

KENNESAW STATE UNIVERSITY

Interim Progress Report for Year Five

Instructions and Template

November 30, 2019

Text from the IPR Year 2 review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

Kennesaw State University, 2019 Response: Satisfied by Two-Year IPR.

II. Progress in Addressing Causes of Concern

Kennesaw State University, 2019 Response: Satisfied by Two-Year IPR.

III. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Kennesaw State University, 2019 Response:

MERGER OF SPSU AND KSU- FOLLOW UP

In November of 2013 the Board of Regents of Georgia announced the proposed merger of SPSU and KSU just five months prior to the scheduled 2014 NAAB Accreditation visit. At the time of the 2014 NAAB Team Visit that process was in its infancy with the creation of 82 Operational Working Groups. On January 6, 2015 the BOR approved the consolidation. In February of that year the two school's databases were merged and in the fall of 2015 all students were migrated to KSU student status. By the spring of 2016 most if not all policy and procedures had been implemented on both campuses. The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) accredits KSU.

Since the 2016 IPR we have continued to see changes at the university level that have streamlined operations. This has included overall cost savings that have then been put back into the academic operations of the university to benefit students. We have seen changes in leadership of non-academic departments including HR, Global Affairs, Alumni Relations, Advising and the Development Office. These changes have resulted in improved relations with the department of Architecture as we now share visions for how our departments can work together toward shared goals and student success.

At the time of this report, KSU currently has a student population of approximately 37,800 students, an increase of 2,800 from the time of the 2016 IPR. We remain the third largest university in the state behind Georgia State University and the University of Georgia. KSU has seen a change in its' status, in 2018 we transitioned from an R-3 comprehensive university offering over 100 undergraduate and graduate programs, to an R-2 university offering over 150 undergraduate, graduate and Ph.D. degrees from thirteen colleges.

In support of its new R-2 status Kennesaw State University has restructured its Office of Research to

encourage, promote and support innovative interdisciplinary research and scholarship. Focused on 'research with relevance', KSU's research portfolio is varied and far-reaching, leading to new knowledge and discovery by faculty and hands-on opportunities for students.

As part of this restructuring, KSU has established an Office of Undergraduate Research with the mission to promote high quality undergraduate student-faculty collaborative research and scholarship. The aim is to make research an integral part of the undergraduate experience at KSU.

In support of this new initiative KSU has improved support infrastructure for faculty and students. This includes the Research Development & Strategic Initiatives program that leads activities related to developing faculty and student capacity for conducting research and scholarship. Its goal is to guide and support researchers through grant writing and external funding processes. This is achieved through workshops, individual consultation services and customized programming.

The Sponsored Programs Initiative program provides extensive support to principal investigators seeking external funding for research and creative scholarship. All proposals for external funding are routed through this program where staff work closely with researchers at both pre and post award stages to ensure a seamless operation. The goal is to maximize faculty and student competitiveness and minimize administrative impact.

The university maintains a Carnegie Community Engagement Classification.

ADMINISTRATIVE AND OPERATIONAL STAFF CHANGES

1. UNIVERSITY ADMINISTRATION

At the time of the 2016 IPR KSU's President was Mr. Sam Olens who took office on Nov. 1, 2016. In July of 2018, Dr. Pamela Whitten took over as President of KSU. During the transition Provost Dr. Ken Harmon also stepped down. Dr. Ron Matson, Director of Academic Affairs, served as Interim Provost until January 2019 when Dr. Kat Schwaig was appointed Provost. Dr. Schwaig had previously served as the Dean of the Coles College of Business. Phaedra Corso was appointed Vice President for Research in the Office of Research in 2018 in support of KSU's new R-2 Status.

2. COLLEGE OF ARCHITECTURE AND CONSTRUCTION MANAGEMENT

In June of 2019 Dean Rich Cole retired from KSU. He was succeeded by Interim Dean Dr. Khalid Siddiqi, the Chair of the Department of Construction Management. During his interim stay Dr. Parvan Meadati stepped in as Interim Chair of the Department of Construction Management. In September of 2019 Provost Schwaig announced the hiring of Dr. Andrew Payne as the new Dean of the College of Architecture and Construction Management. He will start his new position in January of 2020. Dr. Payne is currently at Indiana State, prior to that appointment he was at SCAD here in Georgia.

The college has also seen changes in its Administrative Assistants. In 2016 Sharon Hodge who was the Admin to the Dean retired she was replaced by Cathy Smith the Admin to the Department of Architecture. At that time Dorianne Gutierrez was hired as Admin of the Department of Architecture, a position she had previously held. Making the transition very smooth. In June of 2019 Cathy Smith retired and Dorianne Gutierrez assumed the position of Administrative Assistant to the Dean. At the same time Lynn Pugh resigned as Admin to Construction Management. She has since been replaced by Amy Taylor. The Department of Architecture hired Kimberly Cephus Harris as its new Admin. She starts her new position on Dec. 2, 2019. Ms. Gutierrez has served as support for the department of architecture in the interim.

The College has several assigned administrative positions assigned to the dean's office that benefit the college and its departments. We have seen changes there as well. These include:

- Aimee Roper – Business Operations Professional, CoACM. She serves as the business manager for the College and the Departments of Architecture and Construction Management. She replaced Erica Torrence in May of 2019.
- IT Systems Support Professional, Enterprise Systems and Services was restructured. This position was also reallocated from UITS to Strategic Communications. In October of 2019 Rebecca Robinson stepped down and Brandon Hicks was hired to replace her as the College's Webmaster and SEO Specialist. He started in mid Nov. 2019.
- Kayla Doering and Ishmela Lyons-Uko joined the college as our in-house academic advisors in 2018 they replaced Mr. Richard Redding. With the increase in personnel we were able to better serve our students needs. KSU has approved a third Professional Advisor position that has yet to be filled. This third position should allow us to better accommodate the increase in enrollment at the college and department levels.
- Andrew Tatnall, Senior Director of Development, University Development, replaced Donovan Charles in January of 2019. Mr. Tatnall has been instrumental in assisting the Chair of the department of Architecture in building an advisory board and developing relationships that we hope will lead to increased fundraising.

3. DEPARTMENT OF ARCHITECTURE

Faculty Changes

At the time of the 2016 IPR, the department of architecture had one outstanding faculty search. In the fall of 2017 Dr. Jeffrey Collins was hired to fill that position. Dr. Collins is a licensed architect in Georgia and teaches in the Design Communication and Professional Practice sequences, as well as in 1st and 2nd year studios. His CV and syllabi are included in the appendix to this report.

Enrollment

Since the 2016 IPR we have continued to see increased enrollment. The B.ARCH program currently has 463 degree Majors. The Fall 2019 saw the largest incoming class in our program's history with 204 declared majors. We are still cycling through the lower enrollments in the upper division such that the current 5th year class is 44 students. The upcoming lower division classes are larger, and we anticipate the upper division class sizes to be in the range of 55-60 students by the 2022 NAAB Visit.

CURRICULUM CHANGES

Since the 2016 IPR, the Department of Architecture has continued to make improvements to the curriculum, as continuations of our previous initiatives in response to the NAAB report and 2014 Conditions, as well as our own agendas.

1. New Accelerated Track

In the fall of 2019, the Department of Architecture began offering an Accelerated Studio Track option for students entering the program with a minimum of 36 credits (transfers or change of Majors). This allows students who enter architecture later to graduate in a timely manner. This option is not available for incoming freshmen and students who have entered into the regular 5-year B.ARCH may not change into the accelerated option. The Accelerated program also serves the students who enter the regular B.ARCH program by increasing the course offerings to twice a year as opposed to once a year.

The Accelerated Program compresses the first two years of studio (four semesters) into three semesters (Fall, Spring & Summer), starting in the Fall and finishing the following Summer. The course content remains the same including the NAAB SPC criteria, but the pace of the studio is increased along with contact hours. Students who finish the Accelerated Program are eligible to submit their portfolio for review to enter the upper division the following fall. Once accepted into the upper division, students will take the remaining courses required to complete the B.ARCH degree. A copy of the course maps for both the regular B.ARCH and the Accelerated Track are contained in the Appendix.

2. Study Abroad

Kennesaw State University maintains a vigorous study abroad roster of some 50 course options to over 40 countries. These are managed through the Department of Global Affairs. The Department of Architecture has a long-standing study abroad program with the Hockshule-Anhalt in Dessau and has just initiated a new program *Architecture and Urbanism*.

- Dessau

Our Dessau program is a partnership with Anhalt University. The 6-week program brings students from around the world (two from each school) to experience German architecture culture with a thematic focus on the relevance of Bauhaus Dessau in the history of architecture. There are multi-day excursions with overnight stays. The field trips will include architectural guided tours, building site visits, and architectural practice visits.

- Architecture and Urbanism

Bridging art, architecture, urbanism and sustainability, Architecture and Urbanism is an exciting new program that is also a partnership with the CIFAL Global Network, an organization created to provide innovative programs needed for capacity development to address world challenges. The CIFAL Global Network is comprised of 15 United Nations Institute for Training and Research (UNITAR) centers located around the globe, including CIFAL Atlanta, located at KSU.

Architecture and Urbanism aims to empower students to reflect upon sustainable issues that are facing world societies according to UN Agenda 2030 for Sustainable Development. Our 2020 program is planned for CIFAL Flanders, where students will have access to local experts and gain insight into how these experts work towards strengthening the capacities of government officials and civil society leaders, to empower them to advance sustainable development. The program will explore the three cities of Amsterdam, Antwerp and Brussels.

3. Hands-on-Learning Exercises

Consistent with the B.ARCH programs value of Balancing Theory & Practice we place an emphasis on applied and hands-on learning experiences combined with theoretical exploration. It is our belief that this contributes to design thinking and critical investigation and innovation. To support this core value at the curriculum level we have introduced a series of Hands-on-learning exercise, overlaid on to the core courses. Exercises that all students in the program partake in, they introduce new tools, basic techniques of fabrication, encourage exploration and material awareness.

- 1st Year Fall - Texture Exercise- *ARCH 1001 Architecture Studio I*
Based on previous pedagogical work at the Bauhaus the texture exercise begins with an observational exercise where students observe, and sketch textures and their

phenomenological qualities found at a site. From these, students identify patterns and do a series of developmental drawings in various media to garner an understanding of the pattern and its inherent geometries and design potentials. Once the student fixates on a given pattern it is transferred to wood using either hand or power carving tools to change the texture and surface qualities of nine blocks of wood. This exercise introduces the student to how the phenomenological aspects of a given material can be changed by manipulating its surface, a pedagogical goal of the original Bauhaus exercise. Our exercise also introduces the process of pattern selection, tools to manipulate the material, and introduces fabrication techniques and tools needed to develop prototypes for other design objects and architectural details.

- 1st Year Spring- Joint Exercise- Studio – *ARCH 1002 Architecture Studio II*
Students are introduced to a series of wood joint techniques, their origins, correct use, advantages and disadvantages, and how to execute them. These techniques are then applied to a design project where pattern and 3 dimensional spatial characteristics are key. The student learns skills necessary in the design of cabinetry and furniture, as well as model making.
- 2nd Year Fall - Mold Making Exercise – *ARCH 2004 Architecture Studio IV*
Students are introduced to basic rubber mold making techniques including work in resin, plastic and plaster. The intention is to have the students explore this traditional architectural detailing technique to gain familiarity with how casting works and how it can be used in the design process for conceptual thinking and investigations, model making, prototyping and fabrication. This exercise is tied to a studio project centered on understanding geometric pattern and modular design. Students design a building component that is modular in character, one where the modules can be manipulated or morphed for effect.

The intention is to provide a basis for students to develop model making skills, prototyping techniques and an understanding of assemblage. This project serves as an analogic process that sets up a later investigation into digital design and parametrics.

- 2nd Year Spring Casting Multi-media – *ETech I Materials and Systems*
An advancement on the initial molding exercise, the intention of this exercise is to introduce the student to various fabrication techniques and tools, while also exploring the phenomenological characteristics of materials vs. form. Students make a sixteen x sixteen inch square 3-dimensional pattern digitally, this is then carved in foam using the CNC routers. An identical form is made in wood. The foam version is used to make a plastic mold using the vacu-form machine rendering the form in plastic. A copy of the foam form is used to make a mold to be cast in concrete. The intention is to have the student explore how the nature of the material plays on our understanding of the form.
- 3rd Year Spring – Concrete Casting- *ARCH 3212 Structure III Concrete & Lateral Loads*
This exercise asks the student to explore the design potential of concrete as a medium. Students develop a form that explores the plastic quality of concrete. They also work on developing techniques of manipulating the formwork for visual and textural effect. Initial prototypes are done in plaster. The final version is done in reinforced concrete. The exercise not only explores the material's design potential and techniques, but also exposed how the material can be manipulated for phenomenological effect transforming its characteristics.

4. Thesis Infrastructure

Thesis is the final academic threshold in the B.ARCH program at KSU. Traditionally viewed as a design thesis, the Department of Architecture currently views the thesis, not only as the culmination of the student's design skills, but the culmination of the student's academic journey; a summation of both hard and soft skills that provide him or her with the tools needed for success. To that end we

have been viewing the Thesis as the combination of the design, presentation and research skills needed to engage a critical practice.

The B.ARCH program had a long held Thesis Design Competition that celebrated design excellence in the Thesis. Six years ago, we added a 3Minute Thesis program that would emphasize the importance of the verbal presentation skills necessary to present and sell a project. This exercise also assists in clarifying the thesis conceptually. We were able to secure sponsorship for the competition, a component that helped to establish its importance. Today all thesis students must participate in the preliminary round of the competition in the fall as part of *ARCH 5016 Thesis Research*. From the class ten students are selected to participate in the final round held in January of the Spring semester. The program provides professional workshops for the students. We bring in experts on public speaking to coach students on both content construction, speaking and body language. This program helps the student develop clarity in their thesis, while providing the confidence to speak authoritatively about their ideas. The program has garnered support from the profession, which has recognized the presence of these soft skills in our alumni.

The third leg of the Thesis Tripod is research. In 2018 we began to introduce a program designed to open a dialogue about what is architecture research? And is architecture a form of research? This program invites a speaker to engage all students in an assessment of their thesis topic and question. It eschews any discussion of design or design strategies and focuses on methodology of investigation. As part of that program we hold a round table of professionals engaged in various forms of research who present their work and discuss it. We have found that this program demystifies the idea of the thesis and helps the student to understand how research informs a critical practice.

This portion of the revised thesis program aligns with the universities initiative to expand and improve undergraduate research. To ensure equity across the thesis cohort the role of the thesis coordinator was expanded to include:

- NCUR conference- Assists faculty advisors in the selection of thesis students to participate in the NCUR conference. This selection is based on a high standard of quality of written research in the thesis. Students that are selected are the top performing in this aspect of their thesis work. KSU covers the cost of sending a select number of students to the conference. Confirmation of submittal acceptance and an agreement to attend by the student is coordinated by the Thesis Coordinator.
- ARCC Conference - Assists faculty advisors in the selection of thesis students to participate in the ARCC conference. This selection is based on a high standard of quality of written research in the thesis. Students that are selected are the top performing in this aspect of their thesis work. KSU covers the cost of sending a select number of students to the conference. Confirmation of submittal acceptance and an agreement to attend by the student is coordinated by the Thesis Coordinator.
- CritMass Competition – Thesis Coordinator works with the Chair in the final selection of one thesis student to attend the annual CritMass event. Selection is made at the midterm pin-up.
- Assist Students in identifying scholarships and grant funding for their thesis research
- Assist Students in identifying funding for conference travel.
- Assist faculty in Identifying conferences and or publications particular to individual student research.

5. New M.S. ARCH program proposal

In 2016, the department placed a strategic pause on the M.S.ARCH program due to low enrollment. KSU's Graduate College ran a report to determine possible options for a repositioning of the program. Their recommendation aligned with our general assessments of what would be a viable program focus. Our Advisory Board members were also in support of the proposition.

The current proposal, an M.S.ARCH in Firm Management, would be a joint venture with the Coles College of Business at KSU. This would be a 36 credit M.S. Degree designed to provide architecture and design professionals with the business skills necessary to build a successful design firm. Students would learn the fundamentals of business operations like accounting, business finances, marketing, resource allocations and management. They would also learn about the unique challenges and opportunities at work in the design industries.

Students enrolled in the M.S.ARCH in Firm Management will take 15 credits of course work in Coles' MBA program, including; Accounting Insights for Managers, Business Finance, Managing and Leading Work Behavior, Strategic Marketing and Resource Allocation and Decision Analysis. An additional 21 credits of course work would be provided through the Department of Architecture. While we are still working on these courses the current subject matter being investigated are; Firm Identity, Client Recruitment & Development, Architectural Law and Ethics, Firm Management, Entrepreneurship, Project Management, Firm Identity, Strategic Planning, Communications.

Students without business degrees or prior undergraduate course work should take the following online course modules. These four courses serve as a bridge program providing the necessary prerequisites for success in the M.S.ARCH Firm Management degree. These courses are offered online in two-week modules for \$200 each.

STUDENT SUCCESS

KSU prides itself on being an institution focused on student success. Success comes in many forms. The department of Architecture continuously seeks ways to reduce educational costs for our students and to provide infrastructural support for academics.

1. Learning Community

A learning community typically consists of 30-40 first-semester students who co-enroll in two or more courses that are linked together with a common theme. Some learning communities are for specific academic focus areas or majors, such as architecture, science and math, or theatre and performance studies. Other learning communities are for specific student populations, such as Honors students. The courses in learning communities count toward university degree requirements and are taught by faculty dedicated to working together to help KSU's newest students achieve academic success and a sense of belonging at the university.

The B.ARCH program has a dedicated Learning Community entitled *Fundamentals of Design Thinking*, in the first semester that consists of *ARCH 1000 Introduction to Architecture* and *ARCH 1001 Architecture Studio I*. When students enroll these two courses are linked such that two ARCH 1001 studio cohorts compose one ARCH 1000 cohort. This allows students to move from one class to the other as a single group.

ARCH 1000 Introduction to Architecture introduces and discusses basic concepts in architectural design, modules in *ARCH 1001 Architecture Studio I* activate those concepts through exercises. In turn, the Introduction serves as a medium to reflect on studio experiences in order to amplify the learning achievements. The learning community includes integrative activities and assignments. One of these activities is a field trip to Atlanta that is mandatory to all First-Year students. This field trip introduces students to work of major, international architects in Atlanta and to highlight themes both in ARCH 1000 and ARCH 1001. By visiting, experiencing, observing, and documenting notable works of architecture through skills learned in the studio, these field trips bring together learning from both ARCH 1000 and 1001. Conceptually, these field trips serve to showcase the notion of architecture as a social art. This LC has received mini-grants from KSU. We also shared and presented results and teaching experiences from this LC within KSU, as well as at the national level at the 21st National Learning Communities Conference (NLCC) in Atlanta, GA, in November 2016.

2. Leadership Initiative

Within the Division of Student Affairs, KSU maintains the Department of Student Leadership and Service (SLS). Their mission is to organize and implement co-curricular and extra-curricular leadership development programs to help students increase their awareness of self and others, their understanding of complex social challenges, and their ability to engage with their campus and communities. SLS programs and activities expand learning beyond the classroom, enriching the development of core competencies such as critical self-reflection, problem-solving, collaboration, communication, self-management, and civic responsibility, and enhancing students' ability to be successful in their personal, academic, and professional endeavors. Students participating in SLS programs and activities develop their personal capacity to serve others and engage with real world problems.

The department of Architecture has partnered with SLS to develop a leadership program for our students. This program is multi-layered, touching on the student at key points in their career path throughout the B.ARCH program. The Department did a beta test with Students in *ARCH 4117 Thesis Prep* in March 2019, and had the architecture faculty do the *Clifton Strengths for Students Gallop Values and Strengths* as part of a faculty workshop in May 2019. The goal is to have some element of the program instituted in the first year, 2nd and or 3rd year and again during the Thesis component of the curriculum.

In fall of 2019, the program began with the implementation of the *Clifton Strengths for Students Gallop Values and Strengths* program into the *Fundamental of Design Thinking Learning community (ARCH 1000 & ARCH 1001)*. The exercise aims to help students develop skills in leadership and engagement in order to succeed in their studies. Specifically, it aims to guide students in identifying and articulating their values and strengths and to relate them to their work in studio. At its core, the program seeks to develop an understanding in the student of what drives them and how they make decisions. This helps in self-reflection and awareness of how they work with others. It is geared to assisting students in communication and how to make positive change in their communities, as well as apply these skills to their career.

With the success of the Values and Strengths program we are developing a leadership plan that will assist the individual student in developing a personal development plan. The plan is based on NACE Career Readiness Competencies and includes:

- Verbal Communication (Communication)
- Listening (Communication)
- Appropriate Interaction (Interpersonal Interaction)
- Evaluation (Learning and Reasoning)
- Idea Generation (Learning and Reasoning)
- Problem Solving (Learning and Reasoning)
- Ethics (Personal Behavior)
- Self- development
- Organization (Strategic Planning)

A copy of the Plan and resources in contained in the appendix.

3. Supplemental Instruction

In January of 2019 President Whitten initiated the Student Success Initiative, that provided colleges and departments with funding for programs designed to promote student success. Emphasis was placed on those courses with higher than average DWFs and projects that would enhance student learning. The Department of Architecture partnered with the office of Supplemental Instruction (SI), which provides student led tutoring courses for general education courses. In this model the department nominates students who have passed the course with an A to be tutors who run weekly sessions. SI provides the overall infrastructure of training and financial management. The B.ARCH program currently has two supplemental instruction programs.

The first is for *ARCH 2211 Structures I* which has two students embedded in the course, one for each section. They attend the classes and hold weekly tutorial sessions. The second is in *ARCH 1241 Design Communication I*. In this course we determined that the more effective model would be for the SI students to work more directly as teaching assistants. They provide more focused tutoring for individual students who are having specific problems with some of the course topics.

4. Installation of Drafting tables in studios

The B.ARCH program teaches drawing and drafting as part of the curriculum in first year studios *ARCH 1001 and ARCH 1002*. We noticed that students were no longer purchasing portable drafting tables as part of their studio equipment. The reasons were two-fold, first most falsely believed that after first year they would only be using digital media and second it was determined that the price of the drafting table, cover and paraliner proved to be cost prohibitive for some of our students. KSU has a high percentage of students who are first time college attendees in their family and or come with economic challenges. The result was a lack of interest in drafting, owing to a low success rate with poor tools and a failure to embrace the pleasures of hand drawing and its capacity in design thinking.

To help remove obstacles the department invested in 36 drafting tables in the first-year studio. These provide the students with the proper tools needed to develop the skill-sets necessary for hand drafting and drawing. We also have larger format drafting tables in the second through fifth year studios. These have proven highly useful as each year we find at least one student who wishes to do their drawings by hand in part or full.

5. Software Integration & Architectural Design Media Center (archDMC)-

Changes in the Design Communication sequence have now been fully implemented with the two courses, *ARCH 1241 Design Communication I* and *ARCH 2242 Design Communication II*, focusing on the Adobe Suite, Rhino and Revit. We have also been integrating analytic and rendering software, including V-Ray for Rhino and 3DS Max for Revit, Diva, Autodesk CFD, Sefaira, Grasshopper, Ladybug, Honeybee, Karamba 3D and Kangaroo. These are integrated into various courses.

We have also created the Architecture Design Media Center (archDMC), an online database for student training. At the time of this IPR arch DMC has 190 videos with more in process. A complete list of online training courses can be found in the appendix.

For faculty training we have moved away from our partnership with Solid Professor and now have subscriptions with Lynda.Com.

EMERGING PARTNERSHIPS AND OPPORTUNITIES

1. Advisory Board

In 2019 the Department of Architecture formed a new Architectural Industry Advisory Board. After several meetings the members drafted a set of Goals that would guide the organization that reflected their values and ideals. Those goals were:

- Advocacy
- Academic Development
- Fundraising
- Building Professional Partnerships
- Transitioning from College to Practice
- The Competitive Edge
- Commitment

Three of the goals move beyond the standard academic agenda to embrace a more holistic approach to the edification of the student.

- I. Building Professional Partnerships focuses on developing value-added partnerships with the AIA and related professional organizations to leverage shared interests and leadership goals.
- II. Transitioning from College to Practice seeks to develop bridges between formal education, internship and licensure. The intention is to provide the student with an understanding of the scope and diversity of career paths, opportunities to work and network with professionals and to gain the necessary training to enter the workforce with confidence.
- III. The Competitive Edge centers of working with the department to move beyond the standard curriculum to expand the student's knowledge and awareness of the world around them, to build soft skills that contribute to overall performance and success. It also seeks to develop an awareness in the student of the competitiveness in the field and the broad scope of related fields architects engage with regularly.

2. Internship program

The Department Chair along with a subcommittee of the Advisory Board is currently working on developing an Internship Program. This initiative came out of the discussion of Advisory Board Goals, as well as a listening tour with local firms. While our alumni have no problem getting jobs in the Atlanta market, several firms that have long hired our alumni requested a more formal relationship.

The department is currently finalizing a Memorandum of Understanding and Handbook that would establish criteria for application for a series of designated summer internships. Eligibility for the program would include; successful passing of ARCH 2004 or ARCH 2013 (completion of second year studio), a GPA of 3.0 or higher, and establishment of AXP eligibility with the department of Architecture and NCARB. Additionally, applicants must not have graduated prior to the start of the summer internship.

Students applying must submit a program application, a digital portfolio and resume to the department. Once all documents are vetted and confirmed the pool of applicants would be open to firms enrolled in the program. Individual firm management would be responsible for review of applications, requesting interviews and hiring. The program would not preclude a student from applying to the firm outside the program nor would it preclude a firm from hiring outside the pool.

3. Partnership with the College of Continuing Professional Education (CoPE)

In 2018 the College of Continuing Education changed its name and focus. It still operates KSU's community initiatives like summer camps, Osher Lifelong Learning Institute programs and other enrichment activities. Now it is orchestrating programs, certificates and workshops for professions. The goal is to help alumni and others to reach the next level in their careers.

As part of this transformation the department of Architecture is working with faculty, our Advisory Board and the AIA to develop programming for the broader architectural community. We can use our facilities here in the Architecture building or, leveraging the CoCPE, we can acquire space on the Kennesaw campus or go to the Cumberland area or Gwinnett county. The CoCPE will handle registration and fee collection, post information on their website, and print a catalogue of courses. The AIA can assist in distribution of information.

- I. Summer Camps- The department of Architecture has a long-standing partnership with the Atlanta Center for Creative Inquiry (ACCI) where we have run a one-week high school summer camp in architecture. Partnering with CoPE we are now offering three additional summer camps. These are more skills centered addressing digital media used in the profession. They include; *Architecture Design Graphics: Visualization drafting and model-making, Architectural Rendering, Architecture 3D Modeling 3D StudioMax & Sketchup* and *Computational Methods: Generative- Analytical Scripting for Architecture*.
- II. Certificate Programs- The department of Architecture is an AIA/CES Provider. This allows us to develop programming in support of professional development. Working with AIA and our Advisory Board we believe the best service we can provide to the profession is to organize one to two-day workshops that target specific demographics in the profession such as emerging professionals, mid-career and experienced professionals. The intention is to provide programming that will assist in career building, consulting and post-career. Specifically, we are looking at topics like emerging technologies in the built environment, requirements for licensure outside Georgia (seismic), accessibility, wind-loads, sustainability etc.

4. Gensler Mentoring Program

The Department of Architecture has established a partnership with the Atlanta offices of Gensler. We are now part of their Outreach Program that sets up mentoring programs in collaboration with design studios in architectural programs. In the current structure two Gensler architects are embedded in each section of *ARCH 4013 Integrative Studio*. They work with faculty and attend several studio sessions providing feedback. Twice a semester the studio course moves to Gensler's offices for either a formal pin-up or an informal round robin set of crits from Gensler staff.

The program provides the student a different perspective on their work while allowing our students to network with both alumni and other professionals. and to provides.

FACILITIES EXPANSION AND UPGRADES

1. Computer labs

In 2018 the College of Architecture and Construction Management added a second dedicated computer lab to address space needs following enrollment increases. The new lab has 46 computer stations. The computers have access to all the software currently being used by both departments.

While the two labs (RM 102 and 103 in the I Building) address the space needs for courses offered by the two departments, we have noticed that some of our students have need for open computers to do their work. We are currently looking at a modification of RM 103, our MediaScape Lab, in the I Building. That lab is currently used for student workshops and supplemental education. It has eight collaboration tables that allow students to work on up to four laptop computers using one monitor. We are looking to adding up to eight individual desktop computer stations to the room that would allow students to do work on them using available software.

2. Digital Analytics Lab

In 2017 the Department of Architecture introduced the Digital Analytics Lab. The mission was to create a space where students could investigate new paradigms for the integration of adaptable interactive technologies and systems. A space where students can learn to design architectural systems that are more responsive, adaptable, dynamic and engaging through the use of contemporary digital technologies. The space has a seminar room and a more informal lounge area with four high powered computers that have analytic software installed. The intention is that students and faculty would engage in the integration of analytic software into both studio and course work as a means of understanding performative aspects of design. The lab also has Arduino computers, structure shake tables and Vox Robotics gears and components for students that wish to explore kinetic architecture.

IV. Summary of Responses to Changes in the 2014 NAAB Conditions

2014 NAAB Conditions

In the 2016 IPR we noted changes to the curriculum in response to the 2014 conditions, specifically Area C and the new Area D.

In 2017 the faculty of the B.ARCH program revised the curriculum's NAAB SPC Matrix from the 2009 Conditions (presented as part of the 2014 NAAB visit) to the 2014 Conditions. This matrix was the initial pass at integration of the new SPC format into the curriculum. A copy of the original NAAB Matrix from the 2014 visit (2009 conditions), as well as a copy of the revised 2014 conditions matrix and a comparison matrix is included in the appendix.

The 2014 Conditions provided an opportunity to rethink where primary and secondary responsibility for SPCs lay in the curriculum. As part of this process, we streamlined the SPCs

Realm B Integrated Building Practices

At the time of the 2014 visit and 2016 IPR Realm B was assigned to all upper division studios and the Environmental Technology series. This area was reconceptualized. Currently Realm B transitions with B.6, B.7 & B.8 assigned secondary status in *ARCH 3011 Architecture Studio V* followed by *ARCH 3012 Architecture Studio VI* taking on B.2, B.6, B.7 as primary and B.3, B.4, B.8, B.9, B.10 as secondary. *ARCH 4013 Integrative Studio* taking B.1, B.2, B.9 as primary with B.3, B.4, B.5, B.6, B.7, B.8 as secondary SPCs. Some of the SPCs in Realm B were targeted to appropriate core courses whose content aligned with them. Such that B.5 Structural Systems now

sits with the Structures Sequence *ARCH 2211*, *ARCH 3212* and *ARCH 3212*, B.6 Environmental Systems and B.7 Building Envelope and Assemblies is assigned to *ARCH 3314 Etech III* and *ARCH 3012 Architecture Studio VI*. B.8 Building Material and Assemblies is assigned to *ARCH 2311 Etech I Systems Selection and Materials*. B.3 Codes and Regulations and B.4 Technical Documentation are taken up by *ARCH 4224 Pro Practice Codes and Technical Documents*.

Realm C Integrated Architectural Solutions

At the time of the 2014 visit and 2016 IPR SPC B.6 Comprehensive Design was assigned to all upper division studios. This was reconceptualized with the new Realm C (C.1, C.2, C.3 assigned to *ARCH 4013 Integrative Studio*. This will allow a clearer accountability of goals and objectives. A copy of the current syllabus for *ARCH 4013* is contained in the Appendix.

In the last IPR A.11 Applied Research was applied to almost all courses unilaterally, the new C.1 Research is more focused. While there are still eight courses which hold it as secondary, primary responsibility for C.1 Research rests with *ARCH 5017 Thesis Research*. This change accompanies a new focus at KSU on undergraduate research. The department is working to improve the quality of student research and its recognition.

Area D Professional Practice

The 2014 NAAB Conditions places a focus on preparation for practice through the creation of the Area D Professional Practice. At KSU we followed with the creation of the Professional Practice Core Sequence. This core sequence consists of *ARCH 4224 Pro Practice I - Technical Documentation and Codes*, *ARCH 4225 Pro Practice II- Design Cost Control* and *ARCH 4226 Pro Practice III- Professional Practice*. The new core places emphasis on those courses that prepare the student for the move to practice and licensure.

ARCH 4224 ProPractice I Codes and Technical Documentaion directly addresses the 2014 SPCs B.3 & B.4, changes made to this course now have it including the *ARCH 4013 Integrative Studio* project such that students do the code analysis on their project and then do a series of working drawing sheets for the same project. This helps to transition and understanding of how a project moves from design to implementation in the office environment. A copy of the *ARCH 4224* syllabus is included in the appendix.

ARCH 4225 ProPractice II Design Cost Control that looks at spec writing and financial concerns as part of the design process. It addresses SPC B.10 Financial Considerations. We feel this will also support SPC C.2 Integrated Evaluations and Decision making as costing and materials selection are part of an integrated approach to evaluation and decision-making in the design process as one works to maintain budgetary controls. To emphasize this, we are using the same Integrative Studio project. A Copy of the course syllabus for *ARCH 4225* is included in the syllabus. This course is also one that new faculty member Dr. Jeffery Collins teaches.

ARCH 4226 ProPractice III Professional Practice will cover the 2014 SPCs B.10, D.2, D.3, D.4 and D.5 as primary with D.1 as secondary. We are currently working to update this course content to reflect the most current changes in AIA documents etc.

The program views SPC D.1 Stakeholder Roles in Architecture as integral to *ARCH 4014 Urban LAB* studio where community and demographics plays a primary role in that site analysis and program development.

At the two-year mark we are currently reviewing and again revising some primary and secondary assignments based on course evaluations and redevelopment. As noted above, the current working matrix is included in the appendix as is the previous matrix from the 2014 visit.

2020 NAAB Conditions

We have yet to fully address the 2020 NAAB Conditions released in September 2019 for consideration and comment. Preliminary responses to 3- Curricular Framework and 4- Program & Student Criteria are addressed below.

3- Curricular Framework

3.3 Breadth of Education. The Board of Regents of the State of Georgia maintains a common core for all students receiving a degree of any kind from one of its institutions. KSU holds to this common core which constitutes forty-two (42) credits toward the B.ARCH degree.

3.4 Depth of Study. The B.ARCH program contains seventeen (17) credits of 'Free Electives' or course work toward a minor. Students may choose a minor from any of the over 150 degrees offered at KSU in any of its thirteen (13) Colleges. Minors range from fourteen (14) credits to seventeen (17) credits at KSU. Students who choose not to take a minor would then satisfy these seventeen credits by 'Free Electives'. They may opt to take those electives from the department's selection of Special Topics courses, typically two a semester (fall and spring) and one in summer, or they may choose to take course or certificates offered from any one of the over 150 degree programs offered at KSU including study abroad and exchange programs.

3.5 Evaluation of Preparatory Education. The department of Architecture at KSU accepts transfers through a multi-step process. All transfers have their official transcripts reviewed by KSU for allocation of transfer credits to the GA Core. Once accepted to KSU the student declares an Architecture interest. At that point the department is notified, and one of three paths are determined.

1. NAAB Accredited program – If the student is coming from a NAAB Accredited program there is a review of architecture course descriptions by the department's faculty Registration Coordinator who reviews the courses for content to determine which KSU ARCH courses align and for which credit can be given. Students must also submit a portfolio of work. Advanced placement in studio is determined by types of projects and learning outcomes to determine the correct studio placement to ensure success. Students then work with college-based professional advisors to develop a custom course map for the remainder of their education at KSU.
2. Non NAAB Accredited program in Architecture or Building Arts – Students in this situation are typically transferring from programs overseas. The department views these within the spirit of prior learning assessments. The department's faculty Registration Coordinator reviews the courses for content to determine which KSU ARCH courses align and for which credit can be given directly. Those courses where determination is unclear are sent to review by an ad hoc committee of the faculty who teach that course sequence to determine block credit, meaning these courses will substitute for these KSU courses. Students must also submit a portfolio of work. Advanced placement in studio is determined by types of projects and learning outcomes to determine the correct studio placement to ensure success. Students then work with college-based professional advisors to develop a custom course map for the remainder of their education at KSU.
3. Transfers from programs other than Architecture or Change of Major – KSU allows students to change major. As a gated program the B.ARCH program requires a GPA of 2.75 min for acceptance. The student's transcripts are reviewed to determine if this threshold has been met. They may then enter the B.ARCH program. If the student has 36

credits or more, they are eligible for consideration for entry into the Accelerated program (see above in changes to curriculum). Students seeking this track must agree to taking the following three semesters F, S, SU so fulfill all the requirements of the lower division program within the B.ARCH degree. The upper division course map remains the same.

4- Program & Student Criteria

4.1 Program Criteria

PC.1- Career Paths - To assist incoming KSU students who are undeclared, meaning they have not chosen a major, the university has developed eight Focus Areas of study. These Focus Areas bundle programs based upon the specific Georgia Core courses that satisfy the needs of the individual programs. A student identifying an area of interest can therefore take the GA Core courses for that Focus area and stay on track for graduation. The Focus Areas also help to identify other degrees that may have some relationship. The Focus Areas are:

- Art
- Business Management
- Education
- Engineering and Math
- Health Professional
- Humanities
- Science, Computing and Technology
- Social Science

While Architecture touches on most of these areas, we are located in the Science, Computing and Technology Focus Area along with degrees in Biology, Physics and Environmental Studies. At a macro-level it assists students in understanding that we may have more in common with a broader base of careers than might at first be evident, like degrees in Art, Engineering or Business.

At the department level we understand that most students choosing to study architecture may not understand the complexity of the degree options or three components to becoming a licensed architect and how they interact. To assist students in understanding the path they are undertaking the B.ARCH program has on its website a section entitled [Your Career in Architecture](#). This site contains an overview of what architects do, what skills an architect needs, what you can do with a degree in architecture, as well as sections on Pre-College Planning, Starting a College Career, KSU Architecture, Starting a Professional Career and Job Outlook & Salary information. We have found this to be very helpful to potential students looking for information.

Kennesaw State University hosts four Open House events a year and the Department of Architecture hosts a monthly Spotlight Tour, both are introductions to the B.ARCH program designed for potential students. These events include an overview of necessary skill sets, the programs mission and values, the curriculum and a discussion of the possible career paths. While 80% of students graduating with a degree in architecture may choose the traditional path of working in an office, students are made aware that other career paths include; education, research, construction management, graphic arts, curation, industrial design, design of gaming assets, set design, etc.

The Thesis is another area where students can explore alternative career paths. Our 'what is architecture research?' roundtable exposes students to the idea that research is a viable option in the field. Additionally, the breath of allowable options for the thesis includes, history, theory, urbanism and material studies. Many of our thesis students choose projects related to healthcare or social activism.

The department of Architecture also hosts an annual Firm Networking event that brings together fifteen architectural firms of differing sizes, project types, office structure and culture. The firms do presentations explaining the work they do and their approach to operations and work. Students then have time to meet with representatives of the firm, a principal and alumni, to get more information about the firm. This program has proven highly successful in informing students of the diversity of how firms operate. It allows them to assess which type of office environment they would like to work in and make more informed choices as they look for internships, part-time or full-time jobs.

PC.2.- Design

One of the Department of Architecture's values is the Promotion of Good Design, we advocate an appreciation of good design and the benefits of responsible architecture in ourselves and in our communities. That starts in our program with three formal competitions;

- the Portfolio Design Competition - given for the highest scoring portfolio submission for entry into upper division
- the Integrative Studio Competition – A formal competition in *ARCH 4013 Integrative Studio*. The top projects from the studio sections are advanced to a formal competition that begins with a blind review in the morning and culminates in the presentation to a live jury of the top projects. Awards for 1st, 2nd and 3rd place are given for a total amount of \$3000.
- The Thesis Design Competition - A formal competition in *ARCH 5017 Thesis Studio*. Thesis Advisors nominate projects for the preliminary round, a silent jury where 5-6 projects are selected for formal presentation and review in the afternoon. Awards for 1st, 2nd and 3rd place are given for a total amount of \$3000, plus recognition for faculty choice and student choice. The jury is composed of diverse subject experts brought in from around the country.

Pedagogically the B.ARCH curriculum formally acknowledges the diverse factors, settings and scales of design through the inclusion of *ARCH 4014 Urban LAB*. This studio shifts the scale of the studio project to the level of urban design as a means of understanding the larger factors that are at play within the built environment. It expands the notion of site analysis and adds into the discourse the investigation of demographics at play within communities. Stakeholder roles takes on a primary place in this context.

Likewise, some of the other course like *ARCH 4891 Furniture Design*, *ARCH 4892 Tactical Urbanism* and *ARCH 4490 Applied Visual Graphics and Product Design* move in the opposite direction, looking at design at the scale of an object or piece of furniture.

The department of Architecture organizes a regular lecture and exhibition series that brings in noted architects, scholars and activists. Past speakers have included Alberto Perez Gomez, Toshiko Mori, Branko Kolarevic, Susan Piedmont-Palladino, Richard Murphy, Margaret Fletcher, Tristan Al-Hadid and Merrill Elam.

As part of the larger events programming the department of Architecture hosts an annual Creative Place-making Symposium and Equinox the annual sustainability symposium.

PC.3. – Ecological Knowledge and Responsibility

Consistent with the 2014 Conditions, Sustainability is woven throughout the curriculum, including awareness of LEED, Green Building Standards and CoveTool. The courses that carry the primary responsibility are situated in the third year; *ARCH 3011 Architecture Studio V*, *ARCH 3012 Architecture Studio VI*, *ARCH 3313 Etech II Human Comfort & HVAC Systems*, *ARCH 3314 Etech III Lighting, Vertical Circulation and Acoustics* and in the fourth year studios *ARCH 4013 Integrative Studio* and *ARCH 4014 Urban LAB*.

Beyond the curriculum the Department of Architecture organizes and hosts Equinox an annual week-long celebration of sustainability and ecology in March. Established in 2017 as a platform to advocate the United Nations Sustainable Development Goals, the annual Equinox week and symposium are dedicated to the socio-economic-ecological impacts of sustainability. The week includes exhibitions, panel discussions and a symposium.

The event is in Partnership with the President's Committee on Sustainability and CIFAL Atlanta at KSU. CIFAL Atlanta was founded in 2004 by the United Nations Institute for Training and Research (UNITAR) with the intention of providing access to knowledge, experience, resources and best practices in the areas of social and economic development and environmental sustainability.

PC.4 History and Theory - At KSU the long-standing approach to teaching history and theory was to integrate the two and place them in an historical context, hence the title of the core sequence Architecture Culture. Our approach is to situate the study of architecture within an intellectual constellation of thought that includes the politics, religion and technology of the age. It is out of this epistemological milieu that both theory and built work emerge. The sequence begins with prehistory moves through the Ancient World, explores non-western traditions including Chinese, Indian and Islamic and covers western Architectural history and theory including global manifestations of modernism and its regional characteristics. The sequence ends with discussions of Structuralism, Linguistic Theory and Post-Structuralism and their impact on Post Modern theory and practice, as well as discussion sessions on theoretical propositions such as Typology, Phenomenology, Critical Regionalism, Tectonics, Critical Theory and Projective Practice.

PC.5 Innovation - The B.ARCH program seeks to encourage student exploration by limiting obstacles and providing resources in support of their interests. The department of Architecture operates several labs that provide the infrastructure for student exploration. Our labs are typically available M-F from 9 am to 10 pm and are staffed with personnel with diverse expertise including an engineer, a master wood turner and three artists one that specializes in sculpture and metal casting and two who specialize in digital media and fabrication. Our students have the staff and faculty to assist them in working out how to properly explore and execute their ideas.

The labs include a comprehensive Woodshop, a Digital Fabrication Lab with five 3D printers, two polishers, six laser cutters, and a vacuform machine. The Materials Lab has archived material samples, and a private library collection of books on materials and materiality. The Media Resource Center has regular and large format scanners, plotters, digital cameras, backdrops and lights, as well as trimmers. The Digital Analytics Lab has four high powered computers loaded with analytic software for students to test and explore the performance of their designs and Arduino computers, shake tables to explore structural systems and Vox Robotics gears and components to explore kinetics in architecture.

Pedagogically, exploration and innovation are encouraged in the hands-on exercises that are threaded throughout the program. See CURRICULUM CHANGES 3. Hands-on Learning Exercises above.

Innovation and exploration are also encouraged in our special topic courses. *ARCH 4891 Furniture Design* introduces the student to craft and furniture design in wood and other contemporary materials as means and methods of fabrication. *ARCH 4892 Tactical Urbanism* explores the strategic approaches necessary to creatively disrupt public space. Issues pertaining to programming, accessibility, innovation, materiality, tectonics are interrogated. Using the concept of 'play' as a theme, students create individual interventions that are deployed around the city of Atlanta at events like Park Day and Streets Alive. *ARCH 4894 Architecture Advocacy* focuses on revitalizing the critical role of architecture in environmental and social change within a

rapidly changing world. The goal is to advance the student's commitment to sustainability with a distinctive lens 'Design is Not Enough'. A true commitment extends to generating innovative ways to reach a broader community and policy-makers in order to make a meaningful contribution to environmental literacy.

PC.6 Leadership and Collaboration - For information on how the B.ARCH program at KSU is addressing this Program Criteria please see Section: STUDENT SUCCESS 2. LEADERSHIP INITIATIVE above and the Leadership Competencies outline in the appendix.

PC.7 Learning and Teaching Culture - The Department of Architecture maintains a Studio Learning Culture Policy posted on our website and in our studios. Originally drafted in 2006, it was the work of the AIAS Studio Culture Task Force working at the behest of the then Department chair. In 2019 a new AIAS Studio Culture Task force has been commissioned to revise and update the document to reflect our current status and new KSU policies.

PC.8. – Social Equity and Inclusive Environment

We value diversity in our students and faculty, in a supportive interdisciplinary climate, commitment to teamwork and learning environment. We believe that this encourages collaboration and strong professional relationships among students, faculty, alumni and professionals and we believe it strengthens our commitment to encouraging critical thinking, creativity and innovation.

The Atlanta metro area has a broad and diverse population. The city is 52% African American, has extensive Asian and Islamic communities and is considered one of the major LGBTQ centers in the U.S. That diversity is reflected in our student population. We believe that the diversity of our faculty reflects this, they hail from the U.S., Canada, the Philippines, Indonesia, Italy, Albania, Turkey, Iran, Pakistan and Bangladesh. The department has several openly LGBTQ faculty.

Our studios often highlight the diverse cultural or social needs of a community. *ARCH 4014 Urban Lab* examines demographics of the community, *ARCH 3011 Architecture Studio V* used as its client and program an LGBTQ Center, the staff were a part of the studio review process. And *ARCH 4013 Integrative Studio* uses affordable housing as its program.

In fall 2019, the department held an exhibition entitled Intersectionality + Architecture that explored issues of gender identity, sexuality, body type and institutional bias.

In 2017 the department of Architecture began a partnership with the Aga Khan Council for the Southeastern United States and the Ismaili Community of Atlanta. That year we held an exhibition of the works nominated for the Aga Khan Prize in Architecture. The exhibition opened with a lecture by Professor Hasan- Uddin Khan on the prize's creation, how it came to be and how the criteria were established, as well as the first jurors and prize winners. He had been selected by the Aga Khan to create the award in 1977. In 2020 we are working with the AKC again to organize an exhibition and lecture for the forthcoming announcement of the 2020 Prize.

4.2 Student Criteria: Student Learning Objectives and Outcomes -

We have not begun to develop a new SC matrix around the proposed 2020 Conditions Student Criteria. The proposed reduction of the SC to six indicates a shift from a structure of individually identified course content modules to a more synergistic understanding of how curriculum works. The B.ARCH program has a long history of conceptualizing the SPCs as threads that weave through the program. Conceptually this aligns more closely with our pedagogical approach.

In our redistribution of SPC criteria for the 2014 Conditions we sought to focus or bundle criteria in a cluster of identified courses where the threads led to a given set of course being identified with addressing that thread. The 2020 Conditions would indicate a bundling of the threads into broader student learning objectives and outcomes. At some level we have been doing this. It is anticipated that the 2020 conditions will help to refine and focus this approach.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Kennesaw State, 2016 update:

Appendix

Table of Contents

C. Changes or Planned Changes in the Program

Administrative and Operational Staff Changes

3. Department of Architecture
 - a. Dr. Jeffrey Collins – CV

Curriculum Changes

1. New Accelerated Track
 - a. Accelerated Track course map
 - b. 5-year B.ARCH course map

Student Success

2. Leadership Initiative
 - a. Leadership Competencies Outline
3. Software Integration & Architectural Design Media Center (archDMC)-
 - ~~a. Online Training course lists~~

D. Summary of Activities in Response to Changes in the NAAB Conditions

2014 NAAB Conditions

1. 2009 Conditions NAAB Matrix
2. 2014 Conditions NAAB Matrix
3. Comparator NAAB Matrix
4. ARCH 4013 Syllabus
5. ARCH 4224 Syllabus
6. ARCH 4225 Syllabus