ARCHITECTURE PROGRAM REPORT

Master of Architecture
2009

THE UNIVERSITY OF MEMPHIS®

UNIVERSITY OF MEMPHIS

ARCHITECTURE PROGRAM REPORT 2009

COVER PAGE

DEGREE INFORMATION

Degree Program:	Master of Architecture
Pre-Requisite:	Pre-Professional Degree in Architecture or Approved Related Field

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UNIVERSITY OF MEMPHIS

ARCHITECTURE PROGRAM REPORT 2009

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1 INTRODUCTION TO THE PROGRAM

1.1 HISTORY AND DESCRIPTION OF THE UNIVERSITY OF MEMPHIS

This section should include a brief history and description of the institution.

Founding

The University of Memphis was founded under the auspices of the General Education Bill, enacted by the Tennessee Legislature in 1909. Known originally as West Tennessee Normal School, the institution opened its doors on 10 September 1912.

Students in the first classes selected blue and gray as the school colors and the tiger as the mascot. Tradition holds that the colors were chosen in commemoration of the reuniting of the country.

In 1925 the name of the college changed to West Tennessee State Teachers College. Three years later, the Brister Library was built, named after two-term president John W. Brister.

In 1931 the students created a campus newspaper, *The Tiger Rag*. And in 1935, the agriculture department was discontinued as the focus of the school changed.

In 1941 the name changed again, Memphis State College.

In 1950 graduate studies were initiated, and in 1954 the school switched from a quarter to a semester system.

University Status

In 1957 the state legislature designated full university status and the name of the institution changed to Memphis State University.

In 1959 the university admitted its first African-American students

In the 1960s, the State of Tennessee deeded Chucalissa Park and Museum to MSU, the School of Law, College of Engineering, School of Nursing, and the Bureau of Business and Economic Research were founded.

The 1970s saw new buildings constructed across the campus, including a University Center and a 12-story library. Enrollment passed 20,000 students.

In 1977, the College of Communication and Fine Arts was established.

In 1983 Memphis State University became the first public university in Tennessee to gain accreditation of its entire curriculum.

In 1994 Memphis State University became The University of Memphis, and the Ned R. McWherter Library was completed.

In 2000 the Architecture Program joined the College of Communication and Fine Arts. As the century closed, a 1,200-seat theater was completed, and a full-service hotel and hospitality training facility, a $15 million gift from Holiday Inn founder Kemmons Wilson, was constructed.

In 2001 Dr. Shirley Raines became president. And, in 2003 the FedEx Institute of Technology, adjacent to the Fogelman College of Business and Economics, was opened.

Description

The University of Memphis is one of three comprehensive institutions of higher learning in the State of Tennessee. Situated primarily on a 1,160-acre urban campus with over 200 buildings at eight sites, the University of Memphis is the flagship of the Tennessee Board of Regents system and awards more than 3,000 degrees annually.

In 2008, enrollment was 20,214 consisting of 15,813 Undergraduate students, 4,401 Graduate students, and 411 Law School students. Full time students make up 67 percent of the total while 38 percent of the students are men and 62 percent are woman. The University employs approximately 2500 persons including 850 full time faculty members.

The University of Memphis is committed to scholarly accomplishments of its students and faculty and to the enhancement of the community. The University offers 15 bachelors degrees in more than 50 majors and 70 concentrations, masters degrees in 50 subjects and doctoral degrees in 21 disciplines, in addition to the Juris Doctor and a specialist degree in education. The University also has an on-line degree program.

The University of Memphis has 24 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence as well as the FedEx Institute of Technology. The Helen and Jabie Hardin Chair of Economics/Managerial Journalism, Dorothy K. Hohenberg Chair of Excellence in Art History, two Ben Rawlins Professorships, and the Institute of Egyptian Art and Archeology are located within the College of Communication and Fine Arts.

The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelors, professional, masters, educational specialists, and doctoral degrees. SACS is the recognized regional accrediting body in the eleven U.S. Southern states. More information may be obtained from SACS by contacting the organization at 1866 Southern Lane, Decatur, Georgia 30033-4097. The SACS telephone number is 404.679.4501. The SACS web site address is http://www.sacscoc.org/.

Individual colleges, schools and departments of the University of Memphis are accredited by the appropriate agencies.

The website of the University of Memphis is http://www.memphis.edu.

1.2 MISSION OF THE UNIVERSITY OF MEMPHIS

This section should include the institution's mission statement and the date of its adoption or last revision.

The Mission

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship.

The Vision

The University of Memphis will be recognized as one of America's great metropolitan research universities, noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society.

Values

The University of Memphis, as an engaged learning community, celebrates:

- The pursuit of excellence in teaching and research as the highest measures of successful achievement.
- Interdisciplinary collaboration, artistic expression, and research as vehicles for leveraging our resources, solving problems, and multiplying our accomplishments.
- The transfer and dissemination of knowledge with community stakeholders for the intellectual, economic, and social advancement of our community.
- Innovation and creativity in everything we do.
- Respect for diversity and individual worth.
- Integrity and transparency in all our actions.
- Responsible stewardship and conservation of resources.
- Stewardship of wisdom, knowledge, and information created by our predecessors.
- Leadership and involvement in the economic, social, and professional growth of Memphis, the state of Tennessee, and the nation.

Strategic Priorities

The University of Memphis' strategic plan supports the following overarching strategic priorities:

- Investing in people
- Creating interdisciplinary initiatives
- Building productive partnerships
- Developing new resources
- Enhancing image and reputation
- Community connectedness

Goals	The governing body of the University of Memphis, the Tennessee Board of Regents (TBR), requires the president of each institution in the system to "exercise such supervision and direction as will promote the efficient operation of the institution." Additionally, TBR requires that each institution under its authority submit a five-year plan that supports the mission, vision, goals and priorities of the system. Accordingly, a preliminary plan was developed for 2000-2005, which has subsequently been updated to reflect what the University hopes to accomplish by 2012, the date of the 100th anniversary of the founding. Goal 1: Student Success Provide superior learning experiences for students built on strong academic programs, a global and technological environment, a dynamic campus, and the rich opportunities in the University's metropolitan setting. Goal 2: Scholarship and Research Create and disseminate knowledge through research, artistic expression, and interdisciplinary collaboration that contributes to the intellectual, economic, cultural, and social well-being of regional and global communities. Goal 3: Access and Diversity Foster equitable access and promote and support intercultural and international understanding, diversity, inclusion and communication. Goal 4: Partnerships Establish and nurture productive partnerships that provide leadership and resources for intellectual and economic development to meet significant scientific and social challenges. Goal 5: Resources and Infrastructure Provide faculty, staff, resources and infrastructure to achieve the mission and goals of the University.
Date of Approval	December 2005 meeting of the Tennessee Board of Regents
Website	http://www.memphis.edu/presweb/plan/

1.3 HISTORY OF THE ARCHITECTURE PROGRAM

This section should contain a brief history of the existing accredited degree program or, in the case of a candidacy visit, a history of the planning for the proposed program.

Introduction

This section presents an overview of the four-year pre-professional Bachelor of Fine Arts in Architecture degree with additional information on the Master of Architecture degree.

Founding

Architectural education at the University of Memphis began in 1965 in the Industrial Arts Program. The following year, several programs, including the new Architectural Technology Program, were combined with Industrial Arts Education to create the Department of Engineering Technology. The degree became the Bachelor of Science in Engineering Technology (BSET) with a major in Architectural Technology. The overall emphasis of the program was on the applied sciences. The Architectural Technology Program was accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology (TAC of ABET).

The original concept of the Architectural Technology Program was to provide the architectural community with highly skilled design drafters with engineering-oriented backgrounds. At the time of the creation of the program, it was believed the Architectural Technology graduates could relieve the architect of many of the tasks that consumed significant amounts of time. The philosophy and program emphasis was valid at that time and worked in those cases where applied.

In the 1990s, it became clear the program needed to evolve to better meet the needs of the students and the professional community. The original concept of a “drafting program” was no longer valid. With the addition of new faculty and the implementation of dedicated studio space for each student, a significant change in the direction of the program took place. The goal of creating a professional program became more fully supported.

Move to CCFA

In 2000, the Architecture Program was administratively moved to the College of Communication and Fine Arts (CCFA) and the Bachelor of Fine Arts in Architecture degree was created to replace the BSET in Architectural Technology degree. The BFA in Architecture was developed as a pre-professional, four-year program of study and is the only one of its kind in Tennessee. Although the move to CCFA resulted in the loss of ABET accreditation, it provided an opportunity to develop with a much stronger framework of support from within the University as well as from the professional community.

The desire of the professional community and the Architecture faculty to develop a professional Master of Architecture program and to become accredited by the National Architectural Accrediting Board (NAAB) became a focal point. Accordingly, the move was made to officially begin formal planning for the establishment of a professional degree program in architecture.

Present Day

The Department of Architecture consists of the Architecture Program and the Interior Design Program. It is administratively housed within the College of Communication and Fine Arts which also includes the Department of Art, the Department of Communication, the Department of Journalism, the Department of Theatre and Dance and the Rudi E. Scheidt School of Music. The College also houses the University Art Museum and the Institute of Egyptian Art and Archeology.

Since moving to CCFA, the Architecture Program adopted an undergraduate entrance evaluation and candidacy review process and has increased the standards for acceptance into the program. This has resulted in an increase in the level of academic quality of the students.

Goals

The primary goal of the Department of Architecture is to prepare graduates for success in the profession of architecture and in society. The broad-based general goal of the Master of Architecture degree program is to prepare graduates to enter the profession of architecture. The goal of the BFA in Architecture degree program is to prepare graduates for success in a professional Master of Architecture degree program and, secondly, to prepare graduates for entry into the professional workplace. One hundred percent of students making application to a Master of Architecture degree program since the inception of the BFA in Architecture degree have been accepted and virtually all have received advanced standing.

Urban Laboratory

As an urban research institution, the University of Memphis encourages faculty and students to become involved in the "urban laboratory" of the Memphis region. In recent years, faculty and students in the Department of Architecture have completed a number of externally and internally funded research projects as well as many non-funded projects throughout the Memphis urban area. Examples of these are found elsewhere in this report.

Administration

Current	*Former*
Michael Hagge, M.Arch Department Chair 2008-Present Architecture Program Coordinator 2002-Present	Raymond Martin, M.Arch Program Coordinator 1985-1989
Sherry Bryan, M.Arch Coordinator of Graduate Studies 2008-Present Architecture Program Coordinator 1989-2002	Norris Gabriel, MS Program Coordinator 1965-1985

History of Planning for the M.Arch

Discussions and efforts to create a professional degree in architecture at the University of Memphis have been ongoing for over twenty years. This has been led by faculty as well as local architects and others with a desire to improve the state of architectural education at the university.

The first significant mention of the need for a professional degree program was in the Downtown Development Plan prepared by Venturi Rauch and Scott Brown for the Memphis Center City Commission in 1987. The Urban Design section of the plan stressed the importance of

a professional program to the well-being of the city. NOTE: Before joining the faculty, Michael Hagge and James Williamson both worked on this plan: Professor Hagge as President of the Center City Development Corporation and Professor Williamson as the consulting architect in charge of the urban design segment.

Peer Review Report

In 2004, the Architecture Program was reviewed by two well-known and respected architectural educators, Larry Speck from the University of Texas at Austin and Peter Waldman from the University of Virginia. Based upon their recommendations, the University of Memphis made the commitment to pursue a professional degree in architecture.

NAAB Planning

In 2005, the University asked former NAAB executive director Sharon Matthews to visit and offer an assessment of the BFA in Architecture degree program and to assist with the development of a plan of action to establish a professional Master of Architecture degree program. Ms. Matthews met with faculty, local architects, and university administrators over a several day period. Afterwards, a formalized planning process was implemented and support requested and received from a variety of individuals and organizations including but not limited to the Memphis Chapter of the American Institute of Architects, the Tennessee Board of Architectural and Engineering Examiners, the City of Memphis, the County of Shelby, and several prominent architecture firms and real estate developers. This action built upon the April 1992 visit of then-NAAB Executive Director John Maudlin-Jeronimo and his recommendations to create a professional degree program and the significant changes that needed to occur before such a program could be developed and implemented.

TBR / THEC

A formal letter of intent to establish the Master of Architecture degree was prepared and submitted to the Tennessee Board of Regents (TBR) in November 2005, by President Shirley Raines. The faculty of the Architecture Program, working with university administrators as well as local architects, developed a curriculum for the M.Arch and secured approval from the graduate school.

After submission of the formal proposal in September 2006, the TBR began a review process and, at the request of President Shirley Raines, worked diligently to expedite the review and approval process. The TBR contracted with University of Texas Professor Larry Speck, based on his experience as an architectural educator and his familiarity with the Architecture Program at the University of Memphis. Upon receiving the report from Professor Speck, the proposal was placed on the TBR agenda and approved by unanimous vote at the meeting of 28/29 June 2007.

After receiving the report and recommendation from the TBR, the Tennessee Higher Education Commission voted to approve the proposal at their meeting on 26 July 2007.

NAAB Candidacy

In March 2008, the first NAAB site visit took place. After reviewing the findings Candidacy status was granted for the new Master of Architecture degree program effective 1 January 2008. The first M.Arch students were admitted in the fall semester of 2008.

1.4 MISSION OF THE ARCHITECTURE PROGRAM

This section should include the accredited degree program's mission statement, the date of its adoption or revision, and the date of its endorsement by the institution.

Introduction

This section includes information relative to the M.Arch degree program as well as the mission and goals of the BFA in Architecture degree program. The latter information is included for historical context. This is in keeping with the fact that the Architecture Program serves two primary groups: those wishing to become an architect and those who desire to work in the architectural field but not necessarily as a registered architect.

Focus

The focus of the Department of Architecture is on the well-rounded education of the individual student. The program of study for each degree encompasses both the art and science of design and is structured with a primary objective: to engage students in the processes and professional standards of design and technology necessary for shaping the built environment. Towards this, the Department of Architecture places the student at the center of discovery-based studies, and requires each student to assume responsible participation in their education.

M.Arch Mission

The mission of the Master of Architecture degree program at the University of Memphis is to prepare graduates to enter the professional practice of architecture and to serve the Memphis and Mid-South region through research, engaged scholarship, interdisciplinary collaboration, and creative expression that contributes to sustainable, stable communities and enhances the quality of life for all citizens.

M.Arch Goals

The specific goals of the Master of Architecture program are:

Goal 1: To provide the highest quality architectural education through a well-rounded discovery-based curriculum in both the art and science of design with emphasis on processes, professional standards, and the practical application of design and technology;

Goal 2: To provide research opportunities for faculty and students with emphasis on "hands on" multi-disciplinary projects through which students gain valuable professional experience while providing services to the citizens of the region;

Goal 3: To bring together the Architecture, City Planning, and Real Estate Development programs through the Henry Turley Residency and a collaborative Design Center to address public issues, support stable and sustainable neighborhoods, and develop community visions throughout the region.

Date of Adoption

These were adopted in 2005 as an element of the proposal to the Tennessee Board of Regents to establish the professional Master of Architecture degree. The proposal was submitted in 2006 and approved in 2007.

BFA Mission

The mission of the BFA in Architecture degree is to provide students with a foundation for continuing their architectural education in a professional Master of Architecture degree program, and to provide students with a foundation for entering the architectural workplace.

Overall Goals

The Department of Architecture has adopted three major goals:

Goal 1: To become a highly respected pre-professional architecture program with graduates regularly accepted with advanced standing into professional Master of Architecture degree programs nation-wide. *NOTE: This has been accomplished.*

Goal 2: To develop a professional Master of Architecture degree program accredited by the National Architectural Accrediting Board. *NOTE: The M.Arch was approved by the University of Memphis, Tennessee Board of Regents and Tennessee Higher Education Commission, implemented, and approved for Candidacy status by NAAB effective 1 January 2008.*

Goal 3: To establish the administrative structure within the College of Communication and Fine Arts to ensure the accreditation of the Master of Architecture degree.
NOTE: This has been accomplished. The Department of Architecture was established effective 1 July 2008 within the College of Communication and Fine Arts.

Date of Adoption

The mission and goals shown above were adopted for inclusion in the 2004 Peer Review Report.

1.5 SELF-ASSESSMENT OF THE PROGRAM

This section should briefly outline the program's strengths and challenges and include a plan to address those challenges.

Overview

The Department of Architecture is making progress towards meeting its goals through the enhancement of the curriculum, expansion of outreach and research, and recruiting and graduating students with a higher academic quality. Shortcomings primarily remain linked to inadequate number of faculty, inadequate space, and inadequate funding. However, these are being addressed as indicated elsewhere in this Architecture Program Report.

In the section on challenges, items from the Peer Review Report as well as the 2008 Visiting Team Report are listed along with actions taken to remedy the deficiencies.

Process

The Department of Architecture Strategic Plan is being developed in accordance with NAAB standards. These standards require an assessment of mission statement and progress towards meeting program goals, the involvement of faculty, students, and alumni is the overall assessment, and a description of program strengths and future directions, among other items.

Program Strengths

The following strengths for the most part relate to the Department in general although some are specific to the M.Arch degree.

One hundred percent acceptance rate of BFA in Architecture graduates into professional Master of Architecture programs nation wide. Among these are: Boston Architectural Center, Florida International University, Georgia Tech, Illinois Institute of Technology, Massachusetts Institute of Technology, Rice University, Southern California Institute of Architecture, Tulane University, University of Illinois Chicago, University of Florida, University of Michigan, University of Oregon, University of Pennsylvania, University of Tennessee, University of Virginia, Virginia Tech, Washington University, and Yale University.

Dedicated faculty and students involved in the community and various academic endeavors. These include working with a variety of organizations such the American Institute of Architects (AIA), Urban Land Institute (ULI), the Construction Specifications Institute (CSI), and the Memphis Regional Design Center, among others.

The Discovering Architecture summer camp has been ongoing for six years. This is a partnership between the Department of Architecture and the Memphis Chapter of the American Institute of Architects.

Increased opportunities for student involvement in faculty research including collaborative external projects with the School of Urban Affairs and Public Policy at the University of Memphis as well as internal design projects, particularly within the Community Initiatives Program, and other activities.

Balanced curriculum integrating technical and other support courses into the design studios.

Opening of the two on-campus Architecture + Design House living learning communities.

Establishment of new Honors courses and sections for architecture students.

Establishment of a new Department of Architecture honors program.

Increased standing and visibility in the professional community and stronger relationship with the Memphis Chapter of the AIA since moving to the College of Communication and Fine Arts.

Increased partnering with AIA Memphis on a variety of events for faculty and student development and fund-raining.

Increased support from architectural firms, developers, and others.

Enhanced working relationship with the Interior Design Program which is now housed within the Department of Architecture.

Integration of Architecture and Interior Design foundation courses.

Positive relationship with the Dean of the College of Communication and Fine Arts, the Provost, and the President of the University.

Increased visibility through focused marketing and promotion campaign by the University.

Increased visibility through selection by University administrators to represent the University before various board and organizations.

Increased level of financial support resulting in the establishment of the Henry M. Turley Residency.

An ongoing campaign towards the endowment of a professorship in Architecture.

Establishment of the Memphis Regional Design Center of which the University is a founding partner and the involvement of the design director as a visiting critic.

Awards received by faculty within the past several years as a result of activities directly involving and/or benefiting students. Additional information is contained in the faculty curriculum vitae.

- Excellence in Teaching Award from the University of Memphis Honors Program, Professor Michael Hagge
- Faculty Advisor of the Year, from the College of Communication and Fine Arts, the University of Memphis, Professor Sherry Bryan

- Excellence in Engaged Scholarship (representing the College of Communication and Fine Arts, the University of Memphis), Professor Michael Hagge
- Outstanding Research Award, from the Dean of the College of Communication and Fine Arts, the University of Memphis, Professor Michael Hagge
- National Project of the Year, from the University Economic Development Association (UEAD), Professor Michael Hagge
- University of Memphis Faculty Advisor of the Year, from the University of Memphis, Professor Sherry Bryan
- Advisor of the Year, from the University College, the University of Memphis, Professor Tom Mason
- National Project of the Year, from the National Association of Management and Technical Assistance Centers (NAMTAC), Professor Michael Hagge

Establishment of a chapter of Alpha Rho Chi, national honor co-ed fraternity for architecture and the induction of Robert Ivy (Architectural Record) into the Memphis chapter.

Expanded scholarship opportunities for architecture students including the Robinson Fellowship for M.Arch students through the College of Communication and Fine Arts.

Architecture students winning numerous awards and recognition including the Francis Mah Travel Grant, awarded by AIA Memphis, over half the times it has been awarded, special recognition by the Tennessee Board of Regents, and a national award from the American Institute of Architecture Students.

Architecture students in high demand in architecture offices throughout the region and highly sought after by various M.Arch programs.

Challenges and Responses

These areas of concern were identified in the previous APR and the two previous reviews (Peer Review and VTR).

Inadequate number of full-time faculty members in Architecture.

An additional faculty line was provided to the Department of Architecture to support the M.Arch program and an Instructor position was funded. The director of the Memphis Regional Design Center serves as a guest critic in Architecture. Conversations are underway with the Graduate Program in City and Regional Planning for collaborative courses thus furthering resources of both programs. Private efforts are underway to secure an endowed position and Funding for adjunct faculty has been positive.

Teaching loads are much higher than norms in traditional architectural education (3/3 or 4/4 as opposed to 2/2).

Tenured and tenure-track faculty teaching loads have been reduced or faculty members have been able to introduce new courses within their area of research and specialization. Honors courses have also

been introduced and independent studies in structures and building technology now accompany each design studio.

Only two tenured faculty members and one tenure-track faculty member.

At present, there are three tenured faculty members in the Architecture Program and two tenure-track faculty members both of whom were hired on an accelerated tenure track and one of whom was hired at the rank of Associate Professor. One tenured and one tenure-track Interior Design faculty member teach in the common foundations sequence, thus freeing Architecture faculty to focus on upper level undergraduate and graduate Architecture courses.

Lack of financial resources for supplies, equipment, educational activities.

A student fee of $20 per credit hour was introduced and students in all Architecture and Interior Design courses are required to pay this fee. This fee brings in approximately $46,000 per academic year. Additional information is contained in the financial section.

Inadequate academic enrichment funding for visiting faculty, outside speakers, and visiting critics.

The Department of Architecture is continuing to partner with AIA Memphis, Memphis Heritage, Inc., the Memphis Brooks Museum of Art, the Urban Land Institute, and others to address this issue, although more remains to be done.

All four registered student organizations within the Department have brought speakers to campus including some with regional and national significance. The new graduate student society has organized a lecture series for faculty and M.Arch students to present their research.

Inadequate space particularly in studios, exhibit/critique, and computer facilities.

This has not been completely resolved although progress has been made. In the spring 2008 semester, additional space in Jones Hall was allocated to the Department of Architecture. This permitted the expansion of the design studio spaces to accommodate the M.Arch students.

The discussions relative to the move of the Department of Architecture to the Law Building when the School of Law vacates that facility were ongoing at the time of the NAAB site visit. However, at the recommendation of the NAAB team, the Department received assurance from the Provost that it would remain in Jones Hall and move into some of the space to be vacated when the Department of Art moves into the Law Building, probably in 2010.

This additional space includes the remainder of the third floor, a room in the basement, and the continued sharing of classroom space on

the second floor. This should be sufficient to meet current program space needs.

Computer studio/lab removed from Technology Access Fee (TAF) footprint.

Since the NAAB site visit, both computer labs within the Department of Architecture were placed back on the TAF footprint and all computer hardware was updated with new equipment (twenty workstations in each lab). In addition, the University supplied fixed "Smart Room" equipment in JO408.

Inadequate staff resources.

A new staff position has been approved for the Department of Architecture and interviews are in progress as of the date of this APR. This new position is at a higher rank than the staff person originally provided to the Department and the person hired should be able to assume many of the more complex responsibilities now being performed by faculty members including financial management. In addition, the Budget Officer for the College of Communication and Fine Arts regularly assists the Department of Architecture chair and program heads relative to financial issues.

Realignment of teaching responsibilities in the Interior Design Program has enabled the Department Multi-Media Supervisor to assume additional technology-related responsibilities as his teaching load was reduced.

A full-time Shop Manager has been hired to supervise the Art + Architecture shop.

Initial graduate assistant funding has been increased and additional funds provided for assistantships through the Technology Access Fee.

Lack of identity being "lost" within a diverse Department of Art consisting of architecture, interior design, graphic design, fine arts (ceramics, painting, photography, printmaking, sculpture), art education, art foundations, art history, and the Institute of Egyptian Art and Archeology.

A new Department of Architecture consisting of the Architecture Program and the Interior Design Program was created within the College of Communication and Fine Arts.

The Department has established a strong on-campus presence as well as a presence in the community.

2 PROGRESS SINCE PREVIOUS VISIT

2.1 SUMMARY OF RESPONSES TO TEAM FINDINGS

This section must include the school's response to the previous Visiting Team Report (VTR) for conditions "not met" and to the "causes of concern."

2.1.1 Responses to Conditions Not Met

6. Human Resources:

At the time of the previous visit, the Department of Architecture received assurance from the provost and the dean of the College of Communication and Fine Arts that sufficient new faculty lines will be provided for adequate staffing of the proposed Master of Architecture program. The Department received one new tenure-track position in 2008 and is working with several organizations to secure additional faculty lines.

While other academic units within the University have seen a reduction in the level of funding for adjunct faculty, the Department of Architecture has not experienced this. Adjunct faculty members are an important and integral part of the Department. The rate of pay for adjunct faculty is among the highest on campus.

The Department has been approved for a new Administrative Associate I position and interviews have been initiated. A full-time manager for the shared Art + Architecture Shop has been hired. No power tools and similar equipment are permitted in the studios.

7. Human Resource Development:

The Department of Architecture is presently developing a new set of operating papers. These will be in place by the time of the 2010 NAAB site visit. The new guidelines will build upon the existing guidelines with more emphasis on elements appropriate to architecture and design practice, engaged scholarship, and professional community engagement, among others.

It is the policy of the Department to vigorously pursue research, scholarship, and creative activities. This is accomplished through traditional means as well as the engaged scholarship activities of the University. The faculty members are encouraged to attend professional meetings both locally and out of town. The University of Memphis, not unlike other institutions of higher learning, suffers from a lack of adequate funding and financial resources. This has hindered faculty travel. College and University faculty research grants and other opportunities are available each academic year.

A faculty / graduate student lecture series is in place. While still predominately local in nature, efforts are underway to broaden the scope. Lectures are held on an average of three per month. Partnerships with several local professional organizations has increased access to lectures and special events, often at no cost or reduced rates to students.

The Department has had a "Study Abroad Studio" course for over ten years. However, the course has not been offered on a regular basis. The Department is working with other academic units at the University to enhance opportunities for study abroad and is pursuing opportunities to partner with other universities.

8. Physical Resources:

The chair of the Department, dean of the College of Communication and Fine Arts, several local architects, and others met with University administrators and developed a plan of action for securing adequate space for the Department. At present, the Department will remain housed in Jones Hall and take additional space as the Department of Art vacates the building. A new Art + Architecture Shop has been created with a full time shop manager. This should alleviate concerns relative to student safety.

9. Information Resources:

A departmental committee has been compiling a listing of all relevant books currently in the library and identifying future needs. Efforts have been initiated in partnership with the Memphis Chapter of the American Institute of Architects to increase the number of NA holdings in the McWherter Library. This includes a formal "book drive" and fundraising events. Conversations are underway with the City Planning Program to share resources, thus increasing the number of planning and urban design titles available.

10. Financial Resources:

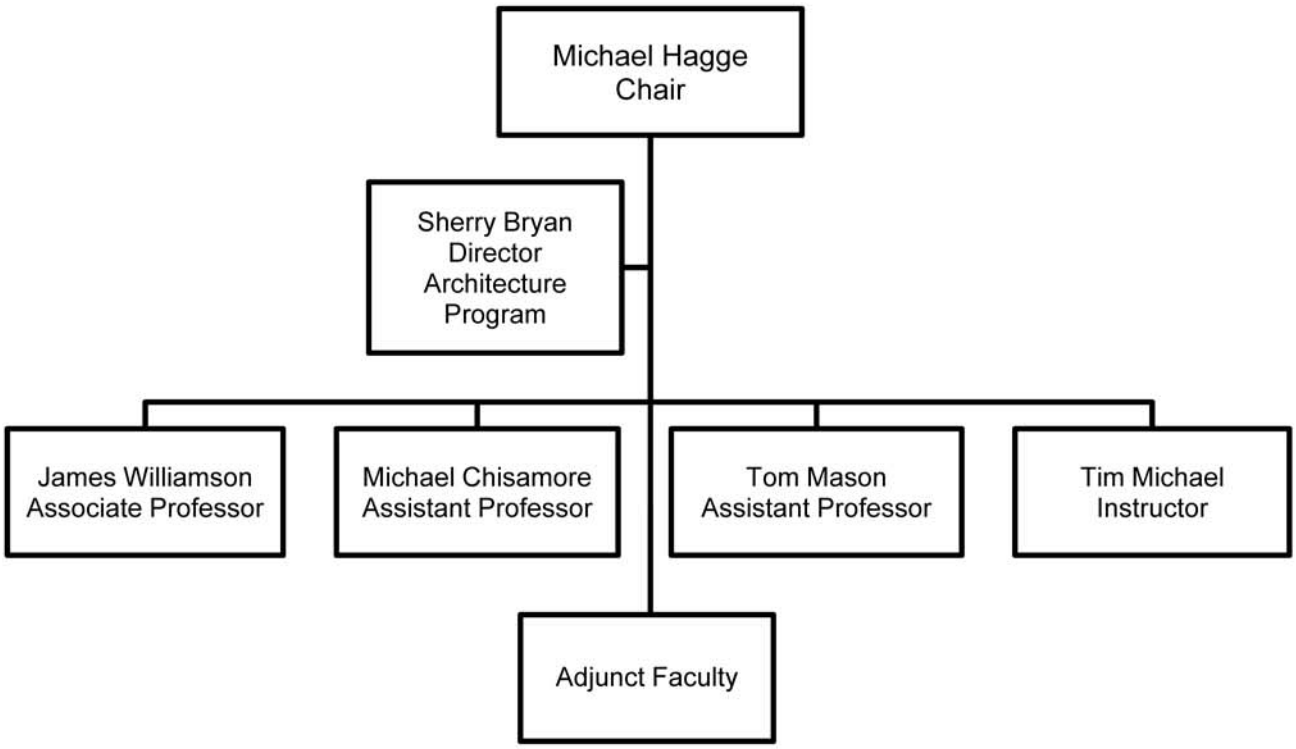
Financial data for the Department of Architecture was previously embedded within the budget of the Department of Art. This changed in July 2008 and while the time period is short, some comparative data is available. A significant improvement since the last site visit is the fact that the Department of Architecture now retains all of the special student fee revenues generated from ARCH and IDES prefix courses. This totals approximately $46,000 per year.

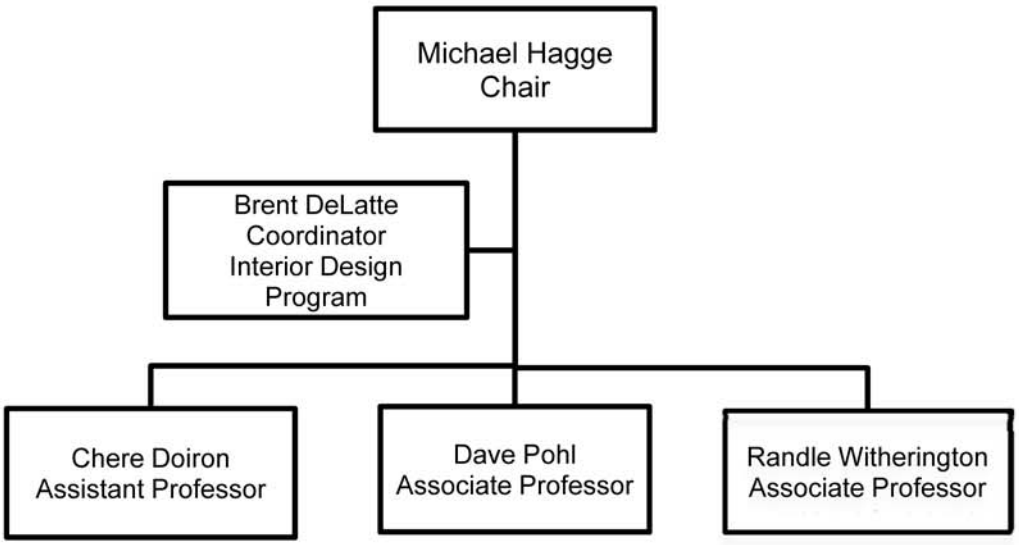
While faculty salaries remain on average below those in engineering and law, they are comparable, and in many cases above, salaries within the College of Communication and Fine Arts.

11. Administrative Structure:

Since the date of the last NAAB site visit, a new Department of Architecture was approved effective July 2008. The Department enjoys the same academic standing as other departments at the University. Department of Architecture administrative organizational chart follows this page.

Department of Architecture Organizational Chart





12. Professional Degrees and Curriculum:

The professional Master of Architecture degree consists of 128 undergraduate credits (earned in the pre-professional BFA in Architecture degree) plus 60 graduate credits. The NAAB accredited degree requires that students have a broad education as is represented by the requirement for 45 general education credits. Presently, 41 credits are clearly defined to be general education and outside of the program of architecture. There are electives within the curriculum that may or may not be taken within the architecture program. The required 45 credit hours outside of architecture may be completed at the graduate level.

According to the VTR, the existing four-year Bachelor of Fine Arts (BFA) has enough course structure to meet the NAAB Student Performance Criteria. Concern was expressed as to how the transition to the NAAB accredited M.Arch will affect the existing BFA. The faculty and local architects and designers reviewed the curriculum as a part of the regular internal end-of-semester process. Responses to concerns expressed in the VTR follow.

Will the current BFA program remain the same?

Demand from local design firms for graduates able to enter the workplace into productive positions has been historically high, although demand is down at present due to the state of the local and national economy. The Department has always strived to meet these demands through the structure of the BFA in Architecture degree. The degree will continue to be reviewed and revisions to the program of study made, as necessary.

Are there courses that could be shifted from the BFA to the M.Arch that would not diminish the opportunity for BFA students to gain employment in architecture offices?

Although this remains a possibility, after a review of the curriculum and Department goals, no such courses have yet been identified. This will continue to be a part of the regular program review.

Does the M.Arch consist largely of enhanced courses already offered in the BFA?

Some of the courses offered in the M.Arch are advanced versions of undergraduate courses. One of these, Advanced Environmental Systems is significantly more advanced and specifically addresses previously identified shortcomings in meeting the Student Performance Criteria. Advanced Professional Practice is targeted in part towards students coming into the M.Arch from another institution where pro-practice was not offered at the undergraduate level. Additional content relative to construction cost analysis is also in this course. The graduate studios are six rather than five credit hours and include more in-depth content to meet shortcoming identified in the VTR. All graduate-level studio courses also contain a corequisite seminar class thus providing integration between practice and theory.

Will the program be able to attract transfer students from other pre-professional programs?

While too soon to be able to accurately judge, the M.Arch degree program has attracted interest and enrolled students from other pre-professional programs. It is anticipated this will increase as the program becomes better known and a more aggressive recruiting campaign is initiated.

13. Student Performance Criteria:

Significant progress has taken place relative to remedying the criteria "not met" in the 2008 VTR. Details on each follow.

13.9 Non-Western Traditions
The two introductory History of Architecture I and History of Architecture II courses have been enhanced to include more non-western traditions. The upper level Determinants of Modern Design has also increased the level of non-western traditions. This course is cross-listed and may be taken as an elective by M.Arch students. The three required graduate seminars and the graduate-level Contemporary Architectural Theory course include elements of non-western traditions.

13.19 Environmental Systems
Upper level undergraduate and all graduate studios now have a required environmental systems component. The undergraduate course Environmental Systems has been enhanced and the graduate course, Advanced Environmental Systems, includes acoustical, lighting, and mechanical climate modification systems as well as various calculations for determining optimal environmental conditions. Also included are vertical systems and fire protection systems.

13.20 Life-Safety
A special effort has been made to ensure life safety issues, not solely required egress provisions, are adequately addressed in the design studios and technical support courses. While these are primarily found in the graduate-level studios and environmental systems course,, undergraduate studios and courses such as the building technology sequence also address these issues.

13.22 Building Service Systems
Faculty members teaching all upper level and graduate design studios have been asked to give additional attention to vertical transportation, communication, security, and fire protection systems and to ensure students document these in their work.

13.23 Building Systems Integration

Faculty members have been asked to give additional attention to structural systems, building envelope systems, life safety integration, and integration of mechanical climate modification systems and to ensure students document these in their work. In addition, special one credit hour independent study courses dealing with these and other related issues are a co-requisite to four of the six required the undergraduate design studios. Graduate students

are strongly encouraged to meet regularly with the faculty members teaching the subject areas.

13.25 Construction Cost Control
Fundamentals of building construction cost, life cycle cost, and construction estimating have been enhanced in the building technology sequence as well as design studios. A detailed cost analysis exercise was introduced in the Architectural Design II Studio last spring with others following. The advanced graduate Professional Practice course to be taught for the first time in the spring 2010 semester will incorporate these elements. This is also included in the Advanced Architectural Design Studio II.

13.28 Comprehensive Design
According to comments in the VTR, the ability to produce a comprehensive project was limited due to the absence of student understanding of mechanical climate modification systems. This should be remedied through the other course enhancements mentioned above.

2.1.2 Responses to Causes of Concern

Institutional commitment: "The visiting team is confident that the seven (7) Student Performance Criteria identified as NOT YET MET can readily become MET by the program's resourceful faculty and students. The other seven (7) NOT YET MET Conditions of Accreditation will require the full and continuing support of the university's administration to accomplish compliance with NAAB's conditions relative to Human Resources; Human Resource Development; Physical Resources; Information Resources; Financial Resources; and Professional Degrees and Curriculum."

Sustainability: "The team is concerned that the current successful outcomes of Student Achievement, Community Outreach, and Collegiality may be difficult to sustain without the necessary support for adequate funding, appropriate facilities and additional faculty."

In the spring 2008 semester, additional space in Jones Hall was allocated to the Department of Architecture. This permitted the expansion of the design studio spaces to accommodate the M.Arch students. At the recommendation of the NAAB team, the Department received assurance from the Provost that it would remain in Jones Hall rather than move to the Law Building and move into some of the space to be vacated when the Department of Art moves into the Law Building, probably in 2010. This additional space includes the remainder of the third floor, a room in the basement, and the continued sharing of classroom space on the second floor. This should be sufficient to meet current program space needs.

An additional tenure-track faculty line was provided to the Department of Architecture to support the M.Arch program and an Instructor position was funded. Conversations are underway with the Graduate Program in City and Regional Planning for collaborative courses thus furthering resources of both programs. One tenured and one tenure-track Interior Design faculty members teach in the common foundations

sequence, thus freeing some Architecture faculty to focus on upper level undergraduate and graduate Architecture courses.

Transition Plan: "The team is concerned that the Master of Architecture degree proposal does not yet include a detailed plan for completing the transition from BFA to M Arch; including modeling of the curriculum to reflect the program's intended focus on City Building; evaluation of entering students; recruiting of faculty; and acquisition of permanent studio and shop space."

The BFA is an integral part of the "4+2" M.Arch degree program and is intended to provide the foundation for the M.Arch courses. The City Building component, while continuing to develop, has proven successful given the focus of several of the design studio projects as well as graduate assistant assignments.

Through the interests of several of the current graduate students and the expanding involvement in "city building" within the university community, a relationship with the College of Education has developed. In addition to courses in City Planning, Real Estate Development, and so forth, M.Arch students may select electives from the higher education curriculum.

Students making application to the M.Arch degree program must first be admitted to the Graduate School. After acceptance, they may apply for admission to the M.Arch program. Application materials are reviewed within the Department by the Chair, the Graduate Coordinator, and other faculty members. The evaluation includes a decision on where to place students completing their pre-professional degree elsewhere and additional courses, if any, may be recommended. Transcripts as well as a portfolio of work are used in the evaluation.

Two tenure-track faculty members have been hired since the last team visit, one at the assistant and one at the associate rank. Both were given the option of making an early application for tenure and promotion. The Department also hired a person in the rank of Instructor. All three new faculty members are registered architects. The Department recruited nationally for these positions.

The issue of inadequate studio space has been addressed earlier in this document. In addition to securing on-campus space in Jones Hall which is underway, the Department is in contact with local architects and developers as well as government and not-for-profit organizations relative to the possibility of acquiring off-campus space.

Shop: "The team is concerned for student safety. The program is in need of a proper shop, a shop supervisor and a clear safety plan."

The Art + Architecture Shop is fully operational with a full-time shop manager. Located in the Art Building adjacent to Jones Hall, the shop contains the equipment students need to complete their assignment. A detailed written shop safety policy has been developed and all students are required to participate in an equipment safety training session before being permitted in the shop.

2.1.3 PEER REVIEW VISIT - 2004

Overview

Because at the time, the Architecture degree at the University of Memphis could not be accredited by NAAB or other formal accrediting organizations, the University required an alternative form of program review. This was accomplished by the Peer Review process which was completed in 2004. The reviewers were Professor Larry Speck of the University of Texas and Professor Peter Waldman of the University of Virginia. As noted in 1.3 History of the Architecture Program, TAC of ABET accreditation was lost when the new BFA in Architecture degree was created and the BSET was phased out.

Comments from the VTR Regarding the Peer Review Report

The *Speck-Waldman Peer Review Report's* recommendation to change the Architecture Program status from a unit within the Department of Art to a Department of Architecture will be formally approved this month. (NOTE: This has been approved)

The program's curriculum, which was described as an "unnecessarily dense 5-year B. Arch. model compressed into the guise of a pre-professional 4-year program", continues to maintain its commitment to serving undergraduate students who do not plan to pursue a professional degree.

Digital representation, which was reported as "unevenly evidenced", is now broadly evidenced in a variety of outstanding project documentations. In addition, the visiting team was pleased to see abundant examples of very high quality hand drawn images.

The visiting team observed continuing shortcomings in the previously reported "need for expanded holdings both in books and journals". A large number of the 4,193 NA titles are dated from the first half of the twentieth century. The alphabetical shelving of the limited number of architectural periodicals with all other journals in the main library limits the student's ability to utilize the available materials.

The program's focus on "City Building" provides opportunities for a unique program that combines the strengths of the faculty's expertise; meets the needs of the university's commitment to serve adjacent neighborhoods; and engages the student's enthusiasm for solving real world problems. The architecture program maintains a strong interdisciplinary relationship with programs in Urban Affairs and Real Estate Development.

The 2008 Visiting Team echoes the Speck-Waldman report's comments regarding "*current students are extraordinarily committed and energetic. They voice unanimous enthusiasm for the education they are getting and acknowledge a high degree of enthusiasm and energy that comes from their contact with the faculty. Students receive not only strong instruction, but also excellent advising and guidance. There is a real bond and positive collegiality between students and faculty*."

3 CONDITIONS OF ACCREDITATION

3.1 PROGRAM RESPONSE TO NAAB PERSPECTIVES

3.1.1 ARCHITECTURAL 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.

The University Context

The University is the flagship campus in the Tennessee Board of Regents system. The setting of the University provides an "urban laboratory" in which to learn, conduct research, and participate in a wide variety of professional, cultural, and other activities.

University Resources

The Department of Architecture benefits from the resources of the University. These include the diverse, urban setting, a modern library, and the University Honors Program, among others.

General Education

All undergraduate students at the University of Memphis must meet a General Education requirement mandated by the Board of Regents. These are specified in the University Catalog. Graduate as well as undergraduate students may take electives outside the area of architecture and design.

Interdisciplinary Efforts

The Department of Architecture participates in interdisciplinary efforts. These provide a broad-range of educational experiences for the students and research opportunities for faculty and students.

While detailed information may be found in faculty curriculum vitae and course syllabi, various interdisciplinary efforts include substantial collaboration with the School of Urban Affairs and Public Policy, particularly the City & Regional Planning Program, and to a lesser degree with the Interior Design Program.

The Department of Architecture is a major participant in the Provost's Community Initiatives Program and has offered more courses under the "coursework in the community" program than any other academic unit. Professor Michael Hagge serves on the University Neighborhood District Initiatives executive committee.

The Department also designed the TERRA (Technologically + Environmentally Responsive Residential Architecture) sustainable

design demonstration house under the auspices of the Center for Sustainable Design, a partnership between the Department of Architecture and the FedEx Institute of Technology.

The Department has a history of engaged scholarship which includes working in interdisciplinary teams on projects benefiting local government, neighborhoods, other cities and towns within the region, non-profit organizations, and various on-campus projects.

Architecture faculty members have served as jurors for the Interior Design Program and Interior Design faculty members have served on Architecture juries. Interior Design students have been invited to take Architecture courses including Furniture Design Studio and several courses related to the Sustainable Residence Demonstration Project.

Architecture faculty members have worked with students in the University College and served in an advisory capacity on major projects and theses.

Architecture faculty and students regularly participate in lectures and exhibits in a variety of disciplines.

Architecture faculty and students are involved in multi-disciplinary organizations including the American Institute of Architects (AIA), American Institute of Architecture Students (AIAS), Construction Specifications Institute (CSI), Alpha Rho Chi National Co-Ed Fraternity for Architecture (APX), Urban Land Institute (ULI), American Institute of Certified Planners (AICP), and the International Interior Design Association (IIDA).

Architecture students regularly participate in special journeys to conferences where interdisciplinary subject matter is available. Among these are local, regional, and national conferences of the AIA, AIAS, CSI, Alpha APX, ULI, AICP, and IIDA.

Architecture faculty members hold membership and participate in the activities of diverse research and scholarly organizations, often involving students in their activities. Among these are the Association of Collegiate Schools of Architecture (ACSA), the Architectural Research Centers Consortium (ARCC), the Environmental Design Research Association (EDRA), the Southeastern College Art Conference (SECAC), and the Society of Architectural Historians (SAH).

Architecture faculty members are involved in many civic organizations and regularly involve students in activities. Among these are Memphis Heritage, Inc. and the UrbanArts Commission.

Broadening of Curriculum

The Department of Architecture faculty reviews the program of study annually and makes changes to better meet the needs of students. Recent changes include the addition of several special topics courses, the addition of a required design studio with an urban design focus, the addition of a thesis seminar course, and modifications to the General Education requirements.

University Citizenship

Architecture faculty members serve important roles in University activities. This includes service on the University Faculty Senate,

the SACS accreditation committee, the University District Initiative Executive Board, and on search committees in academic areas outside Architecture. Architecture faculty members play meaningful roles in the following University committees: the Engaged Scholarship Committee; Center for Biofuel Energy and Sustainable Technologies / Sustainable Technologies Awareness Day (BEST / STAD); Committee to establish a Center for Disaster Resistant Communities; Energy Conservation Committee; University Grievance Committee; Living-Learning Communities Advisory Committee, President's Community Initiatives Implementation Committee; President's Design Consultancy; President's Gateways & Beautification Work Group. Two faculty members represent the University on the Memphis Regional Design Center (Executive Steering Committee).

3.1.2 ARCHITECTURAL EDUCATION AND THE 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.

Empowerment

The Department of Architecture strives to provide an environment of respect and empowerment. Beginning in the first year of study, each student is part of the academic community as a member of a distinct peer group. Each student has a personal workspace accessible on a 24-hour, seven-days-a-week basis. Students are involved in many aspects of the Program and their opinions are actively sought after relative to curriculum and related issues.

Advising

The Department has an in-depth participatory advising policy. All students are required to meet with their Architecture advisor before enrolling in any Architecture course.

The Architecture faculty members take advising seriously and maintain detailed files to assist students. Professor Sherry Bryan serves as Architecture Program Advisor. She received the University of Memphis Outstanding Faculty Advisor of the Year Award in 2003 and the College of Communication and Fine Arts Advising Award in 2006. She also serves as Coordinator of Graduate Studies and advises all M.Arch students on academic and assistantship responsibilities and procedures.

Students also have access to University personal and career counseling services.

Peer Advising

The Department of Architecture Peer-Mentor Program matches qualified upper-level students with beginning students to foster a sense of community. Assignments in the Introduction to Architecture course encourage interaction among beginning

students and other students through formal interviews and project participation. The student organizations also participate in the Peer-Mentor Program.

Orientation

The Department of Architecture conducts a mandatory New Student Orientation each fall. Students are provided with a detailed policy and procedures manual as well as an opportunity to meet faculty and students from each of the academic years. A copy of the manual may be found at this address: http://architecture.memphis.edu/ormanfa09.pdf.

Student Handbook

The University of Memphis Student Handbook is available to all students at the University.

Graduate Counseling

Undergraduate Architecture students are provided counseling on applying to graduate school under a special program. All faculty members regularly work with students in the preparation of their portfolio and application submittals for M.Arch programs.

Web Site

The Department of Architecture web site is written with the student in mind and contains extensive information on the degree, the program of study, courses, facilities, events, news, the faculty, student organizations, and other items. The address of the Department web site is http:// architecture.memphis.edu. The web site is currently being redesigned by several faculty members and students and will include extensive examples of student work as well as a more directed focus towards the M.Arch degree program.

Student Organizations

Students in the Department of Architecture are encouraged to become involved in the academic community. Four registered student organizations exist within the Department. One informal organization also exists.

- American Institute of Architecture Students, Professor Sherry Bryan, Faculty Advisor
- Alpha Rho Chi National Co-Ed Fraternity, Professor Michael Hagge, Faculty Advisor
- Construction Specifications Institute Student Affiliate), Professor Tom Mason, Faculty Advisor
- International Interior Design Association Campus Center (IIDA), Professor Chere Doiron, Faculty Advisor
- Architecture Graduate Student Society (in formation)

Students also participate in other organizations with strong ties to the Department of Architecture.

- American Institute of Architects
- Construction Specifications Institute
- Memphis Chapter of Emerging Green Builders
- Memphis Heritage, Inc.
- Urban Land Institute

Student Scholarships

Architecture students may compete for several scholarships, both within the Department and from other sources. Architecture

students may also compete for undergraduate and graduate scholarships from the College of Communication and Fine Arts.

Open to Architecture Students Only

- Looney Ricks Kiss Architects Endowed Scholarship
- Van Walton Memorial Scholarship
- Dempsie Morrison, Jr. Memorial Scholarship (awarded through the Construction Specifications Institute)

Open to Architecture & Other Students

- Robinson Graduate Fellowship (awarded through the College of Communication and Fine Arts)
- Robinson Undergraduate Scholarship (awarded through the College of Communication and Fine Arts)

NOTE: Architecture students who are members of IIDA Campus Center may also apply for scholarships.

In addition to these, numerous scholarships, including full and partial tuition scholarships and work-study programs, among others, are available through the University.

Career Assistance

The Department of Architecture assists students in career planning in several significant ways.

- Interaction with a wide variety of professionals who visit the Architecture Program facilities as guest lecturers, jurors, studio critics, and thesis committee members
- Extensive faculty advising and mentoring
- Intern Development Program information distributed regularly
- Participation in AIA Memphis Associates activities
- Placement assistance in architecture offices
- Links on the Program web site to various professional organizations

Students may also utilize career-counseling services provided by the University.

University Support

The University of Memphis offers significant support in a variety of areas including career counseling, personal counseling, tutoring and other academic assistance, recreational activities, and active student government association, and other services.

3.1.3 ARCHITECTURAL 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.

Curriculum

The courses offered by the Department of Architecture address topics that registered architects will encounter in practice and/or in the Architect Registration Examination (ARE). All courses are developed incorporating NAAB Student Performance Criteria.

Intern Development

Architecture students are made aware of the Intern Development Program (IDP) in a number of ways.

- Dissemination of information on the IDP in various courses including but not limited to Introduction to Architecture, Professional Practice, and Advanced Professional Practice
- Distribution of printed materials including state registration requirements and IDP information to students at special workshops and meetings
- Formal and informal advising on the IDP
- Involvement of students in AIA Memphis activities
- An annual presentation by the Executive Director of the Tennessee Board of Architectural and Engineering Examiners (with the Interior Design Program)
- An annual presentation by the Executive Director of the Memphis Chapter of the American Institute of Architects
- Scholarships to attend various AIA events awarded annually to high-achieving students
- Links to NAAB, NCARB, AIA, and others on the Department of Architecture web site

Career Placement

The Department of Architecture maintains contact with local firms as well as AIA Memphis and advises students when opportunities become available. Information is e-mailed to students and is posted on the bulletin boards.

Annual Interviews

Architecture faculty members are working with AIA Memphis to implement an annual "Career Day" in which prospective employers could come to campus and interview students.

Display of Work

Student work is on display in the Department of Architecture facilities as well as in several architecture offices in the area. Efforts are underway to secure space in other buildings for displays of student work. Some student work is shown on the Department web site and on the web sites of several students.

The University is in the process of updating all University-related websites. The amount of work on the web site will be increased substantially as the new site is brought on line.

Status of ARE in TN

Graduates with the BFA in Architecture degree who were enrolled in the Architecture Program in 2000 are eligible to sit for the Architect Registration Examination in Tennessee but cannot receive an NCARB certificate. Students holding the now-defunct BSET (Architectural Technology) degree can sit for the ARE in Tennessee with seven years experience including the IDP.

With the accreditation of the Master of Architecture degree, graduates will be eligible to sit for the ARE.

Students earning a professional degree in Architecture may now sit for the ARE in Tennessee upon graduation. However, they must complete the Intern Architect Development Program before being registered.

3.1.4 ARCHITECTURAL 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.

Professional Participation

The Department of Architecture maintains a close relationship with the architectural community of the region. An impressive number of professionals regularly participate in Program activities. The presence of architects and designers, city planners, interior designers, landscape architects, and others reinforces professional issues in the curriculum.

Professionals have participated in a wide variety of activities with Architecture students.

- Design studio critique juror
- Design competition juror
- Thesis committee member
- Guest lecturer in class or studio
- Major invited lecturer
- Visiting professor
- Involvement with students organizations
- AIA Memphis activities including regular meetings, Architecture Month events, design charrettes, roundtable luncheons, scavenger hunt, and intern activities
- AIA Explorer Post
- Discovering Architecture Summer Camp

- CSI activities including regular meetings, CSI Product Display Show, sponsorship of student participation in regional and national conferences, and distribution of product information
- Field trips to offices and project sites

Project Critiques

Virtually every critique in each design studio has at least one outside professional on the jury, and more often, two or more.

Continuing Education

The Department of Architecture supports continuing education for faculty and has offered Department facilities for various events including Architect Registration Examination (ARE) study sessions and other AIA continuing education events.

Ethics and Honor Code

Ethics are an integral part of the overall curriculum of the BFA in Architecture degree as well as the Master of Architecture degree. All Architecture students, graduate or undergraduate, must complete the Professional Practice course. The concepts of ethics are, however, introduced in first semester in the Introduction to Architecture course and continuously throughout the program of study in other courses.

The Department of Architecture developed and rigorously enforces the Architecture Honor Code. This states “I shall not lie, cheat, or steal, nor tolerate those who do.” All students and faculty in the Department of Architecture are bound by the Code.

3.1.5 ARCHITECTURAL 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.

Community Outreach

The Department of Architecture has a tradition of community outreach. The outreach capabilities have been expanded with the implementation of the M.Arch degree program and the Memphis Regional Design Center. Virtually all design studios have a community engagement element.

Service Learning

The Department has been recognized for community outreach and service in a variety of areas. The social content of many of the design studios and thesis projects affirms the central role of the architect and presents architecture as a responsible social art.

Definition of Research

Different types of research are recognized and supported. These are scholarly research, applied research, and engaged research. The Department of Architecture and the School of Urban Affairs

and Public Policy (SUAPP) are involved in engaged research in collaboration with faculty in other academic programs as well.

Creative Activity

In addition to traditional and non-traditional research, faculty members in the Department are regularly involved in creative activities including a wide range of professional practice. When possible, every effort is made to involve Architecture students in these activities, thus contributing to their educational experience.

Collaborative Learning

Architectural education and practice is built on collaborative learning. Even in individual design studio projects, students learn cooperatively, as they collaborate with a design professor and with each other. The public nature of design studio instruction and the critique process further allows students to learn from one another.

Students also learn through engaged research with Architecture faculty members as well as with faculty and students from other academic units. In the past few years, Architecture students have worked with faculty and students in Interior Design, Graphic Design, City and Regional Planning, Public Administration, Urban Affairs, Psychology, Sculpture and Fine Arts, and Engineering.

UNDC

In the latter part of 2004, Architecture faculty and students began working through the University Neighborhood Development Corporation. This has expanded to a priority area of the University of Memphis. The UNDC is involved in planning, development, and design activities within the university area. The web site for the community initiatives program is http://udi.memphis.edu.

3.2 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. The APR must include the following:

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement and how it relates to the NAAB Perspectives*
- *Faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the NAAB Perspectives*
- *A description, if applicable, of institutional requirements for self-assessment*
- *Any other pertinent information.*

3.2.1 MISSION STATEMENT

Summary

The Department of Architecture has strived to address the mission of the University of Memphis as an urban research institution, particularly in the area of interdisciplinary engaged scholarship. See section 1 for more information on the mission.

3.2.2 STRATEGIC PLAN PROGRESS AND FINDINGS

The Process

The development of the Department of Architecture Strategic Plan is an ongoing process. The Architecture faculty, in conjunction with others, has developed the concept.

With the approval and implementation of the M.Arch degree and establishment of the Department of Architecture, substantial progress is being made towards meeting its goals. The Department has also met goals with the enhancement of the curriculum, expansion of outreach and research, and recruiting and graduating students with a higher academic quality.

Goals

Goal 1: To become a highly respected pre-professional architecture program with graduates regularly accepted with advanced standing into professional Master of Architecture degree programs nation wide. *(Achieved)*

Goal 2: To develop a professional Master of Architecture degree program accredited by the National Architectural Accrediting Board (NAAB). *(Degree Approved, Candidacy Approved, Accreditation Process Initiated)*

Goal 3: To establish the administrative structure within the College of Communication and Fine Arts to ensure the accreditation of the Master of Architecture degree. *(Achieved)*

Curriculum	Develop meaningful programs and courses designed to reflect emerging technologies and to meet the needs of the students, the profession, and society. *The entire BFA in Architecture curriculum has been revised over the past five years to reflect changing needs and to better fit into the M.Arch degree program. This includes the addition of studio themes, new courses and a complete course renumbering system.*
Outreach & Service	Engage in outreach and service activities that connect design education with the Memphis region and the profession. *Expansion of the relationship with AIA Memphis, Urban Land Institute, and others has resulted in a greater level of connection.*
Research	Promote a broader definition of "research" to include engaged research, especially collaborative research, while supporting traditional research and creative activities. *Significant strides have been made in this area, particularly relative to interdisciplinary engaged scholarship within the region. Examples include the TERRA Sustainable Demonstration House, the "coursework in the community" project, and several collaborative activities in areas throughout the region.* *Tenure and Promotion guidelines for Architecture have been revised to reflect the importance of engaged scholarship and professional practice. The new guidelines currently being developed will further strengthen this.*
Enhancement	Develop programs, activities, and events that enrich the quality of the educational experiences of the students and offer opportunities for personal and professional growth. *Architecture students are regularly provided with the opportunity to participate in professional and other activities including lectures, presentations, films, conferences, and so forth. Over the past several years, students often have had more options than they have time to attend.*
Students	Develop a strong recruiting program to attract the highest quality students from the region and nationally and expand the diversity of the student body. *Through expanded outreach, efforts in cooperation with the University of Memphis recruiting team, a peer-mentor program, involvement of Architecture students in recruiting, and expanded emphasis on academic standards and advising, the Department of Architecture has been able to recruit a diverse, more academically capable student body. This can be demonstrated by an increase in the retention rate while maintaining on average over fifty percent of students graduating are doing so with honors.*
Faculty	Enhance the quality of the faculty by offering opportunities for personal and professional growth and by bringing the student-

faculty ratio to an acceptable level and adjusting teaching loads accordingly.

The revisions to the curriculum and other changes to accommodate faculty needs have been established. An additional faculty line and increased funding for adjunct faculty, including special allocations from the Provost, have improved this situation. Additional faculty lines are necessary to grow the M.Arch degree program.

Staff

Hire and retain competent staff, especially technical staff, and offer opportunities for personal and professional growth.

Significant progress has been made towards this. When the Interior Design Program came into the Department of Architecture, the Department gained a technology-oriented staff person. An Administrative Associate position was approved and interviews are underway as of the date of this APR. A full-time manager for the Art + Architecture Shop has been hired.

Initial graduate assistant funding has been increased and additional funds provided for assistantships through the Technology Access Fee. Funds have been made available for "work study" students from the Department. Students also willingly volunteer to perform various duties thus increasing efficiency as well as creating a strong sense of "buy-in" for the students.

Information Tech

Secure hardware and software necessary to teach the most current technologies in computer visualization, design and other applications.

Significant progress has been made towards this. The Department secured what was formerly the Interior Design Program computer lab to complement the Architecture lab thus doubling the total number of workstations to forty. All new hardware was installed in 2008, the University designated JO 408 a "Smart Classroom" and supplied additional equipment, and the latest versions of required software have been obtained through the Technology Access Fee (TAF). In addition, the two labs were put back on the TAF footprint, ensuring regular updates of hardware and software.

The Department created an Imaging Center which has enhanced student access to plotters, scanners, and so forth. Through the intervention of one of the local major architecture firms, the Department will have access to a large-format scanner/plotter for the cost of supplies alone.

Academic Standards

Promote quality in admissions and enrollment management through higher standards for the Entrance Evaluation and Candidacy Review process.

This has been accomplished and is a success. The Department of Architecture is able to now recruit and retain students more capable of successfully completing the degree requirements. In addition to standards in the review process, incoming students must have an ACT score sufficient to negate the need for any development or remedial courses. If a student does not meet the standards, he/she

must successfully complete one year of general education courses and re-apply for admission into the BFA in Architecture degree program.

Facilities

Provide a high quality environment conducive to architectural education including studios, classrooms, photography facilities, wood and metal shops, exhibition space, and critique space.

This has been partially met although space needs remains a problem, particularly in the studios and gallery area. In the spring 2008 semester, additional space in Jones Hall was allocated to the Department of Architecture. This permitted the expansion of the design studio spaces to accommodate the M.Arch students. At the recommendation of the NAAB team, the Department received assurance from the Provost that it would remain in Jones Hall rather than move to the Law Building and move into some of the space to be vacated when the Department of Art moves into the Law Building, probably in 2010. This additional space includes the remainder of the third floor, a room in the basement, and the continued sharing of classroom space on the third floor. This should be sufficient to meet current program space needs.

The Art + Architecture Shop is fully operational with a full-time shop manager. Located in the Art Building adjacent to Jones Hall, the shop contains the equipment students need to complete their assignments. A detailed written shop safety policy has been developed and all students are required to participate in an equipment safety training session before being permitted in the shop.

Resources

Increase funding of the Department of Architecture to permit the growth and development in accordance with the needs of the Program, the faculty, the students, and the profession.

The lack of adequate funding remains problem although the implementation of the Student Fee program has benefited the Department. The fee, $20 per credit hour, is assessed of all students enrolled in ARCH- and IDES-prefix courses. While not unrestricted, the fee permits a wide range of funding opportunities.

With the accreditation of the M.Arch degree, the Department of Architecture becomes eligible for funding from AIA Tennessee through the Board of Architectural and Engineering Examiners.

The Department has requested an increase in its base operating budget which is under consideration at the time of this APR.

Development

Expand the level of giving to the Department of Architecture including endowed and other scholarships and other forms of cash and in-kind support.

Much work remains to be done to achieve this objective although conversations currently underway should yield benefits. Since the approval of the M.Arch degree and the understanding of the benefits the Program will bring to the community, interest in giving has increased.

The Henry Turley Fellowship ($500,000), designed to bring together Architecture, City Planning, and Real Estate Development has proven to be a significant catalyst in the expansion of efforts.

The University of Memphis pledged to assist in the operation of the Memphis Regional Design Center. This should lead to additional relationships which may bring increased giving.

A positive relationship with the Memphis Chapter of the AIA has also been very productive. In September 2009, the Chapter hosted a fundraising effort to secure additional books for the library as a part of the annual Architecture Month program.

Alumni

Develop an alumni association with active participation in fund-raising and other support.

This is in process. The Architecture Alumni Association was created and is now taking steps to become an official member of the University of Memphis Alumni Association.

Significant support has been provided by local architecture firms and others interested in improving the quality of the degree programs offered in the Department. This has increased since the implementation of the Master of Architecture degree program.

Alumni Assessments

Solicit assessments of the professional program for graduates.

No students have yet graduated from the Master of Architecture degree program. Therefore no alumni assessments are available. The Department is in the process of developing a formal assessment document for use after the first class graduates in the spring 2010 semester..

Process

The Department of Architecture Strategic Plan was developed in accordance with NAAB standards. These standards require an assessment of mission statement and progress towards meeting program goals, the involvement of faculty, students, and alumni in the overall assessment, and a description of program strengths and future directions, among other items.

This process is ongoing. In addition, the Architecture Advisory Board will be revamped within the near future to reflect changing needs, especially as related to the M.Arch degree program.

3.3 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. The APR must include both of the following:

- *A description of the degree program as it appears in university catalogs and other institutionally authorized material*
- *Evidence that faculty members and incoming students have been informed of how to access the NAAB Conditions for Accreditation (including the Student Performance Criteria) on the NAAB Web site.*

Catalog Information

Master of Architecture (M.ARCH): The first professional Master of Architecture degree is for individuals with a pre-professional degree in architecture, environmental design, or equivalent program of study. The professional curriculum comprises the four-year Bachelor of Fine Arts in Architecture and the two-year Master of Architecture degrees. The post-professional Master of Architecture degree is for individuals already holding a professional degree in architecture who are interested in pursuing opportunities for research, teaching, and independent studies.

The Department of Architecture is a member of the Association of Collegiate Schools of Architecture and is seeking accreditation for the Master of Architecture degree from the National Architectural Accrediting Board (NAAB). The NAAB is the sole agency authorized to accredit professional degree programs in architecture in the United States.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, The Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of the conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

Program Objectives: The program of study for the Master of Architecture encompasses both the art and the science of design and is structured to engage students in the processes and professional standards of architecture and design. Through a series of professional core and elective courses, students (1) become competent in a range of intellectual, spatial, technical, and interpersonal skills; (2) understand the historical, socio-cultural, and environmental context of architecture; (3) are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and (4) comprehend the roles and responsibilities of the architect in society. The culturally diverse Memphis and Mid-South region serves as an urban and non-urban issues laboratory.

All graduate students must comply with the general requirements of the Graduate School (see Admissions Regulations, Academic Regulations, and Minimum Degree Requirements) as well as the program requirements of the degree being pursued.

A. Program Admission

In addition to application to the Graduate School, all persons making application to the M.Arch degree program must submit the following materials directly to the Department of Architecture:

1. Portfolio: Applicant portfolios are reviewed for demonstration of aesthetic judgment, basic design ability, visual investigation skills, and abilities in architectural design, including identification of building elements and an understanding of their assembly, integration of building systems, a knowledge of building structure, and other evidence of understanding and abilities conforming to NAAB performance criteria.
2. Letters of Recommendation: Three letters of recommendation are required.
3. Statement of Intent: Applicants must submit a two-page essay describing professional background, objectives, and motivation for pursuing graduate study in Architecture. This brief statement should reflect an individual interest in this graduate program and provide some indication of professional goals or intentions.

All admission documents and portfolio must be received by 15 January for fall admission. Students who, in the judgment of the faculty, have adequate preparation may be given advanced standing.

B. Program Prerequisites

1. Persons making application to the first professional M.Arch degree program must have completed an approved pre-

professional undergraduate degree in Architecture, Environmental Design, or the equivalent.

a. In assessing the pre-professional degree, the following course content or evidence of equivalent experience is required. Otherwise, the appropriate courses must be taken at the undergraduate level before being admitted to the M.Arch degree program:

1. Architectural Graphics (both technical and freehand drawing), 6 semester hours

2. Architectural History (ancient through modern), 6 semester hours

3. Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), 9 semester hours

4. Building Materials and Assembly (light construction), 3 semester hours

5. Environmental Systems (heat, light, sound, human comfort), 3 semester hours

6. Architectural Design Studio (in addition to "design fundamentals" courses), 24 semester hours

b. Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or supporting courses. These may not count toward the required graduate plan of study.

2. Persons making application to the post-professional M.Arch degree program must have completed a NAAB-accredited professional undergraduate degree in architecture. Registration as an architect in the United States may be substituted for the professional degree.

C. Program Requirements

1. A total of 60 semester hours, including 6 hours of thesis studio
2. A minimum of 42 semester hours at the 7000 level, including no more than 6 semester hours of thesis
3. A total of 36 semester hours of Architecture core courses, consisting of 18 semester hours of advanced architectural design studios (ARCH 6822, 7711, 7712), 9 semester hours of architectural seminars (ARCH 6022, 7011, 7012), and 9 semester hours of architectural theory and advanced professional and technical courses (ARCH 7211, 7421, 7431)
4. A minimum of 2 semester hours of Architecture Thesis Research (ARCH 7930) and 6 semester hours of Architecture Thesis Studio (ARCH 7996). Students should familiarize themselves with the Thesis/Dissertation Preparation Guide before starting to write. The thesis must be approved by a faculty committee.
5. Students receiving assistantships are required to take a minimum of 12 credit hours per semester

D. Transfer of Credits

The Architecture Program director may recommend to the Graduate School acceptance of no more than 12 semester hours of credit for architecture course work successfully completed at another institution. For students formerly enrolled in graduate programs accredited by the National Architectural Accrediting Board, a maximum of 24 semester hours in architecture course work may be approved.

Web Site URL:

Catalog information for the Master of Architecture degree may be accessed at http://architecture.memphis.edu/MArch-internal.htm or http://www.memphis.edu/gradcatalog/degreeprog/ccfa/arch.php.

Information for the BFA in Architecture degree may be found at http://www.memphis.edu/ugcatalog/collegeprog/ccfa/architecture.php or http://architecture.memphis.edu/BFAArch-internal.htm.

Program Information

Prospective students may acquire information on the Department of Architecture from the web site or in hard copy and are strongly encouraged to visit the Department and tour the design studios and facilities with faculty and students. Information is also available in the University of Memphis catalog and on the web site of the University at http://www.memphis.edu.

Accreditation Information

Special efforts are taken to describe the BFA in Architecture degree as a pre-professional degree not accredited by NAAB. The M.Arch is also described as in Candidacy. The required NAAB wording relative to accreditation and candidacy is contained in degree and catalog information.

Dissemination of SPC

All students enrolled in the Introduction to Architecture course are provided information on NAAB and the Student Performance Criteria and given the NAAB web site address. This is also a part of the mandatory New Student Orientation manual. All architecture course syllabi contain a reference to the NAAB Student Performance Criteria. The criteria are posted near the Department office in Jones Hall as well as on the third floor of Jones Hall.

3.4 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. The APR must include the following:

- *The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions*
- *The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention, and graduation*
- *A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development*
- *Identification of any significant problem, with recommendations for improvement.*

Social Equity

The University of Memphis is committed to efforts to promote equality and diversity. For detailed information, please see the information on the web site of the Office of Diversity, Equal Opportunity and Affirmative Action at http://www.memphis.edu/presweb/affirmact/. This department operates under the Office of the President.

The Office of Diversity, Equal Opportunity and Affirmative Action monitors the policy of the University on equal opportunity and affirmative action in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex (except where sex is a bona fide occupational qualification), disability, where the person is a qualified disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era.

The words "An Equal Opportunity – Affirmative Action University" appear on all letterhead and other documents of the university.

It is the intent of the Tennessee Board of Regents that the Board and all of the institutions within the Tennessee Board of Regents System shall fully comply with the 2001 Geier Consent Decree; Executive Order 11246, as amended; the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended the Age Discrimination Act of 1975; the Pregnancy Discrimination Act; applicable state statutes and all regulations promulgated pursuant thereto.

It is the intent of the Board of Regents that each campus of the Board shall be free of harassment on the basis of sex, race, color, religion, national origin, age or any other protected status and shall fully comply with the anti-harassment provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended, the federal and state constitutions, and all other applicable federal and state statutes. Additional information may be founds at the TBR web site http://www.tbr.state.tn.us/.

3.4.1 FACULTY

Faculty

The University of Memphis follows strict procedures for achieving diversity in faculty appointments, reappointments, and promotions. The Department of Architecture works with the Office of Diversity, Equal Opportunity and Affirmative Action to ensure applicable requirements are met.

Diversity

The Department has increased the outreach into the community to involve professionals and students from different cultural and socio-economic backgrounds. The Department strives to involve women and minority professionals, particularly African-Americans, as jurors in all studios and as adjunct faculty.

Three years ago, the Department initiated a new format for bringing additional visiting faculty into the studios. This consists of hiring one principal from a local architecture office as the lead faculty member and encouraging them to bring additional people from their office into the studios. This has increased faculty diversity, particularly regarding African-American architects and designers.

Salary Equity

The salary for the full-time female faculty member was significantly less than the male faculty members for many years. Adjustments were made to attempt to resolve the issue but a disparity still exists.

3.4.2 STUDENTS

Admissions

Admission to the degree programs within the Department of Architecture is competitive. Undergraduate admission is based upon academic performance, the Entrance Evaluation, and Candidacy Review. Copies of the Evaluation and Candidacy Review guidelines are posted on the Department web site and are given to all prospective students and all students enrolled in the Introduction to Architecture course as well as at the mandatory New Architecture Student Orientation conducted each fall.

All students seeking admission to the M.Arch degree program must first be admitted to the Graduate School. Admission is based upon a review of the academic transcript, the portfolio, letters of recommendation, and statement of intent. For students formerly enrolled in programs accredited by the National Architectural Accrediting Board, a maximum of 24 semester hours in architecture course work may be approved.

Diversity

The student body of the Department of Architecture reflects diversity. However, improvement is needed relative to the number of minority students, particularly African-Americans, to more closely reflect the demographic mix of the Memphis region.

The numbers for the Master of Architecture degree program reflect a greater level of diversity than does the BFA in Architecture degree. Of the full-time students enrolled as of the date of this APR, 75 percent are female and of these, 33 percent are foreign. Of the males, 67 percent are African-American and one is Asian-Indian. The part-time student body is 50 percent African-American.

Countries of origin for the M.Arch degree students are the Czech Republic, Slovakia, and India.

Of the eight students expected to earn the M.Arch degree in the spring 2010, 7 are female. The male student is African-American. Of the females, three are foreign and one of these is Asian-Indian.

Using the most recent data available, fall 2008, 95 students are listed as BFA in Architecture majors. Of these, 30 percent are African-American, and of the total population, 41 percent are listed as “non-white” (Hispanic, Asian, American Indian, and Foreign). Female students make up 34 percent of the students enrolled in the Program, the same as in 2003, 2006, and 2008 term.

Since the BFA in Architecture degree was created the residency of foreign students has included the following: Mexico, Puerto Rico, Brazil, Venezuela, South Africa, Palestine, Czech Republic, Germany, Great Britain, Poland, Slovakia, Vietnam, and India.

Of the 79 undergraduate Architecture degrees awarded since 2001 through summer 2009 (65 BFA, 14 BSET), 35 percent were earned by “non-white” and foreign students. The percent of degrees earned by female students during this time is 30 percent. Of the total BFA degrees, 43 percent were “with honors” and several included honors thesis and departmental honors.

The Department of Architecture has initiated various outreach programs and activities designed to expand the diversity of the student body. One of these efforts is the development of an Architecture Summer Camp with scholarships available to lower income high school students and working closely with the AIA Memphis Explorer Post. In another, Professor Michael Hagge and former Professor Jim Lutz both selected inner-city schools with which to work in the AIA Memphis Modern Design Competition. Both of these schools have large African-American populations in the student body.

The Department of Architecture nominated two African-American students to attend FOCUS 2006, a program to encourage minority participation in graduate programs, including architecture. The two students were selected to represent the University of Memphis and were the only students from Tennessee attending the event.

3.4.3 PARTICIPATION

Curriculum

All members of the Department of Architecture faculty, including adjunct faculty members, are involved in the development of the Architecture degree curriculum. The faculty members meet periodically to assess coordination among the various courses and make revisions, as appropriate.

Evaluations

The Student Evaluation of Teaching Effectiveness (SETE) replaced the Student Instructional Rating System (SIRS) evaluation a few years ago. This process is used in every course and the results, available on-line, are taken seriously by the Department of Architecture faculty and students. This process has switched from hard copy to on-line reporting. The Department of Architecture has achieved virtually 100 percent student participation in all classes. Independent “coursework in the community” evaluations are used to evaluate engaged scholarship.

Grievances

Active student participation is sought and an “open door” policy exists where students can freely voice opinions and concerns. A “town hall” meeting between students and the chair of the Department also provides an opportunity for students to express their concerns while remaining anonymous to faculty.

Architecture students can pursue matters such as grade appeals through University channels if resolution cannot be reached within the administrative structure of the Department of Architecture.

This site has the responsibilities and rights of graduate students: http://www.memphis.edu/gradschool/student_rights_responsibilities.php

3.5 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. The APR must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The document on studio culture policy should be incorporated in the APR as Section 4.2.

Introduction

The Department of Architecture places the student at the center of discovery-based learning and requires each student to assume responsible participation in the study of architecture and design. A variety of external and internal studio-based faculty research projects and other programs expose students to both the theoretical and practical aspects of design.

The program of study for the Master of Architecture degree and the BFA in Architecture degree is structured with a primary objective: to engage students in the processes and professional standards of design and technology necessary for shaping the built environment.

As the center of architectural education, the design studio allows students to explore solutions to problems both individually and as team members working hand-in-hand with other students, faculty members, and others.

The Department of Architecture has a written Honor Code, an Attendance and Participation Policy, and a set of Rules of Conduct. These are provided to each student as a part of the New Student Orientation manual. Each student in the three degree programs within the Department receives a copy of the policies at the beginning of each academic year so as to ensure they have the most current versions available.

3.6 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. The APR must include these major elements:

- *Description of the students' educational backgrounds and the degree program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence*
- *Description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses for both teaching effectiveness and course content*
- *Faculty-student teacher ratios for studios for all design levels*
- *For each administrative position, a description of the distribution of effort between administrative and other responsibilities*
- *For each staff position, a description of the distribution of effort between administration and other responsibilities*
- *Identification of any significant problem, with recommendations for improvement.*

3.6.1 DEGREE PROGRAMS

M.Arch

The professional Master of Architecture degree is designed under the "4+2" model. Students admitted to the program must have completed the pre-professional BFA in Architecture at the University of Memphis or an equivalent degree at another institution.

Of the students currently enrolled in the Master of Architecture degree program, 62 percent received their undergraduate degree from an institution other than the University of Memphis. This is in keeping with the goal of admitting 50 percent of the student body from other schools.

In addition to the University of Memphis, students hold degrees from foreign and American universities. Among the latter are the University of Southern Illinois, the University of Kentucky, the Parsons New School for Design, Auburn University, and the University of Tennessee.

While no students have graduated (the first class will be in the spring 2010 semester) it is anticipated the majority of the students will complete the degree within the appropriate time period.

3.6.2 FACULTY

Faculty Education

All full-time and adjunct faculty members in the Department of Architecture hold the appropriate terminal degree for their area of instruction: architecture, engineering, or interior design. All faculty members teaching a design studio in second year or above hold a professional degree in Architecture and most are registered architects or currently participating in IDP.

Architecture faculty members received their degrees from a variety of institutions nation wide. This provides a diversity of backgrounds and approaches to teaching. Faculty members regularly participate in professional continuing education programs through various professional and other organizations.

Faculty Evaluation

Each semester, course instructors are evaluated using the Student Evaluation of Teaching Effectiveness (formerly Student Instructional Rating System) forms and the results are published. These results are used to determine if changes to course content or other changes should be considered. The Department of Architecture enjoys a rate of virtually 100 percent student participation in this process.

Faculty Work Loads

All Architecture faculty members spend the majority of their time teaching, with research and service second or third, depending upon the faculty member.

Since the move to the College of Communication and Fine Arts, teaching loads have been adjusted to better provide adequate time for research and service. In addition, new specialty courses have been created to allow faculty to pursue practice and research through the courses, benefiting students as well.

The average faculty to student ratio in second year and above design studios is within the accepted 1:12 ratio with lower ratios in the graduate courses.

Full-Time 2000-2009

Sherry Bryan, M.Arch (Virginia Tech), MS (Memphis State University), BS (Memphis State University) – Tenured

Michael Chisamore, M.Arch (Virginia Tech), BPS in Architecture (University of Buffalo) – Tenure-Track

Michael Hagge, M.Arch (Virginia Tech), MCRP (Memphis State University) – Tenured

Tom Mason, MA (Western Michigan University), BSCE (Michigan Technological University) – Tenured

Tim Michael, M.Arch (University of Virginia), BSET (Memphis State University) – Annual Contract/Three-Year

James Williamson, M.Arch (University of Pennsylvania), BA (Rhodes) – Tenure-Track

*Jim Lutz, M.Arch (Syracuse University), BA (University of California) – left in 2008

Adjunct 2000-2009

Steve Auterman, M.UrbDes. (University of Sydney, Australia), B.Arch (Carnegie Mellon University)
Andy Belew, M.Arch (University of Tennessee), BPS (Memphis State University)

Jeanne Myers, M.HistPres (University of Georgia), B.Arch (University of Tennessee)

Andrew Parks, M.Arch (University of Tennessee), BFA in Architecture (University of Memphis), BSET (University of Memphis)

Kara Pegg, M.Design-Build (Auburn University), B.Arch (University of Arkansas)

Frank Ricks, BSET (Memphis State University)

Jimmie Tucker, M.Arch (Washington University), B.Arch (Princeton University)

*Ray Brown, B.Arch (University of Cincinnati)

*Robert Franks, M.Arch (University of Tennessee), BSET (Memphis State University)

*Steve Kendall, B.Arch (University of Tennessee), BS (Middle Tennessee State University)

*Angie King Kessee, M.Arch (Washington University), BA (Tulane University)

*David Minkin, BS (Memphis State University)

*James Ramsey, Ph.D (Tulane University), MA (Tulane University), BA (Vanderbilt University)

*David Rhodes, B.Arch (Rice University, BA (Rice University)

NOTES:

*Former Faculty Member

The list above does not include Interior Design Program faculty who teach first year common studios and courses.

3.6.3 STUDENTS

Student Profile

Admission to the two Architecture degree programs within the Department of Architecture is competitive and selective. The Architecture Program enrolls approximately 50 undergraduate students each fall and of these, approximately 40 percent are accepted into Pre-Candidacy Review status. There are approximately 100 students in the BFA in Architecture degree program. The M.Arch degree program has a goal of 5 to 8 new students each year. At present, there are 13 full-time students in the program.

Most undergraduate students are from the Mid-South Region but since 2001, the geographic area of residency has expanded and

includes several foreign countries. Among the foreign countries currently represented in the student body are Czech Republic, Slovakia, Vietnam, and India.

Of the full-time Master of Architecture degree students enrolled as of the date of this APR, 75 percent are female and of these, 33 percent are foreign. Of the males, 67 percent are African-American and one is Asian-Indian. The part-time student body is 50 percent African-American.

Using the most recent undergraduate student data available, fall 2008, 95 students are listed as BFA in Architecture majors. Of these, 30 percent are African-American, and of the total population, 41 percent are listed as "non-white" (Hispanic, Asian, American Indian, and Foreign). Female students make up 34 percent of the students enrolled in the Program, the same as in 2003, 2006, and 2008 term.

3.6.4 ADMINISTRATION AND STAFF

Administration

The chair of the Department of Architecture is Michael Hagge. Sherry Bryan serves as Director of the Architecture Program, Coordinator of Graduate Studies, and Academic Advisor. The Director of the Center for Sustainable Design is Michael Chisamore. The Coordinator of the Interior Design Program is Brent DeLatte. In addition to teaching and research duties, all faculty members serve on various committees and collaborate on the overall administration and direction of the Department.

Staff

The Department of Architecture has two full-time staff positions (Multi-Media Coordinator and Administrative Associate I) and shares supervision of one staff position with the Department of Art (Art + Architecture Shop Manager). Several Architecture students perform staff functions including those on work-study (general office work) and assistantships (Imaging Center).

Development

The Department of Architecture has no development officer. However, Patty Bladon, Director of Development for the College of Communication and Fine Arts, works closely with the Department.

3.6.5 ADVISORY BOARD

Advisory Board

The Department of Architecture Advisory Board offers recommendations and provides support to the Department chair and program directors in matters relating to faculty selection, course direction and overall program development. The chair of the Department serves as co-chair of the Board.

To better serve the needs of the Department, discussions are ongoing relative to the composition of the Board and changes will be made within the next six months.

3.7 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. The APR must include the following major points:

- *The school's policy regarding human resource development opportunities*
- *A list of visiting lecturers and critics brought to the school since the previous site visit*
- *A list of public exhibitions brought to the school since the previous site visit*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities*
- *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings*
- *Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.*

3.7.1 POLICY

Overview

The Department of Architecture is committed to providing a variety of meaningful learning opportunities beyond the classroom and design studio environments. The University of Memphis encourages faculty members to pursue research and professional practice through traditional and engaged scholarship.

Faculty members are encouraged to apply for sabbaticals, either for a one semester (full pay) or one academic year (half pay) leave. No faculty member has taken advantage of this in recent years, primarily due to all members working together to improve the BFA in Architecture degree program and to create the Master of Architecture degree program.

Course release time may be granted and several faculty members have taken advantage of that. Most recently, this was done so additional time could be spent on the development of the TERRA sustainable design demonstration house.

The University offers tuition reimbursement for appropriate coursework and faculty members are also eligible to participate in various workshops and seminars offered through the University.

Although salary adjustments and raises are dependent upon a number of variables, some Architecture faculty members have received merit increases in the past.

Funds are also available for travel to appropriate conferences, such as ACSA. Faculty members presenting papers may receive assistance, although the amount of funds available is limited.

3.7.2 VISITING FACULTY

Visiting Faculty

To date, the Department of Architecture has had two visiting faculty members, Dr. Kyung Rip Park and R. Andrew Belew. Professor Park taught two design studios and traveled on several journeys and participated in the Study Abroad Studio (Italy and Switzerland). Dr. Park is a Professor of Architecture in the Department of Architecture at Kangwon National University in Seoul, Korea. Mr. Belew taught three graduate courses in the fall 2008 semester and currently serves as an adjunct professor in the Department.

3.7.3 VISITING STUDIO CRITICS

Studio Visitors

The Department of Architecture regularly invites guests to participate in critiques, design charrettes, and other activities. Among these are the following:

Architects and Designers

Juan Andrade (Mexico)	Steve Kendall, AIA
Lee Askew, FAIA	Angie King Kessee, AIA
John Atkerson	Andy Kitsinger, AIA
Steve Berger, AIA	Carson Looney, FAIA
Jeff Blackledge, AIA	John Montgomery, AIA
Antonio Bologna, FAIA	Bill Nixon, FAIA
Ray Brown, RA	Rob Norcross, AIA
Gene Burr, AIA, AICP	Kara Pegg
Peter Calandruccio, AIA	Chooch Pickard, AIA
Rebecca Conrad, AIA	Andrea Ponsi (Italy)
Craig Conrad, AIA	Greg Price
Brandon Davis, Assoc. AIA	Audrey Rae, Assoc. AIA
Jim Evans, AIA	Frank Ricks, AIA
Bill Ferguson, AIA	Juan Self, AIA
Hunter Fleming, AIA	Raquel Serur (Mexico)
Bobbie Franks, Assoc. AIA	Tracy Sigmon, AIA
Hector Gath (Argentina)	Mike Streckert, AIA
Susan Golden, AIA	Mike Sullivan, AIA
Marty Gorman, AIA	Rusty Taylor, AIA
Scott Guidry, CSI	Jack Tucker, FAIA
Joey Hagan, AIA	Jimmie Tucker, AIA
Reb Haizlip, AIA	Todd Walker, FAIA
John Harrison Jones, AIA	Stroud Watson, FAIA
Karla Uyehara Hunt	Joe Wieronski, AIA
Keith Kays, AIA	Barry Yoakum, AIA

Interior Designers

Richard Carr (Scotland)	Marlene Ivey (Scotland)
Rebecca Courtney, NCIDQ	Liz Kath, NCIDQ
Chere Doiron, NCIDQ	Stephanie Wexler, NCIDQ
Chloe Harris, NCIDQ	Randle Witherington, NCIDQ

Landscape Architects

Barbara Keathley, ASLA
J. Ritchie Smith, ASLA
Lissa Thompson, ASLA

Planners and Urban Designers

Steve Auterman
Gene Bryan
Maggie Conway
Ann Coulter
Tony Poteet
Kenneth Reardon, AICP

Architectural Historian

Jim Ramsey, Ph.D

Historic Preservationists

Judith Johnson
June West

Developers

Rusty Bloodworth
John Dudas
Mark Grambergs
Kenneth Robinson
Henry Turley

3.7.4 LECTURES & FILMS

Academic Enrichment

The Architecture Program participates in the Academic Enrichment Program of the College of Communication and Fine Arts. Although the funding is competitive, the Architecture Program has had virtually all requests funded. However, the amount of funds has been inadequate to support more than one visiting lecturer per year and funding was virtually eliminated in 2007. This compares very poorly with architectural education in surrounding states and at the University of Tennessee, which has averaged approximately ten lectures per semester over the past five years.

Architecture students also have the opportunity to participate in academic enrichment activities sponsored other academic units within the overall University environment, especially within the College of Communication and Fine Arts.

Expanded Programs

Architecture students regularly have had the opportunity to participate in a variety of lectures and films sponsored by AIA Memphis, the Memphis Brooks Museum of Art, Memphis Heritage, Inc, the Urban Land Institute, and others. This has significantly increased opportunities for students and faculty.

Major Lectures & Films

Architecture students have attended a number of major events in Memphis. Whenever possible, visiting lecturers are brought into the studio for desk critiques and conversations with students.

Non-Local Lectures

Although these special journeys do not replace the need to expand the local lectures series, they provide faculty and students with additional personal development opportunities. Students regularly travel as part of the Department Honors Program and student organization events.

3.7.5 EXHIBITS

Overview

Architecture Students have worked with visiting artists on several installations at the Art Museum of the University of Memphis (AMUM). These include Anne Beffel, Coleman Coker (architect and artist), Todd Slaughter, Terry Allen, Michael Shaughnessey, and Jene Highstein. Architecture students have also participated in shows throughout the region and have had their work displayed at a variety of venues around the campus. The Department of Architecture sponsored an exhibition of student work "Messy Complexities" at the Memphis Brooks Museum of Art.

3.7.6 SUPPORT SERVICES AND ADVISING

Overview

Because of the tutorial method employed in architectural education, advising and mentoring occur on both a formal and informal basis. A strong advising network is in place within the Department of Architecture to ensure each student is fully apprised of opportunities, program requirements, and so forth.

Each Architecture student is required to meet with the Department advisor prior to being permitted to enroll in courses each semester. By meeting with the advisor, each student receives direction on courses and also an assessment of progress towards the degree.

All new, first year students are required to attend the New Student Orientation held each fall before the beginning of classes.

Faculty Advising

Advising is handled through individual planning sessions and by group sessions to discuss general requirements. Professor Sherry Bryan serves as Architecture Program Academic Advisor. She provides academic advising for every student enrolled in the Program as well as mentoring and career counseling. In the past, other Architecture faculty members were assigned advisees but having a single advisor has proven to be more effective.

Transfer students are advised by Professor Bryan and their portfolio is reviewed by the entire Architecture Program faculty. A collective decision is made as to where to place the student in the program of study.

A detailed file for each student is kept in the Department of Architecture office. These files contain the degree plan, special information such as scholarships, and a semester-by-semester course record.

Professor Bryan received the University of Memphis Faculty Advisor of the Year award in 2003 and the College Faculty Advisor of the Year Award in 2006.

Informal Advising

Informal advising takes place regularly as a result of the studio environment and constant interaction between students and faculty.

Graduate School Advising

Formal advising for students wishing to pursue a professional Master of Architecture degree is held each academic year. Workshops and meetings on graduate school applications, portfolio development, and related issues are conducted each year. All Architecture faculty members participate in these. In the past this was coordinated by professors Michael Hagge, Sherry Bryan, and Jim Lutz. A new coordinator is in the process of being selected at the time of the preparation of the APR.

Evaluation & Candidacy

Professor Sherry Bryan serves as formal advisor for students seeking admission into the Master of Architecture degree program as well as initial admission into the BFA in Architecture degree program (Entrance Evaluation and Candidacy Review Portfolio). The full Architecture faculty reviews these and votes on acceptance.

Peer Mentor Program

This special program, directed by Professor Michael Hagge, matches qualified upper-level students with beginning students to foster a sense of community. Representatives of all four registered student organizations also participate in this program.

Assignments in the Introduction to Architecture course encourage interaction among beginning students and other students through formal interviews and project participation.

Workshops

The Department of Architecture regularly offers workshops and special activities to enhance the educational experiences of the students in the Department. Among the topics covered are: portfolio design, model making, graphic design, rendering skills, computer modeling, advice on how to select a Master of Architecture degree program, and study abroad options. These are held at varied times, often on Saturday, to ensure the greatest possible attendance.

University College

Until the point at which it was phased out, Professor Tom Mason coordinated the Construction Program within the Bachelor of Professional Studies degree offered by the University College and advised all majors within that area. Professor Mason received the Advisor of the Year award from the University College in 2003.

Professor Sherry Bryan and Professor Michael Hagge have also served as University College advisors on theses and projects.

University Services

The University of Memphis offers significant support in a variety of areas including career counseling, personal counseling, tutoring and other academic assistance, recreational activities, and active student government association, and other services.

3.7.7 INTERNSHIPS

Overview

The Department of Architecture works with the Tennessee Board of Architectural and Engineering Examiners and AIA Memphis to promote the Intern Development Program as well as summer and part-time internships within architecture offices.

IDP Awareness

Architecture students are made aware of the Intern Development Program (IDP) in a number of ways.

- Dissemination of information in various courses including but not limited to Introduction to Architecture and Professional Practice.
- Discussion of the IDP in the mandatory New Student Orientation.
- Displaying the NCARB "Planning to be an Architect" poster in a prominent location.
- Presentations by the Executive Director of the Tennessee Board of Architectural and Engineering Examiners.
- Formal and informal advising on the IDP.
- Links to NAAB, NCARB, AIA, ACSA, and others on the Department of Architecture web site.

Professional Practice

The undergraduate Professional Practice course, required in the spring semester of third year, covers the following topics, among others: professional practice of architecture; case problems initiating and managing professional practice; exploration of essential elements of professional practice; administration and management, professional services of the architect, contracts, codes, specifications, and professional ethics. Information on NCARB requirements and IDP information is distributed in this class. The graduate level Advanced Professional Practice course covers these topics and more.

Career Placement

The Department of Architecture maintains contact with local firms as well as AIA Memphis and advises students when opportunities become available. Information is e-mailed to students and is posted on the bulletin boards.

Annual Interviews

Architecture faculty members are working with AIA Memphis to implement an annual "Career Day" in which prospective employers could come to campus and interview students.

Trade Shows

The Department is a regular participant in the Construction Specifications Institute Products Display Show and features a booth of student work. The CSI-S and IIDA-Campus Center student organizations also sponsor the Trades and Trends show each year on campus. These events offer students to meet and talk with visitors.

3.7.8 ARCHITECTURAL TRAVEL

Local Travel

The Department of Architecture supports a wide variety of journeys. These include visits to project sites, local architectural offices and related businesses, and visits to product manufacturing sites. These journeys are coordinated by Architecture faculty, as well as through professional organizations including AIA Memphis, the Urban Land Institute, the US Green Building Council, and the Construction Specifications Institute.

- TERRA (Technologically + Environmentally Responsive Residential Architecture) Sustainable Design Demonstration House (sustainable design and site planning, material properties, community revitalization, environmental systems)
- BRIDGES USA Building (sustainable design)
- Various sites within the area (infill development, urban / suburban conditions)
- Residences within the area including those designed by Coleman Coker, Francis Mah, E. Fay Jones, Archimania, and others
- Uptown Resource Center (community-based planning)
- Henry Turley Company (development)
- Riverfront Development Corporation (master planning)
- Cannon Center (acoustics, environmental systems)
- Brooks Museum of Art (various exhibits)
- Pella Windows Plant Visit (manufacturing and installation)
- ACME Brick Plant (manufacturing properties)
- FedEx Institute of Technology (steel construction focus)
- FedEx Forum (steel dome construction)
- University of Memphis Holiday Inn (large truss application)
- Kirby Woods Baptist Church (light gauge steel framing)
- Bob Evans Restaurant (wood frame construction)
- Medtronics Parking Structure (pre-cast concrete)
- Methodist Hospital (cast in place concrete)

Other Travel

The Department of Architecture offers a variety of journeys, usually scheduled during fall and spring breaks, intended to provide students of all levels the opportunity to study significant works of the built environment. These journeys are led by an Architecture faculty member, often part of a particular studio, but are also conducted independently. More often than not, additional faculty members participate.

In the past several years, organized trips have been taken to the places within the United States listed below. Trips organized by students and not including a faculty member are not listed.

Several examples of these are listed below.

- Kansas City and St. Louis, Missouri (architecture, downtown planning)
- Chattanooga, Tennessee (LEED projects, riverfront revitalization, downtown revitalization)
- Little Rock, Arkansas (LEED certified architecture)

- Nashville, Tennessee (architecture, downtown planning, AIA convention)
- Knoxville, Tennessee (AIA convention, architecture)
- Louisville, Kentucky (architecture, riverfront development)
- Columbus, Indiana (architecture) and New Harmony, Indiana (architecture)
- Shaker Village in Pleasant Hill, Kentucky (architecture)
- Dallas - Fort Worth, Texas (architecture)
- New Orleans, Louisiana (architecture)
- New York, New York (architecture)
- St. Louis, Missouri (architecture)
- Eureka Springs, Bella Vista, Arkansas (architecture)

3.7.9 STUDY ABROAD STUDIO

This Studio has been offered formally as well as informally several times and was based in Vicenza, Italy. Students participated in faculty-led journeys to significant architectural and cultural sites in Italy, Switzerland, and France and have collaborated with architecture students and faculty from Virginia Tech. Professor Sherry Bryan, Professor Michael Hagge, and Professor Kyung-Rip Park have led this studio.

Professor Michael Hagge and Professor Jim Lutz led a team of Architecture students that participated in a special design competition in the Czech Republic during the summer of 2004. This was in association with CMC Architects in Prague. While there, students also traveled to other sites within the Czech Republic as well as to Berlin and Dresden, Germany.

Alternatives for future study abroad options are being explored including partnering with other architecture schools.

3.7.10 STUDENT ORGANIZATIONS

AIAS American Institute of Architecture Students

AIAS is the “official” registered student organization in the Department of Architecture. It was re-chartered in 2008 after being inactive for several years. AIAS was active for many years in the Department of Architecture. About five years ago, students became dissatisfied with the level of support they received from AIAS national and voted to suspend the local charter. While active, the AIAS chapter served as a vocal proponent of increasing the quality of the Architecture Program and successfully lobbied the University for dedicated space for the Program. Professor Sherry Bryan and Adjunct Professor Jeanne Myers are faculty advisors.

APX	Alpha Rho Chi National Co-Ed Fraternity for Architecture
	APX is dedicated to professionalism, mentoring, networking, and fellowship. After a rigorous application and colony process, the Imhotep Chapter was created. The Imhotep Chapter is the only chapter of APX located within an architecture program not accredited by NAAB. The Chapter is actively engaged in community and scholarly activities. Professor Michael Hagge and Adjunct Professor Jeanne Myers, both a Brother of APX, serve as Faculty Advisors.
CSI-S	Construction Specifications Institute - Student Affiliate
	CSI is dedicated to the education of practitioners and the general public about the construction industry and the four major participants: the owner, designer, constructor, and product representative. The Memphis Chapter of CSI is very supportive of the student affiliate, often underwriting travel expenses for students to attend regional and national conferences. The members also regularly speak to students at formal and informal settings and provide product information. The Affiliate designs and constructs a booth to display student work and promote the Architecture Program each year at the Product Display Show. Professor Tom Mason serves as Faculty Advisor.
IIDA-CC	International Interior Design Association - Campus Center
	The International Interior Design Association (IIDA) works to enhance quality of life through excellence in interior design and to advance interior design through knowledge, value and community. IIDA Campus Centers allow student members greater flexibility and participation regarding their membership. By establishing Campus Centers, students have a more interactive and direct approach to issues concerning their membership as well as the opportunity to plan activities tailored specifically to their needs. Professor Chere Doiron serves as faculty advisor.
Honors	University Honors Program and Architecture Honors
	The University Honors Program combines the best of a small liberal arts school with the wide-ranging opportunities of a nationally recognized research university. There are approximately 1500 honors students, all of whom excel academically. The web site is http://honors.memphis.edu/.
	In 2006, the Department of Architecture created and offered its first dedicated Honors Program courses. Previously, Honors credit in Architecture had to be done by contract. The contract is still used and is available in all ARCH- and IDES-prefix courses. The Department also offers the Honors in Architecture program. Students participating in this receive a notation on their diploma and transcript. Professor Michael Hagge coordinates the Architecture Honors Program with the University Honors Program.
Graduate Student Society	The Department is in the process of creating a graduate student society for students enrolled in the M.Arch degree program. The

society has met several times and is in the development stages at the time of this APR.

NOMA

The Department is in the initial stages of discussions relative to starting a chapter of the National Organization of Minority Architects. Adjunct Professor Jimmie Tucker is active in NOMA and assisting in this effort led by graduate students.

Other Student Activities

The University of Memphis has an active student organization program with hundreds of opportunities for students to become involved in wide-ranging activities and programs.

3.7.11 STUDENT AWARDS

Awards

The Department of Architecture believes students should be rewarded for academic excellence, service, and commitment to the profession. A variety of awards are available to Architecture students each year. Among these are:

- King Award (Architectural Research Centers Consortium)
- Alpha Rho Chi Bronze Medal
- Outstanding Graduate Thesis Award (not yet given)
- CSI Product Display Show Poster Competition (CSI Memphis) (competition open to students and interns)
- Francis Mah Travel Award (AIA Memphis) (competition open to students and interns)

3.7.12 SPECIAL COURSES AND ACTIVITIES

Special Topics

During the past several years, the Department of Architecture has developed a series of Special Topics courses designed to offer advanced undergraduate students, honors students, and graduate students additional educational opportunities. These courses have been open to Interior Design and City Planning students in addition to Architecture students.

Special Topics courses may be offered three times and then must either be added to the regular course listing or not offered again in the same format. These are offered for graduate and undergraduate credit.

- Parameters in Architecture Studio
- Urban Design Studio
- Architecture & Urban Theory
- Advanced Modeling + Visualization Studio
- Furniture Design + Making Studio
- Sustainable Design Studio

Four special topics courses, Urban Design Studio, Parameters in Architecture Studio, Furniture Design + Making Studio, and Sustainable Design Studio, all electives, have come into the regular program of study. The content from the Architecture + Urban Theory course, no longer offered, has been incorporated into other courses, foremost in the required graduate course Contemporary Architectural Theory and the required undergraduate, elective graduate course Determinants of Modern Design.

Interdisciplinary Studios

All faculty members are encouraged to develop projects in the studios that include an interdisciplinary element. Many of the elective studio and seminar courses are open to students in others academic areas, particularly City Planning and Interior Design.

Independent Study

Several new Independent Study courses have been offered within the past five years. Among these are courses in drawing and delineation, portfolio design, sustainable design, structures, and building technology. These courses allow students and faculty to work together on areas of common interest and research. Several of these courses have been offered to students from other academic areas including Interior Design, City Planning, and Photography.

In addition, all undergraduate design studios from Architectural Design I through Architectural Design VI have a one hour Independent Study element in which structures and building technology issues may be reviewed with the faculty member teaching these courses. This has been well received by the students. This is also available to students enrolled in the M.Arch degree program.

Design Competitions

Architecture students have participated in a number of design competitions, both with faculty members and independently. Several of these are listed below.

<u>current</u>

- Volkswagen Bridge Competition (Volkswagen AG, Chattanooga, TN)
- Tilt-Up Construction Association (Sustainable Coffee Shop, Phoenix, AZ)
- Barkitecture Design Competition (Animal Rescue Center, Memphis, TN)
- CSI Products Display Show Competition (Memphis, TN)

<u>previous</u>

- American Institute of Architecture Students (several)
- Association of Collegiate Schools of Architecture (several)
- Designing the Future of New Orleans
- Homeland Security Airport Design Competition
- Urban Open Design Competition (Chicago, Illinois)
- American Institute of Steel Construction

- Wood Products Council
- HILB Student Activities Center Design Competition
- CSI Products Display Show Competition
- AIA Memphis Modern Design Competition
- Shaping the New American Riverfront Design Competition
- FedEx Institute of Technology Design Competition
- Barkitecture Design Competition (Humane Center)
- AIA Memphis Overton High School Design Charrette

The Department of Architecture conducts internal competitions. Some of these have been coordinated by an Architecture student as part of an Honors Contract and assisted by a faculty member. These competitions are open to all students enrolled in degree programs within the Department.

Architecture Program T-Shirt Design Competitions

CSI T-Shirt and Logo Competitions

AIAS T-Shirt Design Competitions

Campus Bench Design Competition

Barkitecture Design Competition (internal)

Light, Dynamic, Form Design Competition

Implications of Architecture Design Competition

Light and Shadow Design Competition

Arts in the Park Gateway Design Competition

3.7.13 COMMUNITY OUTREACH

Introduction

Community outreach integrates teaching, service, research, and creative activity. By using the Memphis region as an urban laboratory, the Architecture Program strives to involve faculty and students in special projects and activities intended to expand and enhance the educational experience. Wherever possible, Architecture students are invited to participate in faculty research and creative activities in a formal studio setting, through a special contract, or informally.

Selected Projects

The following list includes selected projects over the past five years involving students and faculty collaboration. Most of these are interdisciplinary in nature and many have external funding.

<u>current</u>

- Millington Old Town, City of Millington, TN (revitalization plan, mixed-use, other architectural projects, job training)
- Victorian Village Project, Memphis, TN (job training, historic preservation)

- Community Revitalization Plan, Town of Henning, TN (architectural projects, cultural tourism)
- TERRA Monitoring Project, Memphis, TN (post-occupancy)
- TERRA Bio-Plastic Panels Project, Memphis, TN (also on Habitat for Humanity demonstration houses)
- South Memphis Renaissance Collaborative, Memphis, TN (mixed-use, affordable and sustainable residential)
- Triangle Noir (Memphis Housing Authority / City of Memphis), Memphis, TN
- University Area Middle School, Memphis City Schools and University of Memphis Campus School, Memphis, TN
- Ordinary to Extraordinary: Learning and Leading Green, Memphis, TN (sustainable design education project for Memphis City Schools, middle school children)

<u>complete</u>

- South Memphis Alliance (sustainable Laundromat), Memphis, TN
- TERRA Sustainable Design Demonstration House Project, Memphis, TN
- Lamplighter Montessori School (concepts), Memphis, TN
- Mason YMCA (conceptual designs), Memphis, TN
- Mississippi River Corridor (interpretive centers), Shelby County, Lauderdale County, Tipton County, Dyer County, and Obion County, TN
- Davis Park Project, Memphis, TN (park design and revitalization plan)
- University Neighborhood Development Corporation (several projects), Memphis, TN
- Vision Plan, City of Covington, TN (architectural and urban design, economic development)
- East Broadway Revitalization Plan, City of West Memphis, AR (architectural and urban design, economic development)
- CURE / Memphis Housing Authority HOPE VI Projects, Memphis, TN (planning and design)
- Technology Projects (computer-based research)
- Design Projects (several projects in various studios)

Summer Camp

The Department of Architecture, in cooperation with AIA Memphis, developed and conducts the annual Discovering Architecture Summer Camp. Going into its seventh year, the two week day camp is intended to serve middle- and high school age students.

The camp has been highly successful and after the first year, has been at or near its maximum attendance. Originally developed by

professors Michael Hagge, Sherry Bryan, and Jim Lutz, the camp is now led by Professor Michael Chisamore and several AIAS officers. Architecture faculty, local architects and designers, and Architecture students serve as guest instructors.

Design Center

The University of Memphis is a founding partner of the Memphis Regional Design Center, which is closely linked to the M.Arch degree program and advanced undergraduate design studio activities. While in the conversational stages for many years, the project came to fruition under a national AIA 150 grant. Professor Michael Hagge has served on the Executive Steering Committee since the inception of the MRDC and Professor Randle Witherington has recently joined the board.

Sponsored Studios

The Department of Architecture is seeking sponsorship of design studios by local architecture firms and others. Since 2007, Looney Ricks Kiss Architects and Self Tucker Architects have offered principals as adjunct faculty and have involved other principals and staff in the studio activities. This has been most successful in the Architectural Design V and Architectural Design VI studios.

Center for Architecture

The Memphis Center for Architecture, run by architect Coleman Coker, is, unfortunately, no longer in existence. However, until it closed several years ago Architecture students participated each year in a design charrette dealing with a major urban issue. The four-day event typically attracted 50-75 students and faculty from a diverse group of architecture schools.

3.7.14 FACULTY APPOINTMENT, TENURE, AND PROMOTION

Appointments

Full time, tenure track faculty members are appointed in accordance with established policies of the University of Memphis following appropriate affirmative action, equal opportunity polices.

Type of Appointments

Architecture faculty may be appointed to the following positions.

- Tenure
- Tenure-Track
- Multi-year appointment for full-time
- One-year appointment for full-time or part-time
- Semester appointment for full-time or part-time

Responsibilities

Architecture faculty members are expected to make meaningful contributions to the mission of the University of Memphis in teaching, research, and service. Because of the small number of faculty and teaching requirements, the Architecture faculty must address each of these areas in a different manner. This is documented below.

Teaching Assignments

For many years, the teaching load for Architecture faculty at the University of Memphis had historically been greater than that traditionally found in architectural education. Since the Peer Review Report in 2004, teaching loads for most Architecture faculty

members have been reduced. A reduced teaching load allows each faculty member to pursue research and other activities important to the mission of the Department and the University.

Teaching loads for Architecture faculty members vary from semester to semester and person to person. The faculty advisor and program head may receive release time. Other release time may be granted depending upon circumstances and course time may be "bought" through various grants.
Teaching assignments for past three academic years for current full-time faculty assigned to the Architecture Program are shown below. Graduate courses are shown in bold font.

Professor Sherry Bryan (Associate Professor, Tenured)
(Coordinator of Graduate Studies, Director Architecture Program, Architecture Academic Advisor, AIAS Faculty Advisor)

FA 09	ARCH 1111-001, ARCH 1111-002, **ARCH 7021-003, ARCH 7430-001**
SP 09	ARCH 1112-001, ARCH 1112-002, ARCH 1113-001, ARCH 1113-002, ARCH 4021-006, ARCH 4021-301, **ARCH 7021-001**
FA 08	ARCH 1111-001, ARCH 1111-002, ARCH 4811-301, ARCH 4021-301, **ARCH 7021-001, ARCH 7021-003, ARCH 7430-001**
SP 08	ARCH 1112-001, ARCH 1112-002, ARCH 6022-001
FA07	ARCH 1111-001, ARCH 1111-002, ARCH 4931-001

Professor Michael Hagge (Associate Professor, Tenured)
(Department Chair, APX Faculty Advisor)

FA 09	**ARCH 7012-001, ARCH 7930-001**
SU09	**ARCH 7011-001, ARCH 7701-001**
SP 09	ARCH 2712-301, **ARCH 6841-001**
FA 08	ARCH 1120-001, ARCH 4811-301
SP 08	ARCH 2712-301, ARCH 4022-301, **ARCH 6022-001**
FA07	ARCH 1120-001, ARCH 1120-002, ARCH 4811-301 (Honors)

Professor Tom Mason (Assistant Professor, Tenured)
(CSI-S Faculty Advisor)

FA09	ARCH 2412-001, ARCH 3312-001, ARCH 4021-001, ARCH 4021-003, ARCH 4021-005
SP09	ARCH 1411-001, ARCH 2311-001, ARCH 3313-001, ARCH 4021-002, ARCH 4021-004
FA08	ARCH 2311-001, ARCH 2412-001, ARCH 3312-001, ARCH 4021-003, ARCH 4021-005
SP08	ARCH 1411-001, ARCH 2311-001, ARCH 3313-001, ARCH 4021-002, ARCH 4021-004
FA07	ARCH 2412-001, ARCH 2311-001, ARCH 3312-001, ARCH 4021-002, ARCH 4021-003
NOTE:	Professor Mason will begin teaching a graduate-level **independent study** in structures in the SP10 term

Professor Tim Michael (Instructor, Multi-Year Contract)

FA09	ARCH 3421-001, ARCH 3713-001, ARCH 4441-001, **ARCH 7510-001**
SP09	ARCH 3431-001, ARCH 3714-001, ARCH 4812-001, ARCH 4930-001, ARCH 4930-301
FA08	ARCH 2711-002, ARCH 3421-001, ARCH 4441-001, **ARCH 6811-001**
FA07	ARCH 2711-002, ARCH 4021-001, ARCH 4221-001, ARCH 4441-001
SP08	ARCH 3431-001, ARCH 3714-001, ARCH 4930-001, ARCH 4930-301

Professor James Williamson (Associate Professor, Tenure-Track)

FA09	ARCH 4221-001, **ARCH 7011-001, ARCH 7711-001**
SP09	**ARCH 7012-001, ARCH 7712-001**
FA08	ARCH 3713-001, ARCH 3713-002, ARCH 4221-001, **ARCH 7211-001**
SP08	1113-002, ARCH 3714-001, ARCH 4930-001, ARCH 4930-301

Professor Michael Chisamore (Assistant Professor, Tenure-Track)

FA09	ARCH 1120-001, **ARCH 7511-001, ARCH 7512-001**
SP09	ARCH 2712-001, **ARCH 7421-001**

Professor Andy Belew (Visiting Professor)
(This was a one semester appointment funded by the lapsed salary of Michael Chisamore who joined the faculty in the spring 2009 term)

FA08	**ARCH 7011-001, 7711-001**

Tenure & Promotion

The Department of Architecture follows the tenure and promotion guidelines of the University of Memphis with additional requirements specific to architectural education. Promotions to Associate Professor and Full Professor are made in compliance with the Faculty Handbook. External reviewers are required.

3.7.15 FACULTY DEVELOPMENT

Conferences

In addition to very limited travel funds available through the Department of Architecture, travel funds are available on a limited basis through competitive application through the College of Communication and Fine Arts. In some instances, these funds may be matched on a fifty-fifty percent basis by “Poets Tax” monies available through the CCFA from cost recovery funds from grants.

Travel to conferences may be made available for faculty presenting papers or moderating panels. Funds for travel to the ACSA Administrators Conference have been provided in the past by the Provost as part of the commitment of the University to the Master of Architecture degree program.

Release Time

Architecture faculty may receive release time for various reasons. Because teaching design studio is intensive, additional faculty

release time is necessary to permit research and service activities. Most faculty members have received release due to administrative and/or research project responsibilities.

Buy Out Option

Faculty members are encouraged to use grant monies to "buy-out" class time. Professor Jim Lutz was successful in using funds from the TERRA Sustainable Design Demonstration House Project to hire adjunct faculty to teach courses he would otherwise taught.

Sabbatical

Architecture faculty may apply for leave of either one semester or one year to pursue research and professional development opportunities. The only current Architecture faculty member to have taken advantage of this is Professor Sherry Bryan in 1989-1991. This was a unique, two year special assignment by the former Dean of the College of Engineering.

Lecture Series

Lectures are one key element in faculty development. Virtually all Department of Architecture faculty members regularly participate in the various lecture and other professional development activities to the extent their schedules permit. A Department lecture series was developed in the spring 2009 semester and has been expanded.

3.7.16 FACULTY SUPPORT

Technical Support

All full-time Department of Architecture faculty members have a computer, printer, and appropriate software in their offices. Software and supplies for each faculty member is purchased with funds from the Department of Architecture operating budget as these are not eligible for Technology Access Fee funding.

The upkeep and maintenance of the faculty computers is coordinated by Hugh Busby, Local Support Provider for the College of Communication and Fine Arts, and Brent DeLatte, Multi-Media Coordinator for the Department of Architecture. Mr. DeLatte is also responsible for the upkeep of the two computer labs within the Department.

Technology Grants

A number of special grants were available in the past to Architecture faculty. Among these are research grants and Technology Access Fee (TAF) and other technology-related grants. This does not include external or internally funded research grants which are described elsewhere in this document. Grants received since 2000 are listed below.

2003 DVINCI Grant (Internet Technology)
Professor Sherry Bryan (Principal Investigator)
Professor Michael Hagge (Grant Writer)
$10,000

2002 Faculty Research Grant
Professor Michael Hagge (Principal Investigator)
$ 500

2001 TAF Grant
Professor Michael Hagge (Principal Investigator)
$ 5,000

3.7.17 CONTINUING EDUCATION

Continuing Education

All Department of Architecture faculty members regularly participate in continuing education programs, both for formal CEU credits and informally. Listed below are organizations offering some level of continuing education opportunity, either through formal CEU or through workshops and seminars at conferences in which faculty members have participated.

- American Institute of Architects
- American Institute of Certified Planners
- American Planning Association
- Association of Collegiate Schools of Architecture
- Construction Specifications Institute
- Environmental Design Research Association
- International Interior Design Association
- National Organization of Minority Architects
- Society of Architectural Historians
- U.S. Green Building Council
- Urban Land Institute

3.8 PHYSICAL RESOURCES: FACILITIES

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. The APR must include the following information:

- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas, with accessibility clearly indicated.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available to students and faculty.*
- *Identification of any significant problem that impacts the operation or services, with a recommendation for improvements.*

3.8.1 PHYSICAL FACILITIES

Jones Hall

The Department of Architecture has been housed within Jones Hall since the summer of 2004.

Jones Hall is located in the geographic center of the campus. The University Library and the College of Communication & Fine Arts building are located to the northeast of Jones Hall, about a five minute walk away. Two Living-Learning Communities, Architecture + Design House and Architecture TownHouse, are located about a ten minute walk from Jones Hall. These residents are home to thirteen students and include a ground-floor design studio.

The Architecture Program originally occupied most of the third floor of the Engineering Technology Building but, over the years, space was taken and converted to research, office, and technology spaces for the College of Engineering. This left the Program with a severe shortage of space.

The decision to acquire the entire fourth floor of Jones Hall for use by the Architecture Program was made in 2000, after the Program was administratively moved into the College of Communication and Fine Arts. The space was being used by information technologies staff and was therefore renovated and converted to use as studio and instructional space per designs completed by Architecture Program faculty. Since then, the Department of Architecture has acquired most of the third floor of Jones Hall as well with the rest of the space to be acquired when the Department of Art vacates the space in 2010.

Instructional space in Jones Hall includes design studios, seminar room, two CAD + Visualization studios, and a classroom all dedicated to the Department of Architecture. Faculty offices are located on both the third and fourth floor while the departmental office is located on the fourth floor. A small library containing personal collections of the faculty and a materials resource room are also located within the space.

All students enrolled in a design studio course have 24-hour access, seven days a week, to their dedicated space. The computer labs are open only to students within the Department of Architecture.

There is a small space for display of student work but it is inadequate for a studio or other exhibition. The Department of Architecture may request to use the Department of Art gallery on the first floor but this space is seldom available. Plans to acquire additional space within Jones Hall include a formal gallery area.

Design Studio Strength

The design studios are a great asset and allow visitors to see how architectural education takes place. This plays a role in recruiting students and in helping university administrators and visitors better understand the process and results of education in an architectural environment. The “raw space” helps Architecture students better understand how a building is constructed and the various elements that make it function.

Studio Capacities

Studio space is not adequate to meet the present needs of the Department and will become significantly overcrowded with any amount of growth. This was relieved somewhat in the spring 2008 semester when Architecture assumed control of a space allocated to Architecture but used by Photography. Additional space will be acquired in Jones Hall in 2010 which will meet current enrollment and short-term growth needs.

Classroom Facilities

The Department of Architecture has one dedicated classroom space and a graduate studio / seminar room both located on the fourth floor. All Architecture lecture-based courses, including some studio lecture time, are taught in these rooms with the exception of some first year courses which are taught in the Art History classrooms on the second floor of Jones Hall and a few courses occasionally scheduled in the shared “Smart Classroom” located on third floor.

CAD + Visualization Lab

Two computer labs exclusively for students within the Department of Architecture are available with 24-hour access, seven days a week. The fourth floor room may be accessed from the studios or from the public corridor and has a security system linked to the University Police. The third floor space is accessed from the corridor and also has a security system.

The fourth floor space is a dedicated “Smart Classroom” and includes an overhead projection system. Each of the two computer labs contains 20 workstations with Dell computers. The fourth floor lab also has space set up for students to work with their personal

laptop computers. The Dell systems are complemented by scanners and printers.

Since the last NAAB team visit, both computer labs have been placed back on the TAF footprint and each received new computer and software systems. Several years ago, the labs were removed from the Technology Access Fee (TAF) "footprint" and no longer scheduled to receive periodic updates of new hardware. This was having a severe impact on the ability of Architecture students to complete assignments and remain competitive in the professional workplace, as computers regularly "crashed" while running large files or simply do not open the software at all.

The fourth floor systems used by M.Arch students are Dell Precision T5400 workstations with widescreen flat monitors. The third floor systems are Dell Optiplex 740 with flat screen monitors. Students in the Department also have access to a Dell 5310n printer, HP 8150N LaserJet printer, and a scanner. The Department will receive a KIP 6052stf Digital Print System printer and large format scanner for the cost of supplies only (this was arranged through Looney Ricks Kiss Architects).

Imaging Center

This facility includes a new HP DesignJet Z3100ps GP Photo plotter, a Hewlett Packard DesignJet 650C plotter, a Hewlett Packard DesignJet 500 plotter, an OCE 9400 plotter, a Hewlett Packard LaserJet 1300 printer, and a Xerox Phaser 790 printer. The center provides up-to-date copy and reproduction services to students. The center also has a BUFFALO TeraStation server.

Lighting Lab

A small lighting lab located on the third floor is available for student instruction. A proposal to expand and enhance the lab is currently under review for "stimulus fund" allocation.

Art + Architecture Shop

The Department of Architecture and the Department of Art share shop facilities in the Art Building located immediately to the north of Jones Hall. This facility contains basic equipment including table, band, miter, and chop saws, a new panel saw, band saws, drill presses, and various hand tools. Welding and metal-working equipment is also available for student use.

The facility does not contain items such as a 3-D printer and laser cutter which are often found in schools of architecture and design. The lack of model-making tables and storage is an issue which needs to be addressed.

Photography Space

No dedicated darkroom or photography space is available to Architecture students. Although Architecture students may use the rooms managed by the Photography Program in the Department of Art if they are enrolled in one of their courses, this arrangement is not adequate to meet the needs of the Architecture Program. Also needed is a dedicated photography space where models and two-dimensional work may be photographed. The Department has various types of equipment for this purpose but lost the dedicated space to the expansion of Bio-Medical Engineering Research labs several years ago. Students currently photograph their work "after hours" in the classrooms or corridors.

Other Space

There are not enough faculty offices to accommodate any new positions. Critique space is severely limited, often requiring projects to be presented in the corridors. The latter issue will be remedied to some degree with the acquisition of additional space in Jones Hall.

Furniture and Equipment

With few exceptions, all of the furniture in the design studios and offices is over twenty-five years old and most of the drafting tables are older. There are insufficient numbers of functioning drafting tables to meet the needs of the students and this will become problematic as both the BFA in Architecture and the Master of Architecture degree programs grow. While the Department has been fortunate to receive donated desks, these are also old and many are in need of repairs.

Looney Ricks Kiss Architects and Memphis Business Interiors have provided furnishings on loan to the Department, thus alleviating some of the issues with inadequate furnishings.

3.8.2 TECHNOLOGY INITIATIVES

Technology

The Department of Architecture has two roll-around “smart carts” with a laptop computer and projection system as well as a dedicated “smart” classroom space which doubles as the computer lab. The University has added wireless access to all buildings on campus and Jones Hall has been so equipped and students regularly take advantage of this with personal computers.

Software Support

The Department of Architecture uses a variety of software applications. In the past few years, funding for software has improved and should continue to improve with new university-wide software pools and site licenses. The Department can make application annually for new software programs. Software presently being used includes those applications listed below.

- AutoCAD 2010
- Revit 2010
- FormZ
- Rhino
- Adobe Creative Suites
- Microsoft Office 2007

All computers in the Department of Architecture use Windows XP Professional operating systems.

Computing Initiative

Access to the latest computer technology is important to architectural education for faculty as well as students.

- Computers in Courses

  The Department of Architecture utilizes computer technology in virtually every course from first year undergraduate through graduate thesis studio.

- Student Systems

  The two Department of Architecture computer labs are available to all students within the Department on a 24-hour, seven days a week basis. Students may also acquire some software from the University of Memphis.

  Interior Design students are required to purchase a laptop computer for their use. Conversations are ongoing among faculty relative to also requiring Architecture students to purchase a laptop. However, virtually all Architecture students beyond first year own a personal laptop.

- Faculty Systems

  All full-time Architecture faculty members have a computer system in their office. Adjunct faculty members are provided shared computer systems.

  All faculty members have access to laptops and portable projection systems for use in presentations at conferences and other venues.

- Learning Commons

  Architecture students have access to a campus-wide wireless network and Learning Commons at the library.

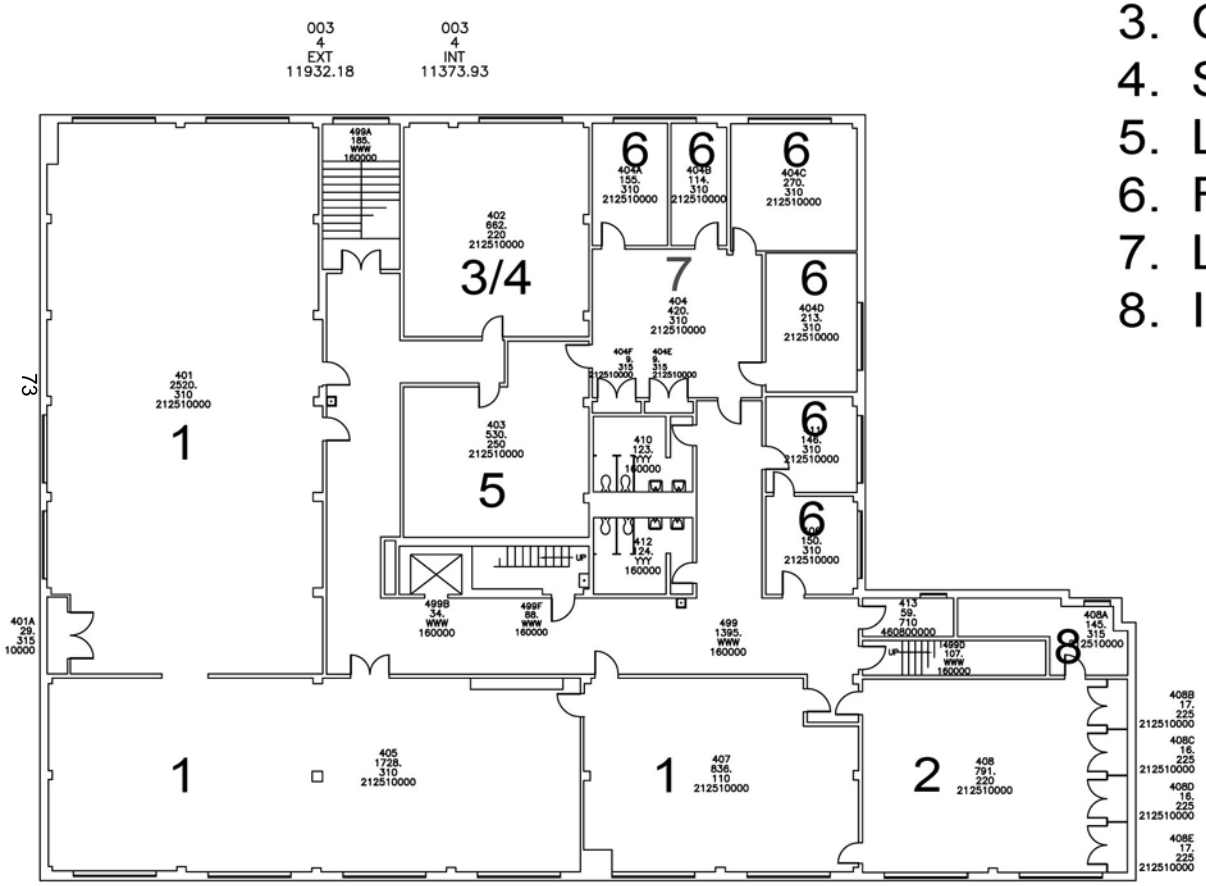
3.8.3 BUILDING FLOOR PLANS

Floor Plans

Floor plans of the present space in Jones Hall and the shop space in the Art Building are provided following this page. The plans also denote space to be acquired within Jones Hall when the Department of Art vacates space in the building.

Department of Architecture

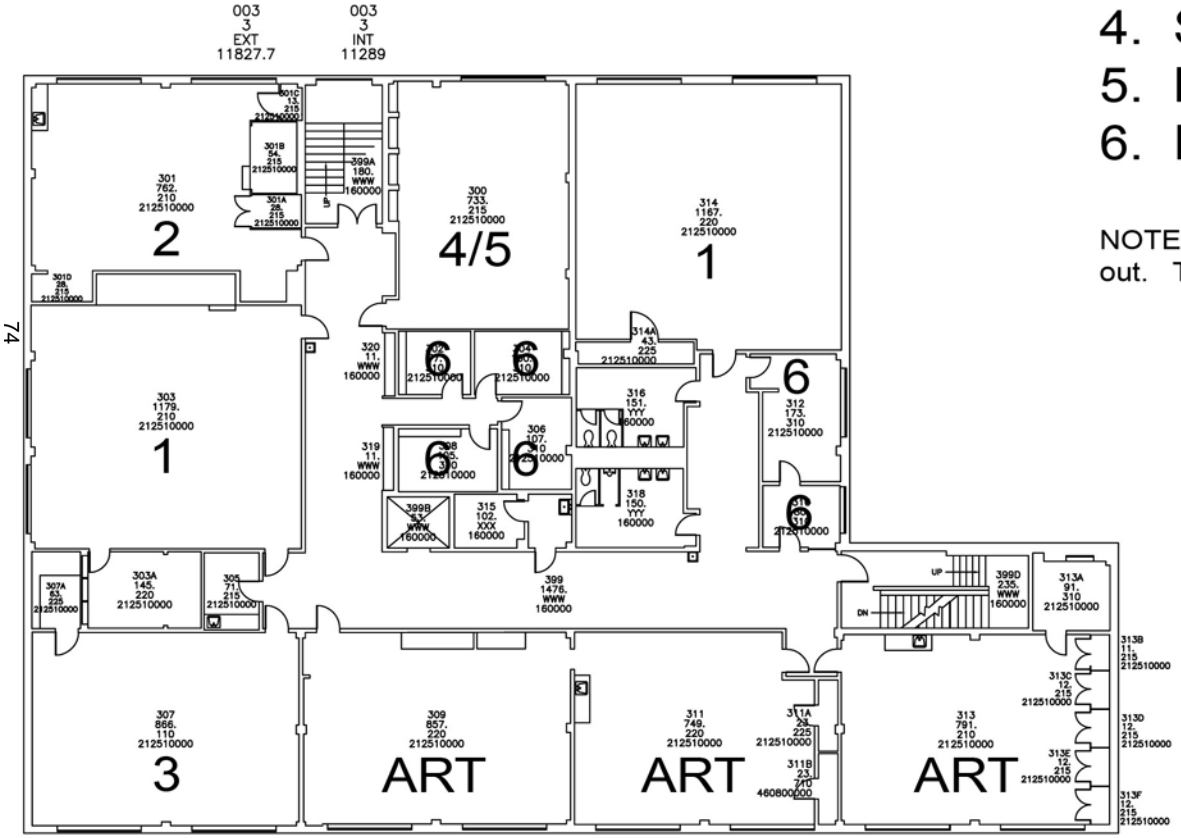
1. Design Studio
2. Computer Lab
3. Classroom
4. Seminar Room
5. Library
6. Faculty Office
7. Lobby / Gallery
8. Imaging Center



Department of Architecture

1. Design Studio
2. Computer Lab
3. Classroom (shared with Art)
4. Seminar Room
5. Library
6. Faculty Office

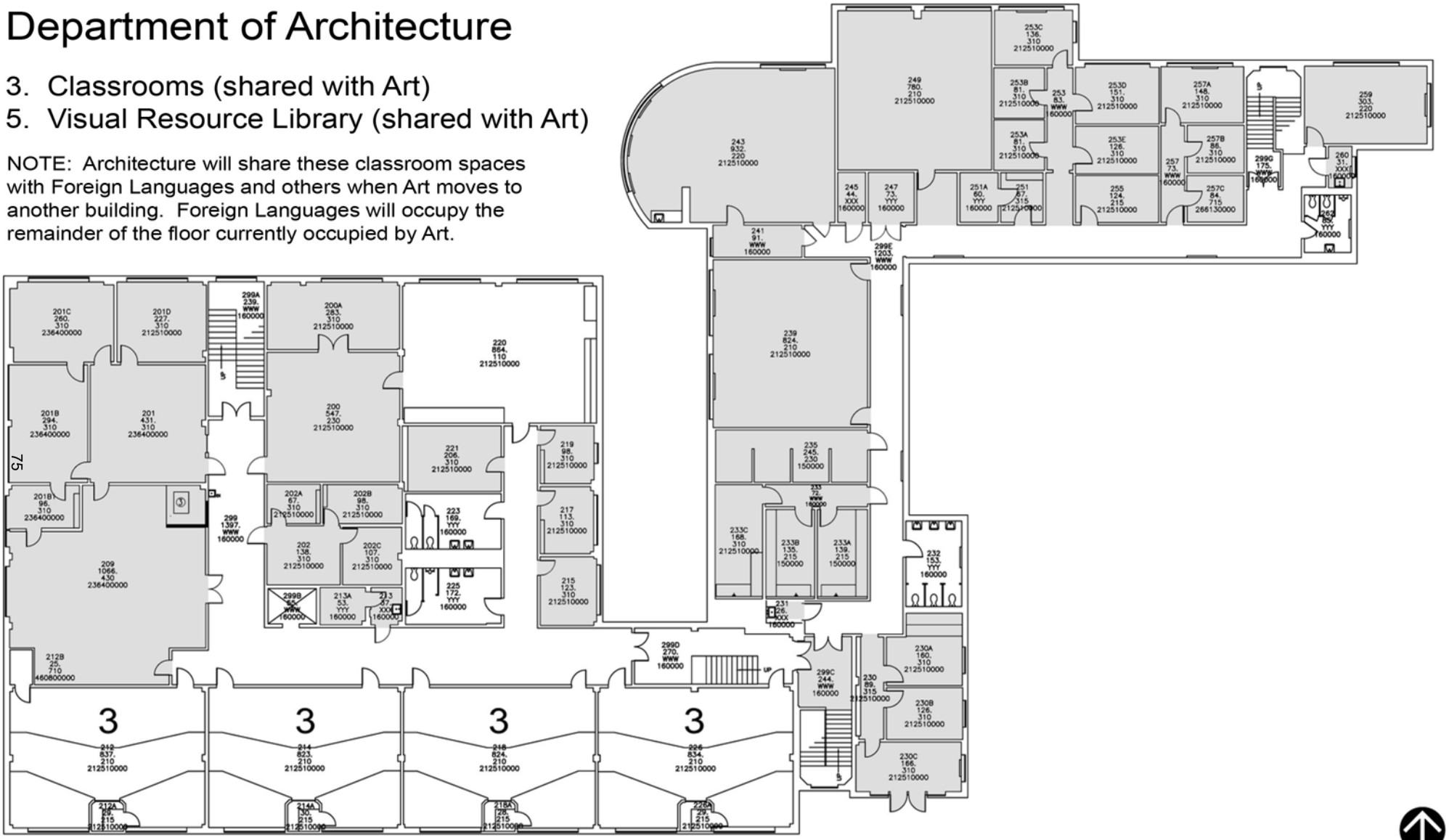
NOTE: Architecture will take over the entire floor when Art moves out. This will add additional studio, gallery and classroom space.



Department of Architecture

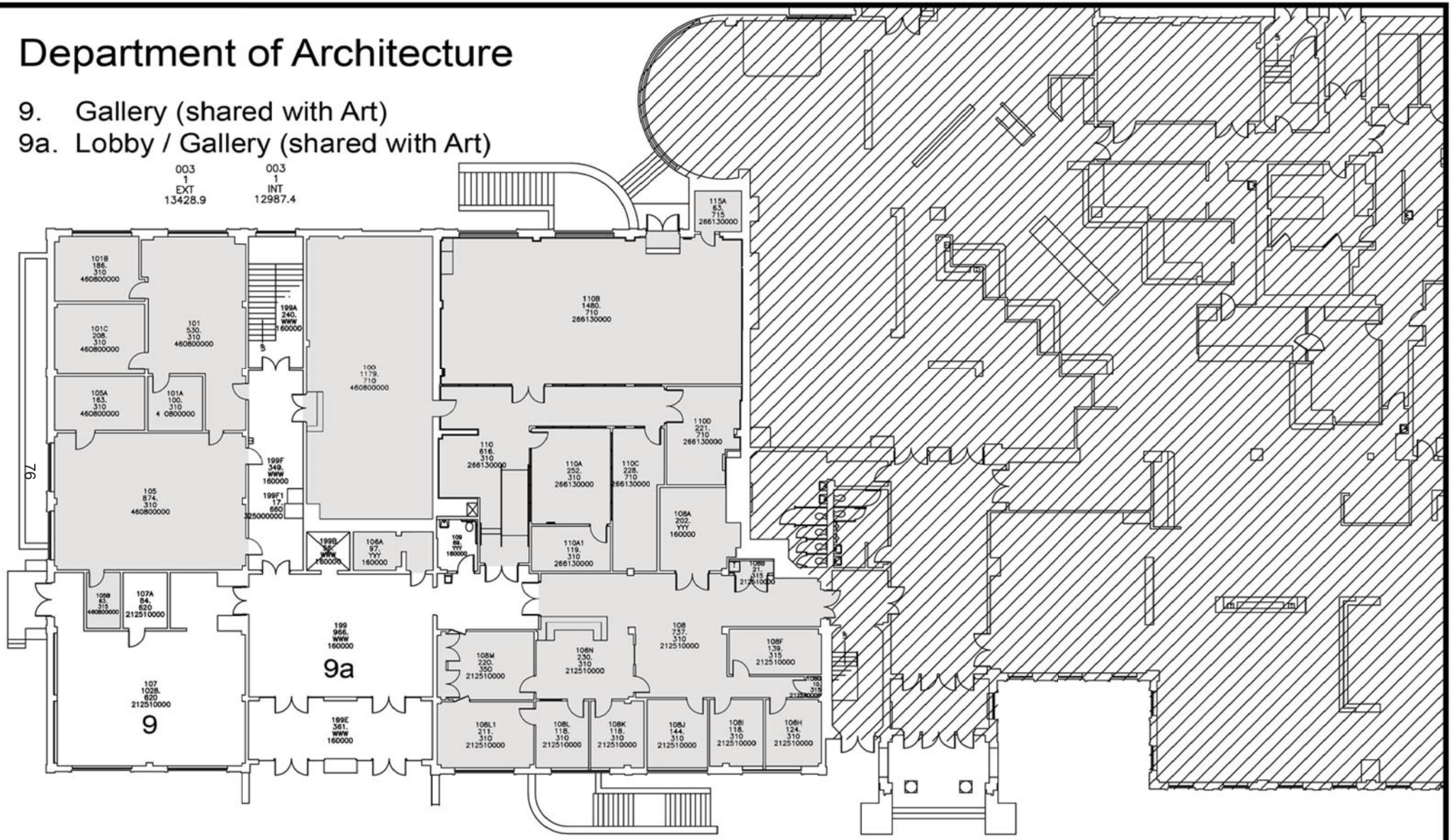
3. Classrooms (shared with Art)
5. Visual Resource Library (shared with Art)

NOTE: Architecture will share these classroom spaces with Foreign Languages and others when Art moves to another building. Foreign Languages will occupy the remainder of the floor currently occupied by Art.



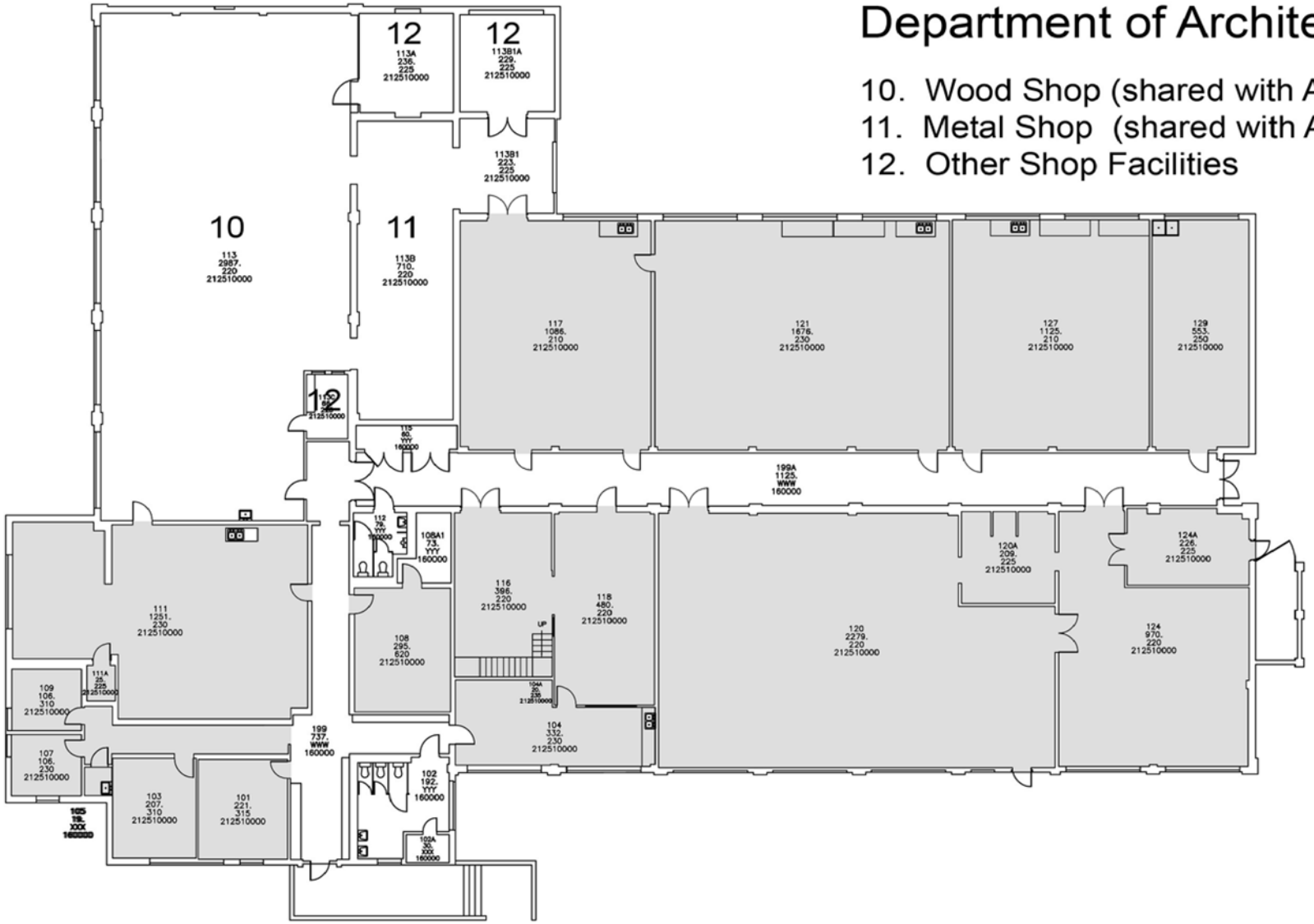
Department of Architecture

9. Gallery (shared with Art)
9a. Lobby / Gallery (shared with Art)



Department of Architecture

10. Wood Shop (shared with Art)
11. Metal Shop (shared with Art)
12. Other Shop Facilities



THE UNIVERSITY OF MEMPHIS.

Office of Space Planning and Utilization
382 Administration Building

Release: 01/15/03
Revisions: 01/15/03
08/17/07W

Art Building - 005
First Floor
005-1-afm.dwg
Page 1 of 2

3.9 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. The architectural librarian and, if appropriate, the professional in charge of visual resources collections, must include in the APR the following:

- *A description of the institutional context and administrative structure of the library and visual resources*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
  - *–Evaluates the degree to which information resources support the program's mission, planning, curriculum, and research specialties*
  - *–Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional and electronic)*
  - *–Demonstrates sufficient funding to enable continuous collection growth –Identifies any significant problem that affects the operation or services and recommends improvement*
- *An assessment of the budget and administration of the library and visual resource operations*
- *A statistics report.*

3.9.1 MAIN LIBRARY FACILITIES

McWherter Library

Opened in 1994, the 195,000 square foot Ned R. McWherter Library provides one of the most electronically up-to-date information repositories within the region. Library collections contain more than 13 million items, which include monographs, periodical volumes, federal and state documents, maps and manuscripts. Holdings include nearly 3.1 million micro format materials and more than a million bound volumes. Students are also able to access information stored in libraries around the world.

Constructed under earthquake-resistant building codes, the McWherter Library was designed to provide state-of-the-art access to information technology and to be fully accessible to the disabled. It has 725 network connections throughout the building, including those in study carrels, group study rooms and the 24-hour Learning Commons. The University of Memphis Libraries includes the McWherter Library and branch libraries: Math, Chemistry, and Audiology and Speech Language Pathology. The Law, Egyptology, City and Regional Planning, and Architecture + Design, libraries are not part of the system.

The Department of Architecture receives listings periodically and selects books for addition to the library holdings. Funding shortages have significantly reduced the number of books that can be purchased.

Appropriate Holdings

Based on data from the library, there are 4,193 NA books and 1,332 Construction Technology books in the main library facility. This does not include books in the Architecture + Design library or the City Planning library.

Library Staffing

According to available reports, the University Libraries has a Professional Staff FTE of 36, Support Staff FTE of 82, and Student Assistants FTE of 17 for a total FTE of 135.

Library Funding

The University Libraries receives funding from a variety of sources to cover acquisitions and operating expenses. Approximately $8300 was spent between 2003-2006 for NA acquisitions and $9175 in the 2008-2009 fiscal year was expended.

Statistics Report

This is provided in Section 4.9.

3.9.2 UNIVERSITY LIBRARIES STRATEGIC PLAN 2003-2006

Mission Statement

The University Libraries provides leadership in the access to and management of information services and resources to support teaching, learning, and research for the University of Memphis community.

Statement of Values

Providing the varied services and programs of the University Libraries requires the involvement of many people. While each individual utilizes his or her own particular expertise and background and adopts his or her unique way to proceed with each task, the overall effort is guided by a common set of values that binds the whole together with common purpose. As they go about meeting the Libraries' objectives by accomplishing their designated tasks, University Libraries' faculty and staff are committed to the following values:

Service. The University Libraries seeks excellence in fostering and supporting teaching, learning, and research by providing resources to access knowledge, information, and ideas. Assistance and instruction in accessing these resources is provided in an open, receptive, and courteous manner, with a commitment to freedom of information and equity of access to the resources.

Quality. The University Libraries strives to deliver effective user services and programs, within its financial constraints, using the highest feasible standards of management and organization. We are committed to the development of a knowledgeable, versatile, and skilled faculty and staff.

Integrity. The University Libraries affirms the principles of academic freedom and conducts all services and operations with honesty, openness, and accountability.

Diversity. The University Libraries values the differences, which are present in our users, our collections, and our faculty and staff.

We endeavor to provide a climate of acceptance and respect for all points of view and for all individuals, whether members of the university community or the community-at-large, without regard to race, ethnicity, gender, age, lifestyle choice, or physical abilities.

Collaboration. The University Libraries participates with the academic units to provide resources and services to support the academic programs of the University. We join with other academic communities and libraries throughout Tennessee, the Mid-south region, and the nation to enhance library users' access to resources beyond the University Campus.

Innovation. The University Libraries identifies and anticipates library users' needs and investigates and evaluates new and emerging methods for obtaining appropriate resources and providing relevant services to meet those needs.

3.9.3 VISUAL RESOURCE CENTER

Visual Resource Center

The Visual Resource Center (VRC), operated by the Department of Art, has approximately 165,000 slides on art and architecture, with approximately twenty-five percent exclusively related to architecture. These cover pre-historic to modern time periods. In addition, there are approximately 8,500 slides of 17th-19th century American architecture that are being researched and catalogued. The VRC also has approximately 400 videos, some of which focus on architecture, and is planning to acquire more as funding becomes available. The Department of Architecture has access to all of the VRC resources.

3.9.4 ARCHITECTURE LIBRARY

Architecture Library

A collection of books, magazines, and periodicals are available to students for use in their research and academic work. Several thousand slides are also held by the Department of Architecture, mostly taken by Architecture faculty members. These are housed in the primary Architecture + Design library as well as in individual faculty offices. A materials resource library for architecture and interior design is also operated by the Department of Architecture.

The Department is working with the Memphis Chapter of the American Institute of Architects on a series of events to raise funds for the acquisition of new books. The AIA and Department have established committees for this purpose.

The Department of City and Regional Planning (School of Urban Affairs and Public Policy) operates a library or planning-related books and journals. Architecture students have access to this resource as well.

3.10 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. The APR must provide the following:

- *Comparative annual budgets and expenditures for each year since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate correlated to the expenditures and investments by other professional degree programs in the institution.*

3.10.1 PROGRAM BUDGET

Budget

Higher education in the State of Tennessee is under-funded at virtually every level. This has resulted in the University of Memphis being required to seek outside funding sources and alternative funding as well as increase tuition and fees. This directly impacts the Department of Architecture.

3.10.2 COMPARATIVE DATA

Funding Allocations

All students enrolled in an ARCH-prefix or IDES-prefix course at the University of Memphis are assessed a $20 per credit hour fee regardless of whether or not their major is Architecture. This is the primary source of operating funds for the Department of Architecture. These funds may be used for a variety of purposes to enhance the quality of education for the students.

Based upon historical collection of this fee and estimated future short-term graduate and undergraduate enrollment figures the Student Fee may be expected to generate approximately $45,000-$50,000 per year. Many of the needs of the M.Arch degree are met through these fees as these needs are be shared with the BFA in Architecture and the Interior Design degrees.

In the past, prior to the implementation of the Student Fee, funding allocations for the Architecture Program on a student per capita basis were generally equitable with other majors and concentrations within majors with which it competed for funding.

Funding for adjunct faculty has been adequate and has included special allocations from the Office of the Provost. The rates paid by the Department of Architecture are among the highest on campus.

3.10.3 EXPENDITURES AND INVESTMENT

The table below shows the Fiscal Year 2009 budget, Fall 2009 student enrollment, and the per-student expenditures for the Department of Architecture and the comparable professional programs at the University of Memphis. Detailed financial information is provided in the enclosed CD.

Department of Architecture	
Salaries + Benefits	$ 851,149
Operating Expenditures	$ 74,226
TOTAL BUDGET	$ 925,375
Number of Students	156
Expenditures Per Student	$ 5,932
Number of FT Faculty	9
Department of Civil Engineering	
Salaries + Benefits	$1,400,850
Operating Expenditures	$ 119,338
TOTAL BUDGET	$1,520,188
Number of Students	143
Expenditures Per Student	$ 10,630
Number of FT Faculty	12
Department of Electrical Engineering	
Salaries + Benefits	$1,524,194
Operating Expenditures	$ 265,088
TOTAL BUDGET	$1,789,282
Number of Students	253
Expenditures Per Student	$ 7,072
Number of FT Faculty	12
Department of Mechanical Engineering	
Salaries + Benefits	$1,202,266
Operating Expenditures	$ 68,096
TOTAL BUDGET	$1,270,362
Number of Students	282
Expenditures Per Student	$ 4,505
Number of FT Faculty	11
School of Law	
Salaries + Benefits	$4,353,367
Operating Expenditures	$ 350,910
TOTAL BUDGET	$4,704,277
Number of Students	417
Expenditures Per Student	$ 11,281
Number of FT Faculty	25 + 9 clinical, 3 emeriti

3.10.4 DEVELOPMENT

Development

There is no development officer for the Department of Architecture. However, Patty Bladon, Director of Development for the College of Communication and Fine Arts, works closely with the Department.

This team approach, including other University faculty members and officials as well as local architects, has resulted in the implementation of two major funding initiatives. One of these is the creation of the Henry M. Turley Residency in Architecture and Urban Affairs, a position shared among the Department of Architecture, School of Urban Affairs and Public Policy, and the Real Estate Program. The other, while not proceeding significantly at present, is a campaign to endow a professorship in Architecture.

Various efforts by the Memphis Chapter of the American Institute of Architects have resulted in funds being raised for the Department. These include efforts to raise funds for the Architecture + Design Library, among others.

3.11 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. The APR must include the following information:

- *A statement verifying the institution's accreditation from the regional institutional accrediting agency for higher education*
- *A description of the school's administrative structure and a comparison of this structure with those of the other professional programs in the institution*
- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

3.11.1 ACCREDITATION

University Accreditation

The University of Memphis is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelors, professional, masters, educational specialists, and doctoral degrees. SACS is the recognized regional accrediting body in the eleven U.S. Southern states.

More information may be obtained from SACS by contacting the organization at 1866 Southern Lane, Decatur, Georgia 30033-4097. The SACS telephone number is 404.679.4501. The SACS web site address is http://www.sacscoc.org/.

Program Accreditation

The University of Memphis seeks NAAB accreditation for the Master of Architecture degree. While the Bachelor of Fine Arts in Architecture degree is an integral part of the professional "4+2" M.Arch degree model, the university understands the pre-professional BFA in Architecture will not be accredited by NAAB.

The Bachelor of Fine Arts (concentration in Interior Design) is fully accredited by the Council for Interior Design Accreditation (CIDA). NOTE: This information is provided since the Interior Design Program is an integral part of the Department of Architecture and many of the resources within the Department are shared among the three degree programs.

3.11.2 PROFESSIONAL DEGREE NOMENCLATURE

Professional Degrees

The University of Memphis has established a Master of Architecture degree based on the "4+2" model. The 60 credit hour M.Arch and the 128 credit hour pre-professional Bachelor of Fine Arts in Architecture degree make up the professional sequence.

In Tennessee, the practice of architecture, law, medicine, and engineering is regulated by state practice laws. Interior Design is regulated by a title law. Law and Engineering are used below for comparison purposes.

3.11.3 ADMINISTRATIVE STRUCTURE

Architecture

The Department of Architecture is administratively housed within the College of Communication and Fine Arts. The Department was created in 2008 as a part of the commitment by the University to a strong and viable architectural education program and to the accreditation of the M.Arch degree.

The University understands the NAAB requirement that 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. The Department of Architecture has the same standing within the University and College hierarchy as other departments.

College of Communication and Fine Arts

Department of Architecture
Department of Art
Department of Communication
Department of Journalism
Department of Theatre and Dance
Rudi E. Scheidt School of Music
Art Museum of the University of Memphis
Institute of Egyptian Art and Archeology
Center for Sustainable Design *(associated with Architecture)*
Center for Multimedia Arts
Center for the Study of Rhetoric and Applied Communication

School of Law

School of Law

NOTE: The Juris Doctor degree meets the professional education standards of the Tennessee Board of Law Examiners.

College of Engineering

Biomedical Engineering
Civil Engineering
Electrical and Computer Engineering
Engineering Technology
Mechanical Engineering

NOTE: Not all the degrees offered by the College of Engineering meet the Tennessee Board of Architectural and Engineering Examiners standards for professional registration in Tennessee.

Office of the Provost

Ten colleges and schools fall directly under the jurisdiction of the Office of the Provost. The chief administrative officer in each reports to the Provost. These are: College of Arts and Sciences, College of Communication and Fine Arts, College of Education, Fogelman College of Business and Economics, Herff College of Engineering, Cecil C. Humphreys School of Law, Lowenburg School of Nursing, School of Audiology and Speech Language Pathology, University Libraries, University College.

3.11.4 DEGREE PROGRAMS WITHIN CCFA

Degrees

The degrees listed below are offered through the College of Communication and Fine Arts. Majors within each degree are also listed.

Bachelor of Fine Arts
- Architecture
- Art
- Theatre

Bachelor of Arts
- Art History
- Communication
- Journalism

Bachelor of Music
- Music
- Music Industry

Master of Architecture
- Architecture

Master of Arts
- Art History
- Communication
- Journalism

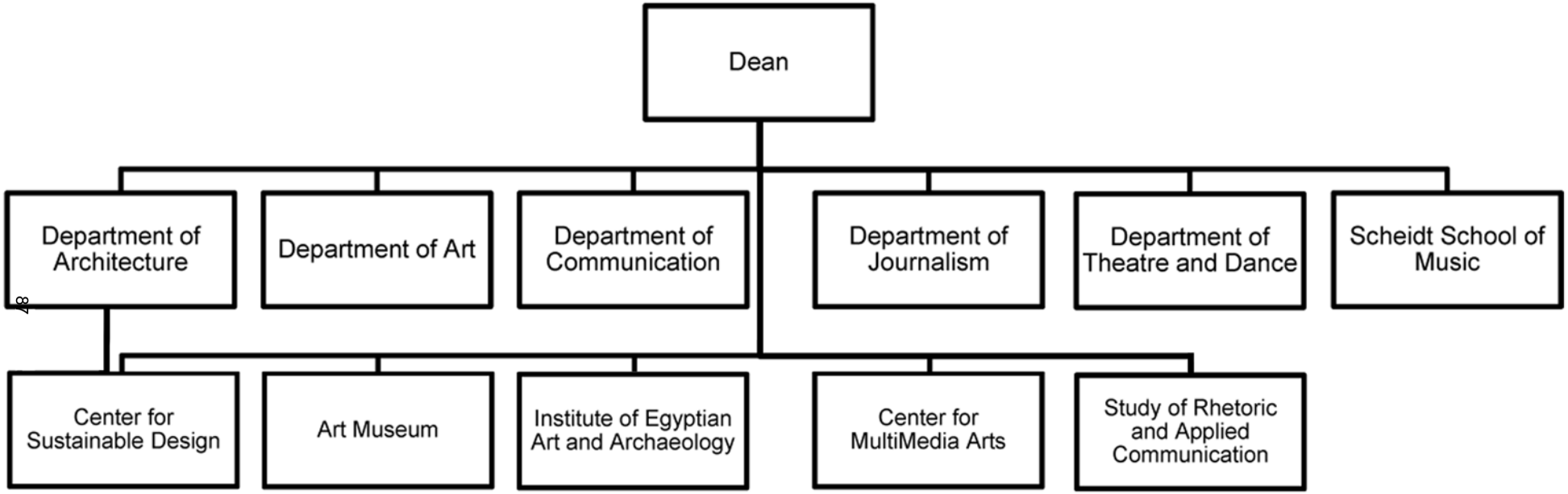
Master of Fine Arts
- Art
- Theatre

Master of Music

Doctor of Musical Arts

Doctor of Philosophy
- Communication
- Music

College of Communication and Fine Arts
Organizational Chart



3.12 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. The number of credit hours for each degree is specified in the following paragraph:

- ***Master of Architecture.*** *Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours, or the quarter-hour equivalent, of which 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives. The APR must include the following:*
- *Title(s) of the degree(s) offered*
- *An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives*
- *Examples, for each accredited degree offered, of the minors or concentrations students may elect to pursue*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively • A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

3.12.1 MASTER OF ARCHITECTURE DEGREE

Master of Architecture

The professional Master of Architecture degree at the University of Memphis is a two-year degree based on the “4+2” model. It consists of a minimum of 60 credit hours of graduate study. When combined with the BFA in Architecture curriculum, a total of 188 credit hours are required to complete the sequence.

3.12.2 BFA IN ARCHITECTURE DEGREE

BFA in Architecture

The Bachelor of Fine Arts in Architecture is a 128 credit hour, four-year, pre-professional degree consisting of 87 credit hours of architecture and 41 credit hours of general education courses.

3.12.3 M.ARCH PROGRAM OF STUDY AND REQUIREMENTS

Program of Study

Of the 60 credit hours required for the M.Arch degree, 36 are required core courses, 9 are thesis courses, and 15 are electives which may be taken from a wide variety of subjects including architecture, city planning, real estate development, and education.

M.Arch First Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7711	(6)	Advanced Architectural Design Studio I
ARCH 7011	(3)	Advanced Architectural Design Seminar I
ARCH 7211	(3)	Contemporary Architectural Theory
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7712	(6)	Advanced Architectural Design Studio II
ARCH 7012	(3)	Advanced Architectural Design Seminar II
ARCH 7421	(3)	Advanced Environmental Systems
_____	(3)	Elective

M.Arch Second Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 6822	(6)	Architecture and Urbanism Studio[1]
ARCH 6022	(3)	Architecture and Urbanism Seminar[1]
ARCH 7930	(3)	Architectural Thesis Research
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7996	(6)	Architectural Thesis Studio
ARCH 7431	(3)	Advanced Professional Practice
_____	(3)	Elective
_____	(3)	Elective

Course Categories

Professional – 36 credit hours

ARCH 6022	(3)	Architecture and Urbanism Seminar[1]
ARCH 6822	(6)	Architecture and Urbanism Studio[1]
ARCH 7011	(3)	Advanced Architectural Design Seminar I
ARCH 7012	(3)	Advanced Architectural Design Seminar II
ARCH 7211	(3)	Contemporary Architectural Theory
ARCH 7421	(3)	Advanced Environmental Systems
ARCH 7431	(3)	Advanced Professional Practice
ARCH 7711	(6)	Advanced Architectural Design Studio I
ARCH 7712	(6)	Advanced Architectural Design Studio II

Thesis – 9 credit hours

ARCH 7930	(3)	Architectural Thesis Research
ARCH 7996	(6)	Architectural Thesis Studio

Electives – 12 credit hours

[1]*NOTE: A revision to the curriculum is being made to designate the third studio / seminar (ARCH 6822 Architecture and Urbanism Studio and ARCH 6022 Architecture and Urbanism Seminar to 7000 level. Special topics courses were offered in the FA09 semester to accomplish this.*

A complete listing of architecture courses, including electives, is shown in the following section.

Pre-Requisites

Courses towards the M.Arch degree should be taken in the order shown above in the program of study. The sequence assumes certain knowledge to be brought forth from the pre-professional undergraduate program of study. Students transferring from another institution must show evidence of meeting the equivalent courses in the Bachelor of Fine Arts in Architecture degree. Studio courses must be taken with the appropriate seminar courses.

3.12.4 BFA PROGRAM OF STUDY AND REQUIREMENTS

Program of Study

Of the 128 credit hours required for the BFA in Architecture, 87 are architecture courses and 41 are general education courses.

Computer literacy as mandated by the Tennessee Board of Regents may be met by successful completion of ARCH 2612, Computer Applications in Architecture I, or its equivalent.

BFA First Year – 33 Credit Hours

Fall – 15 Credit Hours
ARCH 1111 (3) Fundamentals of Design
ARCH 1120 (3) Introduction to Architecture
ARCH 1211 (3) History of Architecture I
ENGL 1010 (3) Composition I
ANTH 1200 (3) Cultural Anthropology

Spring – 18 Credit Hours
ARCH 1112 (3) Architectural Graphics Studio
ARCH 1113 (3) Design Visualization
ARCH 1212 (3) History of Architecture II
ARCH 1411 (3) Building Technology I
ENGL 1021 (3) Composition II
MATH 1830 (3) Elementary Calculus

BFA Second Year – 36 Credit Hours

Fall – 18 Credit Hours
ARCH 2412 (3) Building Technology II
ARCH 2611 (3) Computer Applications in Architecture I
ARCH 2711 (5) Architectural Design I Studio
PHYS 2010 (3) General Physics
PHYS 2011 (3) General Physics Lab
COMM 2381 (3) Oral Communications

Spring – 18 Credit Hours
ARCH 2311 (3) Structures I
ARCH 2612 (3) Computer Applications in Architecture II
ARCH 2712 (5) Architectural Design II Studio
ESCI 1020 (3) Landforms
ESCI 1021 (1) Landforms Lab
ENGL 2201 (3) Literary Heritage

BFA Third Year – 31 Credit Hours

Fall – 17 Credit Hours
ARCH 3312 (3) Structures II
ARCH 3421 (3) Environmental Systems
ARCH 3713 (5) Architectural Design III Studio
ARCH 4221 (3) Determinants of Modern Design
ARTH 2101 (3) World Art I

Spring – 14 Credit Hours
ARCH 3313 (3) Structures III
ARCH 3431 (3) Professional Practice
ARCH 3714 (5) Architectural Design IV Studio
ARTH 2102 (3) World Art II

BFA Fourth Year – 28 Credit Hours

Fall – 14 Credit Hours

ARCH 4441 (3) Construction Documents
ARCH 4715 (5) Architectural Design V Studio
HIST 2010 (3) American History I
SOCI 1111 (3) Introduction to Sociology

Spring – 14 Credit Hours

ARCH 4716 (5) Architectural Design VI Studio
ARCH 4930 (3) Architecture Senior Thesis
ARCH ____ (3) Elective
HIST 2020 (3) American History II

Course Categories

Foundations – 12 credit hours

ARCH 1111 (3) Fundamentals of Design
ARCH 1112 (3) Architectural Graphics Studio
ARCH 1113 (3) Design Visualization
ARCH 1120 (3) Introduction to Architecture

History and Theory – 9 credit hours

ARCH 1211 (3) History of Architecture I
ARCH 1212 (3) History of Architecture II
ARCH 4221 (3) Determinants of Modern Design

Professional / Technical – 24 credit hours

ARCH 1411 (3) Building Technology I
ARCH 2412 (3) Building Technology II
ARCH 2311 (3) Structures I
ARCH 3312 (3) Structures II
ARCH 3313 (3) Structures III
ARCH 3421 (3) Environmental Systems
ARCH 3431 (3) Professional Practice
ARCH 4441 (3) Construction Documents

Computer – 6 credit hours

ARCH 2612 (3) Computer Applications in Architecture II
ARCH 2611 (3) Computer Applications in Architecture I

Design Studio – 30 credit hours

ARCH 2711 (5) Architectural Design I Studio
ARCH 2712 (5) Architectural Design II Studio
ARCH 3713 (5) Architectural Design III Studio
ARCH 3714 (5) Architectural Design IV Studio
ARCH 4715 (5) Architectural Design V Studio
ARCH 4716 (5) Architectural Design VI Studio

Thesis – 3 credit hours

ARCH 4930 (3) Architecture Senior Thesis

Electives – 3 credit hours required

Architecture electives are shown in the course description section.

General Education – 41 credit hours

ANTH	1200	(3)	Cultural Anthropology
ARTH	2101	(3)	World Art I
ARTH	2101	(3)	World Art I
COMM	2381	(3)	Oral Communications
ENGL	2201	(3)	Literary Heritage
ENGL	1010	(3)	Composition I
ENGL	1021	(3)	Composition II
ESCI	1020	(3)	Landforms
ESCI	1021	(1)	Landforms Lab
HIST	2010	(3)	American History I
HIST	2020	(3)	American History II
MATH	1830	(3)	Elementary Calculus
PHYS	2010	(3)	General Physics
PHYS	2011	(3)	General Physics Lab
SOCI	1111	(3)	Introduction to Sociology

The Architecture Program assumes proficiency in college algebra, geometry, and trigonometry. Students not meeting this proficiency standard are required to remedy the deficiency before enrolling in any ARCH-prefix courses. Students transferring into the Program must show comparable coursework.

3.12.5 ARCHITECTURE COURSES AND DESCRIPTIONS

Graduate

Please see the Program of Study for course sequences, required courses, and elective courses.

ARCH 6021. Architecture Independent Study. (1,2,3). Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of 6 hours credit. **Prerequisite:** Permission of Instructor.

ARCH 6022. Architecture and Urbanism Seminar. (3). Review of the contemporary concepts in architectural design in the context of the urban environment; attitudes and phenomena which have led to the making of the particular culture of our time and their impact on the built environment. **Prerequisite:** Permission of instructor. **Corequisite:** ARCH 6822.

ARCH 6023. Urban Design Seminar. (3). Comprehensive overview of significant issues of contemporary urban design; emphasis on experiential nature of cities, emphasis on the role of the architect in urban design. **Prerequisite:** Permission of instructor.

ARCH 6221. Determinants of Modern Design. (3). Significant works of architecture and urban design from 1900 to the present; focus on Europe, the United States, the non-Western world; examination of architecture as a mode of cultural production in relation to its aesthetic, political, technological, economic, and social context. **Prerequisite:** ARCH 1211, ARCH 1212 or equivalent.

ARCH 6430. Internship in Architecture. (1-6). Experiential learning to be achieved through an approved work assignment with a design firm, appropriate public or private entity, or a Department of Architecture faculty member. **Prerequisite:** Permission of instructor.

ARCH 6510-19. Architecture Special Topics. (1,2,3). Special topics in architecture and design. May be repeated for maximum of six hours credit. **Prerequisite:** Permission of Instructor.

ARCH 6613. Computer Applications in Architecture III. (3). Advanced design, modeling, and analytical concepts using various computer software programs. **Prerequisite:** Permission of Instructor.

ARCH 6811. Parameters in Architecture. (3). Comprehensive overview of differences and relationships of history, technology, and culture in terms of impact on architecture and urban design; concepts of form generation and historic dimensions of architecture with respect to human settlement. **Prerequisite:** Permission of instructor.

ARCH 6812. Furniture Design Studio. (4). Examination of the historical precedents in modern style and the place of furniture in architecture; design philosophy, expression of materials, and construction. **Prerequisite:** Permission of instructor.

ARCH 6822. Architecture and Urbanism Studio. (6). Advanced design studio for identifying needs, resources, and operational methodologies across an expanded range of environmental scales. Methods for identification of socio-cultural needs and the coordination of complex variables, information, and resources, leading to the conceptualization and development of design of the components of the built environment. **Prerequisite:** Permission of instructor. **Corequisite:** ARCH 6022.

ARCH 6841. Studio - Study Abroad. (3). Comparative studies of cultures; relationship of culture to physical environment; organization of cities; history and behavior of inhabitants; analysis and documentation of elements of physical environment and relationship between buildings and urban fabric. **Prerequisite:** Permission of instructor.

ARCH 7011. Advanced Architectural Design Seminar I. (3). Seminar offered in conjunction with advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on life-safety, building envelope and service systems, materials and assemblies. **Prerequisite:** None. **Corequisite:** ARCH 7711.

ARCH 7012. Advanced Architectural Design Seminar II. (3). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** ARCH 7011. **Corequisite:** ARCH 7712.

ARCH 7021. Architecture Independent Study. (1,2,3). Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of six hours credit. **Prerequisite:** Permission of Instructor.

ARCH 7211. Contemporary Architectural Theory. (3). Critical study of contemporary theoretical writings and related architectural production; contemporary issues informing current architectural discourse; the Modernist canon and "isms" from the mid-twentieth century to the present. **Prerequisite:** None.

ARCH 7421. Advanced Environmental Systems. (3). Advanced principles, appropriate applications and performance of environmental systems; acoustical, lighting; climate modification systems and energy use integrated with the building envelope. **Prerequisite:** ARCH 3421 (or approved equivalent) or permission of instructor.

ARCH 7431. Advanced Professional Practice. (3). Basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, outsourcing, project delivery, expanded practice settings, diversity and others. **Prerequisite:** ARCH 3431 (or approved equivalent) or permission of instructor.

ARCH 7711. Advanced Architectural Design Studio I. (6). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** None. **Corequisite:** ARCH 7011.

ARCH 7712. Advanced Architectural Design Studio II. (6). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** ARCH 7711. **Corequisite:** ARCH 7012.

ARCH 7930. Architecture Thesis Research. (3). Study and research in a specific area culminating in an integrating experience through individual project; research techniques, preliminary research and conceptual development of an architectural project; site analysis and selection, case studies; development of thesis proposal. **Prerequisite:** Permission of Instructor.

ARCH 7996. Architectural Thesis Studio. (6). Architectural thesis studio emphasizing the comprehensive integration of disciplinary and professional skills through the formulation of architectural propositions grounded in theoretical, critical, and creative research. **Prerequisite:** ARCH 7930.

Undergraduate

Please see the Program of Study for course sequences, required courses, and elective courses.

ARCH 1111. Fundamentals of Design. (3). Visual perception, principles and systems of order that inform two and three dimensional design, architectural composition and urban design; basic architectural principles used in design of building, interior spaces and sites.

ARCH 1112. Architectural Graphics Studio. (3). (1521). Graphic communication principles in architecture; mechanical drawing skills; introduction to digital presentation techniques; architectural modeling; orthographic and paraline projections; graphics reproduction techniques. **Prerequisite:** ARCH 1111, 1211 1120. **Corequisite:** ARCH 1113, 1212, 1411.

ARCH 1113. Design Visualization. (3). Freehand drawing skills for designers; perception-based drawing and concept ideation; principles of one and two point perspective; use of light, shade and shadow in representation of architectural forms and spaces. **Prerequisite:** ARCH 1111. **Corequisite:** ARCH 1112.

ARCH 1120. Introduction to Architecture. (3). (1500). Fundamental principles of architecture and design; historical, cultural, theoretical aspects of architecture and design; architecture profession values, ethics.

ARCH 1211. History of Architecture I. (3). (1555). Major trends in architecture from prehistoric times to Renaissance; emphasis on impact of technological and social changes on prevailing architectural styles.

ARCH 1212. History of Architecture II. (3). (1556). Major trends in architecture from Renaissance to present; emphasis on pre-1900 era; development of architecture through cultural and technological change. **Prerequisite:** ARCH 1211.

ARCH 1411. Building Technology I. (3). (1561). Building types and building systems; emphasis on the effect of scale, materials, assembly systems and detail methods upon architectural design; drafting of details included. **Prerequisite/Corequisite:** ARCH 1112.

ARCH 2311. Structures I. (3). (3401). Introduction to analysis and design of building systems and impact of these systems based upon fundamental principles of mechanics; force systems, equilibrium; axial, shear, bending stress theory; stress diagrams, buckling, strain and deformation related to building load requirements of structural systems within architectural forms. **Prerequisite:** PHYS 2010/2011.

ARCH 2412. Building Technology II. (3). (1562). Advanced study of building types and building systems; material and their properties as related to architecture; drafting of details included. **Prerequisite:** ARCH 1411.

ARCH 2611. Computer Applications in Architecture I. (3). (2561). Computer aided drafting and design applications to produce computer generated architectural design and working drawings. **Prerequisite:** ARCH 1112, 1411.

ARCH 2612. Computer Applications in Architecture II. (3). (3562). Advanced concepts of computer generated drawings including LISP programming, tool bar customization, utilization of third party software for special applications, file referencing, 3-D building studies, site development . **Prerequisite:** ARCH 2611, or equivalent.

ARCH 2711. Architectural Design I Studio. (5). (2555). Projects to introduce architectural precedents, typology, form, space, order, meaning, and place; understanding of specific cultural, social and physical contexts of architecture. **Prerequisite:** ARCH 1112. **Corequisite:** ARCH 2412, 2611.

ARCH 2712. Architectural Design II Studio. (5). (3520). Integration of concepts and methods as applied to building types, design, construction, and systems with a focus on regionalism; site analysis and development of design solutions integrating formally expressive visual ideas and functionally adept planning and design concepts. **Prerequisite:** ARCH 2711. **Corequisite:** ARCH 2311, 2612.

ARCH 3312. Structures II. (3). (3471). Fundamentals of structural design and analysis of steel and timber buildings and building components. **Prerequisite:** ARCH 2311. [C]

ARCH 3313. Structures III. (3). (3472). Fundamentals of structural design and analysis of concrete buildings and building components. **Prerequisite:** ARCH 2311.

ARCH 3421. Environmental Systems. (3). (3531). Studies in environmental technologies in architecture; mechanical systems, plumbing, electrical and energy conservation. **Corequisite:** ARCH 3713.

ARCH 3431. Professional Practice. (3). (4535). Professional practice of architecture; professional services of architect; professional ethics; building programming. **Prerequisite:** ARCH 3713.

ARCH 3713. Architectural Design III Studio. (5). (4515). Integrative design strategies that engage programmatic, contextual, and constructed dimensions of architecture and its representations with a focus on environmental and sustainable issues. **Prerequisite:** ARCH 2612, 2712. **Corequisite:** ARCH 3312, 3421.

ARCH 3714. Architectural Design IV Studio. (5). (4615). Integration of design determinants; selection and design of structural systems, environmental systems, materials, and connections for large and small scale buildings. **Prerequisite:** ARCH 3713. **Corequisite:** ARCH 3313, 3431.

ARCH 4021. Architecture Independent Study. (1-3). (4660). Independent research in selected area of architecture under supervision of architecture faculty. May be repeated for a maximum of 6 credit hours. **Prerequisite:** permission of instructor. (A-F, IP)

ARCH 4022. Architecture and Urbanism Seminar. (3). Review of contemporary concepts in architectural design in context of urban environment; attitudes and phenomena which have led to the making of particular culture of our time and their impact on the built environment. **Prerequisite:** permission of instructor. **Corequisite:** ARCH 4822.

ARCH 4023. Urban Design Seminar. (3). Comprehensive overview of significant issues of contemporary urban design; emphasis on experimental nature of cities; role of the architect in urban design. **Prerequisite:** permission of instructor.

ARCH 4221. Determinants of Modern Design. (3). Significant works of architecture and urban design from 1900 to present; focus on Europe, United States, non-Western world; examination of architecture as a mode of cultural production in relation to its aesthetic. **Prerequisite:** ARCH 1211, 1212, or equivalent.

ARCH 4441. Construction Documents. (3). (4600). Construction drawings and specifications; document organization and integration of building systems; graphics conventions; structural and architectural detailing. **Prerequisite:** ARCH 2612, or equivalent, 3312, 3313, 3714.

ARCH 4451. Site and Environmental Planning. (3). (2556). Building sites; selection and utilization, including environmental influences; technical aspects such as zoning, contour lines, parking, ingress/egress, site drainage, building location and sustainable design. **Prerequisite:** permission of instructor.

ARCH 4510-19-6510-19. Special Topics. (1-3). Varied topics in online class listings. May be repeated by permission for a maximum of 6 hours credit. **Prerequisite:** permission of instructor.

ARCH 4613. Computer Applications in Architecture III. (3). Advanced design, modeling, analytical concepts using various computer software programs. **Prerequisite:** permission of instructor.

ARCH 4811. Parameters in Architecture Studio. (3-6). (4650). Comprehensive overview of differences and relationships of history, technology, and culture in terms of impact on architecture and urban design; concepts of form generation and historic dimensions of architecture with respect to human settlement. May be repeated for a maximum of 6 hours credit when topic varies. **Prerequisite:** permission of instructor.

ARCH 4812. Furniture Design Studio. (4). (4994). Examination of historical precedents in modern style and place of furniture in architecture; design philosophy, expression of materials, construction. **Prerequisite:** permission of instructor.

ARCH 4821. Urban Design Studio. (6). (4651). Comprehensive overview of significant issues of contemporary urban design; emphasis on experiential nature of cities, role of public policy, and genesis and development of urban building types. **Prerequisite:** permission of instructor.

ARCH 4822. Architecture and Urbanism Studio. (6). Advanced design studio for identifying needs, resources, and operational methodologies across an expanded range of environmental scales; methods for identification of socio-cultural needs and coordination of complex variables, information, resources, leading to conceptualization and development of design of components of built environment. **Corequisite:** ARCH 4022.

ARCH 4841. Studio - Study Abroad. (3-9). (4655). Comparative studies of cultures; relationships of culture to physical environment, organization of cities; history and behavior of inhabitants; analysis and documentation of elements of physical environment and relationship between buildings and urban fabric. **Prerequisite:** permission of instructor.

ARCH 4715. Architectural Design V Studio. (5). Assessment, selection, integration of structural systems, building envelop systems, environmental systems, life-safety systems, building service systems into a comprehensive building design. **Prerequisite:** ARCH 3714. **Corequisite:** ARCH 4441.

ARCH 4716. Architectural Design VI Studio. (5). Issues of urban design; role of architecture in creating livable, sustainable cities; built environment and urban condition. **Prerequisite:** ARCH 4715. **Corequisite:** ARCH 4930.

ARCH 4930. Senior Thesis. (3). (4944). Study and research in specific area culminating in an integrating experience through individual and/or group projects and technical reports. **Prerequisite:** ARCH 4715. [W, I] (A-F, IP)

ARCH 4931. Senior Thesis Seminar. (1). (4940). Study and research in a specific area culminating in an integrating experience through individual project; research techniques, preliminary research and conceptual development of architectural project; site analysis and selection, case studies; development of Thesis proposal. **Prerequisite:** permission of instructor.

NOTE: Four-digit numbers in parentheses represent course numbers prior to 2006.

KEY TO ABBREVIATIONS

C Computation Intensive Designation
W Writing Intensive Designation
I Integrative Designation
A-F Grading Scale Permitted with IP
IP In Progress Grading Permitted
P/F Pass/Fail Grading Permitted

Examples of Special Topics Courses
ARCH 4510. Community Architecture + Design Honors Studio. (3)
ARCH 4511. Sustainable Design Studio. (3)
ARCH 4512. Portfolio Design Studio. (3)
ARCH 4513. Introduction to Sustainable Design (3)

NOTE: Special Topics may be offered three times, after which they must either be added to the regular curriculum or substantially revised with new or alternative content.

Examples of Independent Study Courses
ARCH 4021. Architecture Independent Study

Architectural Delineation. (3)

Architecture Independent Study Honors (various topics) (3)

Advanced Structures for Architectural Design I Studio. (1)

Advanced Structures for Architectural Design II Studio. (1)

Advanced Structures for Architectural Design III Studio. (1)

Advanced Structures for Architectural Design IV Studio. (1)

Advanced Structures for Architectural Design V Studio. (1)

Advanced Structures for Architectural Design VI Studio. (1)

CSI-CDT Course. (1)

Healthcare Design Seminar. (3)

Portfolio Design. (3)

Sustainable Design (3)

3.13 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. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program. The criteria encompass two levels of accomplishment:

- ***Understanding****—means the assimilation and comprehension of information without necessarily being able to see its full implication.*
- ***Ability—****means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem*

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documents the results. The APR must include the following information:

- *An overview of the school's curricular goals and content.*
- *A matrix cross-referencing each required course with the performance criteria it fulfills. For each criterion, the school must highlight the cell on the matrix that points to the greatest evidence of achievement.*

3.13.1 CURRICULAR GOALS AND CONTENT

NAAB Standards

The curriculum of a NAAB-accredited program includes general studies, professional studies, and electives, which together comprise a liberal education in architecture.

The Department of Architecture has been using the NAAB Student Performance Criteria in the development of its courses and curriculum for over seven years in preparation of the development a NAAB-accredited degree program. Each course syllabus contains information on which of the Student Performance Criteria are addressed in the course.

Curricular Goals

It has been the goal of the Department of Architecture to develop a curriculum for the BFA in Architecture degree in accordance with NAAB standards. The curriculum for the Master of Architecture degree has been developed in accordance with NAAB standards towards the goal of full accreditation of the M.Arch degree.

The curriculum ensures that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context. More specifically, the NAAB requires a program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

Interdisciplinary learning is an important element of the curriculum for the M.Arch degree program. Specifically, it has as its focus the concept of "City Building" which integrates architecture, city planning, and real estate development. A secondary area of focus is higher education in partnership with the College of Education.

The faculty members of the Department of Architecture strive to instill in each student a desire to understand not only the built environment but also the natural, social, economic, and political, forces shaping the environment. Students are also taught ethics and ethical, socially-responsible behavior.

3.13.2 NAAB STUDENT PERFORMANCE CRITERIA

Performance Criteria

For the purposes of accreditation, graduating students must demonstrate understanding or ability in the following areas.

NOTE: Students in the "4+2" M.Arch degree program are expected to come into the program with the basic skills generally taught in foundations and other courses in undergraduate architectural education. Action to remedy any deficiencies, as determined by an assessment of the portfolio and transcript, will be required.

1. Speaking and Writing Skills
Ability to read, write, listen, and speak effectively

Students are required to make oral presentations in virtually every course. Presentations may be to faculty, visiting critics, community groups, students of different academic year levels, and others. Writing skills are honed in several of the foundations and professional / technical courses. Students are advised to report to the University Writing Center to remedy deficiencies. Students are required to take COMM 2381, Oral Communications, as a general education course.

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

Students are asked to explore alternatives, make informed decisions, and defend decisions in the design studios.

Courses in history and theory also encourage critical thinking skills. Group projects encourage team work in problem solving.

3. Graphics 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

Graphics are a part of virtually every course. Undergraduate students start with basics in all three of the required first semester, first year courses. In other courses, particularly the design studios, students use a variety of graphic means to represent their ideas and concepts. Additional skills are developed in the computer applications sequence.

4. Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework.

Virtually all studio projects require students to undertake research through precedent studies as well as field observations. Support courses are integrated into the design studios to permit students to test areas of study as part of their design solution. The M.Arch thesis series allows students to pursue individual research with their primary advisor and committee members.

5. Formal Ordering Systems
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

This is covered in the foundations courses as well as in more detail in the subsequent design studios.

6. Fundamental Design Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Fundamental design skills are nurtured in the design studios. Exercises in the beginning studios build drawing, conceptual, and craft skills, and lead to an ability to apply basic organizational and spatial principles to the conception and development of design projects. Subsequent studios refine these fundamental design abilities, and enhance understanding of the complexity of design

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

Interdisciplinary collaboration is an integral part of all honors courses as well as many of the projects assigned in the design studios beyond Architectural Design I and the

foundations courses. All graduate level design studios contain an interdisciplinary element. Most studios and support courses include at least one group project.

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

The required history foundations courses nurture an understanding of Western canons and traditions in architecture. The upper level required history and theory course, required graduate theory course, and various electives expand upon this with a more in-depth study of architecture and design principles as well as other factors shaping design.

9. Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

The required history foundations courses nurture an understanding of Non-Western canons and traditions in architecture. The upper level required history and theory course, required graduate theory course, and various electives expand upon this with a more in-depth study of architecture and design principles as well as other factors shaping design.

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

Students gain an understanding or national and regional traditions in the history and theory courses. The focus of the Architectural Design II Studio is regionalism. The building technology sequence addresses building types and methods of construction used regionally and locally. Upper level undergraduate and the graduate studios also have a regional and national traditions influence.

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design Projects

The use of precedents is introduced in the foundation courses and is continued through all levels of the undergraduate and graduate degree programs. The use of precedents is also a part of support courses including Environmental Systems, among others.

12. Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

The required history and theory courses as well as various elective courses concentrate on the relationship between human behavior and the physical environment. These elements are also integral to the development of projects in the design studios.

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

This is covered in the required history and theory courses and is project-specific in other courses. The use of the Memphis "urban laboratory" and guest lecturers enhance this understanding.

14. Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities

This is introduced to students in the Introduction to Architecture course and continues into all design studios. Detailed technical information is provided in the building technology sequence and both Professional Practice courses.

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

Sustainable design is an element of all design studios and is introduced in the foundations courses. Several elective courses focusing on sustainable design are offered.

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

The concept of architectural programming is introduced in the foundations sequence. The level of complexity increases with each studio and is demonstrated in fourth year studios. This is also demonstrated in the M.Arch studios and thesis course.

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The relationship of site and building are addressed throughout the required and elective design studio curriculum.

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

This is covered in detail in the three required structures courses and in principle in the building technology sequence.

In addition, all required design studios beyond Architectural Design I have a required independent study on structures and technology.

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

These systems are covered in the building technology sequence, Environmental Systems, and understanding is demonstrated in the design studios. The Advanced Environmental Systems graduate level course provides a more in-depth focus. This is also an element of the elective courses on sustainable design.

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress

Life safety issues are introduced in the foundations courses with an increasing emphasis in the design studios on understanding these issues and being able to apply this understanding in design solutions. Issues beyond egress are covered in more detail in these courses and the building technology sequence. This is also an integral element of the Professional Practice courses.

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Several courses address the basic principles. The appropriate application is covered in the building technology sequence and design studios.

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

These systems are covered in the building technology sequence, both environmental systems courses, and understanding is demonstrated in the design studios. The Advanced Environmental Systems graduate level course provides a more in-depth focus.

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

These systems are covered in the structures sequence, building technology sequence, environmental systems courses, and professional practice courses. Understanding is demonstrated in the design studios.

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

This is covered in the building technology sequence and is also an element of the elective courses on sustainable design. Projects in the required and elective design studios also address these issues.

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

These fundamentals are introduced in the building technology sequence and various design studio projects, particularly in the upper level courses. These are covered in a more in-depth manner in the professional practice courses and are an essential element in graduate studio and support courses.

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

This ability begins in foundations and through the various design studios. The Construction Documents course and Professional Practice course address these in detail.

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

Students are introduced to this in foundations courses and expand their understanding with each design studio. Details are emphasized in the Professional Practice courses. The use of “real world” clients and projects in the design studios further expands the understanding of the students.

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

Students in the upper level undergraduate design studios and graduate design studios are required to produce projects informed by a comprehensive program, from schematic design through detailed development.

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

This material is covered in the Professional Practice courses.

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

This material is covered in the Professional Practice courses.

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

This is introduced in the Introduction to Architecture course and expanded upon in the Professional Practice courses.

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

Design studios and the Professional Practice courses emphasize leadership. The responsibility of an architect to society is an integral part of the courses as well.

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

These subjects are addressed in the design studios as well as the Professional Practice courses and, as appropriate, in the building technology sequence.

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

These subjects are addressed in the design studios, the Professional Practice courses, and a variety of elective courses.

Master of Architecture Course Matrix

NAAB Student Performance Criteria	U=Under-standing A=Ability	ARCH 7011* Seminar I	ARCH 7711* Adv. Design Studio I	ARCH 7211* Contemporary Theory	ARCH 7012* Seminar II	ARCH 7712* Adv. Design Studio II	ARCH 7421* Environmental Systems	ARCH 6022* A + U Seminar I	ARCH 6822* A + U Studio I
1. Speaking & Writing Skills	A	●	●	●		●		●	●
2. Critical Thinking Skills	A		●	●		●		●	●
3. Graphics Skills	A		●			●		●	●
4. Research Skills	A	●	●	●		●	●	●	●
5. Formal Ordering Systems	U		●			●			
6. Fundamental Design Skills	A		●						
7. Collaborative Skills	A					●		●	●
8. Western Traditions	U			●				●	●
9. Non-Western Traditions	U			●				●	●
10. National & Regional Traditions	U			●				●	●
11. Use of Precedents	A	●	●	●				●	●
12. Human Behavior	U							●	●
13. Human Diversity	U							●	●
14. Accessibility	A		●			●			●
15. Sustainable Design	U		●		●	●	●	●	●
16. Program Preparation	A		●			●			●
17. Site Conditions	A		●				●	●	●
18. Structural Systems	U				●	●			
19. Environmental Systems	U				●	●	●		
20. Life Safety	U	●	●						●
21. Building Envelope Systems	U	●	●				●		
22. Building Service Systems	U	●	●				●		
23. Building Systems Integration	A	●	●				●		
24. Building Materials & Assembly	U	●	●						
25. Construction Cost Control	U								
26. Technical Documentation	A								
27. Client Role in Architecture	U								
28. Comprehensive Design	A								
29. Architect's Administrative Roles	U							●	
30. Architectural Practice	U								
31. Professional Development	U								
32. Leadership	U		●			●		●	●
33. Legal Responsibilities	U		●			●			●
34. Ethics & Professional Judgment	U		●			●		●	●

* Required Master of Architecture Course

Master of Architecture Course Matrix (continued)

NAAB Student Performance Criteria	U=Under-standing A=Ability	ARCH 7431* Advanced Pro Practice	ARCH 7930* Thesis Research	ARCH 7931* Thesis Studio	ARCH 6841 Study Abroad Studio	ARCH 6811 Parameters in Architecture	ARCH 6451 Site + Environ Planning	ARCH 6023 Urban Design Seminar	ARCH 7021 / ARCH 6021 Ind. Study
1. Speaking & Writing Skills	A		•	•		•	•	•	
2. Critical Thinking Skills	A		•	•		•			•
3. Graphics Skills	A		•	•		•			
4. Research Skills	A		•	•	•	•			•
5. Formal Ordering Systems	U			•					
6. Fundamental Design Skills	A			•					
7. Collaborative Skills	A		•			•			
8. Western Traditions	U		•		•	•		•	
9. Non-Western Traditions	U		•		•			•	
10. National & Regional Traditions	U		•			•		•	
11. Use of Precedents	A		•	•		•		•	
12. Human Behavior	U		•		•	•			
13. Human Diversity	U		•		•	•			
14. Accessibility	A		•				•		
15. Sustainable Design	U	•	•			•	•		
16. Program Preparation	A		•	•					
17. Site Conditions	A		•			•	•		
18. Structural Systems	U			•					
19. Environmental Systems	U			•					
20. Life Safety	U			•					
21. Building Envelope Systems	U			•					
22. Building Service Systems	U			•					
23. Building Systems Integration	A			•					
24. Building Materials & Assembly	U			•					
25. Construction Cost Control	U	•							
26. Technical Documentation	A	•							
27. Client Role in Architecture	U	•							
28. Comprehensive Design	A			•					
29. Architect's Administrative Roles	U	•							
30. Architectural Practice	U	•							
31. Professional Development	U	•							
32. Leadership	U	•		•					
33. Legal Responsibilities	U	•							
34. Ethics & Professional Judgment	U	•		•					

* Required Master of Architecture Course, other courses are selected electives - highlighted courses represent highest level of achievement

BFA in Architecture Course Matrix

NAAB Student Performance Criteria	U=Under-standing A=Ability	ARCH 1120# Introduction to Architecture	ARCH 1111# Fundamentals of Design	ARCH 1211# History of Architecture I	ARCH 1112# Graphics Studio	ARCH 1113# Design Visualization	ARCH 1212# History of Architecture II	ARCH 1411# Building Technology I	ARCH 2412# Building Technology II
1. Speaking & Writing Skills	A	●	●	●	●	●	●	●	●
2. Critical Thinking Skills	A	●	●	●	●	●	●		●
3. Graphics Skills	A	●	●	●	●	●	●		●
4. Research Skills	A	●	●	●	●		●	●	●
5. Formal Ordering Systems	U		●	●	●		●		
6. Fundamental Design Skills	A				●				
7. Collaborative Skills	A	●							
8. Western Traditions	U			●			●		
9. Non-Western Traditions	U			●			●		
10. National & Regional Traditions	U			●			●		
11. Use of Precedents	A	●	●		●				
12. Human Behavior	U			●			●		
13. Human Diversity	U			●			●		
14. Accessibility	A							●	●
15. Sustainable Design	U				●			●	●
16. Program Preparation	A				●				
17. Site Conditions	A				●			●	●
18. Structural Systems	U				●			●	●
19. Environmental Systems	U				●			●	●
20. Life Safety	U							●	●
21. Building Envelope Systems	U							●	●
22. Building Service Systems	U							●	●
23. Building Systems Integration	A							●	●
24. Building Materials & Assembly	U							●	●
25. Construction Cost Control	U								
26. Technical Documentation	A								
27. Client Role in Architecture	U								
28. Comprehensive Design	A								
29. 29. Architect's Administrative Roles	U								
30. Architectural Practice	U								
31. Professional Development	U								
32. Leadership	U								
33. Legal Responsibilities	U								
34. Ethics & Professional Judgment	U								

Required BFA in Architecture Course

BFA in Architecture Course Matrix (continued)

NAAB Student Performance Criteria	U=Under-standing A=Ability	ARCH 2611# Computer Applications I	ARCH 2711# Design I Studio	ARCH 2311# Structures I	ARCH 2612# Computer Applications II	ARCH 2712# Design II Studio	ARCH 3312# Structures II	ARCH 3421# Environmental Systems	ARCH 3713# Design III Studio
1. Speaking & Writing Skills	A		●			●			●
2. Critical Thinking Skills	A		●	●		●	●		●
3. Graphics Skills	A	●	●		●	●			●
4. Research Skills	A		●	●		●	●		●
5. Formal Ordering Systems	U		●			●			
6. Fundamental Design Skills	A		●			●			
7. Collaborative Skills	A					●			●
8. Western Traditions	U								
9. Non-Western Traditions	U								
10. National & Regional Traditions	U					●			
11. Use of Precedents	A		●			●			●
12. Human Behavior	U		●			●			
13. Human Diversity	U					●			
14. Accessibility	A					●			●
15. Sustainable Design	U		●			●		●	●
16. Program Preparation	A					●			
17. Site Conditions	A		●			●		●	●
18. Structural Systems	U			●		●	●		●
19. Environmental Systems	U					●		●	●
20. Life Safety	U							●	●
21. Building Envelope Systems	U							●	
22. Building Service Systems	U							●	
23. Building Systems Integration	A							●	
24. Building Materials & Assembly	U			●			●		
25. Construction Cost Control	U								
26. Technical Documentation	A								
27. Client Role in Architecture	U								
28. Comprehensive Design	A								
29. Architect's Administrative Roles	U								
30. Architectural Practice	U								
31. Professional Development	U								
32. Leadership	U								
33. Legal Responsibilities	U								
34. Ethics & Professional Judgment	U								

Required BFA in Architecture Course

BFA in Architecture Course Matrix (continued)

NAAB Student Performance Criteria	U=Under-standing A=Ability	ARCH 4221# Determinants of Mod Design	ARCH 3313# Structures III	ARCH 3431# Professional Practice	ARCH 3714# Design IV Studio	ARCH 4441# Construction Documents	ARCH 4715# Design V Studio	ARCH 4716# Design VI Studio	ARCH 4930# Architecture Senior Thesis
1. Speaking & Writing Skills	A	●			●		●	●	●
2. Critical Thinking Skills	A	●	●		●		●	●	●
3. Graphics Skills	A				●	●	●	●	●
4. Research Skills	A	●	●		●		●	●	●
5. Formal Ordering Systems	U						●	●	●
6. Fundamental Design Skills	A						●	●	●
7. Collaborative Skills	A				●		●	●	●
8. Western Traditions	U	●						●	●
9. Non-Western Traditions	U	●						●	●
10. National & Regional Traditions	U	●						●	●
11. Use of Precedents	A	●			●			●	●
12. Human Behavior	U	●						●	●
13. Human Diversity	U	●						●	●
14. Accessibility	A				●	●	●	●	●
15. Sustainable Design	U			●	●		●	●	●
16. Program Preparation	A						●	●	●
17. Site Conditions	A				●		●	●	●
18. Structural Systems	U		●		●		●	●	●
19. Environmental Systems	U				●		●	●	●
20. Life Safety	U						●		●
21. Building Envelope Systems	U						●		●
22. Building Service Systems	U						●		●
23. Building Systems Integration	A						●		●
24. Building Materials & Assembly	U		●				●		●
25. Construction Cost Control	U			●					
26. Technical Documentation	A			●		●			
27. Client Role in Architecture	U			●			●	●	●
28. Comprehensive Design	A						●	●	●
29. Architect's Administrative Roles	U			●					
30. Architectural Practice	U			●					
31. Professional Development	U			●					
32. Leadership	U			●				●	●
33. Legal Responsibilities	U			●		●		●	●
34. Ethics & Professional Judgment	U			●					

Required BFA in Architecture Course

4 SUPPLEMENTAL INFORMATION

4 SUPPLEMENTAL INFORMATION

Supplemental information to the APR must include the following:

4.1 PLAN FOR ACHIEVING INITIAL ACCREDITATION
- 4.1 Plan for Achieving Initial Accreditation
- 4.1.1 Introduction to the Program
- 4.1.2 Compliance (and plans for compliance) with the Conditions for Accreditation
- 4.13 Supplemental Information

4.2 STUDENT PROGRESS EVALUATION PROCEDURES
- 4.2.1 Transfer and Advanced Placement Evaluation
- 4.2.2 Student Progress Evaluation
  Entrance Evaluation Format
  Candidacy Review Format

4.3 STUDIO CULTURE POLICY
- 4.3.1 Architecture Honor Code
- 4.3.2 Attendance and Participation
- 4.3.3 Design Studio Rules
- 4.3.4 New Architecture Student Orientation Manual (table of contents)

4.4 COURSE DESCRIPTIONS
- 4.4.1 M.Arch Course Catalog Descriptions
- 4.4.2 M.Arch Course Descriptions

4.5 FACULTY RESUMES
- 4.5.1 Full Time Faculty
- 4.5.2 Adjunct Faculty

4.6 CATALOG OR URL FOR RETRIEVING DATA
- 4.6.1 BFA in Architecture
- 4.6.2 Master of Architecture

4.7 VISITING TEAM REPORT
- 4.7.1 Visiting Team Report 2008
- 4.7.2 Peer Review Report 2004

4.8 ANNUAL REPORTS / NAAB RESPONSES
- 4.8.1 General Statement

4.9 INFORMATION RESOURCES SUPPLEMENTAL INFORMATION

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4.1 PLAN FOR ACHIEVING INITIAL ACCREDITATION

Supplemental information to the APR must include the following:

- *A plan for achieving initial accreditation*

4.1 Plan for Achieving Initial Accreditation

The Department of Architecture, College of Communication and Fine Arts, and University of Memphis administration are using the 2007 Architecture Program Report and the 2008 Visiting Team Report as a guide for achieving initial accreditation. The 2004 Peer Review Report has also served as a guide.

Progress towards meeting the accreditation requirements has been made through periodic program reviews at all three administrative levels; interaction with the Memphis Chapter of the American Institute of Architects, the Tennessee Chapter of the American Institute of Architects, the Tennessee Board of Architectural and Engineering Examiners, and others; and ongoing communication with faculty and students through both formal and informal means.

While significant steps towards meeting all of the Conditions and resolving findings in the VTR are documented elsewhere herein, it is important to note several items in this section as well.

Among these are the following:

- The Master of Architecture degree was approved by the Tennessee Board of Regents and Tennessee Higher Education Commission.

- The Department of Architecture was established within the College of Communication and Fine Arts effective 1 July 2008.

- In addition to the student course fee of $20 per credit hour assessed in all ARCH- and IDES-prefix courses, the Department of Architecture has received funding for technology resources and both computer labs were placed on the Technology Access Fee footprint, thus ensuring regular replacement of computer systems. A request to increase the base budget is under review.

- The Department of Architecture will acquire additional space for studios, instructional space, and other space in Jones Hall within the next year. This will occur when the Department of Art moves from the building to another location on campus.

- A shared Art + Architecture Shop was established and a full-time shop manager reporting to the chairs of both the Department of Architecture and Department of Art has been hired.

- One new faculty line was created and a tenure-track faculty member has been hired at the Associate Professor rank. The Instructor position was continued and resources for adjunct faculty were retained. This is significant given reductions in other academic units as a result of the current fiscal crisis facing higher education in Tennessee and elsewhere.

- A new staff position at a higher rank than previously in place was created and interviews are underway.

- Funding for graduate assistantships was established and has since been increased. Alternative forms of funding for graduate assistantships including contracts with local firms and organizations have resulted in some level of assistance being made available to all students seeking such.

- A regular review of the curriculum resulted in the need to modify the original program of study. These changes will be formalized in the fall 2009 semester.

- Regular conversations between administrators in the Department of Architecture and academic units within the School of Urban Affairs and Public Policy resulted in course modifications and a greater level cross-participation between architecture and planning students. This has strengthened the "city building" focus of the M.Arch.

- Conversations with administrators in the College of Education resulted in an informal concentration in "education" developing within the M.Arch degree. This has attracted several students wishing to teach in addition to becoming registered architects.

- Recruiting has been limited but will expand beyond the region beginning this fall. Efforts to secure formal and informal relationships with other schools offering the pre-professional degree in architecture or environmental design have been initiated.

- The first student cohort enrolled in the fall 2009 semester. These students are scheduled to graduate in the spring 2010 semester.

- Retention to date is 100 percent and all students on schedule to graduate in the spring 2010 semester should do so.

- There are presently twelve full-time students in the M.Arch degree program. Of these, four received their BFA in Architecture degree from the University of Memphis. There are two part-time students enrolled in the M.Arch, both of whom received their undergraduate degree from the University of Memphis.

- Of the current full-time students, nine are female, two are Asian-Indian, and one is African-American. Both part-time students are male and one is African-American.

4.1.1 Part One (Introduction to the Program, History and Description of the Institution, Institutional Mission, Program History, Program Mission, Program Self-Assessment)

This information is contained in detail in Part One of this APR and also includes goals and objectives.

4.1.2 Part Two (Compliance and plans for compliance with the Conditions for Accreditation)

The extent to which the Architecture Program already complies with the Conditions for Accreditation and the plans for compliance is contained in detail in Part Three of this APR.

4.1.3 Part Three (Supplemental Information: Course Descriptions, Faculty Resumes)

This information is contained in detail in Part Four of this APR.

4.2 STUDENT PROGRESS AND EVALUATION PROCEDURES

Supplemental information to the APR must include the following:

- *A description of the procedures for evaluating student transfer credits and advanced placement*
- *A description of the procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.*

4.2.1 Transfer and Advanced Placement Evaluation

Program Prerequisites

Persons making application to the first professional M.Arch degree program must have completed an approved pre-professional undergraduate degree in Architecture, Environmental Design, or the equivalent.

In assessing the pre-professional degree, the following course content or evidence of equivalent experience is required. Otherwise, the appropriate courses must be taken at the undergraduate level before being admitted to the M.Arch degree program:

Architectural Graphics (both technical and freehand drawing), 6 semester hours

Architectural History (ancient through modern), 6 semester hours

Structural Design Principles (statics; strength of materials; gravity and lateral load tracing; design in timber, steel, concrete), 9 semester hours

Building Materials and Assembly (light construction), 3 semester hours

Environmental Systems (heat, light, sound, human comfort), 3 semester hours

Architectural Design Studio (in addition to "design fundamentals" courses), 24 semester hours

Where slight deficiencies in preparation exist, applicants may be admitted with the stipulation that they complete additional design studio or supporting courses. These may not count toward the required graduate plan of study.

Transfer of Credits

The Director of the Architecture Program / Coordinator of Graduate Studies may recommend to the Graduate School acceptance of no more than 12 semester hours of credit for architecture course work successfully completed at another institution. For students formerly enrolled in programs accredited by the National Architectural Accrediting Board, a maximum of 24 semester hours in architecture course work may be approved.

4.2.2 Student Progress Evaluation

Intended Outcomes

1. To provide students with a foundation for continuing their architectural education in a professional M.Arch program (BFA in Architecture degree program)

2. To provide students with a foundation for entering the profession of architecture (Master of Architecture degree program)
3. To provide students with a foundation for active participation in society (BFA in Architecture degree program and Master of Architecture degree program)

Assessment of Objectives (Bachelor of Fine Arts in Architecture degree program)

1. All students will complete the Architecture foundations courses with a minimum grade of C
2. All students will complete the ARCH-prefix courses with a minimum grade of C
3. All students will successfully complete the Architecture Entrance Evaluation process
4. All students will successfully complete the Architecture Candidacy Review process
5. All students will successfully complete the Architecture Senior Thesis sequence

Assessment of Objectives (Master of Architecture degree program)

1. All students will complete the ARCH-prefix courses with a minimum grade of B
2. All students will complete the non-ARCH elective courses with a minimum grade of C
3. All students will successfully complete the Architecture Thesis sequence

Assessment of Outcomes

1. The Department of Architecture will review the curriculum annually to ensure it meets the needs of the students and the profession
2. The Department of Architecture will track the placement and performance of graduates in M.Arch programs and in the profession
3. The Department of Architecture will solicit comments and recommendations from graduates and employers

Advising

All undergraduate and graduate students are updated regularly of their status in each course. All students in the BFA in Architecture degree program and the Master of Architecture degree program are required to be advised by an Architecture Program faculty advisor. Detailed records are maintained in the office of Professor Sherry Bryan, primary faculty advisor for Architecture and Coordinator of Graduate Studies for the Department of Architecture.

Entrance / Candidacy Review Evaluations (BFA in Architecture)

Students wishing to major in Architecture must submit the Architecture Entrance Evaluation and be accepted into pre-candidacy review status before taking any ARCH-prefix courses beyond first semester, first year. Students must pass all three first semester courses with a grade of C and are evaluated based on their abilities and potential for success in the Bachelor of Fine Arts in Architecture degree program.

A Candidacy Review Portfolio must be submitted after completion of the Architecture core with a grade of C or better in all courses. This occurs after the third semester of study. Representative work from all the architecture core courses must be included in the Portfolio. Admission to the University of Memphis and completion of the architecture core courses do not guarantee placement in the program. Admission is selective and is based on an evaluation of the Portfolio and course work reflecting professional standards and expectations of the Architecture Program.

The Architecture Entrance Evaluation and Architecture Candidacy Review policies are on the following pages.

Entrance Evaluation Guidelines & General Information – FA2009

Department of Architecture - University of Memphis

The Entrance Evaluation is required of all students wishing to major in Architecture or Interior Design at the University of Memphis. Applicants are accepted into Pre-Candidacy Review status on the basis of their potential for study in the field of Architecture or Interior Design. The Entrance Evaluation process must be successfully completed before enrolling in any Architecture or Interior Design courses beyond ARCH 1111, ARCH 1120 or IDES 1120, and ARCH 1211.

The Entrance Evaluation consists of three parts bound in an 8.5"x11" portfolio format: the Information Form, the Essays, and the Representative Work. The portfolio must have your name and Department of Architecture Entrance Evaluation clearly visible on the cover. Include a key with numbers corresponding to numbers on the work, and a description of the objective of each work. Each part is described below.

Identification Form

Provide the following information on a single sheet of paper: Full Name, Address, Telephone Number, E-Mail Address, Social Security Number, High School / Other College Attended (if any).

Essays

1. Write an essay describing why you want to study Architecture or Interior Design at the University of Memphis. The essay must not exceed 500 words. Use a standard font size and double-spaced formatting.

2. Write an essay describing something that is well designed (for example a three-dimensional object or two-dimensional work) and explain why the design is effective. This essay must include one page of narrative using a standard font size and double-spaced formatting and at least one page of sketches clarifying or expanding upon the essay.

Representative Work

Submit one drawing each of a bicycle, a stair, and fallen leaves. Each of these must be on 8.5"x11" plain paper. Use any media. In addition to these, submit two additional pieces that demonstrate your best ability. Do not submit AutoCAD work. Examples of two-dimensional work larger than 8.5"x11" and three-dimensional work must be submitted in the form of quality photographs. Do not submit slides.

Due Date

New students have two options: (1) new students with an existing, high-quality body of work may submit the Evaluation before noon on or before Friday, 31 July 2009; (2) new students without the work may submit the Evaluation before noon on the Friday before Fall Break (16 October 2009). Students reapplying for acceptance must submit the Evaluation before noon on or before Friday, 31 July 2009. **Evaluations not submitted in accordance with these guidelines / dates will be rejected.**

Submit your portfolio to:

Department of Architecture
Jones Hall – Room 404
University of Memphis
Memphis, TN 38152

Submit questions via e-mail to architecture@memphis.edu.

Architecture Candidacy Review Guidelines & General Information – FA2009

Department of Architecture - University of Memphis

Each student intending to earn the BFA degree with a major in Architecture at the University of Memphis must successfully complete Architecture Candidacy Review. In addition to completing all required core courses with a grade of C or better, a Portfolio serves as the primary means by which work and ability is demonstrated and evaluated.

Please note that passing required courses does not ensure being accepted into advanced standing in the BFA in Architecture degree program. Admission is selective and therefore, the preparation of a Portfolio of the highest quality is essential.

The following provides general information on the Architecture Candidacy Review Portfolio. Students may use this as a guide for preparation of the Portfolio. However, consultation with a faculty advisor prior to or during the preparation of the Portfolio is strongly recommended.

WHO must submit a Portfolio at the close of the Fall semester?

All Pre-Candidacy Review Architecture students who have successfully completed the Architectural Design I Studio (including those currently enrolled in the studio) are required to participate in the Candidacy Review Process during the Fall term.

WHEN must the Portfolio be submitted?

The Portfolio must be submitted to the director of the Architecture Program or designee by noon on or before Thursday, 17 December, 2009. ***No Portfolios will be accepted after this time and date!***

Persons failing to submit a Portfolio in accordance with these guidelines will be removed from consideration and not permitted to move forward in the Architecture Program. To continue in the Program, the Portfolio must be submitted in accordance with 2010 guidelines.

What are the FORMAT requirements?

The Portfolio must comply with the following standards. The document must be 8.5”x11” in size and bound on the long side in a professional manner. No unusual design and construction elements that inhibit review of the materials contained in the Portfolio may be used. Pages must be of a quality as to not permit “bleed-through” of text or images. Vinyl “slip sheets” are not acceptable.

What sort of CONTENT is required?

At a minimum, the following must be included in the Portfolio: a statement of purpose and goals, evidence of design ability, evidence of an understanding of basic principles, a summary statement, and vitae. Each of these is described in the following section. In addition, a current transcript must be provided under separate cover.

Statement of Purpose & Goals

This may not exceed one page in length and must clearly represent your intentions and goals towards the study and practice of architecture. Describe why you should be accepted into the BFA in Architecture degree program and what you intend to do upon graduation (graduate school, professional practice, and so forth).

Evidence of Design Ability and Evidence of Understanding of Principles

These go together and may be presented through several means. At a minimum, representative work from each of the following Architecture courses must be included:

Architectural Design I Studio, Building Technology courses, Computer Applications in Architecture, and History of Architecture courses. Work from foundations courses (Introduction to Architecture, Graphics Studio, Fundamentals of Design, and Design Visualization) must also be included. More information is included on the following page.

Examples of other creative work must be included. This includes design competition entries, evidence of architectural travel, furniture design, and so forth.

In these categories, the sketches and presentation drawings should clearly demonstrate the project ideas and the manifestation of the ideas. Models must be represented through photographs. Slides are not permitted.

Summary Statement & Vitae

This statement may include other relevant information not contained elsewhere but must not exceed one page in length.

A standard Vita (resume) must follow the Summary Statement.

Will my Portfolio be RETURNED?

No. The Department of Architecture will retain all Portfolios submitted for review. Therefore, you should make a copy for yourself in addition to that which is submitted.

What are the CONSEQUENCES of a negative review?

If the review of the Portfolio results in a negative finding, several options are available. The Architecture faculty may decide to recommend remedial work, to recommend the candidate re-take a course or courses, or to recommend the candidate not be permitted to continue in the BFA in Architecture degree program.

Additional information on these options may be obtained from the Architecture faculty advisor.

Will there be any WORKSHOPS to help with the preparation of the Portfolio?

Yes. Workshops are generally held in both the spring and fall semesters. Attendance is strongly encouraged. Please consult an Architecture faculty member for details.

Format and Required Items for Inclusion in the Candidacy Review Portfolio

The following format must be used and the items in parentheses must be included in the Candidacy Review Portfolio. *For each course, list the course name and number, term taken, and professor. For each project, list the name, program, and solution.*

Front Cover

Statement of Purpose & Goals

Table of Contents

Architecture Foundations Courses

Introduction to Architecture	(one building analysis, final design project, cardboard chair project)
Design Visualization	(two representative works)
Fundamentals of Design	(two representative works)
Architecture Graphics Studio	(residential analysis, other work showing architectural graphics ability)

Architecture Support Courses

History of Architecture I & II	(final project in both courses)

Building Technology I & II	(representative project from each course)
Computer Apps in Architecture I	(representative project)

Architecture Studio Courses and Special Courses

Architectural Design I Studio	(mid-term project, final project, other representative projects)
Parameters Studio [1]	(representative work)
Honors Studio and Courses [1]	(representative work)
Other Studios and Courses [1]	(representative work)

Architectural Travel [2]

(include sketches and photographs in this section)

Design Competitions [2]

(include sketches, photographs, and awards in this section)

Other Items [2]

(include furniture design, other creative work, and intern experience in this section)

Summary Statement

Vitae (including photograph of self)

Back Cover

[1] **NOTE:** These are electives and include Honors courses and Special Topics courses.

[2] **NOTE:** All persons making application for acceptance into the BFA in Architecture degree program should have work to show in these categories. However, if you do not have any work to show in these categories, insert a page with the words “No Representative Work” under the title.

4.3 STUDIO CULTURE POLICY

Supplemental information to the APR must include the school's current studio culture policy.

4.3.1 Architecture Honor Code

The Honor Code of the University of Memphis Department of Architecture states:

> *"I will not lie, cheat, or steal nor tolerate those who do."*

Because architecture and interior design are professions with a code of ethics governing professional conduct, similar rules and protocols are in effect in the design studios and classes as well as other education-related environments.

One of the most distinctive features of architectural and interior design education is the degree of trust which must exist among students as well as between students and faculty members. Students are responsible for themselves and for others.

No one affiliated with the Department of Architecture is exempt from the Honor Code and must abide by it at all times while on the campus of the University of Memphis, its extended locations, or while participating in any activity affiliated with the University of Memphis Department of Architecture.

Violating the Honor Code has serious implications. Depending upon the severity of the violation, penalties include: receiving a grade of F on the examination or assignment, receiving a grade of F in the course, loss of studio privileges, expulsion from the degree programs, or expulsion from the University of Memphis.

In addition to the Honor Code, students must abide fully by the policies set forth in the University of Memphis Code of Student Rights and Responsibilities. This document may be found at http://saweb.memphis.edu/judicialaffairs/csc/CSRR.pdf.

4.3.2 Attendance and Participation

Attendance – General

Architecture and Interior Design education demands the full involvement of students. Therefore, it is the policy of the Department of Architecture that attendance is mandatory and participation in discussions and exercises is required in all courses.

The Department of Architecture Attendance and Participation Policy incorporates the class attendance policy described in the University of Memphis undergraduate bulletin. The following conditions are specific to the Department of Architecture and applicable to all courses taught within the Department.

Unexcused Absences

An unexcused absence from class will result in a grade of "F" being assigned for any work due for that class meeting. In studio courses (and other classes at the discretion of the instructor), the student will be required to complete the assignment but the grade of "F" will remain.

A student who misses a quiz, mid-term, final examination, or project due date and receives an unexcused absence will receive a grade of "F" on the work.

Three unexcused absences will result in the loss of a letter grade after final grading for the semester (i.e., if a student earns a "C" but has three unexcused absences, the final grade for the course will be dropped to a "D").

Three late arrivals and/or early departures constitute one unexcused absence (i.e., arriving late two times and leaving early one time will result in one unexcused absence). For the purpose of this policy "late" is defined as arriving after the start of instruction, and "leaving early" is defined as leaving the classroom or studio prior to the end of the designated class meeting time without the permission of the instructor.

Cellular telephones and pagers must be turned off if brought into the classroom or studio. Anyone disturbing the class by having their telephone ring during class time may be required to leave the room and receive an unexcused absence for that day.

Excused Absences

In certain situations a student may receive an excused absence. These situations are enumerated below. The student is responsible for collecting information and assignments and making up all work missed. It is the student's responsibility to contact the instructor as soon as possible upon returning to class to schedule make-up quizzes and examinations.

Death in the family
Death in the immediate family includes parents, siblings, spouses and children. Extended family members (grandparents, in-laws, etc.) may be included at the discretion of the instructor. The instructor may require documentation confirming the relationship of the student to the deceased (obituary specifically naming student as a family member, memorial card, death certificate, etc.).

Conditions requiring medical attention
Injuries and illnesses that require medical attention may be considered excused absences. An original document verifying the visit from the office of the medical care-provider is required to receive an excused absence. Elective and non-emergency medical and dental appointments should be scheduled so as not to conflict with the student's academic schedule.

Legal obligations
Absences due to legal obligations may, under certain conditions, be excused. An original document from the court, attesting to the necessity of the absence, is required. Jury duty and court appearances mandated by a subpoena or court order (witness, etc.) will be considered excused absences. Court appearances resulting from traffic violations or criminal action are not excused.

University-sponsored activities and events
Absences due to participation in certain university-sponsored activities may be excused. Eligible activities include university-sponsored athletic events when participating as a team member, field trips taken as part of a Department of Architecture course, and events and activities associated with approved student organizations related to the Department of Architecture (AIAS, APX, CSI, IIDA, etc.). Notification of planned absences must be given to the instructor as far in advance as possible.

Religious observances
Students must inform the instructor at the beginning of the term of any religious holidays, events and/or other observances that will conflict with student's participation in the class.

Accommodations will be made to reschedule missed assignments, quizzes, test, etc. only if arrangements have been made with the instructor prior to the event.

Military service
Students who are members of military reserve programs will need to provide documentation provided by their commanding officer when required to report for active duty or when participating in training exercises that will cause them to be absent from regularly scheduled programs.

Participation

Active participation is expected of all students enrolled in Department of Architecture courses. For the purpose of this policy, participation is described below.

At a minimum, students are expected to:

- Give their full attention to instructors, guests and other students making presentations.
- Contribute to discussions by presenting information and/or asking questions germane to the subject under consideration.
- Share and contribute equally in the work when participating in a group or team assignment.
- Exhibit professionalism at all times including, but not limited to, remaining attentive and not sleeping during class time, not talking while others are presenting, remaining present in the classroom or studio and not leaving before the designated end of the class session, being courteous and not being disruptive in any manner.
- Exhibiting professionalism while participating in activities sponsored by the Department of Architecture or others entities of the University of Memphis.

E-mail Policy

Students must obtain and utilize an official e-mail account from the University of Memphis (i.e. one that ends with “memphis.edu”). The University has designated e-mail as the official means of communication for the institution, therefore students should regularly check their e-mail (a least once per day) to receive information, announcements and course updates.

Textbook Policy

It is the policy of the Department of Architecture that students retain the textbooks that are required for courses within the major (i.e. those classes with an ARCH or IDES prefix) rather than re-sell them. There are several reasons for this:

- These texts are frequently reference books that will prove useful throughout a professional career -- every architect develops a personal library.
- The books will be of use later when studying for the Architect Registration Examination (ARE) or the National Council for Interior Design Qualification (NCIDQ) examination, the tests required to become a professional.
- Being able to produce copies of course texts may be useful when applying for advanced standing or attempting to have courses waived in graduate school. For this reason, students should also keep record copies of course syllabi, assignments and projects for every undergraduate course they take.

Studio Desk / Key FOB Policy

All studio desks are inspected at the start of each semester and a detailed report on the condition produced. Any damage to the desk, desk cover, parallel bar, and so forth is the responsibility of the student to whom the desk is assigned. Failure to repair or replace damaged items will result in a hold being placed on the record of the student until such remedy is made.

Each student issued a key fob must return the fob at the end of each semester (or upon leaving the degree programs offered in the Department of Architecture if sooner than the end of the semester). Failure to do so will result in the assessment of a replacement fee and a hold placed on the record of the student until such payment is made.

Applicability

The Attendance and Participation Policy is in effect in all courses offered by the Department of Architecture at the University of Memphis. This includes design studios, foundation studios, computer courses, technical support courses, internships, and electives.

Students are also expected to abide by the appropriate rules and regulations established by instructors in other courses within the program of study for the Architecture and Interior Design degrees.

4.3.3 Rules of Conduct

General Rules

Architecture and interior design are professions with a code of ethics governing professional conduct. Similar rules and protocols are in effect in the design studios, labs, and classrooms.

- Students must arrive on time and ready to work. This means having all equipment and materials necessary to complete the current assignment. Research associated with a project should be conducted outside scheduled class meetings unless otherwise arranged. Except for a brief break (5-10 minute), students are expected to remain for the entire designated class period. Students departing early without permission will be counted as absent.
- The majority of all work on assigned projects must be performed in the design studio unless otherwise directed or approved.
- Unless stipulated, work in progress should be left on the drawing board at the end of the day to allow for faculty and peer-review.
- All active workstations must have at least two functioning desk lamps (CFL bulbs).
- Never give the key fob, the combination to the lock on the doors, or the alarm codes to anyone or allow unauthorized persons into the studios or computer labs. ONLY students officially enrolled in a studio are permitted in the studio.

Studio Rules

The studio is a professional workplace – it should be treated as such.

- Respect others in the studio.
- Respect the work and workspace of others.
- Respect your own work and workspace.
- Do not borrow supplies or equipment from others without their knowledge and approval.

- Use only personal stereos with earphones – do not play music at a level that is distracting to others.
- Do not use a desk that is not assigned to you unless first given permission.
- Do not use spray fixative, spray adhesive, paint, stain or any similar materials on unprotected desktops, floors or other work surfaces in the studio, classrooms, corridors and/or stairways.
- Do not cut materials on an unprotected drawing board or work surface.
- Do not use the plastic edge of a parallel rule as a straightedge when cutting material.
- Clean up your workspace after you are finished for the day.
- Do not apply decals, stickers, or used tape or drafting dots to the equipment or furnishings. Properly dispose of chewing gum in trash receptacles.
- Do not otherwise deface or abuse the studio, equipment or its contents.
- Do not place personal locks on flat files drawers – use only combination locks provided by the Department. Unauthorized locks will be cut off.
- Do not wear excessive amounts of cologne or perfume (if others can smell it, it is excessive).
- Always be sure that the door to the studio is securely locked when you leave.
- All personal belongings and materials must be removed from the studio at the end of each semester. Workspaces must be left clean and in good working order. Students failing to do so may receive a grade of "Incomplete" until the workspaces are properly attended.
- Properly secure valuable personal belongings (laptops, cameras, calculators, personal electronics, etc.) when leaving the room. Neither the University of Memphis nor the Department of Architecture is responsible for loss due to theft.

Rules of Critique Etiquette

- Be prepared and present with confidence.
- Pin-up in a timely manner and take the work down when finished (unless otherwise instructed) so that others may use the space. Assist your colleagues in setting up and taking down work.
- Respect the person presenting at all times.
- Offer constructive criticism only of the work; your comments should never be structured as a criticism of an individual.
- Give your full attention to the person and work being presented; do not engage in distracting collateral conversations or activities.
- Respect persons who lose their composure while presenting, it may happen to you someday.

It is expected that all students enrolled in the design studio classes and guests visiting the studios will abide by these rules. Failure to abide by these rules may result in the violator being asked to leave the studio and a grade of "F" assigned to the work in question or for the course.

Studio Desk Assignments and Pin-Up Spaces

Assignment of desks in all studios and classrooms is at the discretion of the instructor. However, historically studio assignments have been made based on the following.

- Students in the University Honors Program or Department of Architecture Honors Program, officers in the registered student organizations within the Department (AIAS, APX, CSI-S, and IIDA-CC), and residents of the Architecture + Design Houses may select their desk in advance of the move-in date. Selection is in the order listed.

- Students not falling into the categories above may select their desk on the designated move-in day on a first come first served basis.
- Faculty teaching first year studios generally place the students according to studio needs and conditions and may or may not chose to follow the early selection procedure.

This process rewards students who have taken the initiative to enhance their educational experiences by excelling academically or being involved in appropriate professional activities.

Each student in the fourth floor studios is provided with a personal pin-up space. These should contain items relevant to the study of architecture or interior design and should be professional in appearance.

The studio perimeter walls covered in Homasote are for use by faculty and may contain items relevant to projects being undertaken within the studios. These may also be used for critiques and pin-ups. These are not intended for personal student use unless otherwise noted (example, the graduate studio perimeter wall are intended for student use).

University Rules and Policies

All students are bound by the University of Memphis policies on academic dishonesty, the code of rights and responsibilities, and the policies on disruptive behavior. Students violating these policies may be subject to disciplinary action. For more information, please visit the website of the Office of Judicial and Ethical Programs at http://saweb.memphis.edu/judicialaffairs/.

4.3.4 New Architecture Student Orientation Manual (table of contents)

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- Architecture Entrance Evaluation Guidelines
- Architecture Candidacy Review Guidelines
- NAAB Student Performance Criteria

BFA in Interior Design Program of Study
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4.4 COURSE DESCRIPTIONS

Supplemental information to the APR must include for each required and elective course in the accredited degree program a one-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty member teaching it.

4.4 COURSE DESCRIPTIONS
- 4.4.1 M.Arch Course Catalog Descriptions
- 4.4.2 M.Arch Course Descriptions

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4.4.1 M.Arch Course Catalog Description

ARCH 6021. Architecture Independent Study. (1,2,3). Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of 6 hours credit. **Prerequisite:** Permission of Instructor.

ARCH 6022. Architecture and Urbanism Seminar. (3). Review of the contemporary concepts in architectural design in the context of the urban environment; attitudes and phenomena which have led to the making of the particular culture of our time and their impact on the built environment. **Prerequisite:** Permission of instructor. **Corequisite:** ARCH 6822.

ARCH 6023. Urban Design Seminar. (3). Comprehensive overview of significant issues of contemporary urban design; emphasis on experiential nature of cities, emphasis on the role of the architect in urban design. **Prerequisite:** Permission of instructor.

ARCH 6221. Determinants of Modern Design. (3). Significant works of architecture and urban design from 1900 to the present; focus on Europe, the United States, the non-Western world; examination of architecture as a mode of cultural production in relation to its aesthetic, political, technological, economic, and social context. **Prerequisite:** ARCH 1211, ARCH 1212 or equivalent.

ARCH 6430. Internship in Architecture. (1-6). Experiential learning to be achieved through an approved work assignment with a design firm, appropriate public or private entity, or a Department of Architecture faculty member. **Prerequisite:** Permission of instructor.

ARCH 6510-19. Architecture Special Topics. (1,2,3). Special topics in architecture and design. May be repeated for maximum of six hours credit. **Prerequisite:** Permission of Instructor.

ARCH 6613. Computer Applications in Architecture III. (3). Advanced design, modeling, and analytical concepts using various computer software programs. **Prerequisite:** Permission of Instructor.

ARCH 6811. Parameters in Architecture. (3). Comprehensive overview of differences and relationships of history, technology, and culture in terms of impact on architecture and urban design; concepts of form generation and historic dimensions of architecture with respect to human settlement. **Prerequisite:** Permission of instructor.

ARCH 6812. Furniture Design Studio. (4). Examination of the historical precedents in modern style and the place of furniture in architecture; design philosophy, expression of materials, and construction. **Prerequisite:** Permission of instructor.

ARCH 6822. Architecture and Urbanism Studio. (6). Advanced design studio for identifying needs, resources, and operational methodologies across an expanded range of environmental scales. Methods for identification of socio-cultural needs and the coordination of complex variables, information, and resources, leading to the conceptualization and development of design of the components of the built environment. **Prerequisite:** Permission of instructor. **Corequisite:** ARCH 6022.

ARCH 6841. Studio - Study Abroad. (3). Comparative studies of cultures; relationship of culture to physical environment; organization of cities; history and behavior of inhabitants; analysis and documentation of elements of physical environment and relationship between buildings and urban fabric. **Prerequisite:** Permission of instructor.

ARCH 7011. Advanced Architectural Design Seminar I. (3). Seminar offered in conjunction with advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on life-safety, building envelope and service systems, materials and assemblies. **Prerequisite:** None. **Corequisite:** ARCH 7711.

ARCH 7012. Advanced Architectural Design Seminar II. (3). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** ARCH 7011. **Corequisite:** ARCH 7712.

ARCH 7021. Architecture Independent Study. (1,2,3). Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of six hours credit. **Prerequisite:** Permission of Instructor.

ARCH 7211. Contemporary Architectural Theory. (3). Critical study of contemporary theoretical writings and related architectural production; contemporary issues informing current architectural discourse; the Modernist canon and "isms" from the mid-twentieth century to the present. **Prerequisite:** None.

ARCH 7421. Advanced Environmental Systems. (3). Advanced principles, appropriate applications and performance of environmental systems; acoustical, lighting; climate modification systems and energy use integrated with the building envelope. **Prerequisite:** ARCH 3421 (or approved equivalent) or permission of instructor.

ARCH 7431. Advanced Professional Practice. (3). Basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, outsourcing, project delivery, expanded practice settings, diversity and others. **Prerequisite:** ARCH 3431 (or approved equivalent) or permission of instructor.

ARCH 7711. Advanced Architectural Design Studio I. (6). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** None. **Corequisite:** ARCH 7011.

ARCH 7712. Advanced Architectural Design Studio II. (6). Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. **Prerequisite:** ARCH 7711. **Corequisite:** ARCH 7012.

ARCH 7930. Architecture Thesis Research. (3). Study and research in a specific area culminating in an integrating experience through individual project; research techniques, preliminary research and conceptual development of an architectural project; site analysis and selection, case studies; development of thesis proposal. **Prerequisite:** Permission of Instructor.

ARCH 7996. Architectural Thesis Studio. (6). (7931) Architectural thesis studio emphasizing the comprehensive integration of disciplinary and professional skills through the formulation of architectural propositions grounded in theoretical, critical, and creative research. **Prerequisite:** ARCH 7930.

NOTE: A revision to the curriculum is being made to designate the third studio (currently ARCH 6822 Architecture and Urbanism Studio and ARCH 6022 Architecture and Urbanism Seminar to 7000 level. Special topics courses were offered in the FA09 semester to accomplish this.

4.4.2 M.Arch Course Descriptions

A one page summary of each existing course in the Master of Architecture degree program follows this page. The courses required courses are listed first by semester offered. Elective courses follow. Faculty members for each course have not yet been assigned.

Program of Study

Of the 60 credit hours required for the M.Arch degree, 36 are required core courses, 9 are thesis courses, and 15 are electives which may be taken from a wide variety of subjects including architecture, city planning, and real estate development.

M.Arch First Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 7711	(6)	Advanced Architectural Design Studio I
ARCH 7011	(3)	Advanced Architectural Design Seminar I
ARCH 7211	(3)	Contemporary Architectural Theory
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7712	(6)	Advanced Architectural Design Studio II
ARCH 7012	(3)	Advanced Architectural Design Seminar II
ARCH 7421	(3)	Advanced Environmental Systems
_____	(3)	Elective

M.Arch Second Year – 30 Credit Hours

Fall – 15 Credit Hours

ARCH 6822	(6)	Architecture and Urbanism Studio[1]
ARCH 6022	(3)	Architecture and Urbanism Seminar[1]
ARCH 7930	(3)	Architectural Thesis Research
_____	(3)	Elective

Spring – 15 Credit Hours

ARCH 7996	(6)	Architectural Thesis Studio
ARCH 7431	(3)	Advanced Professional Practice
_____	(3)	Elective
_____	(3)	Elective

Course Categories

Professional – 36 credit hours

ARCH 6022	(3)	Architecture and Urbanism Seminar
ARCH 6822	(6)	Architecture and Urbanism Studio
ARCH 7011	(3)	Advanced Architectural Design Seminar I
ARCH 7012	(3)	Advanced Architectural Design Seminar II
ARCH 7211	(3)	Contemporary Architectural Theory
ARCH 7421	(3)	Advanced Environmental Systems
ARCH 7431	(3)	Advanced Professional Practice
ARCH 7711	(6)	Advanced Architectural Design Studio I
ARCH 7712	(6)	Advanced Architectural Design Studio II

Thesis – 9 credit hours

ARCH 7930	(3)	Architectural Thesis Research
ARCH 7996	(6)	Architectural Thesis Studio

Electives – 12 credit hours

[1]*NOTE: A revision to the curriculum is being made to designate the third studio / seminar (ARCH 6822 Architecture and Urbanism Studio and ARCH 6022 Architecture and Urbanism Seminar to) 7000 level. Special topics courses were offered in the FA09 semester to accomplish this.*

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1. **Course Title:** **Advanced Architectural Design Studio I.**

   Subject Number: **ARCH 7711.**

2. **Catalog Data:** Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on life safety, building envelope and service systems, materials and assemblies. 6 credit hours.

   Prerequisite: Co-requisite ARCH 7011 – Advanced Architectural Design I Seminar.

3. **Textbooks:** A course reader based upon the specific topic being offered will be developed; supplemental handouts as required; see ARCH 7011.

4. **Course Objectives:** To develop the ability on the part of the student to collect, analyze, formulate, test and refine information that finds its ultimate expression as a responsive architectural work with an emphasis on life safety, building envelope and service systems, materials and assemblies.

5. **Students Served:** Graduate level.

6. **Course Methods:** Studio-based tutorials augmented by assigned readings and group discussion; development of a directed series of design investigations leading to a final architectural solution taking the form of a graphic and oral presentation.

7. **Course Outline:** Functional basis for the problem; identification and collection of relevant information; precedents; formulation of design hypotheses, applying critical constructs; thesis refinement; graphic and verbal presentation.

8. **Requirements:** Students are required to complete a comprehensive design project (or projects) in response to a changing set of topical problems. Projects must successfully address the development of programmatic spaces, with particular attention to life-safety provisions, building envelope and service system design, and building materials and assemblies. Design narrative, graphic presentation, models and oral presentation required.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is mandatory.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Non-conventional Media (Studio)

1. **Course Title:** **Contemporary Architectural Theory.**

   Subject Number: **ARCH 7211.**

2. **Catalog Data:** Critical study of contemporary theoretical writings and related architectural production; contemporary issues informing current architectural discourse; the Modernist canon and "isms" from the mid-twentieth century to the present. 3 credit hours.

   Prerequisite: None.

3. **Textbooks:** *Architectural Theory since 1968* (Hays, editor), *Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects* (Moneo), *Rethinking Architecture: A Reader in Cultural Theory* (Leach).

4. **Course Objectives:** To develop an understanding of the theoretical underpinnings of contemporary architectural practice and recent historical movements within the practice of architecture.

5. **Students Served:** Graduate level.

6. **Course Methods:** A series of illustrated lectures augmented by readings taken from the course texts. Group discussion of readings. Case studies linking theory with practice. Guest speakers from architectural and related disciplines.

7. **Course Outline:** The Modernist canon; architectural "isms" from the mid-twentieth century; appropriation of theories from other disciplines; disjunction between theory and practice; contemporary agendas within the profession.

8. **Requirements:** Students are required to complete a series of written assignments tied to the thematic topics of the course and to develop illustrated oral presentations drawn from the primary readings and secondary sources; discussion and participation.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Conventional methodology.

1. **Course Title:** **Advanced Architectural Design Seminar I.**

   Subject Number: **ARCH 7011.**

2. **Catalog Data:** Seminar offered in conjunction with advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on life-safety, building envelope and service systems, materials and assemblies. 3 credit hours.

   Prerequisite: Co-requisite ARCH 7711.

3. **Textbooks:** *Architectural Research Methods* (Groat, Wang), other texts as deemed appropriate to the given topic; a course reader based upon the specific topic being offered will be developed; supplemental handouts as required.

4. **Course Objectives:** To develop the ability on the part of the student to collect, analyze, formulate, test and refine information that finds its ultimate expression as a responsive architectural work with an emphasis on life safety, building envelope and service systems, materials and assemblies.

5. **Students Served:** Graduate level.

6. **Course Methods:** Illustrated lecture presentations augmented by assigned readings and group discussion; guest speakers.

7. **Course Outline:** Functional basis for the problem; identification and collection of relevant information; precedents; formulation of design hypotheses, applying critical constructs; thesis refinement.

8. **Requirements:** A series of written and/or graphic assignments based upon the topical lectures and readings; ability to synthesize theoretical notions into studio work.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is mandatory.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Seminar.

1. **Course Title:** **Advanced Architectural Design Studio II.**

   Subject Number: **ARCH 7712.**

2. **Catalog Data:** Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. 6 credit hours.

   Prerequisite: ARCH 7711, 7011.
   Co-requisite ARCH 7012.

3. **Textbooks:** A course reader based upon the specific topic being offered will be developed; supplemental handouts as required; see ARCH 7012.

4. **Course Objectives:** To develop the ability on the part of the student to collect, analyze, formulate, test and refine information that finds its ultimate expression as a responsive architectural work having structural and environmental issues as primary design determinates.

5. **Students Served:** Graduate level.

6. **Course Methods:** Studio-based tutorials augmented by assigned readings and group discussion; development of a directed series of design investigations leading to a final architectural solution taking the form of a graphic and oral presentation.

7. **Course Outline:** Functional basis for the problem; identification and collection of relevant information; precedents; formulation of design hypotheses, applying critical constructs; thesis refinement; graphic and verbal presentation.

8. **Requirements:** Students are required to complete a comprehensive design project (or projects) in response to a changing set of topical problems. Projects must successfully address the development of programmatic spaces with structural and environmental systems as primary design determinates. Design narrative, graphic presentation, models and oral presentation required.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is mandatory.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Non-conventional Media (Studio)

1. **Course Title:** **Advanced Environmental Systems.**

   Subject Number: **ARCH 7421.**

2. **Catalog Data:** Advanced principles, appropriate applications and performance of environmental systems; acoustical, lighting; climate modification systems and energy use integrated with the building envelope. 3 credit hours.

   Prerequisite: ARCH 3421 (or approved equivalent) or permission of instructor.

3. **Textbooks:** *Architectural Expression of Environmental Control Systems* (Baird).

4. **Course Objectives:** To develop the ability to successfully integrate conventional and alternative environmental concepts within a building design including active and passive systems.

5. **Students Served:** Graduate level.

6. **Course Methods:** A series of illustrated lectures augmented by readings taken from the course texts. Site visits. Guest speakers from architectural and related professions.

7. **Course Outline:** Environmental physics; systems and system characteristics; principles, elements and application process of system and building design; design evaluation and optimization; systems integration; documentation and presentation.

8. **Requirements:** Students are required to complete a series of written exercises tied to the thematic topics of the course and to make illustrated oral presentations of case studies; discussion and participation.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Conventional methodology.

1. **Course Title:** **Advanced Architectural Design Seminar II.**

   Subject Number: **ARCH 7012.**

2. **Catalog Data:** Advanced studio problems in architecture; changing topics addressing a variety of critical and ideological constructs; emphasis on structural and environmental issues as design determinants. 3 credit hours.

   Prerequisite: ARCH 7711, 7011.
   Co-requisite ARCH 7712.

3. **Textbooks:** *Architectural Research Methods* (Groat, Wang), other texts as deemed appropriate to the given topic; a course reader based upon the specific topic being offered will be developed; supplemental handouts as required.

4. **Course Objectives:** To develop the ability on the part of the student to collect, analyze, formulate, test and refine information that finds its ultimate expression as a responsive architectural work having structural and environmental issues as primary design determinants.

5. **Students Served:** Graduate level.

6. **Course Methods:** Illustrated lecture presentations augmented by assigned readings and group discussion; guest speakers.

7. **Course Outline:** Functional basis for the problem; identification and collection of relevant information; precedents; formulation of design hypotheses, applying critical constructs; thesis refinement.

8. **Requirements:** A series of written and/or graphic assignments based upon the topical lectures and readings; ability to synthesize theoretical notions into studio work.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is mandatory.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Seminar.

1. **Course Title:** **Architecture Thesis Research.**

   Subject Number: **ARCH 7930.**

2. **Catalog Data:** Study and research in a specific area culminating in an integrating experience through individual project; research techniques, preliminary research and conceptual development of an architectural project; site analysis and selection, case studies; development of thesis proposal. 3 credit hours.

   Prerequisite: Permission of Instructor.

3. **Textbooks:** Appropriate books and other materials will be selected based upon individual research needs of the students and the scope of the project.

4. **Course Objectives:** To develop through design, research, and scholarly investigations the abilities of students for independence, employing criteria to expand architectural investigation beyond preconceptions.

5. **Students Served:** Graduate Architecture students.

6. **Course Methods:** Students will complete a series of assignments in consultation with Architecture faculty members and participate in lectures, discussions, readings, and analysis exercises.

7. **Course Outline:** Research, concept development, site issues, developed in response to specific research topics selected by students and approved by faculty.

8. **Requirements:** Each assignment will be grounded in architectural design principles. These will be presented in verbal, graphic and written form and may include the use of computer applications in various forms. Assignments represent the focal point of this course in that they synthesize the materials covered over the semester as well as the knowledge brought forth by the student.

9. **Grading Policy:** The standard university A-F, IP will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Independent Study.

1. **Course Title:** **Architecture and Urbanism Studio.**

   Subject Number: **ARCH 4822 / ARCH 6822.**

2. **Catalog Data:** Advanced design studio for identifying needs, resources, and operational methodologies across an expanded range of environmental scales. Methods for identification of socio-cultural needs and the coordination of complex variables, information, and resources, leading to the conceptualization and development of design of the components of the built environment. 6 credit hours.

   Prerequisite: Permission of instructor.
   Corequisite: ARCH 4022 / ARCH 6022.

3. **Textbooks:** Students select appropriate books and other materials based upon their individual research needs.

4. **Course Objectives:** To develop the abilities of students for independence and collaboration, employing project criteria to expand architectural investigation beyond preconceptions examining and questioning and theories and methods through acts of making and employing the project to learn what is important.

5. **Students Served:** Fourth year undergraduate Architecture students; graduate Architecture, Design, and Planning, and Real Estate students.

6. **Course Methods:** Studio taught as a tutorial course. Readings and discussions, group critiques, critiques by outside design professionals.

7. **Course Outline:** Projects will be based upon community research needs.

8. **Requirements:** Students develop solutions to urban problems. Includes the relation of individual buildings to the environment in comprehensive terms, with particular emphasis on the complexity which exists at the urban scale.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional (studio).

1. **Course Title:** **Architecture and Urbanism Seminar.**

   Subject Number: **ARCH 4022 / ARCH 6022.**

2. **Catalog Data:** Review of the contemporary concepts in architectural design in the context of the urban environment; attitudes and phenomena which have led to the making of the particular culture of our time and their impact on the built environment. 3 credit hours.

   Prerequisite: Permission of instructor.
   Corequisite: ARCH 4822 / ARCH 6822.

3. **Textbooks:** Students select appropriate books and other materials based upon their individual research needs. Supplemental readings drawing from a variety of sources may be used.

4. **Course Objectives:** To understand socio-cultural needs and the coordination of complex variables, information, and resources, leading to the conceptualization and development of design of the components of the built environment.

5. **Students Served:** Fourth year undergraduate Architecture students; graduate Architecture, Design, and Planning, and Real Estate students.

6. **Course Methods:** A series of projects grounded in architectural design principles and readings will be given. These represent the focal point of this seminar in that they synthesize the materials covered over the semester as well as the knowledge brought forth by each student.

7. **Course Outline:** Projects will be based upon community research needs.

8. **Requirements:** Students develop solutions to urban problems. The scope of design includes the relation of individual buildings to the environment in comprehensive terms, with particular emphasis on the complexity which exists at the urban scale.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Seminar.

1. **Course Title:** **Architectural Thesis Studio.**

   Subject Number: **ARCH 7996.**

2. **Catalog Data:** Architectural thesis studio emphasizing the comprehensive integration of disciplinary and professional skills through the formulation of architectural propositions grounded in theoretical, critical, and creative research. 6 credit hours.

   Prerequisite: ARCH 7930.

3. **Textbooks:** *Dissertation – An Architectural Student's Handbook* (Borden, Ruedi), other texts as deemed appropriate by the instructor to the student's thesis topic; supplemental handouts as required.

4. **Course Objectives:** To produce a comprehensive architectural project based on a building program and site that includes the 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.

5. **Students Served:** Graduate level.

6. **Course Methods:** Studio-based tutorials augmented by assigned readings and discussion; development of a directed series of design investigations leading to a final architectural solution taking the form of a graphic, written and oral presentation.

7. **Course Outline:** Functional and theoretical basis for the problem; identification and collection of relevant information; precedents; formulation of design hypotheses, applying critical constructs; thesis refinement.

8. **Requirements:** To complete a comprehensive design project in response to a thesis proposition developed by the student in conjunction with the instructor. Design narrative, graphic presentation, models and oral presentation required.

9. **Grading Policy:** The standard university A-F, IP will be used. Evaluation based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is mandatory.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Non-Conventional media (studio).

1. **Course Title:** **Advanced Professional Practice.**

   Subject Number: **ARCH 7431.**

2. **Catalog Data:** Basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, outsourcing, project delivery, expanded practice settings, diversity and others. 3 credit hours.

   Prerequisite: ARCH 3431 (or approved equivalent) or permission of instructor.

3. **Textbooks:** *The Architect's Handbook of Professional Practice (Update 2004),* (The American Institute of Architects, editor*)*, *Professional Practice 101: A Compendium of Business and Management Strategies in Architecture,* (Pressman*).*

4. **Course Objectives:** To provoke an awareness on the part of the student of current conventions of practice in order to identify underlying principles.

5. **Students Served:** Graduate level.

6. **Course Methods:** A series of illustrated lectures augmented by readings taken from the course texts. Guest speakers from architectural and related professions.

7. **Course Outline:** Obtaining commissions and negotiating contracts, managing personnel and consultants, recommending project delivery methods, forms of service contracts.

8. **Requirements:** Students will complete a series of written assignments tied to the thematic topics of the course as well as illustrated oral presentations of case studies. Discussion and participation.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member and invited guest speakers.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Conventional methodology.

1. **Course Title:** **Architecture Independent Study.**

   Subject Number: **ARCH 7021.**

2. **Catalog Data:** Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of six hours credit; one, two, or three hours credit.

   Prerequisite: Permission of Instructor.

3. **Textbooks:** Appropriate books and other materials will be selected based upon individual research needs of the students and the scope of the project.

4. **Course Objectives:** To develop through design, research, and scholarly investigations the abilities of students for independence, employing criteria to expand architectural investigation beyond preconceptions, examining and questioning theories and methods through acts of making, and employing the project as a tool of learning.

5. **Students Served:** Graduate Architecture and Design students.

6. **Course Methods:** Students will complete a series of assignments based on personal interests to be determined in consultation with Architecture faculty members.

7. **Course Outline:** To be developed in response to specific research topics selected by students and approved by faculty.

8. **Requirements:** Each assignment will be grounded in architectural design principles. These will be presented in verbal, graphic and written form and may include the use of computer applications in various forms. Assignments represent the focal point of this course in that they synthesize the materials covered over the semester as well as the knowledge brought forth by the student.

9. **Grading Policy:** The standard university A-F, IP will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member to be determined based on student research interests.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Independent Study.

5. **Students Served:** Graduate level.

1. **Course Title:** **Studio - Study Abroad.**

   Subject Number: **ARCH 4841 / ARCH 6841.**

2. **Catalog Data:** Comparative studies of cultures; relationship of culture to physical environment; organization of cities; history and behavior of inhabitants; analysis and documentation of elements of physical environment and relationship between buildings and urban fabric. 3 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** A course reader will be developed and textbook(s) selected.

4. **Course Objectives:** To explore architecture and design in various counties to expand the level of knowledge and understanding within the context of historical precedents in design, social and cultural implications, and the role of technology in design. To become aware of the place of culture and history in architecture and design through precedent analysis and case studies

5. **Students Served:** Undergraduate and graduate Architecture students.

6. **Course Methods:** Taught in the tutorial method. Readings and discussions, projects, and critiques. Guest speakers from international design firms.

7. **Course Outline:** Role of prominent architects, designers, and artists in the context of their country or area of professional practice. Fundamental elements of design and strategies of formal composition and organization.

8. **Requirements:** Students will complete a series of research and analysis, design, and other assignments based upon the focus of the course and personal interests. Final exhibition.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional (studio).

1. **Course Title:** **Urban Design Studio.**

   Subject Number: **ARCH 4821 / ARCH 6821.**

2. **Catalog Data:** Comprehensive overview of significant issues of contemporary urban design; emphasis on experiential nature of cities, role of public policy, and genesis and development of urban building types. 6 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** Students select appropriate books and other materials based upon their individual research needs.

4. **Course Objectives:** To explore fundamental elements of urban form relative to formal composition and organization, familiarize students with the basic language of urban design, and appreciate the role of precedent analysis as a means of understanding and interpreting both program and parti types.

5. **Students Served:** Fourth year undergraduate Architecture students; graduate Architecture, Design, and Planning, and Real Estate students.

6. **Course Methods:** Studio taught as a tutorial course. Readings and discussions, group critiques, critiques by outside design professionals.

7. **Course Outline:** Projects will be based upon community research needs.

8. **Requirements:** Students develop solutions to urban problems through the preparation of national and international design competition entries.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional (studio).

1. **Course Title:** **Furniture Design Studio.**

   Subject Number: **ARCH 4812 / ARCH 6812.**

2. **Catalog Data:** Examination of the historical precedents in modern style and the place of furniture in architecture; design philosophy, expression of materials, and construction. 4 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** Students select appropriate books and other materials based upon their individual research needs. Supplemental readings drawing from a variety of sources may be used.

4. **Course Objectives:** To become aware of the place of furniture in architecture and design through precedent analysis and case studies. To explore various fundamental tectonic elements of design and strategies of formal composition and organization and the role of prominent twentieth century and twenty-first century architects and designers as designers and makers of furniture. To develop visualization, conceptualization, and communication skills with attention to details and craft. To foster critical evaluation skills and independent thinking.

5. **Students Served:** Upper division and graduate Architecture and Design students.

6. **Course Methods:** Studio taught as a tutorial course. Readings and discussions, group critiques, critiques by outside design professionals. Design and construction.

7. **Course Outline:** Projects will be based upon individual research needs.

8. **Requirements:** Students will complete precedent studies and produce conceptual study models and developmental process drawings. Final design solutions will be in the form of presentation quality models and drawings and full-scale furniture.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional (studio).

1. **Course Title:** **Parameters in Architecture.**

   Subject Number: **ARCH 4811 / ARCH 6811.**

2. **Catalog Data:** Comprehensive overview of differences and relationships of history, technology, and culture in terms of impact on architecture and urban design; concepts of form generation and historic dimensions of architecture with respect to human settlement. 3 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** A course reader will be developed and textbook(s) selected.

4. **Course Objectives:** To develop a personal attitude toward, and an understanding of, the built environment through an examination of the fundamental human purposes of architecture and the study of the measures by which people judge architecture.

5. **Students Served:** Undergraduate and graduate Architecture students.

6. **Course Methods:** Architectural journeys, which require students to experience, analyze, interpret, and report on aspects of the built environment, will be an integral part of the course.

7. **Course Outline:** Public Domain/Private Space, Architecture of Place, History & Culture in Design, Urban Design Concepts, Aspects of Form, Materials in Architecture, Architecture of Detail

8. **Requirements:** Students complete a series of case study and other assignments. These must be presented in verbal, graphic and written forms. A synthesizing project will also be required.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional (studio).

1. **Course Title:** **Computer Applications in Architecture III.**

   Subject Number: **ARCH 4613 / ARCH 6613.**

2. **Catalog Data:** Advanced design, modeling, and analytical concepts using various computer software programs. 3 credit hours.

   Prerequisite: Permission of Instructor.

3. **Textbooks:** Appropriate books and other materials will be selected based upon software and focus of the course.

4. **Course Objectives:** To introduce students to advanced modeling, rendering, analysis, and other computer programs to enhance studio project development and presentation and portfolio design capabilities.

5. **Students Served:** Undergraduate and graduate Architecture, Design, Planning students.

6. **Course Methods:** Series of assignments encompassing a variety of design, modeling, and analytical concepts.

7. **Course Outline:** Advanced 3-D Building and Site Modeling and Rendering; Visualization, Analyzing, and Communicating Design Solutions; Computer Generated Animations in Various Formats; Architectural Videos in Various Formats; Graphics Programs (General and Advanced.

8. **Requirements:** Through completion of the assignments, students will develop a working knowledge of appropriate software and a portfolio of work.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Computer.

1. **Course Title:** **Architecture Special Topics.**

   Subject Number: **ARCH 4510-19 / ARCH 6510-19.**

2. **Catalog Data:** Special topics in architecture and design. May be repeated for maximum of six hours credit; one, two, or three hours credit.

   Prerequisite: Permission of Instructor.

3. **Textbooks:** Appropriate books and other materials will be selected based upon individual research needs of the students and the focus of the course.

4. **Course Objectives:** To be developed in response to specific topics.

5. **Students Served:** Undergraduate and graduate Architecture, Design, Planning students.

6. **Course Methods:** To be developed in response to specific topics.

7. **Course Outline:** To be developed in response to specific topics.

8. **Requirements:** To be developed in response to specific topics.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F, IP will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member to be determined based on topic.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Other non-conventional.

1. **Course Title:** **Site and Environmental Planning.**

   Subject Number: **ARCH 4451 / ARCH 6451.**

2. **Catalog Data:** Building sites; selection and utilization, including environmental influences; technical aspects such as zoning, contour lines, parking, ingress/egress, site drainage, building location and sustainable design. 3 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** *A Guide to Site Planning and Landscape Construction*, Harvey M Rubenstein, *Site Analysis*, Edward T White, others as appropriate including the ARE study guide for site planning.

4. **Course Objectives:** To provide a means by which design students can expand their level of knowledge in general site and environmental planning methods and techniques.

5. **Students Served:** Undergraduate and graduate Architecture students.

6. **Course Methods:** A series of illustrated lectures augmented by readings. Case studies, research papers, discussions. Guest speakers from architectural and related professions including city planning, civil engineering, and landscape architecture.

7. **Course Outline:** Methods and techniques, typologies, scale, appropriate use, slope and contours, drainage, soils, vegetation, and experiential factors.

8. **Requirements:** Students complete a series of case study and other assignments. These must be presented in verbal, graphic and written forms. A synthesizing project will also be required.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Conventional methodology.

1. **Course Title:** **Determinants of Modern Design.**

   Subject Number: **ARCH 4221 / ARCH 6221.**

2. **Catalog Data:** Significant works of architecture and urban design from 1900 to the present; focus on Europe, the United States, the non-Western world; examination of architecture as a mode of cultural production in relation to its aesthetic, political, technological, economic, and social context. 3 credit hours.

   Prerequisite: ARCH 1211 and ARCH 1212 or equivalent.

3. **Textbooks:** A course reader will be developed and textbook(s) selected.

4. **Course Objectives:** To provide a means by which advanced design students can expand their level of knowledge in architectural history and theory.

5. **Students Served:** Undergraduate and graduate Architecture students.

6. **Course Methods:** A series of illustrated lectures augmented by readings. Case studies, research papers, discussions. Guest speakers from architectural and related professions.

7. **Course Outline:** Icons of modern architecture and design; history and theory of various "movements" in architecture and design in the modern period; political, technological, economic, and social determinants.

8. **Requirements:** Students complete a series of case study and other assignments. These must be presented in verbal, graphic and written forms. A synthesizing project will also be required.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, development of design concepts and application of process, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Conventional methodology.

1. **Course Title:** **Urban Design Seminar.**

   Subject Number: **ARCH 4023 / ARCH 6023.**

2. **Catalog Data:** Comprehensive overview of significant issues of contemporary urban design; emphasis on experiential nature of cities, emphasis on the role of the architect in urban design. 3 credit hours.

   Prerequisite: Permission of instructor.

3. **Textbooks:** A course reader will be developed and textbook(s) selected.

4. **Course Objectives:** To explore the role of the architect as urban designer through the study of fundamental issues of design, especially in terms of the implications of larger physical and cultural context. To familiarize students with the basic language of urban design. To convey that urban design is a reflection of the artistic, social, political and economic conditions of its time and place. To become aware of the effect of technology on the evolution of urban form.

5. **Students Served:** Undergraduate Architecture students; graduate Architecture, Design, Planning, and Real Estate students.

6. **Course Methods:** Series of topical lectures supported by reading assignments, discussions, research and analysis projects, and design projects.

7. **Course Outline:** The role of the architect in urban design, urban design principles, urban design in historical and contemporary context, urban form generators.

8. **Requirements:** Students complete a series of assignments grounded in urban design principles and readings will be given.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F scale will be used. Evaluation will be based upon the following: completion of the assignments in accordance with established due dates, ability to synthesize a variety of creative solutions in response to the stated problem, and overall quality of work. Attendance and participation are required.

10. **Instructor:** Architecture faculty member with appropriate skill set.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Seminar.

1. **Course Title:** **Architecture Independent Study.**

   Subject Number: **ARCH 4021 / ARCH 6021.**

2. **Catalog Data:** Independent research in selected area of architecture under supervision of member of architecture faculty. May be repeated for maximum of six hours credit; one, two, or three hours credit.

   Prerequisite: Permission of Instructor.

3. **Textbooks:** Appropriate books and other materials will be selected based upon individual research needs of the students and the scope of the project.

4. **Course Objectives:** To develop through design, research, and scholarly investigations the abilities of students for independence, employing criteria to expand architectural investigation beyond preconceptions, examining and questioning theories and methods through acts of making, and employing the project as a tool of learning.

5. **Students Served:** Undergraduate and graduate Architecture and Design students.

6. **Course Methods:** Students will complete a series of assignments based on personal interests to be determined in consultation with Architecture faculty members.

7. **Course Outline:** To be developed in response to specific research topics selected by students and approved by faculty.

8. **Requirements:** Each assignment will be grounded in architectural design principles. These will be presented in verbal, graphic and written form and may include the use of computer applications in various forms. Assignments represent the focal point of this course in that they synthesize the materials covered over the semester as well as the knowledge brought forth by the student.

   Students seeking graduate level credit for this course must complete an additional series of assignments based upon the talents of each student and the particular needs of the course.

9. **Grading Policy:** The standard university A-F, IP will be used. Evaluation will be based upon the following: depth of inquiry, organization of work; analysis and findings; validity of findings and recommendations; level of investment in work; and overall quality of work. Attendance and participation is required.

10. **Instructor:** Architecture faculty member to be determined based on student research interests.

11. **Hegis Taxonomy:** 0202 – Architecture.

12. **TBR Instr. Method:** Independent Study.

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