic Culture. 1995. Eisenman, Ten Canonic Buildings 1950-2000, and Giuseppe Terragni, Transformations, 2003. AD, Architectural Design, 2002, 2006. Case examples and readings by assignment, see assignment handouts

**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-2: Design Thinking Skills	A-11: Applied Research	C-6: Leadership
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:**

1. Dianna L. Barnett & William D. Browning. **A Primer for Sustainable Buildings**, Rocky Mountain Institute.
2. G. Z. Brown. **Sun, Wind and Light: Architectural Design Strategies**, John Wiley & Sons.

**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**

<ul style="list-style-type: none"> <li>• Rise of a secular world</li> <li>• Rise of the professions</li> <li>• Modern design</li> <li>• Design and health</li> <li>• Design and sustainability</li> <li>• East-West connections</li> <li>• Colonialism in design</li> <li>• Design / construction split</li> <li>• Design and memory</li> </ul>	<ul style="list-style-type: none"> <li>• Industry/mass production</li> <li>• Design as culture</li> <li>• Design and morality</li> <li>• Sacred vs. secular</li> <li>• Public vs. private space</li> <li>• Monumental /vernacular</li> <li>• Race/ethnicity in design</li> <li>• Gender and design</li> <li>• Design as politics</li> </ul>	<ul style="list-style-type: none"> <li>• Design as class</li> <li>• Design as power</li> <li>• Design as conflict</li> <li>• Design as patronage</li> <li>• Design as economy</li> <li>• Design and spirituality</li> <li>• Design as pilgrimage</li> </ul>
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**Student performance criteria**

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.7: Financial Considerations B.8: Environmental Systems B.9: Structural Systems C.2: Human Behavior C.3: Client Role in Architecture C.8: Ethics and Professional Judgment C.9: Community and Social Responsibility
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**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:**

Michael Fazio, Marian Moffett, Lawrence Wodehouse, *Buildings Across Time: An Introduction to World Architecture*, Fourth Edition (McGraw-Hill Higher Education, 2009).

Buie Harwood, Bridget May, Curt Sherman, *Architecture and Interior Design: An Integrated History to the Present* (Prentice-Hall, 2011).

Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (New York: Harry N. Abrams, Inc., 2001).

**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

**Textbooks / Learning Resources:** Edward Allen, Joseph Iano, *Fundamentals of Building Construction Materials and Methods*, Fifth Edition, John Wiley & Sons, 2009.

**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:**

<ul style="list-style-type: none"> <li>• Architecture and money</li> <li>• The architecture of spectacle</li> <li>• Architecture and socialism</li> <li>• Experiments in mass housing</li> <li>• The machine aesthetic</li> <li>• Totalitarianism and design</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture, marketing, and social media</li> <li>• The modernism of underdevelopment</li> <li>• Utopia and alternative modernities</li> <li>• Post-Modernism (and its debates)</li> </ul>	<ul style="list-style-type: none"> <li>* Sprawl and anti-sprawl</li> <li>• “Starchitecture”</li> <li>• Globalization</li> <li>• Sustainable architecture</li> <li>• Architecture, tourism, and travel</li> <li>• Oral presentation</li> <li>• Graphic design</li> </ul>
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**Student Performance Criterion/a addressed:**

<p>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.7: Financial Considerations                  B.8: Environmental Systems                  B.9: Structural Systems</p>	<p>B.10: Building Envelope Systems                  B.11: Building Service Systems Integration                  B.12: Building Materials and Assemblies Integration                  C.1: Collaboration                  C.2: Human Behavior                  C.6: Leadership                  C.7: Legal Responsibilities                  C.3: Client Role in Architecture                  C.8: Ethics and Professional Judgment                  C.9: Community and Social Responsibility</p>
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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:**

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

Henry Francis Mallgrave and Christina Contandriopoulos, eds., *Architectural Theory, Volume II, An Anthology from 1871-2005* (Malden, Mass.: Blackwell Publishing, 2008).

**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

**Textbook:** Statics and Strength of Materials for Architecture and Building Construction, Onouye and Kane, 4th ed., Pearson / Prentice Hall, 2012 (Required).

**Offered:** Fall and Summer Sessions, Pullman Campus

**Faculty Assigned:** Jeff R. Filler, Ph.D., P.E., Clinical Assistant Professor (F/T)

**Arch 432: Environmental Controls of Buildings I 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:**

<ul style="list-style-type: none"> <li>• What is Human Comfort</li> <li>• Overview of Sustainable design</li> <li>• Basic principles of energy</li> <li>• Indoor air quality</li> <li>• What makes up thermal</li> <li>• Scope of Commissioning a building</li> <li>• Economic evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Economics of operating a building</li> <li>• Energy cost</li> <li>• What are environmental controls</li> <li>• WB, DB and RH how do they interact</li> <li>• What is sensible and latent heat</li> <li>• Heat and Cooling transport</li> </ul>	<ul style="list-style-type: none"> <li>* Calculating heating and cooling loads</li> <li>• Designing for U and factors</li> <li>• What is proper ventilation</li> <li>• Designing for heat gains and heat losses</li> <li>• Controls and automation</li> <li>• HVAC Delivery systems comparisons</li> </ul>
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**Student Performance Criterion/ addressed:**

<p>A.1: Communication Skills                  A.3: Visual Communication Skills                  A.4: Technical Documentation                  A.5: Investigation skills                  A.6: Fundamental Design Skills                  A.11: Applied Research                  B.1: Pre-Design</p>	<p>B.3: Sustainability                  B.7: Financial Considerations                  B.8: Environmental Systems                  B.10: Building Envelope Systems                  B.12: Building Materials and Assemblies</p>
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**Topical Outline:** Human Comfort & Ventilation (20%), Design Loads (50%), Delivery systems (30%)

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

**Textbooks / Learning Resources:** Mechanical and Electrical Systems in Buildings by Janis & Tao  
 Handouts: ASHRAE Handbooks, Standards and Guidelines, International Building Codes, National Fire Protection Association (NFPA-13), LEED-Green Building Design and Construction, 2009

**Offered:** Every fall semester

**Faculty assigned:** W. Max Kirk

**Arch 303, Architecture Design Studio V, 5 Credits REQUIRED**

**Courses 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 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: 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 Kazimee, 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:**

<ul style="list-style-type: none"> <li>• Architecture and money</li> <li>• The architecture of spectacle</li> <li>• Architecture and socialism</li> <li>• Experiments in mass housing</li> <li>• The machine aesthetic</li> <li>• Totalitarianism and design</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture, marketing, and social media</li> <li>• The modernism of underdevelopment</li> <li>• Utopia and alternative modernities</li> <li>• Post-Modernism (and its debates)</li> </ul>	<ul style="list-style-type: none"> <li>* Sprawl and anti-sprawl</li> <li>• “Starchitecture”</li> <li>• Globalization</li> <li>• Sustainable architecture</li> <li>• Architecture, tourism, and travel</li> <li>• Oral presentation</li> <li>• Graphic design</li> </ul>
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**Student Performance Criterion/a addressed:**

<p>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.7: Financial Considerations  B.8: Environmental Systems  B.9: Structural Systems</p>	<p>B.10: Building Envelope Systems  B.11: Building Service Systems Integration  B.12: Building Materials and Assemblies Integration  C.1: Collaboration  C.2: Human Behavior  C.6: Leadership  C.7: Legal Responsibilities  C.3: Client Role in Architecture  C.8: Ethics and Professional Judgment  C.9: Community and Social Responsibility</p>
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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:**

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

Henry Francis Mallgrave and Christina Contandriopoulos, eds., *Architectural Theory, Volume II, An Anthology from 1871-2005* (Malden, Mass.: Blackwell Publishing, 2008).

**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

**Textbook:** *Simplified Engineering for Architects and Builders*, 11th ed., Ambrose and Tripeny, Wiley, 2011 (Required).

**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      b e c t i v e s

<ul style="list-style-type: none"> <li>• Piping equipment and systems</li> <li>• Plumbing equipment</li> <li>• Sewage systems</li> <li>• Rain water harvesting</li> <li>• Basic principles of energy</li> <li>• Solar</li> <li>• Fire protection</li> <li>• Communications and life safety</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of commissioning a building</li> <li>• Economic evaluation</li> <li>• Economics of operating a building</li> <li>• Energy cost</li> <li>• Electrical design and wiring</li> <li>• Lighting design</li> <li>• Lighting equipment</li> <li>• Calculating illumination</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and vibration in Mechanical &amp; Plumbing</li> <li>• Arch. Accommodations &amp; ceiling plenums</li> <li>• Designing for heat gains and heat losses</li> <li>• Environmental Controls</li> <li>• Water run-off</li> </ul>
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Student Performance Criterion      a d d r e s s e d

<p>A.1: Communication Skills  A.3: Visual Communication Skills  A.4: Technical Documentation  A.5: Investigation skills  A.6: Fundamental Design Skills  A.11: Applied Research  B.1: Pre-Design</p>	<p>B.3: Sustainability  B.5: Life Safety  B.7: Financial Considerations  B.8: Environmental Systems  B.11: Building Services System Integration  B.12: Building Materials and Assemblies</p>
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**Topical Outline:** Plumbing 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, 3<sup>rd</sup> year, Materials I & II, or instructor permission.

**Textbooks / Learning Resources:** Mechanical and Electrical Systems in Buildings by Janis & Tao  
Handouts: ASHRAE Handbooks, Standards and Guidelines, International Building Codes, National Fire Protection Association (NFPA-13),LEED-Green Building Design and Construction, 2009

**Offered:** Every spring semester

**Faculty assigned:** W. Max Kirk

**Arch 401: Architectural Design VI, 5credits REQUIRED**

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

Course Goals      b e c t i v e s

- \* 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:**

- A4, Technical Documentation / B2, Accessibility /B4, Site Design / B5, Life Safety / B8, Environmental Systems / B10, Building Envelope Systems / B12, Building Materials and Assemblies / C2, Human Behavior

**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      b e c t i v e s

- \* 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**

<p>A.1. Communication Skills                  A. 2. Design Thinking Skills                  A. 3. Visual Communication Skills                  A.5. Investigative Skills                  A. 6. Fundamental Design Skills                  A. 7. Use of Precedents                  A. 8. Ordering Systems Skills                  A. 9. Historical Traditions and Global Culture                  A. 10. Cultural Diversity                  A.11. Applied Research</p>	<p>B. 1. Pre-Design                  B. 2. Accessibility                  B. 3. Sustainability                  B. 4. Site Design                  B. 6. Comprehensive Design                  B. 8 Environmental Systems                  B. 9. Structural Systems                  B. 10. Building Envelope Systems                  B. 12. Building Materials and Assemblies</p>
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**Textbooks / Learning Resources**

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

A.1: Communication Skills	B.3: Sustainability
A.5: Investigative Skills	C.1: Collaboration
A.7: Use of Precedents	
A.9: Historical Traditions and Global Culture	
A.11: Applied Research	

**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:**

\* Henry Francis Mallgrave and Christina Contandriopoulos, eds., *Architectural Theory, Volume II, An Anthology from 1871-2005* (Malden, Mass.: Blackwell Publishing, 2008).

\* 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

**Textbook:** *Simplified Engineering for Architects and Builders*, 11th ed., Ambrose and Tripeny, Wiley, 2011 (Required from 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

**Textbooks / Learning Resources:** *Art and Fear* by David Bayles and Ted Orland, *Universal Principles of Design* by William Lidwell and others, *Archetypes in Architecture* by Thomas Thiis-Evensen, *A Good Book* by John Kormeling, *The Metapolis Dictionary of Advanced Architecture* by Maual Gausa and others, *Archispeak* by Tom Portor

**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 (3credits) 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**

A.1. Communication Skills A. 2. Design Thinking Skills A. 3. Visual Communication Skills A.5. Investigative Skills A. 6. Fundamental Design Skills A. 7. Use of Precedents A. 8. Ordering Systems Skills A. 9. Historical Traditions and Global Culture A. 10. Cultural Diversity A.11. Applied Research	B. 2. Accessibility B. 3. Sustainability B. 4. Site Design B. 8 Environmental Systems B. 9. Structural Systems B. 10. Building Envelope Systems B. 12. Building Materials and Assemblies
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**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 A.9: Historical Traditions and Global Culture  B.7: Financial Considerations  C.1: Collaboration	C.2: Human Behavior C.3: Client Role C.4: Project Management C.5: Practice Management C.6: Leadership C.7: Legal Responsibilities C.8: Ethics and Professional Judgment C.9: Community and Social Responsibility
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**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:

\* Barry Wasserman, Patrick Sullivan and Gregory Palermo, *Ethics and the Practice of Architecture* (New York: John Wiley & Sons, 2000).

\* Walter Rogers, *The Professional Practice of Landscape Architecture* (New York: John Wiley & Sons, 2011)

\* Christine M Piotrowski, *Professional Practice for Interior Designers, 4<sup>th</sup> edition* (New York: John Wiley, & Sons, 2008).

Gordon Kendall, *Designing Your Business: Strategies for Interior Design Professionals* (New York: Fairchild Publications, 2005).

**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:**

<ul style="list-style-type: none"><li>• What <i>is</i> design?</li><li>• Historical integration of design and construction fields</li><li>• Basic principles of construction</li><li>• Design as shelter</li><li>• Ancient urbanism</li></ul>	<ul style="list-style-type: none"><li>• Design as culture</li><li>• Sacred vs. secular</li><li>• Public vs. private space</li><li>• Monumental /vernacular</li><li>• Race/ethnicity in design</li><li>• Gender in design</li><li>• Design as politics</li><li>• Design as class</li></ul>	<ul style="list-style-type: none"><li>* Design as power</li><li>• Design as conflict</li><li>• Design as patronage</li><li>• Design as economy</li><li>• Design and spirituality</li><li>• Design as pilgrimage</li><li>• Design as literature</li></ul>
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**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
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**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:**

Michael Fazio, Marian Moffett, Lawrence Wodehouse, *Buildings Across Time: An Introduction to World Architecture*, Third Edition (McGraw-Hill Higher Education, 2009).

Buie Harwood, Bridget May, Curt Sherman, *Architecture and Interior Design: An Integrated History to the Present* (Prentice-Hall, 2011).

Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (New York: Harry N. Abrams, Inc., 2001).

**Offered:** 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 "conté" 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

**Arch 491 Seminar in Architectural Communication, 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 :**

A.1: Communication Skills , A.2: Design Thinking Skills, A.3: Visual Communication Skills, A.5: Investigative Skills A.10: Cultural Diversity A.11: Applied Research  
C.1.: Collaboration, C.2: Human Behavior, C.3: Client Role in Architecture, C.4.: Project Management, C.6: Leadership, C.8. Ethics and Professional Judgement, C.9: Community and Social Responsibility,

**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*. 6<sup>th</sup> Edition  
Eric J. Cesal, *Down Detour Rd. An Architect in Search of Practice*  
“The 10 Faces of Innovation”, by Tom Kelly, Chapter 1 ; “Soul of a Citizen”, by Paul Loeb Chapter 1 ; Seifert, Harvey. *The Conductor-less Orchestra*. Leader to Leader, No. 21 Summer 2001.; Gaventa, John. *Finding the Spaces for Change: a Power Analysis*, *IDS Bulletin* Volume 37 Number 6 November 2006 © Institute of Development Studies. Chrobot-Mason, D. & M. Ruderman, T. Weber, P. Ohlott, M. Dalton. *Illuminating a cross-cultural leadership challenge: When identity groups collide*. Leadership Institute Faculty Publications, November 2007. Eagly, A. & Linda L. Carli. *Women and the Labyrinth of Leadership*. Harvard Business Review. August 2008. van Dierendonck, Dirk, *Servant Leadership: A Review and Synthesis*. Journal of Management Vol. 37 No. 4, July 2011 1228-1261

**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:**

<ul style="list-style-type: none"> <li>• History of preservation</li> <li>• Preservation policy</li> <li>• Preservation law</li> <li>• What constitutes "significance?"</li> <li>• Preservation and the recent past</li> </ul>	<ul style="list-style-type: none"> <li>• Vernacular and ordinary environments</li> <li>• Preservation as sustainability</li> <li>• Preservation and race</li> <li>• Memory and memorials</li> <li>• Preservation theory</li> </ul>	<ul style="list-style-type: none"> <li>* Pacific Northwest focus</li> <li>• Local politics and planning</li> <li>• Civic engagement</li> <li>• Discussion and dialogue</li> <li>• Oral presentation</li> <li>• Graphic design</li> <li>• Field trip</li> </ul>
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**Student Performance Criterion/a addressed:**

<ul style="list-style-type: none"> <li>A.1: Communication Skills</li> <li>A.2: Design Thinking Skills</li> <li>A.5: Investigative Skills</li> <li>A.7: Use of Precedents</li> <li>A.9: Historical Traditions and Global Culture</li> <li>A.10: Cultural Diversity</li> <li>A.11: Applied Research</li> <li>B.7: Financial Considerations</li> <li>B.8: Environmental Systems</li> <li>B.9: Structural Systems</li> <li>B.10: Building Envelope Systems</li> </ul>	<ul style="list-style-type: none"> <li>B.11: Building Service Systems Integration</li> <li>B.12: Building Materials and Assemblies Integration</li> <li>C.1: Collaboration</li> <li>C.2: Human Behavior</li> <li>C.3: Client Role in Architecture</li> <li>C.6: Leadership</li> <li>C.7: Legal Responsibilities</li> <li>C.8: Ethics and Professional Judgment</li> <li>C.9: Community and Social Responsibility</li> </ul>
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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:**

Aggregation, Tehrani, Nader, Fowler, Justin, pp. 48-61 in Material Design: Informing Architecture by Materiality, Schropfer, Thomas, Birkhauser GmbH, Basel, 2011.

Modulation: Transformation by Shaping and Texturing, Schropfer, Thomas, pp. 88-105 in Material Design: Informing Architecture by Materiality, Schropfer, Thomas, Birkhauser GmbH, Basel, 2011.

Meaning-Form: Architecture as Process, Dubbeldam, Winka, pp. 7-9 in At-Index, Winka Dubbeldam, Princeton Architectural Press, New York, 2007.

Contemporary Digital Architecture Design and Techniques, Kottas, Dimitris, Links International, Barcelona, 2010.

Digital Fabrications: Architectural and Material Techniques, Iwamoto, Lisa, Princeton Architectural Press, New York, 2009.

Research & Design: The Architecture of Variation, Spuybroek, Lars, Thames & Hudson Inc., New York, 2009.

Made of: New Materials Sourcebook for Architecture and Design, Sauer, Christiane, Gestalten, Berlin, 2010.

Composites, Surfaces, and Software: High Performance Architecture, Lynn, Greg and Mark, Foster, Yale School of Architecture, New Haven, 2010.

**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 :**

A.1: Communication Skills , A.2: Design Thinking Skills, A.3: Visual Communication Skills, A.5: Investigative Skills A.10: Cultural Diversity A.11: Applied Research  
C.1.: Collaboration, C.2: Human Behavior, C.3: Client Role in Architecture, C.4.: Project Management, C.6: Leadership, C.8. Ethics and Professional Judgement, C.9: Community and Social Responsibility,

**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*. 6<sup>th</sup> Edition

Eric J. Cesal, *Down Detour Rd. An Architect in Search of Practice*

“The 10 Faces of Innovation”, by Tom Kelly, Chapter 1 ; “Soul of a Citizen”, by Paul Loeb Chapter 1 ; Seifert, Harvey. *The Conductor-less Orchestra*. Leader to Leader, No. 21 Summer 2001.; Gaventa, John. *Finding the Spaces for Change: a Power Analysis*, *IDS Bulletin* Volume 37 Number 6 November 2006 © Institute of Development Studies. Chrobot-Mason, D. & M. Ruderman, T. Weber, P. Ohlott, M. Dalton. *Illuminating a cross-cultural leadership challenge: When identity groups collide*. Leadership Institute Faculty Publications, November 2007. Eagly, A. & Linda L. Carli. *Women and the Labyrinth of Leadership*. Harvard Business Review. August 2008. van Dierendonck, Dirk, *Servant Leadership: A Review and Synthesis*. Journal of Management Vol. 37 No. 4, July 2011 1228-1261

**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.3: Visual Communication Skills	B.9: Structural Systems
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

**Textbooks / Learning Resources:** Bachelard, Gaston, *The Poetics of Space* (Beacon Press, 1994); Krauss, Rosalind E., *Sculpture in the Expanded Field: The Originality of the Avant-Garde and Other Modernist Myths*. (MIT Press, 1994) pp 276-290; Rowe, Colin; Slutzky, Robert., *Transparency: Literal and Phenomenal* from *Perspecta*, Vol 8. (Yale University 1963) pp 45-54; Tufte, Edward R. *Layering and Separation from Envisioning Information* (Graphics Press CT, 1990) pp 53-65; *Intimate Immensities: Miniatures, An Interior Architecture*, *Journal of Interior Design*, Volume 35 (1) pp.33-35

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

**Faculty assigned:** Bashir Kazimee, 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:**

text: *Design and Designing: A Critical Introduction*, Garner, S. & Evans, C., Berg, 1E (2012) ISBN-13: 978-1847885760

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:**

The Non-Designer's Design and Type Books, Deluxe Edition [Paperback] Robin Williams (2007) PEACHPIT PRESS ISBN-10: 0321534050 ISBN-13: 978-0321534057

Architectural Drafting for Interior Designers [Spiral-Bound] Delmar Cengage Learning; 1 edition (December 27, 2007) ISBN-10: 1418032972 ISBN-13: 978-141803297

**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:**

A.1: Communication Skills A.2: Design Thinking Skills A.3: Visual Communication Skills A.5: Investigative Skills A.7: Use of Precedents A.11: Applied Research	B.3: Sustainability B.7: Financial Considerations B.12: Building Materials and Assemblies C.1: Collaboration C.2: Human Behavior C.9: Community and Social Responsibility
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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**

Bingelli, Corky. Building Systems for Interior Designers.

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 Criterion/a 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

**Textbooks / Learning Resources:** Ballast, D.K., *Interior Construction and Detailing for Designers and Architects*, Fifth Edition (Professional Publications Inc., 2011)

**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 Criterion/a addressed:**

- A.1: Communication Skills
- A.2: Design Thinking Skills
- A.3: Visual Communication Skills
- A.5: Investigative Skills
- A.7: Use of Precedents
- A.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

**Textbooks / Learning Resources:** Linton, Harold, *Portfolio Design*, Fourth Edition (W.W. Norton and Company, 2012)

**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:**

Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage.

\*American Psychological Association (APA). (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C..

**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:**

Machi, L. and B. McEvoy (2009). The Literature Review. California: Corwin Press.

**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**

<p>A.1. Communication Skills                  A.2. Design Thinking Skills                  A.7. Use of Precedents                  A.9. Historical Traditions &amp; Global Culture                  A.10. Cultural Diversity:                  A.11. Applied Research                  B.3. Sustainability</p>	<p>C.2. Human Behavior:                  C.3. Client Role in Architecture                  C.7. Legal Responsibilities:                  C.8. Ethics and Professional Judgment:</p>
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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:**

Kelly, E. 2011. *Community Planning: An Introduction to the Comprehensive Plan*. Second Edition Washington, DC: Island Press. ISBN: 1-597226-553-5. Portions of the Spokane Comprehensive Plan as well as material related to Washington State planning and environmental legislation and related materials are also required reading. Videos, documents, links and other materials provided on Angel.

**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.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.10. Cultural Diversity
- A.11. Applied Research
- 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.3. Visual Communication Skills
- A.5. Investigative Skills
- A.11. Applied Research
- 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)

E

**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 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**

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

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:** 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

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:** CstM 201, Construction Materials I,

### **Textbooks / Learning Resources:**

Mincks, W. R. & Johnston, H. (2011). *Construction Jobsite Management* (3<sup>rd</sup> edition). Clifton, NY: Delmar Learning.

Proctor, T. E. & Toenjes, L. P. (2010). *Printreading for Residential and Light Commercial Construction, Part 2* (5<sup>th</sup> edition). Homewood, IL: American Technical Publishers, Inc.

Plans & Specification Package for the Riverstone Two Office Complex

**Offered:** Spring 2102, 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

*AutoCAD 2011: no experience required*, Jon McFarland, ISBN# 978-0-470-60216-4

### **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:
  - ethics and conduct
  - business culture
  - business hierarchy
  - management and managing
  - decision making
  - accountability and individual behavior
  - team building and collaboration
  - 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	Entrepreneurship
Global Management	Organizational Design
Ethics	Management Learning
Social Responsibility	Drucker on Management
Accountability	Leadership
Information Management	Motivation
Decision Making strategy	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	C.7: Legal Responsibilities
A.2: Design Thinking Skills	C.8: Ethics and Professional Judgment
A.5: Investigative Skills	

**Prerequisites:** Certified major in Construction Management

**Textbooks / Learning Resources:** Nancy J. White, J.D, *Principles and Practices of Construction Law*, Prentice Hall, 2002

**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:

*RS Means Cost Data - Student Edition*, ISBN# 978-1-1183-3590-1

*Walker's Building Estimator's Reference Book*, 23<sup>rd</sup> 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, 3<sup>rd</sup> 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

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:** 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:**

- Bradberry, T. & Greaves, J. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart.
- Lewis, J. P. (2003). *Project Leadership*. New York, NY: McGraw-Hill.
- Oglesby, C. H., Parker, H. W., & Howell, G. A. (1989). *Productivity Improvement in Construction*. New York: McGraw Hill.

**Offered:** Spring 2012, Spring 2013

**Faculty assigned:** David Gunderson F/T, James Vaux F/T

## **DESIGN 397** Digital Modeling and Project Information Management, 3cr **ELECTIVE**

**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*

Autodesk Revit Architecture 2014 Fundamentals By ASCENT (2013).

#### *Recommended*

Autodesk Revit Architecture 2014: No Experience Required Autodesk Official Press (2013).

Interior Design Using Autodesk Revit 2014 Introduction to Building Information Modeling for Interior Designers By Aaron R. Hansen ASID, CDT, Daniel John Stine CSI, CDT, (2013).

Mastering Autodesk Revit Architecture 2014. Indiana: Wiley Publishing, Inc. (2013).

**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:**

Ph.D., Histories and Theories of Architecture, The Architectural Association, London, 2006

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:**

Abell Architecture, 1990-present. Keyes Condon Florance Architects, Washington, DC., 1987-90. Hallet

Hermanson Knudsen Architects, SLC, Utah, 1986-87. Prescott Muir Architects, SLC, Utah, 1983-86.

**Licenses / Registration:** State of Utah Architecture License

**Selected Publications and Recent Research AY 2012-13:** Abell, John, Jeff Hyslop, "Public Square Architecture Installation," ACSA 101 New Constellations New Ecologies, editors Ila Berman and Edward Mitchell, ACSA Press, Washington DC, Spring, 2013.

**Professional Memberships:** Member, American Institute of Architects, Spokane, Washington Chapter. Member, The Architectural Association, London, England. Member, Society of Architectural Historians.

**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

Master of Urban Design, University of Tehran – School of Architecture and Urban Design, 2008

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:**

Adel Ahmadian, A. (2013, 2 26). *Mathematics of Space*. Super // Architects: <http://super-architects.com/?p=1907>

Adel Ahmadian, A. (2012, 10 14). *Mathematics of Space*. Graduate Architecture:

<http://www.graduatearchitecture.com/PROJECTS/ENGLISH/2012/short-list-2012.php>

MacDonald, J., & Adel Ahmadian, A. (2012, 1 25). *Salt Works: Reticulated Form*. suckerPUNCH:

<http://www.suckerpunchdaily.com/>

Adel Ahmadian, A., & Tarashi, M. (2011). Design of Algorithmic Structures based on Morphogenetic Generative Algorithms. *Architecture and Structure*. Tehran.

Adel Ahmadian, A. (2010). Parametric Control of Cityscape: Self-Organizing System. In *A View on Harvard GSD Volume 2*. Cambridge: Tank Form Ltd.

Adel Ahmadian, A. (2009). Anthropology Museum. In *A View on Harvard GSD Volume 1*. Cambridge: Tank From Ltd.

Adel Ahmadian, A., & Mesdaghi, S. (2006, 10 4). *Self-Adaptability to Light*. The International Velux Award: <http://iva.velux.com/>

Adel Ahmadian, A. (2006). *Lightweight Materials in Iran*. Tehran: Road, Housing and Urban Development Research Center.

**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 University
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).

“Methodological Foundations of Design Pedagogy: The Scholarship of Teaching and Learning in Design.” With Isil Oygur and Elizabeth Tofte. DRSCumulus, Oslo Norway. May, 2013.

“Consideration of Time and Space: Moving Through Space in the World of Art, Architecture and Dance “ in *Meanings of Design Spaces*, ed. by Tiiu Vaikla-Poldma (New York: Fairchild Books 2013) 292-297.

**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 451: Computer Aided Design. Fall 2011 & 2012  
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 Churf**, 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 201`3  
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  
Certificate in Construction Project Management, Graduate School WSU, 2008  
General Contractor License, Competent Person, State of Hawaii, 1986  
Single Engine Pilot Certification, 1981-1990

**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.  
Harvard University Graduate School of Design, Master in Architecture, 1994.  
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:**

January 2000–June 2001, Bassetti Architects, Seattle, WA, Senior Architect  
April 1997–November 1999, William Rawn Associates, Architects, Inc., Boston, MA, Project  
Designer and Project Manager  
January 1994–April 1997, Payette Associates, Architects, Inc., Boston, MA, Project Designer

**Licenses / Registration:**

Registered Architect, State of Washington, 2000-Present

**Selected Publications and Recent Research:**

*Beyond Beauty: Reexamining Architectural Proportion Through the Basilica of San Lorenzo in  
Florence.* Venice: Marsilio Editori, S.p.A., 2013. James Ackerman Award.  
“The Lombard Connection: Northern Influences in the Basilicas of San Lorenzo and Santo Spirito  
in Florence.” *Annali di architettura* 21 (2009): 31-44.  
“How Much Brunelleschi? A Late Medieval Proportional System in the Basilica of San Lorenzo in  
Florence.” *Journal of the Society of Architectural Historians* 67 (2008): 18-57.

**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 333: Spring 2010, 2011, 2014  
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.A., Interior Design, WSU, 2011  
M.B.A., Sustainability, San Francisco Institute of Architecture, 2009  
B.A., Interior Design, WSU, 2007

**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  
Editorial Assistant, Berg Publishing, *Interiors: Design, Architecture, Culture*, 2011-2013  
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:**

Day, J., Theodorson, J., & Van Den Wymelenberg, K. (2012). *Understanding Controls, Behaviors and Satisfaction in the Daylit Perimeter Office: A Daylight Design Case Study*. *Journal of Interior Design*, 37(1).

Day, J. (2013). *Occupant access to interior daylight controls*. Energy Center of Wisconsin. Enlighten Newsletter, 6(1). February, 2013.

Day, J., Duarte, C., & Van Den Wymelenberg, K., (2013). *Targeted EMS Toolset for Comfort and Energy Savings - LDRD, Post Occupancy Evaluation; Summary Report 201301022-01*, Integrated Design Lab, University of Idaho, Boise, ID.

Day, J. (2012). *Energy and Environmental Quality Labeling Metrics; Technical Report No. 20110413-01*. Integrated Design Lab, University of Idaho, Boise, ID.

Day, J., & Van Den Wymelenberg, K. G. (2012). *Diffusion of Innovation, Market Transformation, and Energy Efficiency Evaluation* (No. 20120313-01) Integrated Design Lab, University of Idaho, Boise, ID.

**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**

Ph.D. (Civil Engineering), Washington State University, Dec. 1989.  
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**

Consultant / Editor – *Timber Construction Manual*, 6<sup>th</sup> ed., American Institute of Timber Construction / John Wiley & Sons, 660 pages, 2012.

Facilitator / Consultant / Editor – *Timber Construction Manual*, 5<sup>th</sup> ed., American Institute of Timber Construction / John Wiley & Sons, 504 pages, 2005.

**Professional Memberships**

Professional Member, American Institute of Timber Construction / West Coast Lumber Inspection Bureau.

Chairman, Technical Review Board, ANSI\_A190.1 *American National Standard for wood products - Structural Glued Laminated Timber*, American National Standard Institute.

Voting Member, Wood Design Standards Committee, American Forest and Paper Association / American Wood Council (*National Design Specification for Wood Construction*).

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 210: Digital Analysis and Representation, Fall 2013, 2012, 2011  
ARCH 203: Architectural Design II, Spring 2010, 2011  
ARCH 301: Architectural Design III, Fall 2009, 2010  
ARCH 401: Architectural Design V, Fall 2013, 2012, 2011, 2008  
ARCH 403: Architectural Design VI, Spring 2013, 2012  
ARCH 409: Design Theory VI, Fall 2009  
ARCH 490: Seminar in Digital Fabrication, Spring 2013  
ARCH 542: Architectural Criticism, Fall 2009, 2010,  
ARCH 571: Architectural Design, Spring 2010, 2011  
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:**

"University Research + Architectural Education + Community + Leadership + Practice: Advancing Architecture," Presentation, AIA National Convention, Denver CO. 2013.

"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 324: History of Architecture and Urbanism I: Renaissance to Mid-19<sup>th</sup> Century, Spring 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).

"Disneyland: Anaheim, California," in *American Tourism: Constructing a National Tradition*, eds. J. Mark Souther and Nicholas Dagen Bloom (Chicago: Center for American Places at Columbia College Chicago, 2012): 69-76.

"Staging the Past in Montana's Alder Gulch: Ruminations on History, Tourism, and Preservation," in *Montana: The Magazine for Western History*, vol. 61, no. 4 (Winter 2011): 16-33.

**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 (MCIQB), 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:**

Gunderson, David E. & Gloeckner, Gene W. (2011). Superintendent Competencies and Attributes Required for Success: A National Study Comparing Construction Professionals' Opinions. *International Journal of Construction Education and Research*. 7 (4) 294-311. Philadelphia, PA: Taylor & Francis Group.

**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 - 1970 State Superintendent of Public Instruction, Olympia, 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 professions 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: Ground|Walk

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. "'Benchmark.'" Forthcoming in *Camas*.

Kaytes, J. 2013. "Putting Down Roots." Forthcoming in *ISLE: Interdisciplinary Studies for Literature and the Environment*.

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)

Kaytes, J. 2013. "In(Site) Analysis." Paper presentation, Conference on Eco-poetics, February 21-24, 2013, Berkeley, CA.

Kaytes, J. 2013. "Drawing from the Blast Zone." *Terrain: A Journal of the Built and Natural Environment*, 31/Ruin and Renewal. <http://terrain.org>

Kaytes, J. 2012. "Dammed if We Don't: Student Visions for the Lower Snake River Basin." Poster for the Environmental Design Research Association (EDRA) annual conference, May 31- June 3, 2012, Seattle, WA.

Kaytes, J. 2012. "Watermarks & Ground Stories." Invited lecture, Enlivening Sustainability: Integrating Theory, Practice and Social Responsibility in Teaching and Learning, September 19-22, 2012, Rice, WA.

Kaytes, J. 2011. "Sustaining Sustenance: Engaging Food in Community Design Collaboration." Invited seminar participant, Imagining America: Artists & Scholars in Public Life, September 22-24, 2011, Minneapolis, MN.

**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  
Architect, The Harsen & Johns Architects, New Jersey, 1989  
Senior Architect, Noon Qayum & Company 1980-1982  
Principal and Architect, Memar Collaborative, Kabul, Afghanistan 1973-1980

**Selected Publications and Recent Research:**

2012 Book: *Heritage and Sustainability in the Islamic Built Environment*, WIT-Press, Southampton, UK, 2012.

2003 Book: *Place, Meaning and Form in the Architecture and Urban Structure of Eastern Islamic Cities*, Edwin Mellen Press, Ltd, New York, USA, 2003. (with Rahmani).

2010 Book Chapter: *Traditional urbanism and lessons for global cities: the case of Isfahan*, "Eco – Architecture III: Harmonization Between Architecture and Nature" edited by S. Hernandez, C.A. Brebbia, & W.P.De Wilde, pp 133 - 143, WIT Press, UK, 2010

2013 "Design Visions for Sustainable Urbanism," forthcoming Special issue of the Journal of Design and Nature & Ecodynamics, Guest Editor: Bashir kazimee, WIT\_Press, UK, Fall, 2013.

**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 18<sup>th</sup> 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:*

2010 *Invited Panelists: (With David Miller FAIA, Frances Bronet Dean University of Oregon) "The Future of Architectural Education" Northwest and Pacific AIA Regional Conference October 2010*

2010 *Invited Presentation: National AIA Grassroots Conference Washington DC. Northwest and Pacific Region Leadership Institute "The Education of Emerging Leaders"*

2009 *Invited Presentation: National AIA Conference San Francisco 2009. Presentation on: The Changing Dynamics of Higher Education.*

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 *Symposium: Intersections of Education and Practice: WSU School of Design and Construction Kick-off Celebration. Presenters: Michael Duncan, SOM San Francisco, Eric Churchill, SHoP Architects, NY, Dan Barrett, Sellen Construction, Seattle*

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 Director, 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) Arizona State University, May 1990  
Bachelor of Arts in Education, Eastern Washington University, June 1985  
Bachelor of Science in Building Theory & Practice 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:**

Peschel, Jason B. & Kirk, W. Max. (2008). Integrated Education: *Methods of Integrating Architecture & Construction Management Curricula for Real World Application*. Proceedings of the COBRA 2008, The Royal Institute of Chartered Surveyors (RICS) Construction and Building Research Conference, Dublin Institute of Technology, Dublin, Ireland.

Spring 2013 Lead PI: D. Moore, Co-PI, W. Kirk, R. Cherf, J. Peschel, J. Vaux - Social & Economic Sciences Research Center Washington State University titled *Afghanistan Construction Market Analysis Survey* - Grant Proposal \$ 274,000. Not funded.

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.

Spring 2010 Co-PI: M.P. Wolcott, D.A. Bender, M. Kirk, et.al - National Institute of Standards and Technology (NIST) for a new 52,330 square foot research building titled *Research Facility for High Performing and Sustainable Infrastructure*. Proposed grant application \$39,129,515.00. 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  
1986-1987 Michael Wilson Kelly, Architect, Phoenix, Arizona, Project Manager  
1984-1986 Robert R. Frankeberger, Architect, Phoenix, Arizona, Project Manager  
1980-1984 Jones & Mah, Architects, Incorporated, Scottsdale, Arizona, Drafting /

**Licenses / Registration:**

National Council for Interior Design Qualification, Certificate Number 3787, 1981

**Selected Publications and Recent Research:**

Krikac, R. (2002, September), Duet: The development of a personal sketchbook, Tracey the journal of the School of Art and Design, Loughborough University, U.K. Available: <http://www.lboro.ac.uk/departments/ac/tracey/sketchbook.html>

Bernardi, J. and Krikac, R. (1998, April). The Globalization of the World and its Implications for Interior Design Education: Experiences in Mexico and Spain. Interior Design Educators Council National Conference, New York, NY.

Krikac, R. (2004, March). The Personal Sketchbook as a Pedagogical Device. Interior Design Educators Council National Conference, Pittsburgh, PA. 77% acceptance rate.

Ryan, K, Krikac, R., Kirk, A, Mack, C, Westom, L, Weisenburger, C, Wu, L (2011, March). Synthesis of Experience and Design. Poster presentation, Washington State University, Academic Showcase

Ryan, K., Krikac, R., Rahmani, A., Sleipness, O. (2012, March) WEAVE: Implications for the development of interdisciplinary foundation course pedagogy. Poster presentation. Washington State University, Academic Showcase.

**Professional Memberships:**

National Council for Interior Design Qualification  
Site Visitation Team Chair, Council for Interior Design Accreditation

**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

Olson Kundig Architects PS, Seattle, WA, 1993-1997

Charles Anderson Architects, Seattle, WA, 1992-1993

**Licenses / Registration:**

None

**Selected Publications and Recent Research:**

Peck, J, Melcher, M. (2012) *Children's Developmental Needs and the Widening Physical Radius of the Home*. Interior Design Educators Council Annual International Conference Proceedings, Baltimore, MD.

"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  
Arch510: Graduate Design Studio, 2010, 2011, 2013  
Arch490: Undergraduate seminar: Systems in Materials, 2007  
Arch310: 3rd year undergraduate Design Studio, 2003-2009.  
Arch101: 1st year undergraduate Graphics Communication, 2002-2010.  
Arch103: 1st year undergraduate Visual Design, 2003-2011

**Educational Credentials:**

M.S.A.A.D., Advanced Architecture Design, Columbia University, New York, 1992  
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 -8

**Professional Experience:**

OMA, Rotterdam, The Netherlands, 2000 - 2001  
Pasanella + Klein Stolzman + Berg Architects, New York, NY, 1997 - 2000  
Brian E. Boyle, AIA, New York, NY, 1995 - 1997  
John F. Saladino, New York, NY, 1994 - 1995  
Reiser + Umemoto, New York, NY, 1993 - 1994  
Skidmore, Owings & Merrill, New York, NY, 1992 - 1993

**Licenses / Registration:**

None

**Selected Publication and Recent Research:**

*Seeing and Making in Architecture: Design Exercises*. New York: Routledge, 2013

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:**

Integrated Education: Methods of Integrating Architecture & Construction Management Curricula for Real World Application, proceedings of the COBRA 2008, The Royal Institute of Chartered Surveyors (RICS) Construction & Building Research Conference.

**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:**

- o Kafka's Architectures; Forthcoming McFarland Press, Charlotte, NC.
- o Place, Meaning and Form in the Architecture and Urban structure of Eastern Islamic Cities, With Bashir Kazimee, Mellen Press, 2003.
- o "The Carnavalesque as a Method of Understanding Spokane," Sounding Spokane, David Wang, ed., Eastern Washington University Press, 2003.

**SELECT PUBLICATIONS**

- o "In The Penal Colony: The Fate of Two Utopias," IASTE Conference, Beirut, Lebanon, December 2010. Paper published in the "Working Papers" booklet associated with the conference.
- o "In the Belly of the Ship: Machine Power and Labor Relations," Journal of the Kafka Society of America, 2009. (Peer reviewed)

**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:**

- Vaux, D., & Ryan, K.A. (2013). Spatial Distortions: Making Cognitive Connections between Hand and Digital Visualization. IDEC 2013 Annual Conference Proceedings IDEC 2013 Annual Conference Advancing Environmentally Responsible Design, Indianapolis, IN.
- Ryan, K.A., Bruya, L.D., Shumate, B., Woytovech, C.J., Woytovech, A., Martensen#, B., Malkusak, A., & Sievers, J.A. (2012). A collaboration process to produce a natural playscape. *Journal of Kinesiology & Wellness*. Western Society for Kinesiology and Wellness.
- Ryan, K., Dawes, K, & Dawes, D. (2012). Boxed and Ready to Travel: Taking Learning on the Road. *Exhibitionist: Journal on Exhibition Making*. National Association for Museum Exhibition. 31(1) 40-45.
- Dawes, K., Berven, C., Ryan, K., & Kern, A. (2012). Collaborative Research, Pathways Project: Project SOS - Making Connections using the Science of Sustainability. National Science Foundation, Informal Science Learning, Foundation Directorate for Education & Human Resources Research on Learning in Formal and Informal Settings. funded \$250,000.
- Ryan, K., & Sleipness, O. (2012). Creative Placemaking: Dahmen Barn. Uniontown Community Development Association. National Endowment for the Arts - Our Town. funded \$25,000.
- Ryan, K., & Krikac, R. (2012). [synthesis] The physical aspects of 'home' based in theory and experiential learning. Environmental Design Research Association EDRA43, Seattle, WA. ISBN 978-1-105-71404-7. p. S2.359.
- Ryan, K., & Sleipness, O. (2012). Enhancing University Students' Sense of Ownership through a Cross-Disciplinary Community Participation Workshop. Environmental Design Research Association EDRA43, Seattle, WA. ISBN 978-1-105-71404-7. p. 253-254.
- Zimmer, A. & Ryan, K. (2012). Sense of place in the rural community identified through the food bank physical and psychosocial environment. Environmental Design Research Association EDRA43, Seattle, WA.

**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:  
Traditional Architecture of Afghanistan, 202 pp, Garland STPM Press, New York, 1981  
Islamic Architecture in Herat, 262 pp, Government Press, Kabul, 1981.  
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 Kazimee, Editor, WIT Press, South Hampton, England and Boston, USA, 2012.  
"Mosques of Istanbul Including Mosques of Bursa and Edirne" Book Review in The Art Book, Vol. 17, Issue 4, November 2010.

**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 365 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:**

Ryan, K. & Sleipness, O. (2012). Enhancing University Students' Sense of Ownership through a Cross-Disciplinary Community Participation Workshop. Environmental Design & Research Association: Seattle, WA. May, 2012  
Sleipness, O., Ryan, K. & McCoy, J. (2012). Prioritizing Challenges Facing Small Rural Communities in the Pacific Northwest: Role of Participatory Design. Council of Educators in Landscape Architecture 2012: Champaign, IL. March, 2012  
Sleipness, O. (2011). Consuming Nature: Paradoxes of 'Green' Development in the Rural Southern Appalachian Mountains. Council of Educators in Landscape Architecture: Los Angeles, CA. March, 2011

**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

**Licenses / Registration:** R.A. (Montana, 2000); NCARB (1999)

**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)

Day, J., Theodorson, J., & Van Den Wymelenberg, K. Understanding Controls, Behaviors and Satisfaction in the Daylit Perimeter Office: A Daylight Design Case Study. Journal of Interior Design, 37(1), 17-34. (2012)

Theodorson, J. A Role for Interior Design in Reducing Energy Use in Buildings 2011 Design for a Small Planet: Environmentally Responsible Interior Design Symposium Proceedings

Theodorson, J. and Day, J. Effectiveness of Dynamic Daylighting: Post Occupancy Evaluation of a Higher Ed Building. Architecture and Sustainable Development, Proceedings of PLEA 2011 Biennial Conference, Louvain-la-Neuve, Belgium

Theodorson, J. Daylit Schools at 49N 117W: Insights from Occupation. Architecture, Energy and the Occupant's Perspective, Proceedings of PLEA 2009 Biennial Conference, Quebec City, Canada: ISBN 978-2-7637-8939-2 Les Presses del l'Universite Laval 2009

**Teaching Scholarship**

Theodorson, J. Teaching Light: Constructing Knowledge Across Multiple Dimensions. Proceedings of 2nd International Congress on Architectural Ambiances, Montreal (2012)

Theodorson, J. An Integrated Approach to Teaching Light: Bridging Studio and Systems 2011 Interior Design Educators Council Conference Proceedings

**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)  
Spring and Summer 2007, 2008, 2010, 2012  
ID 303 Immersion Studio, Summer 2011  
ID 305 Freehand Sketching (Instructional Assistant) Summers, 2008, 2009, 2010, 2011, 2012  
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 (*Suma Cum Laude*)  
B.A., Art History, Eastern Washington University, Cheney, 1994 (*Suma 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](http://www.carrievielle.blogspot.com)  
Architectural and Design Illustrator, 1998-Present  
Interior Design Consultant/Contractor, 1995-Present

**Selected Publications and Recent Research:**

"A Study of Eroticism as Addressed in the Imagery of Parisian Art Nouveau," Eastern Washington  
University Publication, ICI TH# 2161, December 2003.

**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:**

David Wang, Architect, Blue Bell (Philadelphia), Pennsylvania, 1987-1994

Project architect, Wolfgang Rapp & Associates, Springhouse, Pennsylvania, 1984-1987

Project design architect, Vitetta Group Architecture, Philadelphia, Pennsylvania, 1981-1984

Project manager, Thomas Jefferson University Hospital, Philadelphia, Pennsylvania, 1980-1981

Staff architect, Ballinger Company, Philadelphia, Pennsylvania, 1977-1980

**Licenses / Registration:**

Registered architect in Pennsylvania (license on inactive status)

Registered architect in Michigan (license on inactive status)

**Selected Publications and Recent Research:**

Book: *Architectural Research Methods*, 2nd ed., with Linda Groat, John Wiley & Sons, released 2013

Chapter: "Research Methods for Architects," *AIA Handbook*, 15th ed., 2013

Chapter: "An overview of phenomenology for the design disciplines" in *Blackwell Handbook of Interior Design*, Wiley / Blackwell, in press

Article: "A Heuristic Structure for Collaborative Design" with I. Oygur, *The Design Journal*, 2010

Article: "Kuhn on architectural style" *Architectural Research Quarterly*, 2009

**Professional Memberships:** None active currently

**Washington State University  
School of Architecture and Construction Management**

## **Visiting Team Report**

**Master of Architecture  
(124 undergraduate credit hours plus 40 graduate credit hours)**

The National Architectural Accrediting Board  
13 February 2008

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

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I. **Summary of Team Findings**

1. **Team Comments**

**Strengths:**

There are a number of strengths in the architectural program at Washington State University (WSU) including:

**An outstanding, diverse faculty:**

High quality faculty is a key strength of the architecture program at WSU. Students cited the possibility of personal connection with faculty as a main reason for attending the school and positive experience with faculty as a foundation of program quality. The faculty we met represented many ethnic and national backgrounds and intellectual perspectives yet communicated easily across differences. Faculty research is extensive and relevant to contemporary needs within the field. A series of upcoming hires will soon provide even greater depth to the faculty.

**Strong administrative team:**

The program is served by an engaged and supportive administration at the director, dean and provost levels. The director is seen as an effective leader who has successfully navigated the transition from a bachelor's to a master's program. Recent faculty hires have been accomplished with broad input and consensus. Effective working relationships between these upper administrative staff will be key to the success of initiatives such as the proposed Institute for Sustainable Building.

**Sustainability:**

Sustainability and clean technology, and design are university-wide objectives and are supported in a number of ways in the architectural curriculum. Many students and faculty have a keen interest in sustainability and some are actively involved in the Wood Materials Lab research. This research includes the design and manufacture of ecologically sound material using recycled plastics and wood waste byproducts. In 2005, the School of Architecture and Construction Management was selected to participate in the Solar Decathlon in Washington, DC. Students are able to obtain LEED certification with university support. The establishment of the Institute of Sustainable Building is a long term goal.

**Travel:**

Students receive support from the school and the university to travel nationally and internationally. Both domestic and international travel are required, and provide opportunities to enrich and advance student learning and growth.

**Fully Engaged Student Body:**

The student body at all levels of the program is to be commended for their advanced level of writing and speaking skills, their efforts to be fully engaged within the school and community, and their continued support of the faculty and university. Throughout the visit, the student body showed a strong sense of place and understanding of their professional goals that is not typical in most academic settings. The ability and willingness of the students to work alongside students from the construction management, interior design, and landscape programs are truly unique and a significant strength of the program. Additionally, the efforts of students to assist their school and community through leadership roles in the American Institute of Architecture Students, Builders

Without Borders, and their academic course work is something to be admired and promoted throughout the university, communities of Pullman and Spokane, nationally and internationally.

### **Integration of the Architectural Curriculum and the CM Program**

The School of Architecture and Construction Management program, operating within one distinct facility, is a definite strength in support of the mission of the school. This collaboration allows the students to experience a unique understanding of both disciplines.

The crossover of curriculum choices creates an enhanced learning environment which adequately addresses the varied needs of students to effectively deal with the current day trends in design and construction.

Moreover, this collaboration greatly expands the ability for the students to produce quality design solutions incorporating basic components of the technical construction documents and relative issues on the job site. The combined experience of faculty from both disciplines adds a further dimension to the apparent success of this program

### **Effective Interface with Private Practice**

The team found that the School has made substantial progress with the strengthening of its relationship with private practitioners.

The school has added a required summer course that includes the option of a summer internship program for all students in the graduate program. The Director has established relationships with approximately 40 firms on the west coast to provide this experience for the students. The bridges built with these firms ensure that all graduate students are provided with practical experience and have helped the school strengthen its ties with professionals for other activities such as guest lectures and financial contributions. It should be noted that private contributions to the School has grown steadily over the past four years, most likely as a result of the School's efforts to build these relationships.

Through the efforts and recommendations of the School's Advisory Committee, the school has teamed with the construction management faculty to begin an annual Spring Symposium event. The Spring Symposium brings together professionals from the fields of architecture and construction and fully immerses the students in a one or two day series of lectures, seminars and team exercises. The subject matter is concentrated on the integration of architecture and construction management, taking advantage of the unique organization of the School.

Finally, the team found that the School has made a concerted effort to engage students with professionals by taking entire studios to Seattle for student presentations and critiques. These critiques are taking place directly in the offices of prominent firms and involving professionals from those offices. In addition, another option of the required summer course is a design studio taught in the greater Seattle area, housed within the offices of a firm. This provides the students with a unique opportunity to work on an urban design project in an urban context, with studio space set up directly within an active practice.

## **2. Progress since the Previous Site Visit**

**Condition 9, Financial Resources (2002):** *Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

**Previous Team Report (2002):** *This condition is not met. There are various budget concerns and deficiencies in the Spokane IDI program. Resources for faculty development are inadequate. Students need computers and software equivalent to those provided for students at Pullman. Student enrichment through a consistent and vital lecture series is minimal. Resources need to be provided to the Spokane campus library for the purchase of up-to date architecture periodicals. A clear policy and vision for utilizing development funds earmarked for the architecture program needs to be articulated.*

*Also, the operational budget for the SOACM is not comparable to the resources provided to departments of similar sizes in the college. The program is twice the size of the Civil Engineering Department and receives almost \$40,000 less for operation. It is about the same size as the Mechanical Engineering Department and receives almost \$37,000 less for operation. The program is approximately \$25,000 in the red every year.*

**2008 Visiting Team Assessment:** The visiting team found that computers and software are now equivalent at Spokane and Pullman. Student enrichment through a lecture series has been improved. Resources have been made available for the purchase of architectural periodicals or any other books requested by faculty. The operational budget for the SOACM is still not comparable to the resources per student provided to the engineering department in the college. However the engineering department has a research component that helps explain the increased funding per student. Under Greg Kessler's leadership there has been a dramatic increase in donations and development funds directed towards the graduate program.

**Criterion 12.5, Fundamental Design Skills (2002):** *Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components*

**Previous Team Report (2002):** *There does not seem to be a strong conception of or consistent commitment to teaching fundamental design principles. The core values that students receive in their first design studios seem to vary widely and depend primarily on the desires and approaches of individual faculty members.*

**2008 Visiting Team Assessment:** The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.

**Criterion 12.11, Non-Western Traditions (2002):** *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

**Previous Team Report: (2002):** *There was very little evidence of this awareness. However, Prof. Samizay's studio course on Afghanistan and Prof. Wang's proposed summer foreign travel to China provide potential models for wider adoption in the curriculum. Discussion seems to be absent in history courses (although included in the syllabus) and infrequent in design and theory courses.*

**2008 Visiting Team Assessment:** Non Western Traditions is covered in the History of Architecture sequence taught by Professor Phil Gruen. In addition to the required history sequence Professor Wang continues his work in China and teaches an elective

philosophy course comparing eastern and western traditions in architecture. Professor Samizay is designing and constructing new public and civic buildings throughout Afghanistan. His influence is evident in some design studios.

**Criterion 12.14, Accessibility (2002):** *Ability to design both site and building to accommodate individuals with varying physical abilities*

**Previous Team Report (2002):** *This criterion is not met because it is not explicitly shown at any level in the design work.*

**2008 Visiting Team Assessment:** This issue is now addressed throughout the studio experience. Student work from many levels shows an ability to critically think about their design from the view point of individuals with varying physical disabilities. In addition to studio courses, the students are given instruction on aspects of accessibility in both the Arch 433 and 472 courses.

#### **Causes of Concern [taken from VTR dated 3 March 2002]**

The team's concerns are divided into three broad categories: general issues, the Pullman campus, and the Spokane campus. It understands that there is a "single and coherent program." The team feels there is a need to focus comments to the specific locations.

#### **General**

**Previous Team Report (2002):**

- **Advising:** Even though the program has made some progress, there is some concern that the advising program is an uneven experience for students. The program has developed a mechanism for improving the advising system.

**2008 Visiting Team Assessment:** *The advising is now an even experience for students and they feel supported and nurtured.*

**Previous Team Report (2002):**

- **Digital Media Integration:** The integration of computers into design studio pedagogy is spotty at best. While there are examples of advanced use of the computer, there is no evidence that all students have equal encouragement and education to fully integrate the computer into the design studio. The school is currently searching for a new faculty member with expertise in computer integration and hopefully this new person will have a positive impact on this area of concern.

**2008 Visiting Team Assessment:** *Students are required to purchase a lap top computer in the second year. The computer is fully integrated into the design studio from second year on.*

**Previous Team Report (2002):**

- **Early Design Sequence:** There does not seem to be a strong concept for or consistent commitment to teaching fundamental design principles. The core values that students receive in their first design studios seem to vary widely and depend primarily on the desires and approaches of individual faculty members. Although the school has embarked on defining expectations of design studio outcomes for the entire curriculum, the results of this

effort were not yet apparent in student work from the earliest design studios. A corollary to this concern is the large student-to-faculty ratio that occurs in the first-year studio, sometimes as great as 60:1 (with one Teaching Assistant). This large teaching load makes it very difficult to give students the individual attention they need to develop their fundamental design skills. Further complicating the issue is the extremely high general education requirement imposed on the university by the state of Washington. This requirement keeps the school from offering design studios in the first year with more contact hours.

***2008 Visiting Team Assessment:** The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.*

#### **Previous Team Report (2002):**

- **Pullman Campus Operating Budget:** The team has significant concerns about the school's operating budget. Currently the school is staying in the black only because several tenure track positions have been filled with adjunct instructors. When all of the tenure-track lines are filled, the school will be operating with a \$25,000 budget shortfall, which will have to come from development monies. This will have a severely negative impact on the school. Development monies are currently being used to provide enrichment opportunities to faculty and students. Given the remoteness of the Pullman campus, these enrichment activities are absolutely essential to the success of the program.

The operational budget for the SOACM is also not comparable to the resources provided to departments of similar sizes in the college. The program is twice the size of the Civil Engineering Department and receives almost \$40,000 less for operation. It is about the same size as the Mechanical Engineering Department and receives almost \$37,000 less for operation.

***2008 Visiting Team Assessment:** The operational budget for the SOACM is still not comparable to the resources per student provided to the engineering department in the college. However the engineering department has a research component that helps explain the increased funding per student. Under Greg Kessler's leadership there has been a dramatic increase in donations and development funds directed towards the graduate program.*

#### **Previous Team Report (2002):**

##### **Interdisciplinary Design Institute (IDI) in Spokane**

- The team feels that the Pullman and the Spokane campuses should be looked at as one program. It just so happens that there is a dean of the Spokane campus and a dean of the College of Engineering and Architecture, a director for the IDI, and a director of the SOACM. The direction of the Pullman campus established curriculum should set the direction for the Spokane program.

***2008 Visiting Team Assessment:** The Pullman campus' established curriculum sets the direction for the Spokane program. Integration of the remote location continues to be a challenge and cause for concern. All efforts should be made to cross pollinate faculty, guest lectures and reviews between the two locations.*

**Previous Team Report (2002):**

**Faculty Development**

There is a concern that the funding at the Spokane campus (\$750 total annual budget per capita for professional development activities) is at a much lower level than that of the Pullman campus.

***2008 Visiting Team Assessment:** Through continuing development efforts the Spokane campus professional development budgets for faculty is now equal to the faculty at Pullman. All faculty members voiced appreciation for their Director and Dean who support their research and development endeavors.*

**Previous Team Report (2002):**

**Computer Integration Issues**

There is a problem with the correlation between the computer tools that are available in Pullman but not available at the Spokane facility. Although the program indicated that the AutoCAD course in Spokane teaches 3-D modeling and that there are 24 site licenses for 3-D modeling software at the Spokane campus, students have expressed frustration in not having access to 3-D modeling software that they have had access to on the Pullman campus. Whereas there are a few opportunities for learning about 2-D software applications outside the campus, there is no access to 3-D software courses. All 3-D software courses are at Pullman.

***2008 Visiting Team Assessment:** The computer tools at both the Pullman and Spokane facility are now equal and adequate.*

**Previous Team Report (2002):**

**Information Resources**

There is a concern that the information resources will not be adequate to address the needs of an M.Arch. Program. Consideration should be given to how expand a library for this second campus that, though it would not duplicate the library resources in Pullman, should provide a mechanism for the students to have access to current resources needed for a graduate-level program.

***2008 Visiting Team Assessment:** The students have adequate access to the library on the Spokane Campus with a system of interlibrary loan.*

**Previous Team Report (2002):**

**Administrative Structure**

- There is concern that the level of support for faculty development is much lower in Spokane than in Pullman, putting those architecture faculty members at a real disadvantage.
- The service learning needs of the IDI should be worked out in concert with the SOACM curriculum.

- The service learning projects should align with either the research interest of faculty or the pedagogical objectives of the collaborative studios or interdisciplinary courses.
- Articulating the common ties among the design disciplines along with distinguishing among the discipline-specific assets that can be brought to the collaboration should help. It is important to distinguish the role of the Construction Management discipline as more “design making” than an “administrative role in managing the process of making” to improve the collaborative framework of this process.
- The Spokane dean and IDI director need to have a more balanced communication with all the disciplines of IDI, and more involvement is needed on their part in working with the faculty to generate a collective vision for the IDI. This document could be modeled after the new M.Arch. program document that could explain the vision of the IDI.

*2008 Visiting Team Assessment: Administrative structure is no longer a concern*

**Previous Team Report (2002):**

**Curriculum**

- There does not seem to be a consistency in how the fourth-year fall semester studios are run. Due to the manner in which the collaborations are set up, there seem to be too many unknowns to predetermine course outcomes.
- The hiring of adjunct faculty members for the program should be done in consultation with Director Kessler. In some cases adjuncts have been hired who are not properly prepared to teach assigned classes.

*2008 Visiting Team Assessment: Curriculum is no longer a concern*

**Previous Team Report:**

**Physical Resources**

- Greater parity of physical resources is needed for the architecture discipline. A computer animation facility would be a useful resource for the architecture students/faculty just as the recent GIS Lab resource has been useful to the Landscape Architecture students and faculty.
- The model shop needs additional hours to allow for greater access to more students. Security problems need to be fixed. A few pieces of equipment have disappeared because the door must be left open when the paint booth ventilation system is on.

In the photo documentation facility the currently configured room and equipment are inadequate and the setup seems temporary.

*2008 Visiting Team Assessment: Physical resources are no longer a concern*

**3. Conditions Well Met**

- 13.1 Speaking and Writing Skills
- 13.4 Research Skills
- 13.14 Accessibility
- 13.15 Sustainability



4. **Conditions Not Met**

13.28 Comprehensive Design

5. **Causes of 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 IDI 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.

- Enhanced faculty perspectives A greater variety of faculty perspectives should be provided at 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 (IDI) and to provide an educational experience with an urban perspective. These emphases have been realized to some extent in the curriculum. The IDI 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 ½ 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

**Comprehensive Design:**

The Comprehensive Studio of Stanford Wyatt, Architecture 303, is an example of how to handle this criterion. Students work is enriched by collaboration with the Construction Management Program, and is supplemented by guest lectures in specification writing and cost estimating. The students work in teams to bring a design project to the design development level of documentation.

But this curriculum is not yet delivered to all students. The director of the program has indicated that by the conclusion of spring term two of three sections will have met criterion. The team leaves the site with the belief that this criterion will be met for all students in the near future.

**II. Compliance with the Conditions for Accreditation**

**1. Program Response to the NAAB Perspectives**

*Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.*

**1.1 Architecture Education and the Academic Context**

*The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.*

	Met	Not Met
M. Arch.	[x]	[ ]

The school accredited degree is a visible program on campus and continues to contribute to the university context and benefit from it. The school has a good number of honors students supported by the University Honors College. Students in the school benefit from the university context by taking the required university general education requirements (GER), adding breadth to their professional education. Students in the school benefit greatly from the university writing lab, which is apparent in their good writing skills. The School of Architecture and Construction Management (SOACM) in turn offers four courses, which satisfy the GER requirements of other programs within the university.

The school supports the university efforts of establishing a multi-campus system by having construction management and architecture programs within the School of Architecture and Construction Management (SOACM). Another model for the university to follow in the collaboration between different disciplines is the school participation in the Spokane Interdisciplinary Design Institute. Students in architecture, landscape architecture and interior design are engaged in interdisciplinary courses and other service learning activities. The goal of the Spokane campus is to exposes the upper level students to an urban community experience.

Architecture students benefit greatly from collaborating with engineering faculty and students in the wood Material lab, which provides excellent hands-on experience to the students. The lab provides excellent avenue for research opportunities for architecture faculty in sustainability and creative construction methods that will benefit the built environment.

The architecture program is also a model for the campus in national and international travel that enriches students learning exposes them to different culture and makes them marketable globally.

**1.2 Architecture Education and Students**

*The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given*

*the program's mission. the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.*

	Met	Not Met
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The students at the SOACM benefit in many ways from the supportive faculty and administration. On many occasions, students expressed a true enjoyment of and respect for the faculty, as well as the education they were receiving. Students also expressed appreciation for the faculty's continual effort in supporting and advising them in their many endeavors and professional goals. Included in that support are the faculty and administrations efforts to fund and assist the American Institute of Architecture Students (AIAS) chapter in numerous events both on campus and at the national level are to be commended. Both the AIAS chapter and the newly formed Builders Without Borders (BWB) student group demonstrate a great level of success in producing student leaders and an active student body within the Pullman community.

The addition of the required study tours in both 3rd and 4th year, and the foreign studies tours added to the graduate courses have made a radical impact in the type and depth of education the students are able to experience. Many students expressed that the addition of these elements supplemented aspects of the profession that could not be experienced in the classroom while enforcing the lessons already learned. With trips to many U.S. cities and previous international trips to China and Copenhagen, the students are able to experience a full range of cultures and professional practices, experience design not often found in their community, and build strong friendships with their studio mates that often last far beyond the classroom.

### 1.3 Architecture Education and Registration

*The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

	Met	Not Met
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The school is committed to providing an architectural education that prepares its students to become licensed professional architects. Each year the State of Washington Licensing Board holds one of its meetings at the school. During that day the board meets with students on a formal and informal basis to discuss current laws and regulations relating to architecture as well as requirements of IDP. The students are required to participate in a summer internship provided by a partnership with the school and architectural firms.

**1.4 Architecture Education and the Profession**

*The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.*

	Met	Not Met
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The spring symposium with practitioners is a valuable addition to the program and should be encouraged to continue. Not only does it advance the school's desire to better integrate the architecture and construction management students but it goes a long way to introducing students to local leaders in both architecture and construction firms. Given the school's remote location, it is important that the school continue to look for opportunities such as this to link with private practice.

The required internship is also a valuable addition to the program. The director has established strong relationships with many firms throughout the state and has established a successful method of linking students with firms for a summer internship.

The school's stated emphasis on integration, both with construction management in Pullman and with interior design and landscape architecture in Spokane, demonstrates the commitment to exposing students to diverse and collaborative roles. As such, the integration with construction management is well established and continues to develop.

**1.5 Architecture Education and Society**

*The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.*

	Met	Not Met
M. Arch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The students experience cultural and social issues from their study tours and off campus programs. Participation in the solar decathlon and service learning programs in Spokane are examples in civic engagement evident throughout the program. Sustainability is also

an institutional objective with extensive research conducted by the Wood Lab on environmentally viable solutions to building materials using recycled materials.

**2. Program Self-Assessment Procedures**

*The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

	Met	Not Met
M. Arch.	[x]	[ ]

The school implements five formal assessment processes that yield specific data and information. The first formal process is a requirement of all Washington State University programs and involves the development of a series of benchmarks by which each program can measure and gage their progress and development. The School of Architecture and Construction Management presented their benchmarks, target goals, impact, and accomplishments. This method of strategic planning has netted clear results for the program. The school also employs a student exit survey, a school advisory board, faculty annual reviews, and course evaluations. The faculty invites professional architects as outside reviewers for studio projects and in the process receives evaluative input from the participants.

**3. Public Information**

*To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

	Met	Not Met
M. Arch.	[x]	[ ]

**4. Social Equity**

*The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

	Met	Not Met
M. Arch.	[x]	[ ]

The faculty is diverse. The student body reflects the population of the region. Faculty, staff and students have equitable opportunities to participate in program governance. The University and the School of Architecture and Construction Management have clear policies on equity in hiring, compensation and promotion, and equity and diversity.

**5. Studio Culture**

*The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

	Met	Not Met
M. Arch.	[x]	[ ]

The program has instituted a set of policies that are submitted to students and reviewed on a yearly basis. Issues of respect within the studio environment have been clearly defined and adhered to throughout the school. A strong sense of interaction and connection amongst the students is evident within the studio environment and throughout the school, and should be viewed as a strong asset to the SOACM. The addition of study tours and travel for studios has also helped bring the students and faculty together in a friendly and collegial atmosphere. Many students expressed an appreciation for the program and felt the studio environment was a very positive aspect of their education.

However, concern for the security for personal property was expressed. Many students indicated that the current system of securing books and materials within the studio rooms is inadequate or improperly used.

Additionally, students expressed favorable experiences with faculty, but wished that aspects of time management and innovative jury reviews implemented by some faculty would be used throughout the studio experience.

**6. Human Resources**

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

	Met	Not Met
M. Arch.	[x]	[ ]

The program has a committed dean, director and faculty members. The team found the student body and its student leadership to be remarkably high achievers. The School of Architecture and Construction Management has 26 full time and three adjuncts faculty members. The faculty work loads are reasonable and allow them to pursue research, and scholarly work. This is apparent from the amount of faculty publication. There currently exist five vacant positions that are in the process to be advertised and filled soon. An assistant director was hired a few years ago to help in the administration of the Pullman campus.

Students spoke highly of their faculty members and of the support that they receive from them. The team observed that the faculty members are dedicated, well qualified, and passionate about teaching. They are diverse in both gender and ethnicity and have very collegiate relationship among themselves. The director and the faculty feels that filling the five vacant FTEs with new junior faculty members will invigorate and add new energy to the existing experienced faculty.

**7. Human Resource Development**

*Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

	Met	Not Met
M. Arch.	[x]	[ ]

This condition is well met and it is evident in the support that the faculty receives from the administration to conduct scholarly research, travel and publish. In the last few years, the typical teaching load of faculty was reduced from a three courses per semester to four courses per year. Faculty performance are reviewed every year and those who are on tenure track are given particular attention by assigning them two faculty mentors who advise them on their progress each semester.

Since the last visit students have been offered a mix of opportunities to enrich and advance their growth. Field trips, tours, exhibitions, committee participation, and the lecture series are among the activities available. Students have received support from the School and the University to travel nationally and internationally. Every fall third and fourth year students have gone on a five day domestic study tour with their design studio faculty. In the last few semesters, they traveled to New York, Boston, Chicago, Dallas, Los Angeles, Phoenix and Seattle. In the spring semester, all graduate students participate in a study abroad. Recent travel included Barcelona and Amsterdam. This spring semester students are planning to travel to Berlin and Prague. The School offered summer international study abroad for six weeks in England, France, and Italy. In addition, students had been on two study tours to China and Copenhagen.

To compensate for the remote rural location of the Pullman campus, the program has developed an extensive list of impressive guest lectures and exhibitions since the last visit.

**8. Physical Resources**

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

	Met	Not Met
M. Arch.	[x]	[ ]

The School of Architecture and Construction Management occupies facilities on the main campus in Pullman and at the branch campus in Spokane, Washington. In Pullman the school occupies the renovated Carpenter Hall. In Spokane the Academic Classroom Building No. 1 and FO Berg Graduate Building house the Interdisciplinary Design Institute with studio space for students from architecture, interior design and landscape architecture. All environments appeared to be in excellent condition and suitable for a professional program in Architecture.

**9. Information Resources**

*Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate*



*resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

	Met	Not Met
M. Arch.	[x]	[ ]

The architecture and construction management library is located on the ground floor of Carpenter Hall, where the school is housed. The Team found that the location of the highly specialized architecture library within the School of Architecture and Construction Management is a strong asset to the program. The library in Pullman has 17,001 NA books, with an annual budget of over \$20,000. Students in Spokane have adequate access to the library on the Pullman Campus with a system of interlibrary loan.

#### 10. Financial Resources

*An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

	Met	Not Met
M. Arch.	[x]	[ ]

#### 11. Administrative Structure

*The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.*

	Met	Not Met
M. Arch.	[x]	[ ]

#### 12. Professional Degrees and Curriculum

*The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

	Met	Not Met
M. Arch.	[x]	[ ]

The vast majority of current students have more than the required number of general education credits. The school is in the process of formalizing a graduation requirement that students either transfer in, or earn on campus, 45 general education credits.

The program does not have the total number of credits that will be required of all M. Arch. programs by 2015 although ample time remains to meet this standard.

**13. Student Performance Criteria**

*The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.*

**13.1 Speaking and Writing Skills**

*Ability to read, write, listen, and speak effectively*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is well met. The school has a structured curriculum addressing verbal and writing skills providing compliance with this criterion. Writing in the history and theory courses is outstanding. Graduate project research is sophisticated and well written. The students are well spoken and articulate.

**13.2 Critical Thinking Skills**

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This area is found to be met with an ability to look critically at all aspects of design throughout all levels of the program.

**13.3 Graphic Skills**

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is met and in general the presentation skills are good. The students use a variety of computer programs to illustrate their work, and the infrastructure supports the demands of these presentation techniques with a networked system of computers and plotters. Although hand drawing was evident in some of the studios, it was used in final presentations sparingly.

The diagramming exercises done as part of the site design course are excellent and these techniques should be encouraged for graphic presentations in other studios as well.

**13.4 Research Skills**

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

Met	Not Met
[x]	[ ]

This criterion is well met. Research skills are integrated into many courses at the school. Student final project work begins with an extensive semester-long research effort.

**13.5 Formal Ordering Skills**

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

Met	Not Met
[x]	[ ]

**13.6 Fundamental Skills**

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[x]	[ ]

The visiting team found a strong and consistent commitment to teaching fundamental design principles in the first design studios. Assistant Professor Taiji Miyasaka has done an excellent job developing and coordinating these early studios with a consistent and effective syllabus for all first year sections of architectural design.

**13.7 Collaborative Skills**

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[x]	[ ]

This area is found to be met with a strong emphasis for collaborative projects at both campuses. This area is especially met with the continued growth of classes that utilize the schools connection between the architecture and construction management programs.

**13.8 Western Traditions**

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[x]	[ ]

This area is found to be met with a very strong understanding of western traditions found throughout the Arch 220 and Arch 324 courses, and is visible in many of the precedent studies in studio work.

**13.9 Non-Western Traditions**

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Non Western Traditions is covered in the History of Architecture sequence taught by Professor Phil Gruen. In addition to the required history sequence Professor Wang continues his work in China and teaches an elective philosophy course comparing eastern and western traditions in architecture. Professor Samizay is designing and constructing new public and civic buildings throughout Afghanistan. His influence is evident in some design studios.

**13.10 National and Regional Traditions**

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is only marginally met. The team thought this may have been an unintended consequence of the effort to better address Non-Western Traditions. With the exception of sustainability features that are tied to local issues and the elective course 492, it is difficult to find mention of these topics beyond brief coverage in the history curriculum.

Given that the school is located in the Pacific Northwest, one of the few parts of the country with a recognizable approach to regionalism, it is unfortunate that this opportunity is largely ignored in the required courses.

**13.11 Use of Precedents**

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Precedents are used as a source of design learning throughout the curriculum. During the research seminar students present sophisticated analyses of precedents relevant to their graduate projects.

**13.12 Human Behavior**

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students are required to start considering issues of human behavior beginning in the first design studios and are carried through the upper design studios. This is also presented in the history courses and in the housing investigation studio that requires students to understand precedents of housing and settlement patterns.

### 13.13 Human Diversity

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

There is a good mix of course requirements and electives which provides the students with an adequate understanding of the current day diversity of individuals and cultures relative to the built environment.

### 13.14 Accessibility

*Ability to design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is now well met in both course work and studio projects.

### 13.15 Sustainable Design

*Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is well met. Several of the faculty have keen interest in this topic and it is evident in their studio projects, research and writing. The students are also interested and enthusiastic about sustainability. Sustainable design is subtly integrated into much of the subject matter, from history to structures courses.

Although this is well met, it could be taken to the next level with better integration into the design studio projects (see concerns with comprehensive design ability). This is essential for students to not only understand the importance of sustainability to the building industry but how it directly impacts the design process. The school is positioned to become a leader in sustainable design education relative to the built environment and efforts should be made to further implement the many opportunities (wood materials lab, integrated practice emphasis, etc.) into the students' work.

### 13.16 Program Preparation

*Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Met	Not Met
[x]	[ ]

### 13.17 Site Conditions

*Ability to respond to natural and built site characteristics in the development of a program and the design of a project*

Met	Not Met
[x]	[ ]

This area is found to be met with a strong ability to develop and design site conditions throughout the programs studio course work.

### 13.18 Structural Systems

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

Met	Not Met
[x]	[ ]

The lecture classes taught by Professor Carper are excellent. However, the studio work does not consistently demonstrate the understanding of appropriate applications of contemporary structural systems.

### 13.19 Environmental Systems

*Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[x]	[ ]

This area is found to be met with a strong understanding of environmental systems demonstrated through several lecture courses. However, the studio work does not consistently demonstrate the understanding of these principles.

### 13.20 Life-Safety

*Understanding of the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[x]	[ ]

The requirements for egress are well integrated in student work at all class levels. The use of current day building codes relating to specific site projects are emphasized early in the conceptual phase of student work.

**13.21 Building Envelope Systems**

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.22 Building Service Systems**

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.23 Building Systems Integration**

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is marginally met. See causes of concern.

**13.24 Building Materials and Assemblies**

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.25 Construction Cost Control**

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is met in Architecture 303, the Comprehensive Studio.

**13.26 Technical Documentation**

*Ability to make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

There is minimal evidence of a good variety of technical documents. Several courses require the students to show evidence of construction knowledge, however the resulting completed projects lack "precise" detailing of wall/floor/and roof components. The criterion for "outline specifications" has been well met as indicated in full specifications provided for review from Architecture 303.

### 13.27 Client Role in Architecture

*Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The needs of the client, owner and user are addressed in a number of studios.

### 13.28 Comprehensive Design

*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

The comprehensive studio of Stanford Wyatt, Architecture 303, is an example of how to handle this criterion. Students work is enriched by collaboration with the Construction Management Program, and is supplemented by guest lectures in specification writing and cost estimating. The students work in teams to bring a design project to the design development level of documentation.

But this curriculum is not yet delivered to all students. The director of the program has indicated that by the conclusion of spring term two of three sections will have met criterion. The team leaves the site with the belief that this criterion will be met for all students in the near future.

### 13.29 Architect's Administrative Roles

*Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>



**13.30 Architectural Practice**

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[x]	[ ]

**13.31 Professional Development**

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[x]	[ ]

**13.32 Leadership**

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met	Not Met
[x]	[ ]

The school provides students with many prerequisite skills for leadership such as experience with collaboration, critical thinking, establishing a personal vision and team management. The recent move to the master's level was undertaken in large part to require that students move beyond simple project design to a leadership plane involving significant innovation in the built environment. Although the faculty value skills of leadership and evidence of leadership in their students, there is little direct attention to promotion of the kinds of self understanding and character that characterize the successful leader.

**13.33 Legal Responsibilities**

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

Met	Not Met
[x]	[ ]

The program has adequately met the criterion for an understanding of building codes, zoning, accessibility laws and other related regulations. However, the school is not currently meeting its role to convey a specific understanding of historic preservation through course work or by specific study tours.

**13.34 Ethics and Professional Judgment**

*Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The team found a broad receptivity among faculty to the idea that a life in design includes commitment to values and community. This receptivity finds focus in a required course, 573 Ethics and Practice, which addresses both general issues - what we choose to design - and the daily give and take of ethical conduct in relating to colleagues and consultants.

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### III. Appendices

#### Appendix A: Program Information

##### 1. History and Description of the Institution

*The following text is taken from the 2008 Washington State University Architecture Program Report.*

Washington State University, the state's land-grant university, prepares individuals for productive lives and professional careers, conducts basic and applied research, and provides public service statewide. Founded in Pullman in 1890, 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 10 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 nearly 150 major fields of study. Bachelor's degrees are available in all major areas, with master's and doctoral degrees available in most. The undergraduate core curriculum, including world civilizations courses and expanded writing requirements, is nationally recognized. WSU's University Honors College is one of the oldest and most well-respected, all-university programs for academically talented students. Money magazine has called the Honors College one of the best in the nation.

Washington's only statewide university, WSU has Cooperative Extension offices in all 39 counties, 11 regional learning centers, seven research and extension facilities in various locations, and 24 Small Business Development Centers statewide. The Intercollegiate Center for Nursing Education has a satellite nursing center in Yakima, and students can take WHETS courses from Wenatchee (via WSU Vancouver). The university runs the Washington Higher Education Telecommunication System (WHETS), which transmits live, interactive instruction to the branch campuses and other sites. WSU offers several bachelor's degrees via a variety of distance learning technologies to place-bound students within Washington and nationwide, including those in social sciences, human development, business administration, and criminal justice.

WSU's instructional faculty of approximately 1,230, including a substantial number of scholars with national and international reputations, is responsible for instruction that opens students' minds to the most recent knowledge and discoveries. The opportunity for students to know and work closely with their instructors is one advantage of a medium-sized, residential campus such as WSU. Personal attention from faculty is also a hallmark of the branch campuses.

The heart of the WSU system is the Pullman campus. WSU has about 23,000 students, including those in Pullman, at the ICNE/College of Nursing, Spokane, Vancouver and Tri Cities. Of these, about 16,000 are undergraduates and 3,200 are graduate students. There are over 70 masters programs and 40 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 90 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.

The College of Engineering and Architecture provides accredited undergraduate education throughout the state in engineering, architecture, construction management, computer science environmental science and bio systems engineering. A significant aspect of the school in the college is the collaboration and integration that is occurring between disciplines. Some of these include the Institute for Sustainability, the Integrated Education program as well as collaborative research endeavors. These initiatives are discussed in detail later in this report. The School of Architecture and Construction Management is the administrative unit within the college providing degrees in architecture and construction management.

## 2. Institutional Mission

*The following text is taken from the 2008 Washington State University Architecture Program Report.*

The WSU strategic plan adopted in 2002 states the following vision and mission statement.

*Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts, and provides an exemplary working and learning environment that fosters engagement. As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement.*

### CEA Mission Statement:

The college of Engineering and Architecture has the following mission statement developed in 2002.

*To provide a comprehensive education to a diverse constituency in engineering and architecture that prepares students to contribute effectively to the profession and society, for advanced study, and for lifelong learning; to conduct research, integrated with education, in selected areas of excellence, within traditional disciplines and within interdisciplinary teams, technologically important and relevant to the region and nation; and to serve constituents through technology and design transfer partnerships and extended educational programs.*

### 3. Program History

*The following text is taken from the 2008 Washington State University Architecture Program Report.*

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 core faculty for architecture was Elmer A. Tilden, an instructor in the Department of Mechanical and Electrical Engineering.

The four-year program was given departmental status in 1914. Rudolph Weaver was 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 1984, the College of Engineering was renamed the College of Engineering and Architecture with the Department of Architecture given School status. In 1990, an optional studio was offered for fifth-year students at the Spokane branch campus. Today, one third of the fourth year and M Arch students, and a small number of MS Arch students, study for a year in Spokane at the Interdisciplinary Design Institute.

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, there are approximately 550 students working towards the four-year Bachelor of Science in Architecture and Bachelor of Science in Construction Management degree. The school offers minors in architecture and construction management to allow students to gain important knowledge from related disciplines. In addition there are approximately 40 students enrolled in the Master of Architecture degree and 5 - 8 working on a Master of Science in Architecture degree at the Spokane campus.

#### 4. Program Mission

*The following text is taken from the 2008 Washington State University Architecture Program Report.*

The following serves as the mission statement for the school adopted in 2002.

*The School of Architecture and Construction Management is dedicated to the education of future architects and construction managers who are intellectually aware and who critically understand social, political and global conditions that have an impact on the profession of architecture and construction management. It is the intent of the School to graduate future professionals who are committed to excellence in the built environment through the incorporation of intellectual, analytical and artful aspects of each profession. Within this context, students and faculty seek to investigate issues within diverse contexts in order to creatively advance the built environment,*

#### 5. Program Strategic Plan

*The following text is taken from the 2008 Washington State University Architecture Program Report.*

##### Self Assessment Process

The school implements five formal assessment processes that yield specific data and information and a series of informal processes that provide anecdotal feedback.

Formal Processes: The University has established that all programs must develop a series of benchmarks by which they can measure and gage their progress and development. The school has established benchmarks and each year must report through the dean to the Provost on our progress. The format and categories for the benchmarks were determined and established by the Provost. The benchmarks were established in 2004 and the responses reflect the most recent accomplishments in 2006.

##### Self Assessment 1. Benchmarking

School of Architecture and  
Construction Management  
Benchmarks

##### Accomplishments and Progress: May 2006

##### 1. The undergraduate experience:

Benchmark: Percent of students engaged in interdisciplinary courses  
Target: 50% of undergraduates to have courses/ studio experiences that provide interdisciplinary work by graduation.  
Impact: Develops understanding of related disciplines and professional context for practice and improves level of undergraduate experience.

Accomplishments: Since 2004 we have been able to achieve this goal through a series of initiatives and innovative activities. The following are examples of new interdisciplinary activities.

- Architecture, construction management, engineering and interior design students worked together on the solar decathlon project which was

designed, built and exhibited in the mall in Washington DC in October of 2005.

- Spring of 2006 two cohorts of third year architecture students worked with CM students and faculty at the wood materials lab for the proposed design of the WSU Institute for materials and building innovation. This proposed institute will become a component of the college capital campaign initiative.
- Spring 2006 the school sponsored three symposiums on integrated Education. The symposiums were focused upon the integrative nature of architecture and construction management. Over 30 individuals from each profession participated in the symposia leading discussions, seminars and panel discussions.
- One cohort of our fourth year and master of architecture students are collocated at the Spokane Design Institute where they are taking courses with interior design and landscape architecture students.

Benchmark: Learning outcomes.

Target: Exceed minimum assessment and learning outcomes as per accreditation requirements.

Impact: Provides mechanisms for evaluating the quality of education and for making future curriculum changes.

Accomplishments: Academic year 2005 - 2006 was spent reconfiguring course sequence and content in construction management to exceed accreditation requirements. These changes will be implemented in the fall of 2007. Senior exit interviews were distributed and collected for the second year. In architecture in

initiatives were developed to align theory and history courses and new curriculum changes were developed for studio content.

Benchmark: Percent of student increase in enrollment.

Target: Obtain funding for new faculty to increase enrollment in undergraduate construction management program by 25%.

Impact: Will address high demand from industry and students for construction management graduates. Increases visibility and contributes to economic growth in Washington.

Accomplishments: During the fall semester we received a new CM faculty position and in the spring of 2006 we were awarded a high, demand position. As a result we will be doubling enrollment in construction management to 50 students per year starting fall 2006. In addition starting fall 2006 all four years of the CM program will be located at the Pullman campus.

Benchmark: Expand critical reading and writing.

Target: Increase critical reading and writing assignments by 25%

Impact: Increases awareness of critical discourses related to each discipline and improves level of undergraduate education.

Accomplishments: During the fall semester we coordinated the course content and sequence between our history and theory courses. This involved the coordination of reading material for each of the courses. Also in the spring semester we instituted a required reading component for each design studio. Readings were utilized throughout the semester through projects and short seminars.

## 2. The Graduate Experience

Percent of new Enrollment in Master of Architecture program.

Benchmark: Obtain funding for faculty and staff to increase enrollment in M Arch program



Target: by 25%  
Impact: New enrollment will address national demand for this degree. Revenue generated will support new faculty for increased enrollment.  
Benchmark: Accomplishments: Starting in the fall of 2006 we will be offering a new cohort of Master of Architecture graduate students at the Spokane campus. We have admitted 10 students to the 2.5 year option which represents a 50% increase in graduate enrollment for the school and 100% in  
Accomplishments: Spokane. It is expected that over the next several years we will expand the enrollment to include 3.5 year option students.

Benchmark: Percent increase in Graduate scholarships/ internships.  
Target: 50% increase in scholarships/ internships supported from profession for graduate education.  
Impact: New scholarships/ internships foster interconnection with profession and help to offset cost of education.  
Accomplishments: We have seen about a 40% increase in scholarships dedicated to our graduate students. This past year has been spent working with architecture firms and proposing sponsorship of scholarship. By fall 2006 we should be able to exceed our 50% goal.

Benchmark: Percentage of students participating in Study Abroad experiences.

Target: 60% of students to have overseas experience by graduation.  
Impact: Will facilitate broad exposure for students to diverse cultural and global experiences.

Accomplishments: Our foreign studies experience for students continues to expand. With the continuation of our international study tours for graduate students all M Arch students now have international travel experiences. This summer we have a six week Italy program coordinated by two of our faculty and 18 students are participating in that program. In December of 2005 we had a study tour to China for two weeks during the Christmas holiday. Currently about 30 - 40 % of our undergraduates are experiencing international travel. We also are continuing with our domestic study tour for all third and fourth year students and are considering expanding this program to our second year students.

Percentage of outside critics/ lecturers

25% increase in invited critics/ lectures from outside the region.

Will provide opportunities for students to interact with distinguished individuals from the professions.

Percentage of graduate students with publication experience.

10% of graduate students each year to author papers with faculty support for presentation at conferences or publication in scholarly journals.

Will provide opportunities for students to gain experience in conducting research with faculty and presenting scholarly work and begin to develop scholarly career path.

This past year we had two graduate students out of 16 working with faculty on scholarship projects. Both students traveled with faculty to conferences and presented papers in which they either co authored and or researched.

### 3. Research and Scholarship

Benchmark: Number of Research assistants for faculty.  
Target: Faculty with established/ proposed research to select a minimum of one graduate student to assist in research projects.  
Impact: Will provide opportunities for students to work on individual basis with faculty on research projects and gain experience in scholarly activities.  
Accomplishments: See above

Benchmark: Percent of faculty publishing/ exhibiting work.  
Target: 90% of faculty to publish, exhibit work, receive grants or awards and or present at conferences each year.  
Impact: Allows for faculty contributions to the advancement of the professions.  
Accomplishments: This objective has been achieved in the areas of scholarship through research in papers and books or design work.

Benchmark: Percentage of faculty engaged in interdisciplinary initiatives through grants / projects/ service etc.  
Target: 20% of faculty research each year to have interdisciplinary focus.  
Impact:

#### 4. Societal Impact

Increase external funding to support school initiatives.  
25% increase in external funding for school development. Targeted initiatives include school publications/ journals/ symposiums/ courses for profession etc. Will allow for further outreach to professions and increase national awareness of school.  
Impact: See above on Integrated Education symposium. The school has had a 15% increase in development donations over the past year.  
Accomplishments: See above on Integrated Education symposium. The school has had a 15% increase in development donations over the past year.  
Benchmark:  
Target: Percentage of students receiving internship opportunities.  
Impact: 75% of students graduating to have a minimum of two summers of internships in professional firms. Will ensure that students have acquired preliminary experience in professional practice environments. Provides opportunities for faculty to collaborate across disciplines.

Accomplishments: 95% of our graduate students receive internship opportunities between their second and third semester. Current statistics for undergraduates is not available however a conservative estimate is the 50% of undergraduates (Second Year - fourth year) have summer

Benchmark: internships

Target: Impact: Percent of faculty engaged in editorial positions and national/  
Accomplishments: international committees.  
25%

Provides professional service to advance professions.

Benchmark: Currently we have three faculty serving on national editorial boards  
Target: which is about 12% of the entire faculty.

Number of service learning opportunities.

Impact: Provide a minimum of one service learning experience per student  
in the upper division courses.

Accomplishments: Provides students opportunities to engage in projects that are  
significant to the community.

Students at the Spokane campus are involved in service learning opportunities. In Pullman students involved in student organizations such as AIAS, ASCM and Builders without Borders participate in community service activities.

**Self Assessment method 2: Student Exit Survey:**

Prior to each graduation, students are asked to fill out an exit survey. The survey provides information to the school on effectiveness of courses, job opportunities and areas of improvement. A copy of the exit survey will be made available to the visiting team.

**Self Assessment method 3: School Advisory Board:**

The advisory board plays an instrumental role in advising and assessing our program. The board meets twice each year. Each meeting is devoted to updating board members on current issues. Each meeting has specific goals and objectives for the board to provide input. During the reconfiguration of the program from the B Arch to M Arch the board was very active in helping to influence curriculum and providing assessment of our students.

**Self Assessment method 4: Faculty Annual Reviews:**

Each year the Director engages in an annual review process with each faculty. The purpose of the review is to provide feedback on accomplishments as well as areas of development. The annual review becomes one of the measures that are used in determining faculty raises.

**Self Assessment method 5: Course Evaluations:**

Every course in the program is evaluated by the students through formal course evaluations. Course evaluations are made available to administration of the School as well as the faculty member to be used along with other indicators in the tenure and promotion process.

**Informal Assessment Procedures:**

Faculty invite professional architects (both WSU alumni and non-alumni) as outside reviewers of studio projects and in the process receive evaluative input from the participants. During field trips, while visiting firms of the region, faculty hold meetings with employers and graduates working in the firms to receive input regarding the preparation of the graduates as they join the work force. Regular alumni gatherings are held in the region for the purpose of informing them about the current developments of the School and programmatic changes as well as inviting their feedback on outside perceptions of the School.

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**Appendix B: The Visiting Team**

Team Chair, Representing the NCARB  
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**Appendix C: The Visit Agenda**

**School of Architecture and Construction Management Washington State University  
NAAB Accreditation Visit  
February 9 – 13 2008**

**Saturday February 9, 2008**

11:00 – 1:00 p.m.	Team Arrival in Spokane. Pick up at airport by selected faculty and meet at Design Institute South Campus Facility
2:30 p.m.	Team Meeting - Design Institute South Facility Conference Room
3:30 p.m.	Tour Design Institute and meet with Spokane Architecture Faculty
4:30 p.m.	Meet With Greg Kessler and Nancy Blossom, Director Interdisciplinary Design Institute
5:00 p.m.	Drive to Pullman
6:30 p.m.	Check into hotel
7:00 p.m.	Team Only Dinner

**Sunday February 10, 2008**

8:00 a.m.	Team Breakfast with Greg Kessler, Director School of Arch + CM
9:30 a.m.	Orientation of team room and tour of Carpenter Hall.
10:00 a.m.	Tour of Campus (Members of School Accreditation Committee)
11:00 a.m.	Team meets with Dean Candis Claiborn.
11:45 a.m.	Lunch with Faculty
2:00 p.m.	Team meets to review student work and set up in team room
4:00 p.m.	Tour Wood Materials Lab
5:30 p.m.	Team returns to Carpenter Hall to review student work
7:30 p.m.	Team Only Dinner

**Monday February 11, 2008**

7:30 a.m.	Team Breakfast with Greg Kessler
9:00 a.m.	Team Meet with President Floyd and Provost Bates – French Administration Room 422
10:00 a.m.	Team meets with AIAS Student leadership Carpenter Hall Room 520
11:00 a.m.	Classroom Visitations by Team
12:00 Noon	Lunch Carpenter Hall Room 521
1:00 p.m.	Studio visitation and review students work
4:00 p.m.	Team Meets with Students – Carpenter Hall Room 102
5:30 p.m.	Reception with Representatives of School Advisory board
7:30 p.m.	Team Only Dinner

**Tuesday, February, 12 2008**

8:00 a.m.	Team Breakfast with Greg Kessler
9:00 a.m.	Open for Team Meeting or Classroom Visits (Arch 103 Carpenter Hall Room 201, Arch 202 Todd Hall Room 130, Arch 473 Murrow Hall Room 55)

10:30 a.m. Team Meet with Staff & Librarian (Judy Croskey, Mary Anne Brown, Ramen Singh, Lipi Turner, (Janice Davidson on maternity leave)– Carpenter Hall Room 521

12:00 Noon Lunch: Institute for Sustainable design: Don Bender, Mike Wolcott, Greg Kessler:

1:00 p.m. Team Meeting and Classroom Visitations :

3:00-9:30 p.m. Informal Faculty Visitations/Team Meetings

10:00 p.m. Team Only Dinner

**Wednesday, February 13, 2008**

7:30 a.m. Team Breakfast and Exit Interview with Greg Kessler

8:15 a.m. Team Exit Interview with Candis Claiborn, Robert Olsen Dana Hall Room 146

9:00 a.m. Team Exit Interview with President Floyd and Provost Bates – French Administration Room 422

11:00 a.m. School Wide Meeting – Carpenter Hall Room 102  
Afternoon Departures, Return to Spokane




IV. Report Signatures

Respectfully submitted,

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Ann Chaintreuil, FAIA  
Team Chair

  
Representing the NCARB

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Curt Lamb, Ph.D., M.Arch  
Team member

  
Representing the ACSA

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Matthew R. Fochs  
Team member

  
Representing the AIAS

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Kwendeche  
Team member

  
Representing the AIA

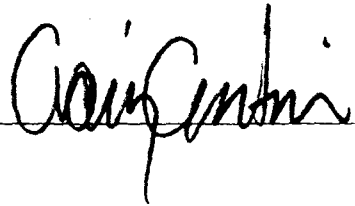
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Dr. Ikhlas Sabouni  
Team member

  
Representing the ACSA

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Craig A. Curtis, AIA  
Observer



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