Architecture Program Report

Kennesaw State University

9/7/2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	
Name of Academic Unit	
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 150 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2014
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Christopher Welty
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dean, Andrew Phillip Payne
Chief Academic Officer of the Institution	Ivan Pulinkala
President of the Institution	Kathy 'Kat' Schwaig
Individual submitting the APR	Christopher Welty, Kathryn Bedette
Name and email address of individual to whom questions should be directed	cwelty@kennesaw.edu, kbedette@kennesaw.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

NAAB

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Conditions Not Met in the Most Recent VTR (2014)

Our last accreditation visit was in 2014 and we submitted two Interim Progress Reports (IPR) in 2016 and 2019. The 2014 VTR committee cited two Conditions Not Met: A.4 Technical Documentation and B.6 Comprehensive Design, while our 2016 IPR outlined how we addressed deficiencies and concerns.

> *"A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design."*
>
> *"2014 Team Assessment: While evidence of "ability" was found for technical drawings and physical models in Arch. 4224, 4014, 3012; there was a lack of evidence in meeting the "ability" to write outline specifications. The SPC is, therefore, not met."*

The 2016 IPR outlined how we addressed this condition through introduction of this skill into the student learning outcomes of two courses in our professional practice sequence: ARCH 4224 and ARCH 4225. A new spec writing exercise was added to ARCH 4224 and new deliverables were added to ARCH 4225 to connect spec writing and its role within cost control.

> *"B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*
> - *A.2. Design Thinking Skills B.2. Accessibility*
> - *A.4. Technical Documentation B.3. Sustainability*
> - *A.5. Investigative Skills B.4. Site Design*
> - *A.8. Ordering Systems B.8. Environmental Systems*
> - *A.9. Historical Traditions and*
> - *Global Culture B.9.Structural Systems*
> - *B.5. Life Safety."*
>
> *"2014 Team Assessment: The evidence of comprehensive design demonstrating the integration of the SPCs listed did not consistently rise to the level of "ability." Further, projects presented in the team room reflected varied comprehension from section to section. Therefore, this SPC is not met."*

The 2016 IPR describes our approach to systems integration in studio courses proceeding the fourth-year ARCH 4013: (Architecture Studio VII, Integrative Design Studio). Content from the individual sequence courses, especially environmental technology, and structures, is now evident in the studio projects. This is best seen in the third-year studio ARCH 3011: (Architecture Studio V) and ARCH 3012: (Architecture Studio VI) integration of sustainable design strategies into design deliverables and exercises that require an understanding of our responsibility to the ecology of site conditions. The interconnected systems between environment and architecture increase in scale over the course of two semesters. This includes the introduction of materiality

and performative design as modes of “architectural thinking”. ARCH 3011 and ARCH 3012 introduce integrated systems, building performance and material selection as a precursor to understanding the role that they play in architectural thinking. Core architecture courses in the environmental technologies and structures sequences support the studio projects.

ARCH 4013 focuses on structural systems and systems integration in relation to an architectural concept. Students develop a building program allowing them to study the impact of site and programmatic forces in relation to integrative principles. The course builds upon and emphasizes synthesizing knowledge and skills acquired in concurrent and prior coursework.

Overall, changes to address comprehensive design were implemented in the following courses: ARCH 3011, ARCH 3012, ARCH 4013, ARCH 4224: (Professional Practice I: Codes and Technical Documentation), ARCH 4225: (Professional Practice II: Cost Control), and ARCH 4226: (Professional Practice III: Practice and Ethics).

Causes of Concern in the Most Recent VTR (2014)

Causes of Concern raised during the 2014 VTR included Advising, Alumni Connection, Communication and Coordination, Growth and Workload. In the following presentation of the APR, we explain how we have addressed these issues.

A. Upper Division Student Advising

“Advising services, particularly in the first two years of the program, have improved with the addition of professional advising staff focused on those years. The team is concerned, however, that the assignment of advising duties to faculty members during the final three years of the program will reduce the service and momentum that is critical for success.”

To address concerns around student advising the college created the Albion Student Success Headquarters (SSHQ), which is a shared resource between the two departments. The SSHQ is led by the Associate Dean for Student Success and Accreditation who oversees the Advising Director and four academic advisors. This is a tremendous shift from the previous advising structure which was faculty-led. In the past three years Academic Affairs has provided funding for the AD position, and advisor positions reinforcing the university’s focus on student success.

B. Alumni Connection and Records

“As a relatively young program, the first graduates of the program are just now beginning to reach positions of leadership and influence in the profession. The lack of updated alumni records kept by the department and the university may hamper fundraising, marketing opportunities, internships, scholarship support and stronger ties between the program and the profession going forward.”

To help with alumni relations tarnished from the 2015 merger, the Southern Polytechnic State University Alumni Society (SPSUAS) was founded in July 2021 under the Kennesaw State University Alumni Association. In recognition of the legacy of SPSU, the SPSUAS works towards honoring the traditions of SPSU, advancing education in the STEAM fields, and connecting alumni across the nation back to KSU. In 2022 the CACM renewed the Jim Fausset Golf Classic, an annual golf tournament to raise scholarship funds which was paused in 2016. Additionally, the Dean has required more proactive senior surveys and post-graduation surveys to monitor alumni success.

C. Faculty/Staff Communication and Coordination in the Use of Facilities

“Facility improvements have been made since the last team visit, particularly in the area of the shops. There is concern, however, about the coordination of operating hours of the shops

and other shared facilities used by large numbers of students at peak project times at the end of each semester. This is exacerbated by limited staff."

The college lab staff has grown to six people, who are specifically responsible for operations and support of faculty and student's projects. The woodshop employs three supervisors to maintain equipment, monitor safety procedures, assist students with projects, and coordinate with faculty/coordinators for training or shop access. The woodshop also hires student assistants to provide additional support. The woodshop operating hours have increased over the years with the consideration of weekend hours now being discussed. The Media Lab has recently added new higher-quality, higher-speed wide format plotters to assist with production times. During the pandemic, the Media Lab switched to operate as a job shop printing all projects for students. Since the pandemic, the Media Lab Supervisor has slowly migrated back to allowing upper-division students to print their own projects. Increasing operating hours and hiring student assistants are options being considered.

The Digital Fabrication Lab also provides extended hours in its new location and has been approved to hire student assistants. The current lab space is maximized with equipment and students have remote access for most of the 3D printers providing for a more efficient operating process. The greatest addition to the college addressing communication and coordination is the hiring of two managers: a Building Operations Manager and a Digital Operations Manager. The Building Operations Manager is responsible for maintaining the spaces, coordinating repairs, maintenance, and upgrades, and working with faculty to reserve spaces for juries, guest speakers, and presentations. Likewise, the Digital Operations Manager is responsible for maintaining the digital realm of the college, coordinating repairs, maintenance, and upgrades of digital equipment, and working with faculty and students for new technology or access requests. These managers visit department meetings and faculty studios/classrooms to present and discuss processes and assist where needed.

D. Growth and Resulting Faculty Workload

"A concern is observed that the merger and anticipated enrollment growth will increase the faculty's already heavy workload, making their jobs more difficult and outside work impossible."

In Section 5.4.1, we show the growth of the architecture faculty since the last accreditation visit. While the number of new full-time faculty is minimal, we have increased the number of part-time practicing professionals teaching in the program. It is acknowledged that the growth of the department enrollment has outpaced the growth in faculty, and this is a concern of the Chair and Dean. Credit should be given to the department chair(s) for flexibility in maintaining the teaching schedule and providing opportunities for FT and PT faculty to teach primarily in their areas of expertise. Additionally, some faculty have agreed to teach overload sections in the Fall and Spring semesters and more courses are being offered in the summer to help balance the teaching load over 12 months.

This success of the program has led to further challenges of growth. This Fall there are 615 students enrolled in the studio sequences which represents full capacity of facility space. (See space diagrams in the Appendix). With enrollment numbers up, the larger number of students inherently brings additional challenges with the workload, communication, and coordination. Ensuring consistency across more sections of courses with larger sizes is critical and has become a priority for coordinators.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

NAAB Conditions Update

The 2020 Conditions were released shortly before the program's 5-year IPR in 2019. At that time, we began reviewing the new conditions to create a transition process. The discussion started with a series of focused meetings in 2020 of faculty and coordinators, led by Ed Akins as Interim Department Chair. Course sequence coordinators met virtually and face-to-face to develop a crosswalk map of our curriculum from the 2014 Criteria to the 2020 Program and Student Criteria. Since then, we have worked collectively to refine where evidence is located within the curriculum. The process continued in 2021 with several meetings and workshops.

During this criteria matrix revision phase, the program started looking at the architecture core curriculum and other initiatives and special events. Consideration was given to student participation opportunities. One example is the lecture series which occurs during studio time, allowing (and requiring) all students to attend. Other initiatives like the EQUINOX Symposium and the Placemaking symposium were open to all students and the design community. Discussions also included our Registered Student Organizations (RSO) of AIAS, NOMAS, APX, and MAC as they all are supported by the department and, in the case of AIAS, by the profession through AIA-Atlanta. Our relationship with the Ismaili Foundation was also highlighted as those exhibitions, lectures and activities contribute to significant student experiences and exposure to cultures from abroad. A new Architecture Leadership Series was formalized and embedded in courses throughout the curriculum.

To ensure consistency over time we have appointed a new Architecture Assessment Coordinator, a three-year term, stipend position, with the responsibility of coordinating the program and course assessment cycles for the architecture department. Jeffrey Collins is currently serving in this position. For the current year, Ermal Shpuza serves as the NAAB Procedures Coordinator—a position was created to oversee evidence collection and compliance with NAAB procedures.

Initiatives and Special Events

This fall we have begun to reestablish our study aboard programs championed by Marietta Monaghan who has submitted a proposal for an elective course ARCH 4490, Architectural Morphologies and Mappings to be hosted in Italy. Proposed for Summer 2022, this 1-credit hour course is open to students from all majors, who will visit Florence, Siena, and Rome, Italy. The group will explore the conventions of architectural language in two and three dimensions. Due to travel restrictions during the pandemic, the department can offer additional travel funding this year. Within the department, there are two travel scholarships—the Kimball Family Travel Scholarship and the Rizzuto Family Travel Scholarship, which provide student travel funding beyond university travel scholarships.

Vertical Charrette

After a two-year lapse, the vertical charrette was organized by our four registered student organizations (RSO)s. This year's event brought all students within the department together for community building exercises in an "Amazing Race" style scavenger hunt. Students were divided into teams and given a series of challenges to complete. Teams raced around campus and completed a series of challenges, including solving puzzles, completing a charcoal sketch, building card houses, and water balloon toss. The event concluded with a large party which reinforced the studio culture through bonding and teamwork after a nearly two-year hiatus.

Ismaili Council MOU

On April 13, 2022, Kennesaw State University Department of Architecture and the Ismaili Council for the Southeastern United States signed a Memorandum of Understanding (MoU) and commemorated the fifth anniversary of The Global Centre for Pluralism in Ottawa, Canada.

Coordinator Roles and Assessment Process Defined

During our 2021 Fall townhall kick-off faculty meeting then Interim Department Chair, Ed Akins presented the defined coordinator roles for each sequence. The coordinator role is critical to help manage our growth, to assist the smooth functioning of our program, and in the accommodation of those who are new to teaching with us or returning to teach with us as adjunct faculty.

The Academic Coordinator's responsibilities include: 1) ensuring consistency in the application of the curriculum goals, performance criteria across the various sections of courses in the sequence, 2) maintaining currency of the curriculum in the area of study within their charge, and 3) assessing the sequence through summaries of Faculty Course Assessment Reports (FCARs). As part of their role, coordinators moderate faculty discussion concerning curriculum development and implementation within the course sequence. They develop teaching components including syllabus templates, project frameworks, exercises, and policies, in collaboration with faculty. At the end of the semester, they collect and review individual Faculty Course Assessment Reports (FCARs) of the faculty under their purview and make recommendations regarding the curriculum to the Architecture Curriculum Committee based on feedback and discussion with the faculty teaching in the course sequence they coordinate. Immediate assessment actions were to standardize language for individual student assessments and to begin defining rubrics for grading consistency.

Assessment Plan Developed

Along with redefining coordination roles, the first phase of developing a comprehensive program assessment plan involved a pilot launch of FCAR-s for each course. The FCAR forms were revised, and the department continued to roll out their use in 2021. In 2022, a long-term plan was developed to ensure that all courses are assessed twice within an accreditation cycle with time for reflection and improvements in between each assessment. Please see the plan in Section 5.3.

Strategic Planning

The department began a new strategic planning cycle in 2019. Please see the completed plan in Section 5.2.4. During one of our 2019 strategic planning workshops, the program worked to expand the understanding of environmental sustainability to include generative and resilient design. We think of sustainability at many scales from material performance, design response to the built environment, and global impacts. This session allowed us to capture our thoughts, individually and collectively. The vision board shown in Figure I.1 was distilled to "We aspire to be the leader in built environment education and research with a focus on diversity, professionalism, and transdisciplinary pedagogy."

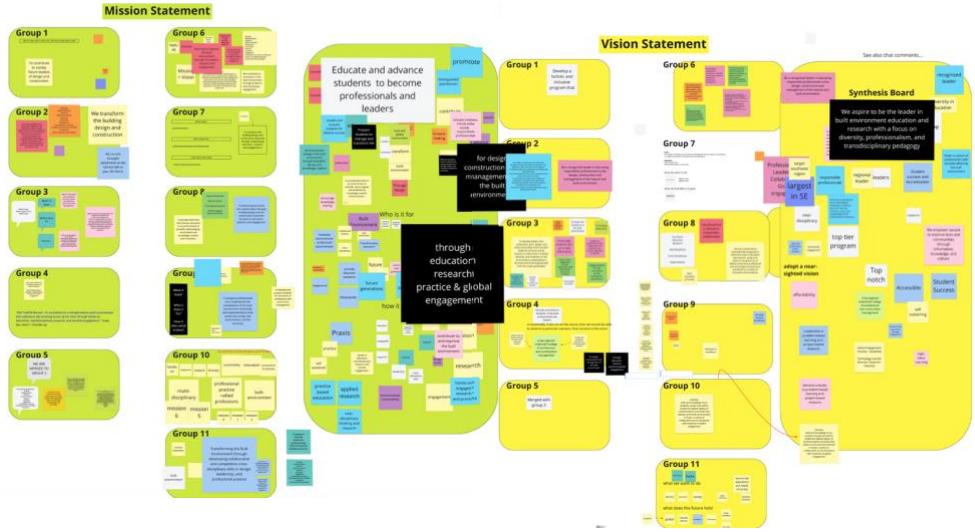

Figure I.1 Strategic planning meeting topics

Strategic plan workgroups focused on ten key topics:

- Increase student success
- Faculty & Staff Success
- Grow and Solidify Reputation for Success
- Expand and Strengthen External Relations
- Curriculum
- Enhance Scholarship (define scholarship)
- Pursue Local and Global Engagement
- To produce high quality professionals and critical thinkers
- Sustainability
- Diversity, Equity, Inclusion

These topics outline a plan for the success of the department and can be categorized into three broad areas: students, faculty, and community. We have adopted these themes to understand and develop a framework for advancement and assessment.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Kennesaw State University's Bachelor of Architecture degree program is located in Marietta, Georgia, within the Atlanta metropolitan area. Metro Atlanta includes 11 counties and multiple city centers, has a population of 5.1 million, and includes a robust and thriving professional practice community of architects and architecture firms. KSU's B.Arch is the largest architecture program in the state of Georgia. Within a thirty-minute drive, students have access to an abundance of natural environments and prominent cultural landmarks and institutions, including the Sweet Auburn business district, considered the home of the Civil Rights Movement led by Dr. Martin Luther King Jr., the High Museum of Art, and the Chattahoochee River National Recreation Area, among many others.

Kennesaw State University has an annual economic impact on the local and regional economy of more than $1.8 billion and offers undergraduate, graduate and doctoral degrees to its nearly 43,000 students. With 11 colleges on two main campuses, Kennesaw State is a member of the University System of Georgia and is the third-largest university in the state. The university's vibrant campus culture, diverse population, strong global ties, and entrepreneurial spirit draw students from throughout the region and from 126 countries across the globe. KSU is a Carnegie-designated doctoral research institution (R2), placing it among an elite group of only 6 percent of U.S. colleges and universities with an R1 or R2 status.

Consolidation Update

At the time of the last NAAB Accreditation Visit in 2014, former Southern Polytechnic State University and Kennesaw State University were in the process of consolidating into a new institution. The final consolidation was approved by the Board of Regents on January 6, 2015 with the new institution retaining the name Kennesaw State University. KSU is a two-campus

university (Kennesaw campus and Marietta campus), and the former School of Architecture and Construction Management became the College of Architecture and Construction Management.

Mission and Vision

KSU's Mission and Vision Statements identify the university as a student-centric research institution with a diverse community where students and graduates thrive. Each of these themes carry throughout the work of both the college and the department.

Under the umbrella of KSU's statements, the College of Architecture and Construction Management's Mission and Vision articulate the value we place on fostering students' success both as they pursue degrees and in their careers. These statements underscore the close relationship of our program to the profession and the responsibility borne by design and construction professionals to the environment. The Department of Architecture's Mission provides a more precise focus on student success in the B.Arch program and its role in preparing future architects through teaching innovation and applied learning that support students' achievement of core competencies and professional skills. The Vision builds on the mission with a charge to the department to expose our strengths in environmental leadership, diverse community engagement, and interdisciplinary systems thinking to increase the program's regional relevance.

Pedagogy and Development

At all three levels (university, college, and department), the mission and vision statements inform our pedagogy and impact the program's development. Student-centric pedagogy is evident throughout the program in two primary ways. From the first semester studio, students gain experience in design processes that grow critical thinking abilities. Early exercises and projects follow inductive, lateral thinking, or inquiry-based approaches to establish a range of conceptual frameworks for students to draw from and use intentionally in later studios. Ultimately, this approach establishes a pedagogy of agency that culminates in the student's self-driven thesis research and project. The second approach to student-centric pedagogy lives in the program's curriculum. Students are held accountable to apply their learning across course sequences throughout the curriculum. Second-year studios, ARCH 2011 and ARCH 2012, for example, incorporate skills developed in the Design Communications sequence ARCH 1241, and ARCH 2242. In the third year of the program, Environmental Technology, Structures and Studio courses utilize structured cross-sequence exercises.

The department's commitment to diversity, equity, and inclusion echoes that of the university and college and is woven throughout the program's pedagogy in architecture studio projects, community collaborations (see below under Institutional Setting), assessment of existing courses, and the development of new courses (see Section 5.5).

The impact on pedagogy of our program's relationship with the professional community can be seen in our concerted balance of theory and practice , which are taught as mutually informing and integrated conditions of architectural design, and in the curricular incorporation of leadership development, public speaking skills, and courses devoted to professional practice. More examples follow on how the department's mission and vision affect architecture pedagogy in terms of the program's commitment to environmental leadership and interdisciplinarity.

Delivery Format

The program is delivered fully on campus and all courses are taught in-person. Select courses include online sections to provide added flexibility for students.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops

multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Academic Context
KSU's 11 colleges comprise a truly comprehensive offering of degree programs including fine arts, engineering, sciences, humanities, nursing, and business. The College of Architecture and Construction Management offers two degrees, including the Bachelor of Architecture. The 230-acre Marietta campus is often identified as KSU's STEM campus and is home to two other academic colleges: the Southern Polytechnic College of Engineering and Engineering Technology and the College of Computer and Software Engineering.

Within this context, students have access to a wealth of options for elective studies and minors—many pursue electives or a minor in Construction Management, Psychology, or Environmental Studies. And the department contributes to the university community with a Minor in Architecture that introduces the profession to non-major students through one of three focus areas. The architecture program also participates in KSU's Double Owl Pathways that allow undergraduate students to get a head start on graduate studies by utilizing elective requirements. B.Arch students may pursue a Double Owl with the Master of Art & Design Museum Studies concentration to gain expertise in this area. Additional Pathways are in development.

Institutional Setting
Kennesaw State has increasingly become a residential campus, where more than 5,200 students live in eight distinctive residential communities in Kennesaw and Marietta. All students have access to a full range of world-class facilities, resources, and activities. There are nearly 300 student-led organizations, encompassing student governance, student media, co-curricular clubs, campus ambassadors, fraternity and sorority chapters, club sports, and community service and advocacy. And Kennesaw State's NCAA Division I athletics program includes 18 varsity sports teams, with multiple conference championships and NCAA regional appearances in Division I, following previous national championships in baseball, softball, soccer and men's basketball.

Architecture students benefit from and contribute to the rich offerings of student life at KSU. Our students lead four RSOs: the National Organization of Minority Architecture Students (NOMAS), Alpha Rho Chi (APX), the American Institute of Architecture Students (AIAS), and Mentoring Architecture Construction (MAC)—a collegewide RSO. MAC was founded by architecture student, Sara Clement, during her term as the college's SGA Senator.

The university's Division of Global Affairs leads a comprehensive array of scholarly, educational, and service-related programs on behalf of the entire university, while administering more than 60 international studies programs, offering more than 100 courses, and organizing more than 130 distinct international education events. B.Arch students enjoy access to these study-abroad resources and, prior to the pandemic, the program partnered with Anhalt University to offer the Dessau Summer School of Architecture on site at the Bauhaus Dessau. This six-week program brings students from around the world to experience German architectural culture with a focus on the relevance of Bauhaus Dessau in the history of architecture. The program has recently proposed a two-week study abroad trip to Italy for May 2023 that is currently under review.

Since 2015, Kennesaw State has been named among the top 10 percent of institutions nationally by the Carnegie Foundation for its ongoing collaborative efforts with the larger community. In the department, community engagement is understood as fundamental to architectural design and research and faculty often seek collaboration or exchange with communities in metro Atlanta. Examples are Zamila Karimi's *Tactical Urbanism* course that engages with community efforts to offer pedestrian oriented place making solutions, Michael Carroll's Mini-Pavilion (see below in Multidisciplinary Relationships), and Mine Hashas Degertekin's West End Project involving her

Fourth-Year Urban Studio and Thesis Studio. Signature Community Outreach and Initiatives of the program include EQUINOX Week (see Multidisciplinary Relationships), the Creative Placemaking Symposium, and the ACCI Summer Academy.

University-Wide Initiatives and Planning

Three key university-wide initiatives that the program contributes to are the KSU Student Success Grant Funding initiative, the SACS-COC accreditation Quality Enhancement Plan (QEP), and R2 Roadmap planning and implementation.

KSU initiated a new Student Success Initiative and Grant Funding process in the spring of 2021. As a part of this effort, the department created a new Summer Vertical Studio to facilitate progression within the 10-semester studio sequence and participated in college Student Success Grants by collaborating on First-Year Orientation efforts, the implementation of Skillshare tutorials in high-difficulty courses, and participation with the college Albion Student Success Headquarters.

As a part of the SACS-COC reaffirmation of accreditation process, institutions are required to develop and implement a Quality Enhancement Plan, or QEP. KSU's current QEP is *It's About Engagement*, which seeks to increase the use of high impact practices within university courses. *It's About Engagement* focuses on three HIPs: Undergraduate Research (UR), Service Learning (SL), and Internships. As a part of this university effort, the department created a QEP plan identifying all current and potential undergraduate research, service learning, and internship courses within the program. The plan has resulted in a new summer internship course for the program and efforts continue in creating new UR and SL courses and in redeveloping current courses in these areas.

In 2019 KSU was reclassified as a Carnegie-designated doctoral research institution with R2 status. This recognition inspired a new-found focus on faculty and student research and led to the development of the university's *The Roadmap to R2 Success*. In January 2020, a national search brought Andrew Phillip Payne to KSU to lead the College of Architecture and Construction Management into the R2 era and the college updated a full R2 Roadmap for implementation.

To closely align college efforts on Student Success, *It's About Engagement,* and the R2 Roadmap, college faculty, staff, and leadership collaboratively developed the 2022-2027 CACM Strategic Plan. The plan evolved over a 12-month period through multiple retreats and working sessions and identifies eight trackable and measurable objectives, each with initiatives, actions, and resources. Faculty and staff have self-aligned to work with at least two goals each and, as part of the Strategic Plan, the group developed a new Mission and Vision for the college.

Multidisciplinary Relationships

The College of Architecture and Construction Management fosters a collaborative environment among faculty, staff and students through shared facilities, resources and support by the administration. Beyond this, the program has a history of multidisciplinary relationships within the university community and beyond academia. Three current examples are our EQUINOX Week, the KSU Mini-Pavilion, and collaborations with the Precast Concrete Institute (PCI).

EQUINOX Week includes a day-long EQUINOX Symposium within a week of events and activities focused on the United Nations Sustainable Development Goals (SDG)s to catalyze interdisciplinary partnerships and scholarship efforts. Developed and planned by Pegah Zamani, the initiative won a Global RCE Award in 2021 from the Global Regional Centres of Expertise Network as a Flagship Project on SDG 17: Partnerships for the Goals; Thematic Category: Curriculum Development.

The KSU Mini-Pavilion at Cobb County Safety Village was designed by Michael Carroll, and includes a multidisciplinary team from architecture, construction management, electrical

engineering, and software engineering, along with the Cobb County Safety Village Director and the Cobb County Schools District Administrator for STEM & Innovation.

Three faculty in our program— Jeffrey Collins, Giovanni Loreto, and Liz Martin-Malikian—were awarded a $100,000 grant from the Precast Concrete Institute to integrate the exploration of precast concrete construction into multiple courses in the architecture curriculum. Integrating design and research of materials, structure, and environmental technology, these ongoing efforts have resulted in exhibitions, a symposium, new elective courses, and multidisciplinary projects in studio, structures, and environmental tech courses. These efforts were recently featured in the August PCI ASCENT Journal.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The Bachelor of Architecture program thrives within a setting that includes industry leaders, manufacturing resources, a wealth of project types due to varied geography, biospheres, and climates. Collective opportunities are abundant and include:

- Academic conferences hosted by the program such as the 2022 Construction History Society of America Conference, the 2022 PCI Foundation Professors Seminar: Collaborations, and the 2021 Design Communication Association Conference.
- Learning opportunities and events hosted by the Albion Student Success Headquarters.
- RSO involvement—AIAS, NOMAS, APX and MAC (see above under Institutional Setting) offer several social, learning, and service opportunities throughout the year. AIAS organizes a Firm Crawl to local architecture firms, NOMAS organizes lectures on diversity in the profession, APX focuses on community service, MAC offers collective learning workshops, and AIAS and NOMAS frequently travel to conferences.
- Our program's ArchiTour, which takes students to visit important works of architecture across the U.S.
- The program's Vertical Charrette, which occurs at the start of each academic year, brings all levels of students (years 1 – 5) together for a collaborative afternoon.
- Our First-Year Atlanta Excursion offers a Saturday bus at trip to the High Museum and the Fox Theater in Midtown, Atlanta.
- The Third-Year spring field trip to the NCR Worldwide Corporate Headquarters in Atlanta, facilitating a programmatic deep-dive for students starting their midrise studio project.
- A day-long field trip to Metromont's manufacturing facility in Hiram, Georgia, as part of the PCI grant, joined by all students in the environmental technology sequence.
- AIA events, including the AIA Aspire conference in Asheville, North Carolina—students are encouraged to attend and enter the student design competition.
- Our annual Firm Meet & Greet event that brings together architectural firms of differing sizes, project types, office structure and culture to meet with students.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Kennesaw State University is a Carnegie-designated doctoral research institution (R2), and the university's vibrant campus culture draws students from throughout the region and from 126 countries across the globe. Kennesaw State has an annual economic impact on the local and regional economy of more than $1.8 billion and offers undergraduate, graduate and doctoral

degrees to its nearly 43,000 students. A member of the University System of Georgia, KSU is the third-largest university in the state.

KSU's Bachelor of Architecture program in Marietta, Georgia, is the largest architecture program in the state and thrives within an environment of industry leaders, prominent cultural institutions, and varied geography, biospheres, and climates. The program promotes environmental leadership and community engagement with a focus on interdisciplinary systems thinking, creating a place of belonging, study, creativity, and research for our nearly 700 students.

A diverse community of faculty, staff and students, the program enjoys with close ties with the professional community of architects and architecture firms in the Atlanta metropolitan area of 5.1 million. World-class facilities and a dynamic faculty support student success with a multitude of opportunities linking education to practice in support of research, curricular innovation and applied learning. A pedagogy of agency is prioritized throughout the program, culminating in a self-directed, Fifth-Year thesis project. KSU Bachelor of Architecture students graduate with a holistic sense of architectural practice and are prepared to excel in their professional careers.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Our strategic plan details a vision for the department of a program centered on building design excellence. Building on our history of professional and technological innovation serves to promote environmental leadership and diverse community engagement with a focus on creative interdisciplinary systems thinking. The vision provides aspirations for national recognition emerging as the most relevant Architecture program in the southeast region.

Our goal is to fully prepare students to excel in the profession of Architecture. The program and curriculum provide a multitude of opportunities linking education to practice in support of curricular innovation and applied learning. Our dynamic faculty and facilities support core competencies and professional fundamental skills through a strong studio culture and interdisciplinary curriculum. Our students graduate with a holistic sense of the practice of Architecture to become lifelong learners.

The B.Arch program values balancing theory and practice. We emphasize applied and hands-on learning experiences combined with theoretical exploration. We believe that this contributes to design thinking and critical investigation and innovation. Design is at the core of our mission.

Pedagogically the B.Arch curriculum formally acknowledges the diverse factors, settings and scales of design. At the heart of our curriculum is the studio sequence, ten semesters, forty academic credits. Through this sequence students are engaged with design through design exercises. Each studio builds on the knowledge of the prior. Starting with first year where students begin developing a formal understanding of architectural ordering systems. They learn skills of observation and documentation. Second year moves to explore precedent and

program through design projects. Recent projects include a residential project and an art gallery located on the historic Marietta Square in the Spring semester.

The third-year studio represents a transition from 2nd year architectural program and a warmup for the 4th year integrative studio requirements. The course introduces the idea of architectural thinking as an iterative process of exploration and investigations testing design solutions at varying scales throughout the project. This includes an understanding of macro and micro contexts. The Fall semester of ARCH 3011 requires students to look at design through the lens of materiality and performative design where environmental clues inform initial design concepts and material selections. In the spring students work in an urban environment exploring the midrise office building typology. This project represents our introduction of integrative design. Students develop systems thinking as an understanding of responsive design and the effect of site and climate on design form, volumes, and material selections as well as the combination of various materials to create structure and enclosure.

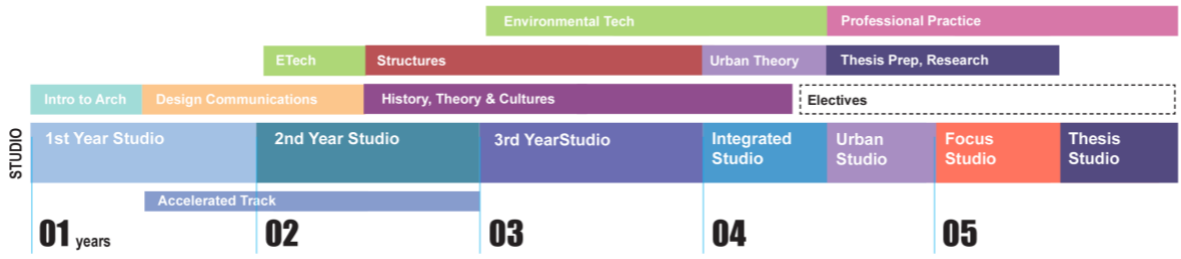

Figure 2.1: KSU ARCH course sequences, relative to the 10-studio sequence

Fourth year integrative studio builds upon and emphasizes synthesizing knowledge and skills acquired in concurrent and prior coursework. This course focuses on building structural systems and systems integration concerning an architectural concept. Project outcomes focus on the holistic integration of structural, mechanical, electrical, plumbing, life safety, assembly, and envelope systems in building design. ARCH 4014 Urban Lab 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.

In the fifth year, Focus Studio is another opportunity to connect with the profession and invite practicing architects to collaborate. The 2022 call for proposals stated the purpose to advance design excellence through applied research within the fifth-year studio environment of the Architecture Department of Kennesaw State University. This studio provides support for the KSU R2 classification via departmental curriculum integration.

At the end of the design sequence is our thesis studio. It not only a culmination of the student's design skills, but the climax of the student's academic journey. It represents a summation of both hard and soft skills that provide him or her with the tools needed for success. The Thesis as the combination of the design, presentation, and research skills needed to engage a critical practice. The studio is the culmination of the two previous courses of thesis prep and thesis research. ARCH 5593 (Thesis Prep) introduces students to the idea of architecture as personal and social engagement and its potential for activism as a foregrounding to defining and developing a thesis topic. ARCH 5016 (Thesis Research) is an independent study that develops the thesis proposal that was produced in Thesis Prep in the previous semester. It aims to develop student's ability to conduct proper research following an appropriate methodology and utilizing secondary sources, such as literature and study

cases. Second, it aims to direct the research to identify appropriate theoretical body to be applied in architectural design. Thesis research involves identification and exploration of literature, theories, examples, and data that are relevant to the research topic. It expects students to investigate these sources and analyze them in order to construct the basis for the Thesis Studio. The course develops the thesis theorem, chapter 1 and chapter 2, of the final thesis book.

The goal of Thesis Research is to produce a theorem, that is, a well-researched, articulately written, and extensively illustrated elaboration of the thesis proposal. Inquiries into other fields are always beneficial, such as those from digital technology, fabrication, humanities, biology, cultural studies, and arts. The theorem identifies the research topic in architecture, articulate the research problem, connect to existing knowledge of the topic, and illustrate the planned methodology for the Thesis Studio in the Spring.

During the final semester of their time at KSU, the Spring Thesis Studio requires students to apply a thoughtful design process demonstrating a seamless bond between theorem (design intent) and practicum (design process). Design intent must clearly follow process, indicating rigor, depth and sophistication resulting into a comprehensive design project communicated with articulate deliverables.

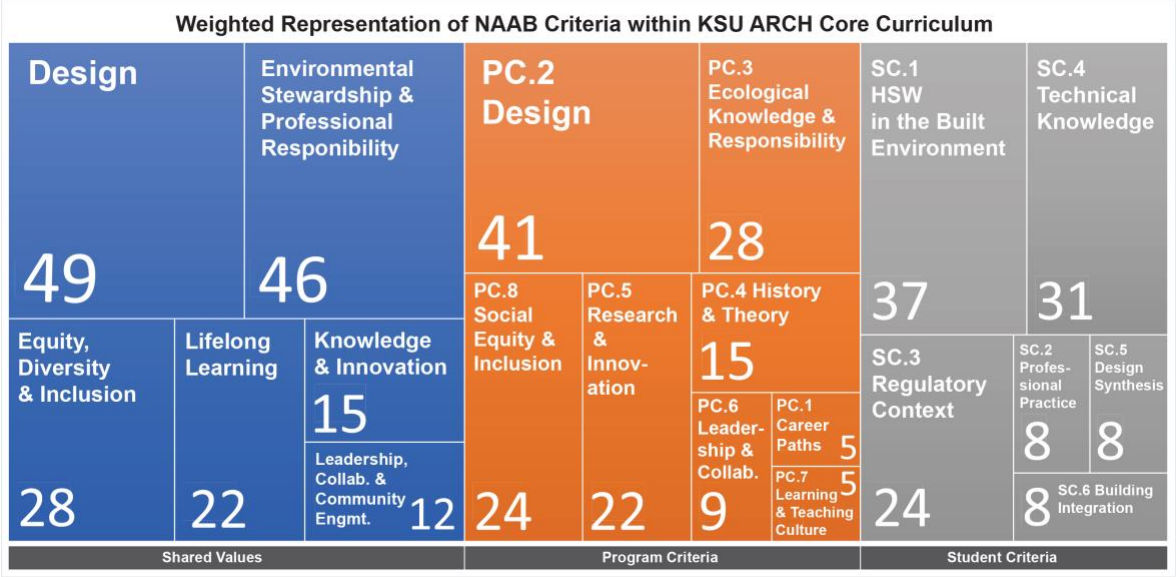

Figure 2.2. Weighted Representation of NAAB Shared Values, Program Criteria, and Student Criteria within the KSU ARCH core curriculum

This chart (Figure 2.2) displays the total core architecture course credit hours. The criteria are mapped onto the number of times a criterion is met, represented by the number. Size of each cell illustrates the impact of the NAAB criteria within the core architecture sequence.

Core Course Responses
KSU Architecture focuses on design excellence. The Vision and Mission of the Architecture Program call for the promotion of our students' drive for excellence and an appreciation for good design. As part of the learning culture, the program supports exhibits, competitions and awards that celebrate outstanding student work.

Figure 2.3. NAAB Shared Values mapped within the core curriculum by coordinators

One of the Department of Architectures values is the Promotion of Good Design, illustrated in Figure 2.4, We advocate an appreciation of good design and the benefits of responsible architecture for the community. The importance of this fact is clearly articulated through the evidence of design thinking throughout our entire curriculum. The backbone of our curriculum is the ten-course sequence of design

Design

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1001 - Architecture Studio I	0	12	4
ARCH 1002 - Architecture Studio II	0	12	4
ARCH 2003 - Architecture Studio III	0	12	4
ARCH 2004 - Architecture Studio IV	0	12	4
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 5015 - Focus Studio	0	12	4
ARCH 5017 - Thesis Studio	0	12	4
		Total Credits	49

Figure 2.4. Distribution of NAAB Shared Value: Design within the curriculum

ARCH 1000 - Introduction to Architecture
This course explores theoretical and practical frameworks that inform architecture. Relevant theoretical and practical issues are presented and discussed, allowing students to understand how fundamental parameters in design, including formal, spatial, and phenomenal factors, influence decision-making and inform critical thinking. Students are

introduced to social and ethical stewardship that center on sustainability and socially engaging designs.

ARCH 1001 - Architecture Studio I
The studio introduces fundamental principles in architectural design for beginning students in architecture. It includes the understanding of space-making, geometry, and formal and spatial orders. It also introduces and nurtures a set of basic skills in architecture, including free-hand drawings and sketches, basic technical drawings that covered orthographic and axonometric projections, and model-making, both study models and presentation models. The studio is based on learn to see, to observe, to document, and to generate design based on observations and documentation. This studio also instigates students to play and explore in developing a design process. The contents of ARCH 1001 relates to the contents of ARCH 1000 Introduction to Architecture. The course introduces fundamentals in architectural design through design exercises, while ARCH 1000 introduces students to fundamentals in architectural design through readings and lectures.

ARCH 1002 - Architecture Studio II
This course builds upon the skills and subjects introduced in Architecture Studio I by engaging larger scale design problems and investigating more complex problems. The final project summarizes and measures the learning of the first year and prepares students for the second year.

ARCH 2003 - Architecture Studio III
This course builds on the design thinking skills developed during first year studios. This course initiates the application of research from site, context and case studies in the design process and emphasizes design concept development. Projects initiate the design of interior and exterior conditions, site design and the architectural design of structural systems. The studio focuses more on the bridging of abstract ideas of form-making and its transformation to functional design, and typically the first semester may start with the idea of an act such as ‘fold’ or interpretation of an ‘art’, and then exploring that to a strategy of space-making using specific rules that are retraceable and representable both in graphic and tactile model format. Along that same strategy the semester may also start with understanding of geometry, module, pattern, mold, casting, and fabrication to construct a wall/partition system that explores the methods of assembly. Precedent study also takes priority to examine organizational strategies of architecturally distinguished buildings. This exercise aims at introducing students to the use of precedent as a possible avenue in developing creative response to design problems. The final project is a single function building with site and program that brings back the understanding of form-making principle as well as organizational strategies as learnt in earlier project/s.

ARCH 2004 - Architecture Studio IV
The studio focuses on organization and integration of functional composition, material exploration, structural expression, climatic considerations, and site context. Basic comprehensiveness ranging from analysis and concept generation to understanding of assembly of architectural spaces is the learning objective of this studio. Assigned projects may vary from a single function to a multi-function building with level changes and varied functions and space volumes. Projects would require submissions in visual format (diagram, drawing, model) to represent concept, form, space, circulation, structure, envelope, and site context. A semester-end portfolio of completed works is part of the studio requirements. This helps students to formulate their two-years-end portfolio submission which is a requirement to decide further admission to the KSU Architecture Professional Program.

ARCH 2211 - Architecture Structures I - Introduction to Structures
The course is an introduction to architectural structures with an emphasis on statics and strength of materials concepts. Our learning goals for this first course shall focus on the

introduction of force systems, reactions, analysis of force systems, stresses, beam shear and moment diagrams, and columns.

ARCH 2311 - Environmental Tech I - Systems Selection and Materials
The course focus on the principles of building construction utilizing contemporary systems along with specific properties and characteristics of materials.

ARCH 3011 - Architecture Studio V
This course addresses the sustainable/generative/performative design with emphasis on the use of various passive/active environmental strategies as generators of built form and space through a close integration of construction technology and the application of knowledge acquired in the concurrent environmental technology course sequence.

ARCH 3012 - Architecture Studio VI
This studio emphasizes the importance of conceptual architectural thinking, materiality, and natural day lighting and introduces integration of building technologies within the architectural design process. A general pedagogical goal of the studio is to advance your understanding of spatial configurations, disposition and space planning. The studio builds upon prior studio sequence by adding complexity with regard to understanding of the site as a social product, translation from a complex program into building form and space, and increased proficiency on using technologies of construction and environmental systems. The studio assumes increased independence of thought, design process, and individual development. You are encouraged to be proactive throughout this semester and not dependent on prescriptive direction.

ARCH 3212 - Architecture Structures III: Steel and Wood
ARCH 3211 with a focus on design and analyses of statically determinate and indeterminate concrete structure systems, mainly frames. The objective of this course is to provide an overview and introduction to strategies in designing reinforced concrete.

ARCH 4013 - Architecture Studio VII: Integrative Design
This course focuses on the holistic integration of structural, mechanical, electrical, plumbing, life safety, assembly, and envelope systems in building design. Students will use state-of-the-art modeling platforms to test integration strategies through the systematic observation of measurable outcomes that validate building performance. The formulated site and program parameters will highlight buildings that meet sustainability requirements resulting in passive, low-energy outcomes.

ARCH 4014 - Architecture Studio VIII: Urban Lab
Urban Lab is the only urban studio in the Architecture Curriculum that instills knowledge with a robust understanding of micro and macro urban scales of an urban context. Urban Lab builds and integrates knowledge, understanding and application gained from courses in Urban Theory ARCH 4116 and ARCH 4013 Integrated Studio as prerequisite courses. Urban Lab offers diverse studio learning and teaching pedagogy following each faculty's urban design scholastic expertise and experience. The content of this course further focuses on conveying the methods by which design processes integrate multiple factors, in different urban settings with varying scales of development influence the outcome of a design project, from buildings to cities.

ARCH 4117 - Thesis Prep
Thesis Preparation is the first step in the thesis process. The idea basis of the thesis, site selection, program, and research question are defined during Thesis Prep. It is a fifteen-week intensive research, thinking, writing, and documenting course. The semester will be loosely broken in half, marked by its emphasis on two distinct types of output: 1) critical thinking, writing + presentation, and 2) speculation + documentation.

ARCH 5015 - Focus Studio
Focus Studio aims to foster students' research strategies, advance design critical thinking, and nurture skills in developing the design through a rigorous process. Students demonstrate the ability to apply knowledge gained/created from investigations in design proposals. Throughout the semester, students are challenged to understand multiple generative principles and ideas in architectural design -- looking into the formal, spatial, tectonic, and programmatic configurations. These design investigations included both primary research and the use of secondary sources.

ARCH 5017 - Thesis Studio
ARCH 5017: Thesis Studio is an independent design project on a topic selected by the student. Marking the transition between the academic and professional worlds, the thesis project is an opportunity for you to define your individual position with regard to a specific aspect of architectural practice. As an integral part of the design process, it is intended that you are to develop a clear and well-articulated project that asserts their interests with respect to the field and establishes a firm basis upon which they will navigate their early careers. This architectural application may take the form of a building, urban or site response, detail, artifact, or installation, and it is specified on the agreement of the thesis Advisor/s and the student. Thesis Studio is the last course in the 3-course sequence topic formation, development, and demonstration.

Other Opportunities through the Curriculum
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.

To promote design excellence, we have established multiple competitions through collaboration with our external partners:

- Portfolio Design Competition - Recognition is given for the highest scoring portfolio submission for entry into upper division.
- Integrative Studio Competition – A formal competition in ARCH 4013, 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. This is sponsored by Marx | Okubo.
- 3MT (3-Minute Thesis) Competition – is an annual competition held in more than 200 universities worldwide. The Department of Architecture version is open to Thesis students, and challenges participants to present their thesis proposal in just 180 seconds. Awards for 1st, 2nd and 3rd place are typically given for a total amount of $3000. This is sponsored by Cooper Carry.
- National Conference on Undergraduate Research – NCUR hosts an annual undergraduate research conference, and all architecture thesis students are encouraged to submit an abstract.
- The Portman Prize (Thesis Design Competition) - A formal competition in ARCH 5017 Thesis Studio. Thesis Advisors nominate projects for the preliminary round. Five to six 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 $2000, plus recognition for faculty choice and student choice. The jury is composed of diverse subject experts brought in from around the country.
- New in Fall 2022, our TVS Design sponsorship of ARCH 3011 is an exhibit format to showcase design excellence. Our exhibit format will showcase three projects from each studio section for exhibit and awards for a total amount of $5000. The exhibit will run for four weeks in the gallery.

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, Kai-Uwe Bergmann, Aaron Betsky, Lorcan O'Herlihy, Billie Faircloth, Hanif Kara, Jonathan Moody and Merrill Elam. Planning continues this year for an alumni panel discussion, and lectures by Gabriel Esquivel, photographer Peter Essick, and artist Joe Dreher.

LINK: https://cacm.kennesaw.edu/architecture/events/lectures.php

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

The mission of KSU ARCH is to fully prepare our students to excel in the profession of Architecture. Part of this commitment to the student's success is understanding the impact and significance of our work, where a line on a drawing could impact someone's life for fifty years or more.

Core Value: Professionalism - The Architecture Program values its strong relationship with the professional community and the active role its members play in the Architecture Program. Whether they are participating on design juries, an active member of the advisory board, or serving as mentors and role models to students we believe this serves to strengthen our pursuit of the program's goal to develop and nurture a culture of professionalism and a strong sense of ethics.

Sustainability is woven throughout the curriculum, including awareness of the LEED rating system, Green Building Standards and analytic tools like CoveTool. Courses that carry the primary responsibility are situated in the third year; ARCH 3011, ARCH 3012, 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 and ARCH 4014 Urban LAB.

ARCH 2211 - Architecture Structures I - Introduction to Structures
The knowledge and skills of these various topics leads to clearer reading of structure projects, how their structures work, and, in true architectural fashion, develop structural designs that perform better through better form.

ARCH 2311 - Environmental Tech I -Systems Selection and Materials
The course is a mix of lecture and lab components. The lab component includes hands-on workshops and detail drawing classes. The course focuses primarily on the underlining of principles associated with the building systems. However, industry standards and building code requirements are an integral part of the class.

ARCH 3011 - Architecture Studio V
This studio introduces the notion of interconnected technologies and material research strategies in the design of a mid-size architectural project.

Env. Stewardship & Professional

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
ARCH 4225 - Professional Practice II - Cost Control	2	0	2
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	3
		Total Credits	43

Figure 2.5. Distribution of NAAB Shared Value: Environmental Stewardship & Professional Responsibility within the curriculum

ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads
This class addresses the topics of structural design with graphical/conceptual clarity before numerical analysis. In so doing, computational methods link with conceptually accurate diagrams. Such linkages focus on developing visualization to sharpen structural design thinking in class exercises and subsequently into design work.

ARCH 3212 - Architecture Structures III: Steel and Wood
This class addresses the topics of structural steel and wood systems along two simultaneous settings – conceptual and numerical. In so doing, computational methods develop stronger links with the shapes optimized for performance. Such linkages focus on developing and sharpening structural thinking into subsequent design studio work.

ARCH 3313 - Environmental Technology II: Human Comfort and Building Systems
Architecture can be understood as specific and responsive in a process of design that seeks a symbiotic or reparative relationship with its surroundings. As such, human comfort is viewed as one of many elements that determine a 'building ecology'. The systems within this building ecology are evaluated and reviewed through measures of appropriateness to the day, season, use, and enclosure.

ARCH 3314 - Environmental Technology III: Lighting, Electrical and Acoustics
This course evaluates lighting, electrical, and acoustical strategies by building upon awareness of sustainability to inform the integration of Architectural Design and Environmental Technologies.

ARCH 4013 - Architecture Studio VII: Integrative Design
This course focuses on structural systems and systems integration in relation to an architectural concept. Students work on a program allowing them to study the impact of site and programmatic forces in relation to integrative principles. The formulated site and program parameters highlight buildings that meet sustainability requirements resulting in passive, low-energy outcomes.

ARCH 4014 - Architecture Studio VIII: Urban Lab
Urban Lab Studio is fully integrated with the Urban Theory Course and further expands on it through research, innovation, and design. Students apply and test their theoretical knowledge of urban theory to a real life and challenging urban design Project.

ARCH 4224 - Professional Practice I: Codes and Technical Documents
Students read and review the codes, so they become familiar with its nomenclature and how the regulations are qualified with exceptions and inter-related with other sections. Current codes are also compared with past codes, so the students realize that the codes are 'living documents' that are constantly being upgraded and revised.

ARCH 4225 - Professional Practice II - Cost Control
The course focuses on technical knowledge that enables architecture students to understand and create estimates for building projects.

The focus of this course is to enable architectural students to effectively create realistic estimates of probable economic cost for their clients and work as a team member with the Owner and General Contractor to establish and maintain a project budget throughout the process of project design.

ARCH 4226 - Professional Practice III: Practice and Ethics
This course introduces the study of professional ethics, laws governing the practice of architecture, and contractual relationships. It seeks to develop a working knowledge of how the American Institute of Architects (AIA) Document Series influences the method and legality of architectural practice.

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 for 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 programs seek empowering partnerships for SDGs in a multi-institutional, multi-disciplinary, multi-national, and multi-generational platform. At its core, EQUINOX supports and creates various formal and informal educational opportunities for our students to advance the SDGs by catalyzing partnerships across universities, communities, and corporations. Through various disciplinary lenses, the events highlight innovative research, and practices in sustainability from micro to macro scales bringing together local, national, and international scholars, students, practitioners, policy makers, and community partners.

The Equinox event is in partnership with the KSU President's Committee on Sustainability and CIFAL (International Training Centre for Authorities and Leaders) Atlanta and hosted 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. Throughout the past five (5) years, the EQUINOX has been devoted in putting all the efforts to empower and engage students as emerging future leaders by creating a multidisciplinary platform for exchanging innovative ideas, identifying emerging environmental challenges, and fostering conversations on how to create equitable, resilient, and sustainable built environments.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Core Value: Diversity – The Architecture Program values diversity in its student body, faculty, 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 strengthens our commitment to encouraging critical thinking, creativity, and innovation.

One of the program's core values, diversity (of student body, faculty, and pedagogical method), provides the foundation for understanding the different ethical, social, and political forces that make up the cultural context of architecture. Diversity of viewpoints, expertise, and approach are encouraged in the faculty, students, visiting critics, and lecturers as it encourages respect, collaboration, critical thinking, creativity, and innovation. This provides a foundation for dealing with the complex global issues that underlay socially and critically informed work.

Equity, Diversity & Inclusion

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1000 - Introduction to Architecture	2	0	**2**
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	**3**
ARCH 3011 - Architecture Studio V	0	12	**4**
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3	0	**3**
ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	**3**
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
ARCH 4114 - Architecture Cultures IV: The Development of	3	0	**3**
ARCH 4116 - Urban Design and Planning Theory	3	0	**3**
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	**3**
		Total Credits	**49**

Figure 2.6. Distribution of Value: Equity, Diversity, and Inclusion within the curriculum

ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval
Students are presented diversity of thoughts and ideas relative the development of cultural discourses. Ideas such as aesthetics, philosophy, science, religion, politics, and technology. Introducing students to boarder thoughts promoting the understanding of a range of global issues and their implications in architecture. This course prepares them to create their own theoretical ground for future work in thesis.

ARCH 3112 - Architecture Culture II - The Renaissance through 1850
This course examines the rise of renaissance architecture and architectural theory and traces the spread of their influence across Europe into the Enlightenment. The architectural impact of colonial expansion is studied as European architecture interacts with or displaces the local traditions of colonized areas in Asia, Africa, and the Americas.

ARCH 3113 - Architecture Culture III: 1850 through 1945
Making use of the diverse experiences of the faculty, the course offers a larger narrative of how the world is interconnected. In discussions the students are welcomed to share their own lived experience to help us celebrate diversity and to broaden students understanding of the multicultural environment we have at KSU. We believe this helps promote cultural inclusion and lays the foundation for more responsible emerging architects. Knowledgeable culturally sensitive students lead to better professionals who can view the world empathically through others' eyes.

Sharing course content is encouraged across sections and faculty to promote and ensure the broadest scope of material. Faculty are encouraged to think broadly and seek out underrepresented populations, so their story is included in the cultures sequence.

ARCH 4014 - Architecture Studio VIII: Urban Lab
Urban Lab plays an important role during the design process in learning to shape environments that are livable, sustainable, connected, safe. The Urban Lab brings positive conditions to the socio-spatial, socio-economic, and cultural conditions of the existing urban fabric in which the real-life urban project is assigned.

ARCH 4114 - Arch Cultures IV Development of Architecture into the Twenty-First Century
The course outcome is a critical in-depth analysis of the work of a contemporary architect and appreciation of its underlining theory. This course prepares each student to develop architectural theories within their own work, which will in turn inform thesis research and project topic.

ARCH 4116 - Urban Design and Planning Theory
This course examines historic and current trends of urban design, development, and growth. Diverse socio-economic-political and spatial issues that shape and continuously transform the physical fabric of cities, metropolitan centers, and regions are the focus. The course requires critical and applied assignments, through which the students explore and understand theoretical and applied underpinnings of wide-ranging and diverse urban forms and practices.

ARCH 4224 - Professional Practice I: Codes and Technical Documents
Site visits to various architecture projects are encouraged. Destinations in Spring 2022 included the Kendeda Building for Innovative Sustainable Design at GA Tech, a project that highlights mass-timber construction and how it addresses the guidelines of the Living Building Challenge, an international sustainable building certification.

EQUINOX Week
The Annual EQUINOX Week and Symposium was initiated as part of a Sustainability Faculty Fellowship in 2017 from the Office of Diversity & Inclusion. Since then, the initiative scope, and the numbers of sponsors/partners/participants have been increased significantly on a local, regional, national, and international scale. In 2022 the program was the national recipient of the INSIGHT Into Diversity Inspiring Programs in STEM Award.

Equitable, Ecological and Creative Place Making Initiative
The initiative was established in 2017 by architecture faculty member Mine Hashas-Degertekin focusing on Ecology, Equity, Public Art, and Tactical Urbanism via core courses, studios, electives, faculty project groups, funded projects, lectures, symposia, and meetings, etc. Within the context of current sustainability practice of (re)developing urban environments, KSU Architecture Department's EEC Place Making Initiative serves an essential function for a holistic and comprehensive urban design approach that overlays place making with design, social, environmental and economic sustainability, equity and affordability, public art and community engagement. The initiative reinforces the role of KSU's Department of Architecture as a think-tank and community design hub in the Metro Atlanta via lectures, symposia and meetings for local governments, organizations, and practitioners along with academics and students.

Going along with the R2 and Community Engagement classifications of Kennesaw State University, and the interdisciplinary nature of today's practices of physical environment, the initiative connects varying expertise of faculty and workforce of students with local communities via collaborative design and implementation projects. The projects are at varying scales and address sustainable, equitable, and artful place making via collaboration

with local communities, governmental and non-profit organizations, architecture, and urban design companies. The initiative also aims at making use of other university programs and expertise.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Core Value: Balancing Theory and Practice - The Architecture Program places great value on balancing theory and practice in its curriculum. We believe that an emphasis on applied learning and hands-on experience combined with theoretical exploration contributes to higher design standards that are evidenced in the quality and technical prowess of our student projects, the challenging studio and community projects we pursue, and the intellectual dialogues that our students and faculty engage in. We believe that this contributes to our student's proficiency and preparedness in addressing issues of professionalism, a commitment to improve the man-made environment, an awareness of environmental issues and sustainability, urbanism, and ecology.

Knowledge & Innovation

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 3012 - Architecture Studio VI	0	12	**4**
ARCH 4117 - Thesis Prep	2	0	**2**
ARCH 5015 - Focus Studio	0	12	**4**
ARCH 5016 - Thesis Research	0	3	**1**
ARCH 5017 - Thesis Studio	0	12	**4**
	Total Credits		**15**

Figure 2.7. Distribution of NAAB Shared Value: Knowledge & Innovation within the curriculum

ARCH 3012 - Architecture Studio VI
This studio investigates analogue and digital techniques in the creation of an architectonic object by introducing the notion of interconnected technologies and material research in the design of a mid-size architectural project.

This studio requires a proficiency in drawing that includes the following: study sketches, schematic plans/sections/elevations, design development drawings, and presentation drawings. Student's drawings and models must show an understanding of design and building constructability. Sketches and hardline drawings are required as appropriate to the process and should also express ability in model building. Final presentations make use of appropriate presentation media including modeling, computer renderings and sketches.

ARCH 5015 - Focus Studio
Consistent with the vision of the Focus Studio as a research & design collaboration, each section is expected to advance students' knowledge of the role of applied research in defining the built environment form, function, and systems and their impact on society and environment. The methodology of the studio has built-in the borrowing and referencing from other fields, including art and urbanism. The studio develops and fosters the curiosity, and the ability to transform those into architecture.

ARCH 5016 - Thesis Research
The Thesis Research course is an independent examination that begins with the Thesis Proposal developed in Thesis Prep. This is the third thesis development course in the sequence. It is a demonstration of the student's ability to conduct effective research using largely secondary sources, combining knowledge from one or more fields and applying it to understanding what architecture has been, is, and might become.

ARCH 5017 - Thesis Studio
The goal of the Thesis Studio is a demonstration of the student's ability to apply critical thinking and design research skills to the development of a design solution that moves through conceptual, schematic, development and technical stages of an architectural application of the proposal. This architectural application may take the form of a building, urban or site response, detail, artifact, installation, or other, and is specified between the agreement of the thesis adviser and student.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

Architecture is a Team Sport. The Architecture Program, like KSU, values the process and results of working together as a community toward shared goals. A critically and socially engaged architecture is strengthened through collaboration and an interdisciplinary approach to problem-solving.

Faculty organize learning modules to involve both individual and collaborative work in preparation for the realities of the professional work environment. Faculty also seek out interdisciplinary opportunities in the learning environment to broaden the students understanding of the interrelatedness and complexity of the built environment.

Students are encouraged to participate in team and collaborative design and learning experiences that introduce them to different perspectives, disciplines, skills sets, and levels. The program supports this through collaborative learning modules.

Leadership, Collab. & Community

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
ARCH 4116 - Urban Design and Planning Theory	3	0	**3**
ARCH 5015 - Focus Studio	0	12	**4**
ARCH 5016 - Thesis Research	0	3	**1**
		Total Credits	**12**

Figure 2.8. Distribution of NAAB Shared Value: Leadership, Collaboration, and Community Engagement within the curriculum

ARCH 4014 - Architecture Studio VIII: Urban Lab
The team projects are situated in an urban context to provide a strong studio culture of collaborative support, intellectual freedom, and innovation when problem solving.

ARCH 5015 - Focus Studio
Each Focus Studio is structured as a collaborative process, which includes class activities, small group exercises, and individual experimentations. It progresses through exchanges of

data, information, and findings throughout the semester. Research always depends on, and could only progress through, these exchanges. It fosters the ability to work in a group and to nurture leadership in society through imagining possible, alternative futures of our built environment.

ARCH 5016 - Thesis Research
The course is pursued both a) under the guidance of a Thesis Advisor, and b) as a course. Students primarily work with their Thesis Advisor to focus the specific intentions, substance, and methodology of their Thesis Project. The course is organized as a mix of research workshops exploring writing + making, and informal/formal on-the-boards presentations. Although the course focuses primarily on the development of a thesis argument, the production of a final proposal document is an integral part of the class. Students hold no less than fifteen meetings with their Advisor before submitting their Thesis Proposal document.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

Expanding the Conversation
A key component of education, critical thinking, and the design process is the free exchange of ideas. This involves both listening with an open mind and communicating clearly and articulately. We promote a lifelong passion for learning in lecture course and studio environments. All courses foster and encourage open dialogue and debate in discussion sessions, desk critiques, and pinups. Faculty educate students how to collect relevant facts, articulate a problem, develop a position, and make an argument in a professional manner either verbally, graphically, or through physical modeling. It's a journey not a destination.

An important aspect of the learning experience comes in the form of critique and mentorship: Studio courses utilize desk critiques with faculty, informal pinups with faculty and students, and formal juries with outside critics. Faculty seek out critics with a broad range of expertise and backgrounds to provide a diversity of viewpoints. Critiques take place in an environment where students are comfortable expressing their thoughts and ideas with each other, the faculty, and guests. All students are expected to be present and engaged for the duration of the critiques and juries.

The program makes a concerted effort to extend the conversation by: inviting lecturers with expertise and experience beyond that of the current faculty, staging exhibitions of critical work by faculty, noted professionals and artists, and by hosting symposia, conferences, and panel discussions.

ARCH 1000 - Introduction to Architecture
Becoming a lifelong learner requires curiosity with an openness to explore questions. This class provides a framework and various experiences to start students on this path.

The final assignment has students create a report that articulates the relationship between the Introduction to Architecture and Architecture Studio I. They are to highlight experiences from the field trip to Atlanta, and what they learned in the class and in the studio. The goal of the assessment is twofold, evaluate the outcome of the student and to help shape the collective values of the program.

ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval
This course is a part of a sequence designed as a historical survey of the history and theory of architecture and covers pre-historic through ca. 1200 CE and introduces the architecture in global contexts. As such, it emphasizes diversities in architecture.

A final reflection exercise is required to get students out of their comfort zones to grow in confidence and professionalism. Students acquire soft skills such as appointment making though cold calling, and interpersonal skills gained in casual interviews. They learn proper etiquette by writing “thank you” letters and discover how to locate information in archives, libraries, and by personally visiting a site to assess its qualities.

ARCH 3112 - Architecture Culture II - The Renaissance through 1850
This course is based on learning through experiencing. Understanding where we come from leading to where we go. The sequence of this course moves beyond the literal, formalistic, and physical realms of interpretation. It examines the relationship between architecture and cultural discourses such as philosophy, aesthetics, science, religion, politics, and technology as well as between architecture and the natural environment. It lays the foundation for an understanding of the relationship between forms and ideas in architecture. It achieves this goal by addressing architecture as a cultural artifact and by examining how that artifact transforms through time as a response to the dynamics of the surrounding cultural discourses.

ARCH 3113 - Architecture Culture III: 1850 through 1945
Exposure leads to curiosity. It is harder to move forward if we do not understand the past. Learning begins with accepting we don't know everything. Observing, listening, and understanding, leads to better questions. The why and how. This course explores the innate relationship between the making of architecture and architectural theory as the events of the nineteenth and twentieth centuries unfold.

ARCH 4114 - Arch Cultures IV Development of Architecture into the Twenty-First Century
Larger narrative learning from the past to better the future. Individually the student and globally the world. This course asks the primary question of the relationship between architecture and sociocultural aspects of a society, as well as between architecture and the environmental conditions in which that particular society dwelt. The history of architecture is presented through examples of structures, each of which is seen as a material solution to a given set of culturally- and environmentally- derived problems and issues. These buildings are seen as precedents, not to be analyzed solely based on composition or aesthetic image, but rather as design solutions to complex socio-cultural and environmental problems.

ARCH 4116 - Urban Design and Planning Theory
The course incorporates elements of undergraduate research by focusing on the observation, diagramming, analysis, and design of urban form; develops elements of student’s self-reflection regarding the understanding of urban form; and disseminates the outcomes beyond the class at the college and university events linked to the “Year of” study program at KSU.

ARCH 4226 - Professional Practice III: Practice and Ethics
The course reinforces the idea that architecture is a journey more than a destination. To be a good architect you must be a good designer. Our program prides itself on this aspect. Good design starts by learning as much as you can about a process to observe, collect, diagram, and analyze, to produce a response.

ARCH 5015 - Focus Studio
Each Focus Studio demands the creation of an overall vision for how the proposed project will benefit its context -- including formal, social, cultural, political, environmental

performances. Thus, the studio intends to foster an understanding of the relationship between research, design, and context, including multiple user groups. The Request for Proposals for the Focus Studio seeks one that engages the educational forum as a means of advancing research toward its eventual application in practice.

ARCH 5017 - Thesis Studio
The essence of the studio experience is the development of design solutions under criticism. The interaction between peers and instructors in the design studio is the corner stone of design education since the 19th century. Open discourse and dialog promote the essence of learning and sharing.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

We are keenly aware of our role in producing future architects. By offering the B.Arch degree, our students are eligible to begin taking the ARE upon graduation. Within Georgia, this makes us unique as KSU is the only five-year accredited program in the state. Our students are introduced to the components of licensure during their fall orientation class with a standing lecture on the licensure process and requirements. This lecture introduces students to the allied organizations of AIA, NAAB, NCARB, AIAS, NOMA. It is also an opportunity to introduce the incoming freshmen to the registered student organizations (RSO) of AIAS, NOMAS, APX, MAC. During their final semester in the fifth year ARCH 4226 has a module on the practice of architecture, including lessons on the "Path to Licensure". The course also does a deep dive into the career path of firm ownership that discusses managing risks and contractual relationships. Students work throughout the semester to create a mock architecture firm and business plan addressing branding, budgeting, marketing and office management. Collaborative workshops cover ethics, marketing and budgeting allowing students to develop a firm procedure manual that outlines the business plans of the firm.

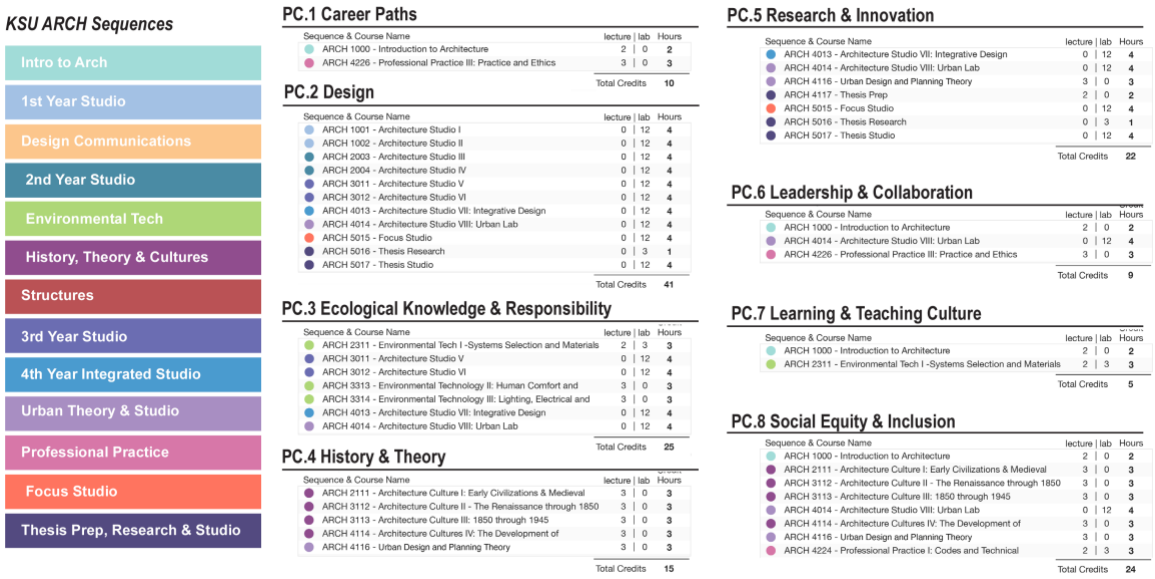

Figure 3.1: NAAB Program Criteria mapped within the core curriculum by coordinators

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 are connected. 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.

The Department of Architecture hosts a monthly Spotlight Tour, that provides an introduction and tour of 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 breadth of options for the thesis includes, history, theory, urbanism, and material studies, although many of our thesis students choose projects related to healthcare or social activism.

Firm Meet & Greet Event:
The department of Architecture also hosts an annual professional networking event that brings together fifteen architectural firms of differing sizes, project types, office structure, and culture. The firms present the work they do and their approach to operations. Students then have time to meet with representatives of the firm, a principal, or alumni, to get more information about internships, full-time employment, or answer general questions. This program has proven successful in informing students of the variety of ways 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.

The Architecture Department at KSU attracts and retains a strong faculty committed to professional excellence and recruits and supports qualified students who desire to learn, achieve, and excel in their field. The mission of the Architecture Program is to be a prominent leader in architectural education at the national and international levels. Within the curriculum the faculty have defined these classes directly addressing career paths.

PC.1 Career Paths

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1000 - Introduction to Architecture	2	0	**2**
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	**3**
		Total Credits	**10**

Figure 3.2. Curricular Locations of NAAB Program Criteria PC.1

ARCH 1000 - Introduction to Architecture
This course introduces the opportunities for leadership and the different career paths. Additionally, the course suggests strategies to improve performance in studying, the values of reflecting on studio exercises, time management, and provide opportunities to learn from professionals.

ARCH 4226 - Professional Practice III: Practice and Ethics
ARCH 4226 is the third of three courses in the Professional Practice Sequence at KSU. The course is framed through the lens of practice. For the course project, students research and develop a small-scale design firm's procedure manual.

Although not required, another opportunity within the curriculum is the elective ARCH 3398 Internship. This course is an Applied Learning Experience (ALE) providing the motivated student with a structured and extended off-campus experience in a supervised professional office. It is a partnership between the KSU student, the Department of Architecture, and an employment host firm or registered architect. The ALE internship is a 10-week paid summer opportunity for the student to apply the principles learned in the academic setting in a professional work environment. The student intern will develop professional practice skills and gain valuable Architecture Experience Program (AXP) credit toward licensure. This experience allows participants to further develop their resume and portfolio in preparation for their career or application for graduate school following graduation.

Assessment of PC.1
Assessment of PC.1 follows our program assessment plan, typical for all courses, where the Student Learning Outcomes are mapped to NAAB criteria.

The following describes our typical process of assessing all courses.
At the end of each semester, each faculty writes an assessment report for each of their courses taught. Through documenting student achievement, the goal of this report is to reflect upon the effectiveness of course materials to meeting Student Learning Outcomes, and thereby, to meeting criteria allocated in the **Program and Student Criteria Matrix**. A standard form – the **Faculty Course Assessment Report (FCAR)** – is used. The FCAR discusses modifications that faculty have incorporated since the last course offering, reflects on what was or was not effective during the current term, and notes suggestions for improvements in future course offerings. A key component of this report is a chart which correlates Student Learning Outcomes with utilized student assessment types. Average scores for each assessment and each SLO are recorded. Creation of this chart allows faculty to frame any proposed modifications to course material and/or assessments in terms of aiming to continuously improve student achievement of desired learning outcomes. As such,

the FCAR is a helpful tool for individual faculty to track their own improvements to teaching over a period of time.

Each course series Course Sequence Coordinator collects FCARs from faculty teaching courses in their sequence and writes a summary report. A standard form – the **Coordinator FCAR Summary** – is used. Each coordinator reflects on the alignment of course assessments and Student Learning Outcomes for all sections under their purview. Key points from each faculty FCAR are analyzed and summarized, especially when common strengths, successes, weaknesses, or opportunities for improvement are observed. Again, a chart is created to correlate Student Learning Outcomes with utilized assessment types. Average assessment scores for all sections of the course are recorded. Thus, the coordinator is provided with a broader view of course material and/or assessments that may require more comprehensive adjustments. Minor changes are incorporated into course materials for future offerings. This approach assures that faculty reflections from teaching are considered when making changes to course documents.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

PC.2 Design

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1001 - Architecture Studio I	0	12	**4**
ARCH 1002 - Architecture Studio II	0	12	**4**
ARCH 2003 - Architecture Studio III	0	12	**4**
ARCH 2004 - Architecture Studio IV	0	12	**4**
ARCH 3011 - Architecture Studio V	0	12	**4**
ARCH 3012 - Architecture Studio VI	0	12	**4**
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	**4**
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
ARCH 5015 - Focus Studio	0	12	**4**
ARCH 5016 - Thesis Research	0	3	**1**
ARCH 5017 - Thesis Studio	0	12	**4**
		Total Credits	**41**

Figure 3.3. Curricular Locations of NAAB Program Criteria PC.2

The program instills the role of the design process through creating and continuously improving a multidisciplinary curriculum that nurtures critical thinking. The faculty embraces new technologies and encourages creativity and innovation through the integration of the theory, art, technology and science of the built environment. The critical thinking process begins by advocating for an appreciation of good design and the benefits of responsible architecture though the education of its students and the civic community.

ARCH 1001 - Architecture Studio I
This studio introduces the fundamentals in architectural design to beginning design students. The studio introduces skills in space-making, abstraction, as well as basic drawings, drafting, and model-making. The understanding of formal and spatial orders are developed at the foundation level. It introduces students to design methods that consist of observations, documentation through multiple drawing techniques, study models, simple diagramming, and multiple design iterations. Throughout the semester the studio completes three modules: 1)

freehand drawings and design iterations based on these drawings, 2) design explorations through drawings based on conventions, including perspective, orthographic, and axonometric drawings, and 3) a final project which required students to develop a small-personal space based on the learning process throughout the semester.

In the first module, the studio developed the ability to see the environment, both man-made and organic, through different filters and techniques. These filters are the basic elements through which a designer perceives, thinks about, and thinks through the world, that is, lines, planes, and light/shadows. Techniques introduced include free-hand drawings including contour line, gesture, tonal, and texture drawings. Students were tasked with transforming their drawings into models to develop the abilities to identify formal properties and build upon that identification. This process introduces consistency in formal expression as well as compositional aspects including hierarchy, rhythm, and repetition.

In the second module, students learned basic techniques and procedures in perspective drawing. Based on the methods in developing perspective drawings, including the basic geometric shapes, their divisions, and construction lines, the exercise asked students to propose design alterations. These alterations could be through geometric transformations, scalar transformations, and changes in the rhythm and repetitions. The next exercise in the module is based in the transformations of a cube. The brief asked students to explore three-dimensional, spatial compositions using lines and planes within the confine of a 3 x 3 x 3 grid. They developed these iterations in a series of study models. Students then learn to develop a series of orthographic and axonometric drawings based on these models. This develops the student's ability in rule-based design.

The final project of the semester asked students to propose a personal space that would be inhabited by a human body. It should accommodate active (i.e. movement) and passive (i.e. sitting, resting) activities. It should incorporate an entrance, a space for movement, and a primary space to accommodate passive activities. The maximum dimension of 12' x 12' x 12' for the primary space. Students should develop their project based on the studies of the cubic space in the previous module. They will have to consider factors including scalar alterations and adjustments, modularity, relationships between solids and voids, points, lines, and planes, as space defining elements. This project continues to develop skills in visualizing through architectural orthographic and parallel/axonometric projection.

Architecture Studio I changed some aspects of its pedagogical approaches since the last accreditation visit. After course improvements were made, the first module of the studio covered the development of skills in freehand drawings and sketches. Since 2017, this module changed its basic intent by introducing the exercises to transform these drawings into three-dimensional compositions. It introduces design exercises in each component of the studio to cultivate basic understanding and ability in space-making. It also fosters the habit in developing design based on a methodical procedure that started from observations and documentation. The exercises have evolved to include alterations of the drawings based on the analysis of formal properties of the object of drawings and the proper procedures and techniques in perspective.

The investigations of materials evolved throughout the years since circa 2014. The pedagogical goals of these exercises are to explore properties of materials and develop design iterations based on these properties. Previously, this exercise consisted of manipulating chipboard and cardboard to create textured surfaces. Students also experimented with various ways to connect swatches of chipboard and cardboard. In 2017 the exercise changed its subject of experiment into woods. Students learned basic techniques in wood carving. Along this line, they learned the properties of wood and tools with which to carve. A perk of this exploration is identifying potentials and limitations of materials, tools, and techniques. The pandemic necessitated the faculty to reconfigure this

exercise, since the social distancing requirements made it impossible to accommodate large groups to work in the woodshop. This project returned to exploring chipboard and cardboard. This time, the exercise structured the investigations within the idea of modules of chipboard and cardboard and then assembling these panels of materials into a larger plane. It combined possible transformations of materials as well as explorations of joints as a design activity.

Exercises based on orthographic and axonometric projection changed its subject matter, though the pedagogical goals were consistent in developing the understanding of geometric shapes, and formal/spatial order. Beginning in 2015, these exercises focus on observing and documenting small, everyday objects and manipulating cubic compositions. The final project also evolved. Recently, the final project focus is to transform the cubic compositions into a personal, habitable space.

Again, in 2015, ARCH 1000 was linked to ARCH 1001 as part of the KSU program of Learning Communities. ARCH 1000 introduces students to fundamentals in architectural design through readings and lectures, while ARCH 1001 introduces fundamentals in architectural design through design exercises. In 2020, the First-year Learning Community structure was removed. However, the department chose to keep the link between ARCH 1000 and ARCH 1001 in place.

ARCH 1002 - Architecture Studio II
The ARCH 1002 Architecture Studio II continues to develop the understanding, skills, and abilities of design at the foundation level. At this level of education, the course remains within the scope of small-scale structures. It integrates the understanding and skills of making and organizing space, formal and spatial orders, analyzing and diagramming, basic architectural drawings, and the constructing of models. The studio divides the semester into three modules: 1) precedent analysis and alterations based on analysis, 2) wood compositions based on wood joint techniques, and 3) a small-scale structure with multiple users. The studio nurtures the design methods that consist of observations, documentation through multiple drawing techniques, analysis through diagramming and study models, and developing design iterations based on the analysis.

In the precedent analysis project, students study the formal, spatial, and tectonic properties and organization of a structure and develop proper documentation based on architectural conventions. They learn about analytical diagramming in 2D and 3D, differences between structural components, and spatial enclosure. Based on these exercises, students develop design iterations of a swath of the building they studied based on formal, spatial, tectonic orders and structure and enclosure. This project also revisits and reinforces skills in visualizing through architectural orthographic and parallel/axonometric projection.

In the wood composition project, students generate designs based on the properties of materials and connecting techniques unique to each. Students explore wood as their material. In general, students continue to learn to design through the process of addition and assembly. The project starts with analyzing wood joints from well-known architects, though diagramming and drawing to extract the design theme. Then, students learn and practice some basic wood joints, connecting linear and planar units in flat and orthogonal fashions. Finally, they construct a wood, three-dimensional artifact following the theme from the example and applying basic joints.

In the final project, students bring together lessons, procedures, and findings from the semester to design a small-scale structure with multiple users on a specific site on the KSU Marietta campus. The studio introduces students to the basic principles and techniques in site observations and analysis. It develops the ability in simple programming for four to six people, personal study spaces, a large/group study space, an entry space and space for circulation, within the maximum dimension of 500 sq. ft. In developing the project, the brief

asks students to apply findings in organizing space from the previous precedent analysis. The brief also specifies the structure to be wood. Therefore, students must integrate their learning experiences from constructing wood compositions.

Since the 2014 accreditation review, Architecture Studio II changed some aspect of its pedagogical approaches. In 2018, small wood structures were chosen as the theme of the studio. The studio also changed the scope of the buildings studied in the precedent projects to again be of small wood structures. Similarly, the scope of studies expanded from previously focusing on a swath of a building, to now studying the whole building. The observation changed from direct observations into indirect observations through secondary data, that is, orthographic and axonometric drawings and photographs. The materiality also changed from many materials to wood.

The wood composition project also changed in recent years. In 2018, the wood carving exercise moved to the Fall semester. The constraints of the project also changed to include explorations of linear and planar wood units. The design process starts with the analysis of examples of architectural details. During the pandemic, the project accommodated the distance learning requirement by introducing the idea of assembling prefabricated wood tiles and connectors.

The final project of the semester consists of designing a small structure. With recent course revisions, the emphasis shifted from exploring walls and their details that would affect spatial definitions and experiences into the organization of several spaces. The final project is a vehicle to introduce and nurture basic principles, techniques, and considerations in site observations and simple programming. Further, it also introduces students to integrating findings in developing design iterations.

ARCH 2003 - Architecture Studio III (Fall)
The second-year studios (fall and spring) concentrate on shaping, organizing, and designing architectural spaces using spatial and compositional strategies derived from site, climate, program, precedent, and architectural case studies. The focus is on the identification and manipulation of the elements of design, understanding spatial relationships between the human body and various spatial systems, and responding to the immediate site and environmental context in design.

Assigned projects vary from exploration of architectural design vocabularies in built forms to the design of single-function spaces with site constraints. The course highlights the process of formulation, development, and execution of design ideas, and representation and construction of such ideas in various visual and physical forms.

ARCH 2004 - Architecture Studio IV (Spring)
This course continues the development and use of generative design concepts begun in Architecture Studio III with projects of increased size and scope. Building programming and basic building codes are introduced, and emphasis is placed on the introductory design of materials and material systems.

ARCH 3011 - Architecture Studio V
By the end of the semester, students will be able to realize a body of architectural design proposals responsive to the challenges and opportunities of living in a complex world. Architectural design thinking as it relates to systematic and multiscale processes of design is evident in course module deliverables as well as within the final semester portfolio.

ARCH 3012 - Architecture Studio VI
This course builds upon the previous and includes the integration of technology into the design process. Students design a medium scale project usually in a dense urban setting. Emphasis is placed on site context and systems and materials research in support of design intent. The first half of the semester is devoted to project design, and the latter half is spent examining the construct of the design through large-scale drawings and models.

ARCH 4013 - Architecture Studio VII: Integrative Design
Instrumental to the design process utilized in this course is the use of interoperable modeling platforms that will support the iterative testing of building configurations relative to key performance benchmarks. Using these modeling platforms in tandem with the plug-in design analytics tools, students are able to gauge, in real-time, the impact each design decision has on multiple factors such as human comfort, energy consumption, and water usage. They use this observable and measurable output to validate early design hypotheses toward the synthesis and integration of elements to comprise the holistic building domain.

ARCH 4014 - Architecture Studio VIII: Urban Lab
Diverse and challenging urban projects instill a research-based design process among students in shaping the built environment. Students are continually encouraged and taught to convey the methods by which design processes integrate multiple factors, in different settings of their assigned urban project following a cogent design process shaping the design development and their urban vision demonstrating the interplay of micro and macro scales, i.e., from buildings to cities and vice versa.

ARCH 5015 - Focus Studio
The Focus Studio is structured along research, observation, data gathering, and experimentation and focuses on form, space, materiality, and contexts. It covers engagement across different scales: from building details to urban settings. The methodology incorporates moments of connecting and synthesizing findings from those categories; therefore, integrating multiple aspects and scales of architecture, as well as moving between architecture as a singular object and architecture as a part of the environment, both culturally and environmentally.

ARCH 5016 - Thesis Research
The goal of Thesis Research is to produce Theorem, which is a well-researched, articulately written, and extensively illustrated elaboration of the thesis proposal. In addition, inquiries into other fields that relate to the student's topic are always beneficial, such as those from digital technology, fabrication, humanities, biology, cultural studies, and arts. The research product identifies the research topic in architecture, articulates the research problem, connects to existing knowledge of the topic, and illustrates the planned methodology for the Thesis Studio in the Spring.

ARCH 5017 - Thesis Studio
Thesis is a form of inquiry generated by the student but determined in collaboration with an adviser. Department of Architecture faculty encourage an expansive range of rigorous and provocative inquiry as a culminating experience for the B.Arch education.

The faculty seek work that:
- Speculates, invents, or improves on existing architecture(s), objects, ideas, practices, or systems through research and design
- Moves beyond the typical architecture studio design process and projects, and is more than just an independently defined studio project
- Is rigorous, methodical, critical, inventive, inspirational, projective, and seeks to do more than just explore, document, describe, or emote

- Institutes measurable performance-based criteria for evaluating the design process and results
- Presents an “argument” or “proposition” that requires extensive research and evidence to validate, and is “defended” (rather than just presented) at the end of Thesis
- Engages with open-ended and generalizable ideas, as much as with specific situations
- Projects or imagines a better future and an improved world, one that others can build on
- Might challenge the boundaries of the discipline and the profession, often through inter-disciplinary means, and moves beyond mere practice or solution-based projects
- Might lead to new knowledge, ideas, understanding, or paradigms

Assessment of PC.2

Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.2. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VII: Integrative Design, Architecture Studio VIII: Urban Lab, and Thesis Studio) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes. An additional Two-thirds Review, typically held in March, requires that all thesis students display their thesis progress. This is an opportunity for faculty to assess their own advisees’ work, faculty to review the overall thesis cohort, thesis students to reflect on their work and that of their peers, and lower-level students to envision how their abilities will progress in future years.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Applied learning methods that emphasize hand-on exploration designed to provide the student with the knowledge, skills, and experiences necessary to be productive, contributing leaders in the architectural profession and civic community.

PC.3 Ecological Knowledge &

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	**3**
ARCH 3011 - Architecture Studio V	0	12	**4**
ARCH 3012 - Architecture Studio VI	0	12	**4**
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	**3**
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	**3**
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	**4**
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
		Total Credits	**25**

Figure 3.4. Curricular Locations of NAAB Program Criteria PC.3

ARCH 2311 - Environmental Tech I Systems Selection and Materials
Framed around sustainable principles this course progresses from an investigation of the physical and structural properties of building materials through an analysis of building

assemblies and systems. Building systems are examined based on their performance characteristics and issues related to manufacturing and construction.

ARCH 3011 – Architecture Studio V
This course's projects focus on the sustainable/generative/performative design with emphasis on the use of various passive/active environmental strategies as generators of built form and space through a close integration of construction technology and the application of knowledge acquired in the concurrent environmental technology course sequence. Architectural thinking, as it relates to a systematic and scalar process of design, is evident in both modules as well as within the portfolio through communicating storytelling and graphic documentation.

ARCH 3012 - Architecture Studio VI
It is of paramount importance that architectural thinking is intimately connected with the *making* of architectural sketches, plans, sections, elevations, models, collages, etc. In terms of architectural thinking and making, there is a particular emphasis, throughout this semester, on the notion of performative design within the context of the contemporary architectural design process.

Studio projects are situated in an urban context addressing operating in the built environment and an introduction to urban environments. Students are required to understand and analyze the climatic issues of the site documenting the conditions during site analysis. Students are introduced to the AIA framework for design excellence as a scaffolding for design responses and a method for developing design solutions.

ARCH 3313 - Environmental Technology II Human Comfort and Building Systems
The course involves the study of systems beyond the context of mechanized components and engages in the relationship of buildings to their immediate and extended contexts. Using sustainability as an armature for this discussion, the student becomes aware of the ethical obligations of the profession through a clear understanding of the inter-relationships between elements at both the macro and micro scale, of the man-made and natural.

ARCH 3314 - Environmental Technology III Lighting, Electrical and Acoustics
This course is the culmination of the environmental technology sequences. Lectures elaborate upon prior coursework and place focus on natural and artificial lighting, electrical systems, and building acoustical design. Students continue to explore the connection between building form and environmental design strategies to develop and enhance interior atmospheres.

ARCH 4013 - Architecture Studio VII: Integrative Design
This course uses working energy models to demonstrate the inextricable linkage that exists between the natural and built environment. Changes in environmental state and building configuration are systematically introduced into these modeling domains to better understand their mutual interdependency. The understanding of environmental change and the building's capacity to respond to these changes are observed while the building's capacity to minimize energy consumption while maximizing human comfort is assessed.

ARCH 4014 - Architecture Studio VIII: Urban Lab
By the end of the semester, students develop a holistic understanding of the dynamic between built and natural environments through their individual research that leads to teamwork. Students develop landscape and urban design strategies that take into account the existing urban challenges of the assigned project to mitigate climate and man-made disasters towards a positive change by responsibly leveraging innovative ecological adaptations that add resilience to a sustained and positive growth of the site's urban fabric.

Assessment of PC.3
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.3. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VII: Integrative Design and Architecture Studio VIII: Urban Lab) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

PC.4 History & Theory

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	**3**
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3	0	**3**
ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	**3**
ARCH 4114 - Architecture Cultures IV: The Development of	3	0	**3**
ARCH 4116 - Urban Design and Planning Theory	3	0	**3**
		Total Credits	**15**

Figure 3.5. Curricular Locations of NAAB Program Criteria PC.4

ARCH 2111 - Architecture Culture I Early Civilizations & Medieval
To develop a theoretical understanding of Ancient Architecture, students are expected to learn to analyze the formal, spatial, programmatic, and tectonic elements in architecture and appreciate the theory behind these components. They are required to articulate in writing basic elements in architectural design, so they understand how historically architecture responded to the needs of the particular culture in which it resided.

ARCH 3112 - Architecture Culture II The Renaissance through 1850
Students understand the how historically architecture responds to the needs of the culture in which it resides. Specifically, the relationship between architecture and the natural and social environments as viewed in the Renaissance. Through course lectures students learn to articulate basic elements in architectural design and their qualities. They develop the ability to identify and critically discuss works of architecture and write convincingly from an informed point of view.

ARCH 3113 - Architecture Culture III 1850 through 1945
To develop a theoretical understanding of Enlightenment era Architecture, students are expected to understand the relationship between architecture and cultural discourse as it developed during this era, appreciating the diversities of thought and concepts, and be able to analyze the formal, spatial, programmatic, and tectonic elements in an architectural work of this period and appreciate the theory underpinning it. Further, student will be able to discuss the impact of authorship, social, economic, and cultural systems of thought, developing their ability to communicate their own thoughts in writing and documentation of their own research.

ARCH 4114 - Arch Cultures IV Development of Architecture into the Twenty-First Century
This course is part of a sequence designed as a historical survey of the history and theory of architecture. Architecture Cultures IV covers the period from 1920s to the present time. The Architecture Cultures course sequence moves beyond the literal, formalistic, and physical realms of interpretation. It examines the relationships between architecture and other cultural discourses such as philosophy, aesthetics, science, religion, politics, and technology. Its aim is to develop an understanding of how architecture manifests the socio-cultural conditions of a given moment in aesthetic form. It lays the foundation for a tectonic understanding of the relationship between form and idea in architecture. It achieves this goal by first addressing architecture as a cultural artifact, and second by examining how that artifact transforms through time as a response to alterations in the surrounding cultural discourses listed above.

The history of architecture is presented as a collection of buildings and texts, each of which is seen as a concrete solution to a given set of culturally derived problems and issues. The buildings are seen as precedents, not to be analyzed based on composition or aesthetic image, but rather as design solutions to complex socio-cultural problems. History is used as a didactic device to aid the design student in problem solving by presenting the student with examples of how architects have successfully transformed the intellectual concerns of their day into built form.

ARCH 4116 - Urban Design and Planning Theory
The course develops a fundamental understanding of the elements of urban form and the theories and principles involved in the making of urban form. The course addresses several fundamental questions that concern entangling the complex relationship between society and urban environment and the design of urban space. The course is a prerequisite to Urban Design Studio, while a large share of Thesis topics involves urban design issues.

Assessment of PC.4
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.4.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

PC.5 Research & Innovation

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 4116 - Urban Design and Planning Theory	3	0	3
ARCH 4117 - Thesis Prep	2	0	2
ARCH 5015 - Focus Studio	0	12	4
ARCH 5016 - Thesis Research	0	3	1
ARCH 5017 - Thesis Studio	0	12	4
		Total Credits	22

Figure 3.6. Curricular Locations of NAAB Program Criteria PC.5

ARCH 4013 - Architecture Studio VII Integrative Design
Empirical research takes place in the course through the use of energy modeling platforms. Designers use these platforms to systematically test building configurations relative to environmental states, observing changes in state caused by the building, and evaluating how alternative configurations can better achieve desired performance benchmarks.

ARCH 4014 - Architecture Studio VIII: Urban Lab
Urban design teams develop a rigorous research methodology in support of their Design Narrative and Concept to test and evaluate innovations of their design project.

ARCH 4116 - Urban Design and Planning Theory
The course introduces the methodical representation and analysis of the elements of urban form as products of social norms including street networks, public spaces, urban fabric, blocks, plots and building typologies. The course surveys the ideas involved in the transformation of cities, suburbs, and regions through urban design and development. The course analyzes the values implicit in planning and design proposals, stressing the connections between ideas and design. It surveys the organic growth of cities through history against the planned interventions of urban extensions and the new towns thus comparing between the ways cities have been changed in the past and how designers may help change them in the future.

ARCH 4117 - Thesis Prep
This course provides an environment and structure in which the conceptual formulation, articulation, and critical evaluation of thesis proposals take place. The aim is to develop and rehearse a focused argument for one's approach to a selected topic. The thesis design project evaluates this approach in a project, the underpinnings of which seek a synthesis of intellectual and design objectives. Thesis Prep concludes with a series of final reviews, where the project is evaluated both on its own terms and within the broader field of contemporary architectural discourse.

ARCH 5015 - Focus Studio
Each Focus Studio section challenges students to foster generative design research through a series of investigations. While discovery and invention are the critical goals of this course, the application of knowledge and insights gained from research are supported through the structure of the exercises taught.

ARCH 5016 - Thesis Research
The thesis research process develops the student's ability to conduct proper research following an appropriate methodology and utilizing secondary sources, such as literature and study cases. Secondly, it directs the research to identify an appropriate theoretical body to be applied in architectural design. Thesis research involves identification and exploration of literature, theories, examples, and data that are relevant to the research topic. Students are expected to investigate these sources and analyze them to construct the basis for the Thesis Studio. This Theorem constitutes chapter 1 and chapter 2 of the final thesis book.

ARCH 5017 - Thesis Studio
The projects reflect thoroughness in attention to aesthetic and technical aspects of design including construction, building systems, lighting, and materials, as well as application of environment and behavior knowledge. The projects aim for well-developed solutions, rich in details that celebrate innovation, imagination, and creative solutions for human existence.

Assessment of PC.5
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.5. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VII: Integrative Design, Architecture Studio VIII: Urban Lab, and Thesis Studio) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes. An additional Two-thirds Review, typically held in March, requires that all thesis students display their thesis progress.

This is an opportunity for faculty to assess their own advisees' work, faculty to review the overall thesis cohort, thesis students to reflect on their work and that of their peers, and lower-level students to envision how their abilities will progress in future years.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

The program encourages outreach programs designed to maintain vital connections with the architectural community, improve effective communication, support continued professional development and build future leaders of the profession.

PC.6 Leadership & Collaboration

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1000 - Introduction to Architecture	2	0	**2**
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	**3**
		Total Credits	**9**

Figure 3.7. Curricular Locations of NAAB Program Criteria PC.6

ARCH 1000 - Introduction to Architecture
Atlanta provides the basis for notable examples of contemporary architecture. Through this content, students will engage in discussions about architecture and buildings, intuitive and methodical ways of thinking, nature and culture, impact of technology, history and future, homogeneity and diversity, individuality and society.

ARCH 4014 - Architecture Studio VIII Urban Lab
Urban design teams develop a holistic understanding of the dynamic between built and natural environments through individual research leading to the development of landscape and urban design strategies. All teams follow principles in their design work and advocacy activities through their research in support for their cogent urban design concept.

ARCH 4226 - Professional Practice III Practice and Ethics
The project, entitled Firm Procedure Manual, is an exercise in developing a mock firm including business strategies, marketing and financial management strategies. Collaborative workshops run throughout the semester include resume building, ethics, branding, budgeting, and retirement. Throughout the semester, students also develop their organizations to manage contracts and liability. The semester concludes with the submission of a firm policy manual.

Architecture Leadership Series
Outside the core curriculum the department supports the Architecture Leadership Development Series which enriches student leadership development through guest speaker workshops in required architecture major courses. The series is offered by the college's Albion Student Success Headquarters in collaboration with Dr. Judy Craven, Marietta Student Affairs Director of Leadership Development, and includes sessions in: ARCH 1000, ARCH 2003, ARCH 2004, ARCH 3012. Prior to the ARCH 2003 session, all students complete a Clifton Strengths assessment by Gallup and use the results in following sessions. Please see the series and session descriptions in the appendix for further information.

Assessment of PC.6
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.6. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VIII: Urban Lab) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes.

Assessment of Leadership Series
The first sessions were piloted in 2020 and the series was introduced in Fall 2021. Each year the series and its rollout are reviewed for content and adjustments are made as the cohort of Clifton Strengths prepared students moves through the curriculum. In Spring 2023, the next session will roll out in Arch 3012 and expansion is being considered for two more courses.

Assessment of Leadership Sessions
Sessions are assessed in three ways.

1) The presenter assesses the session for further development.
2) Attendance is required and a minimum of 80% attendance is expected.
    a. In Spring 2022, ARCH 2004, 75% of students were present (76/102), falling below the goal of 80%. The AD for Student Success and Accreditation will work with the course coordinator to develop strategies to improve attendance.
    b. In Spring 2022, ARCH 1000, 79% of students were present (15/19), close to the goal of 80%.
3) Starting Fall 2022, a post session evaluation is administered to students for the first session in the series in ARCH 1000 to determine students' level of engagement.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

PC.7 Learning & Teaching Culture

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1000 - Introduction to Architecture	2	0	**2**
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	**3**
		Total Credits	**5**

Figure 3.8. Curricular Locations of NAAB Program Criteria PC.7

Our Studio Culture Policy promotes the five values of optimism, respect, sharing, engagement, and innovation for teaching environments and faculty interaction with students. Further, the department's bylaws promote "an environment supportive of a multidisciplinary approach to learning, creativity, scholarship, application and engagement". Full-time faculty are engaged in course sequence coordination and committee roles that ensure a collegial and broadly engaged work environment. Our college maintains open lines of communication and we enjoy a collaborative environment between administration, faculty and staff. The Department Faculty Committee, Coordinators Council, College Faculty Committee, Dean's Council and College Student Advisory Committee are in place to facilitate communication, debate and productivity at the department and college levels.

Learning Culture Beyond the Classroom

The Architecture Program recognizes that not all learning can, or should, take place within the classroom setting. We want our students to embrace all the resources that are available to them locally, nationally, and internationally. Field trips, lectures, exhibitions, symposia, and travel create engaged learning environments that broaden content while expanding upon the available expertise of the program. This fosters an attitude of curiosity, exploration, discovery, and engagement that supports the program's mission to advocate an appreciation of good design and the benefits of responsible architecture.

Field Trips

Faculty members are urged to invite, lead, and point students toward off-campus learning opportunities. Timely scheduling of the field trips should be conducted with respect to the students' academic schedules to allow for the greatest participation.

As part of ARCH 2311, the concrete tile lab exercise students get out of the classroom and onsite at precast manufacturer Metromont twice during the semester. The lab exercise requires students, working in teams of three, to design, fabricate, and pour precast concrete tiles. The first visit is a facilities tour where students learn the basic process of precast concrete construction. The second trip to Metromont is for a Saturday pour. This initiative connecting with the profession is in conjunction with our four-year grant with the Precast Concrete Institute (PCI). We believe this initiative highlights our balance of theory and practice and promotes a positive learning environment.

Guest Lectures

The Architecture Lecture, Exhibition and Symposium series promote a positive and engaging teaching a learning culture where optimism, sharing and curiosity are encouraged. The lecture committee aims to bring high quality practitioners, researchers and artists and their work to the program to enrich pedagogy.

The 2022 Fall lecture series includes our annual alumni panel discussion, a photography exhibit and lecture photographer Peter Essick. Additional lectures include Gabriel Esquivel and artist Joe Dreher. In November 2022, Bill carpenter will share his experience from his time spent at Texas A&M and their design build program.

ARCH 1000 - Introduction to Architecture

Students learn that knowledge gained in other courses and class experiences are transferable in nature. This is evident through the midterm and final projects. For the midterm assuagement students apply knowledge learned in this class to analyze and discuss notable examples of contemporary architecture. The final assignment has students create a report that articulates the relationship between the Introduction to Architecture and Architecture Studio I.

ARCH 2311 - Environmental Tech I Systems Selection and Materials

The course focuses on the principles of building construction utilizing contemporary systems along with specific properties and characteristics of materials. Building systems in wood, steel, and concrete along with masonry systems are examined in this class. Additionally, the primary and secondary performance characteristics of enclosure systems are identified and analyzed, along with historical precedents and sustainable materials.

Assessment of PC.7

Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.7.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

PC.8 Social Equity & Inclusion

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1000 - Introduction to Architecture	2	0	**2**
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	**3**
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3	0	**3**
ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	**3**
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
ARCH 4114 - Architecture Cultures IV: The Development of	3	0	**3**
ARCH 4116 - Urban Design and Planning Theory	3	0	**3**
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	**3**
		Total Credits	**24**

Figure 3.9. Curricular Locations of NAAB Program Criteria PC.8

The program prioritizes social equity and inclusion throughout the curriculum and student experience. Starting with the student's first "Introduction to Architecture" in ARCH 1000 and continuing throughout our architecture history and theory sequence, students learn about the past and potential impact of architectural design on quality of life for individuals and communities. Understanding of diverse cultural and social contexts is gained through hands-on site, context, and program research in studio settings and this learning is further deepened in ARCH 4224 with an understanding of the principles of universal design.

ARCH 1000 - Introduction to Architecture
This course introduces to the relationship between architecture and society, social and cultural diversity in design and practice, and environmental and sustainable design.

ARCH 2111 - Architecture Culture I Early Civilizations & Medieval
Students are able to appreciate the diversities of thoughts and ideas relative to the development of cultural discourses such as aesthetics, philosophy, science, religion, politics, and technology. Students also communicate their understanding of these things in well-written papers that prepared their own theoretical ground for future work and promoting the understanding of a range of global issues and their implications in architecture. This improved speaking/listening, writing/analysis, and thinking/diagramming skills that developed problem-solving ability through study of precedent examples. Writing assignments developed critical thinking skills in description, explanation, interpretation, and judgement.

ARCH 3112 - Architecture Culture II The Renaissance through 1850
Community can unite strangers and recall a history that is not always documented in textbooks. Preservation is a prime way to respect the environment – it is often said that the most green/sustainable building one the one that is already built. By preserving the built structure, we are saving the world and giving preservation a meaningful role, all at once. Not all architects concentrate on designing ex novo, so a portion of the class is devoted to an exercise in historic preservation.

ARCH 3113 - Architecture Culture III 1850 through 1945
By assessing and describing the relationship between the making of architecture and architecture theory during this era students develop an understanding of a range of global issues and their implications in architecture. This improved speaking/listening, writing/analysis, and thinking/diagramming skills that develop problem-solving ability through the study of precedent examples. Writing assignments develop critical thinking skills in description, explanation, interpretation, and judgement and use of key words that provide precise narratives. 2022 Improvements to the course included the inclusion of imperialism and colonialism to broaden the Eurocentric focus as taught in the past, to include cultures beyond Western Europe and North America.

ARCH 4014 - Architecture Studio VIII Urban Lab
Urban teams deepen their understanding through research of diverse cultural and social contexts. Demographic and cultural studies from various research sources helped them translate their understanding of existing conditions of the built environments in carving public spaces that promote and encourage equitability, facilitate diversity and social inclusion of people of different backgrounds, resources, and abilities.

ARCH 4114 - Arch Cultures IV Development of Architecture into the Twenty-First Century
This course is a part of a sequence designed as an historical survey of the history and theory of architecture and introduces architecture in global contexts. As such, it emphasizes diversities in architecture. It examines the relationship between architecture and cultural discourses such as philosophy, aesthetics, science, religion, politics, and technology as well as between architecture and the natural environment. It lays the foundation for an understanding of the relationship between forms and ideas in architecture. It achieves this goal by addressing architecture as a cultural artifact and by examining how that artifact transforms through time as a response to the dynamics of the surrounding cultural discourses listed above. This course asks the primary question of the relationship between architecture and socio-cultural aspects of a society as well as between architecture and the environmental conditions

ARCH 4116 - Urban Design and Planning Theory
This course introduces the city as a collective work of architecture and a manifestation of a political association, housing and economic activity. Urban planning and design are becoming increasingly important given that more than half of world population lives in cities, and that most architectural practice occurs in cities. The course develops a fundamental understanding of the elements of urban form and the theories and principals involved in the making of urban form.

ARCH 4224 - Professional Practice I Codes and Technical Documents
This course places an emphasis on ADA regulations and how design can best support health, safety and welfare for an aging population and those with disabilities. The course utilizes accessible and universal design guidelines and students are encouraged to apply learning from this course into their Fourth-Year Studio integrative design projects.

Assessment of PC.8
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of PC.8.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

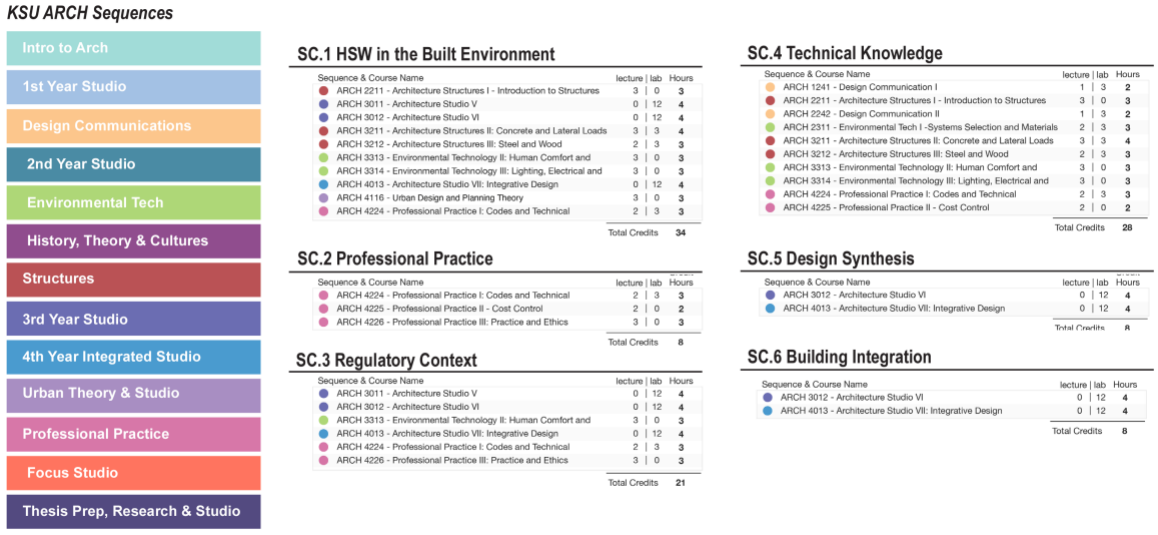

Figure 3.10. NAAB Student Criteria mapped within the core curriculum based on sequence coordinator responses.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

SC.1 HSW in the Built Environ.

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4116 - Urban Design and Planning Theory	3	0	3
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
Total Credits			34

Figure 3.11. Curricular Locations of NAAB Student Criteria SC.1

ARCH 2211 - Architecture Structures I Introduction to Structures
MAIN LEARNING GOALS
As the first course in the structures series, we develop a more successful and engaged attitude at two levels: 1) mastering the material competently, and 2) collaborating professionally. Content in this introductory structures course is presented and learned with appreciation for how projects are designed for people via thoughtful approaches to selecting materials and sizes.

ARCH 3011 - Architecture Studio V
HSW is evident within the drawing conventions of design decisions in plans, sections, and elevations. Final designs include means of egress articulated through architectural plans. Environmental systems and environmental response should show in the detail drawing that focuses on the enclosure system. This is an introduction for the spring semester as the students' progress to integrative design solutions.

ARCH 3012 - Architecture Studio VI
Demonstrate awareness of how various environmental, structural, and service systems are integrated into building design. Actively engage architectural thinking and making through three larger perspectives: that of interfacing various social groups, programmatic elements and translating from organization profiling into space making. HSW is evident within the drawing conventions of design decisions in plans, sections, and elevations. Vertical circulation and egress are emphasized during design development as responsibilities of the architect.

ARCH 3211 - Architecture Structures II Concrete and Lateral Loads
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.

ARCH 3212 - Architecture Structures III Steel and Wood
Students develop an understanding of the abilities and limitations of reinforced concrete, its common structural elements (beams, slabs, walls, columns, footings), and its reinforcement (placement, frequency, workability). Students develop an understanding of lateral loads (wind and seismic forces), how they are generated, and how particular approaches respond to them.

ARCH 3313 - Environmental Technology II Human Comfort and Building Systems
Architects are obliged to protect the health, safety, and welfare of their clients. Passive system design is the first step in honoring that obligation. Architecture can become a greater part of the solution to environmental challenges and concerns that are present at multiple societal scales. Therefore, the idea of Human Comfort as a measure of design must be considered in all scenarios of impact, cost and result. This course helps prepare each student to be a participant in the design and discussion of system integration and passive strategies that reduce dependence of our profession and society upon purely technologically controlled environments.

ARCH 3314 - Environmental Technology III Lighting, Electrical and Acoustics
Building upon awareness of sustainability to inform the integration of Architectural Design and Environmental Technologies, this course develops an awareness of the technologies of electrical power, artificial lighting, acoustics, and daylighting and how these are applied to processes of building design and analysis. Developing the ability to read and produce basic electrical and lighting documentation on architectural layouts.

ARCH 4013 - Architecture Studio VII Integrative Design
The impact of the built environment on human health and welfare is accessed through the use of energy models, daylighting simulation platforms, and tools that model viewsheds within the building. The energy models are used to confirm that the passive and active systems intended for the building will be adequate in maintaining comfort for user groups with desired occupancy patterns and affiliated set points. Daylighting simulation platforms reveal the adequacy of natural daylight levels and uniformity in areas to increase occupant mental and physical health. Viewshed modeling aids in confirming the occupants provide a visual connection to nature to offer the benefits of a biophilic environment.

ARCH 4116 - Urban Design and Planning Theory
The course introduces the methodical representation and analysis of the elements of urban form as products of social norms including street networks, public spaces, urban fabric, blocks, plots and building typologies. The course surveys the ideas involved in the transformation of cities, suburbs, and regions through urban design and development. The course analyzes the values implicit in planning and design proposals, stressing the connections between ideas and design.

ARCH 4224 - Professional Practice I Codes and Technical Documents
This course addresses HSW through the intensive examination of various professional codes and guidelines throughout the semester. These include the International Building Code (IBC) with an emphasis on chapters 1, 2, 3, 5, 6, and 7 and the National Fire Protection Association's (NFPA) Life Safety Code Handbook with a focus on chapters 1,2,3,4, and 7. Other codes include the ADA 2020 Standard for Accessible Design and The Fair Housing Accessibility Guidelines.

Assessment of SC.1
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.1. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VII: Integrative Design and Architecture Studio VIII: Urban Lab) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

SC.2 Professional Practice

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	**3**
ARCH 4225 - Professional Practice II - Cost Control	2	0	**2**
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	**3**
		Total Credits	**8**

Figure 3.12. Curricular Locations of NAAB Student Criteria SC.2

ARCH 4224 - Professional Practice I Codes and Technical Documents
Professional Practice I is the first of three courses in the Professional Practice Sequence at KSU. The content of the course is delivered through a series of lectures that explain and expand upon various code excerpts that are critically selected from sections and chapters of the codes. Regulatory context of being prepared to enter the profession and practice.

ARCH 4225 - Professional Practice II Cost Control
Professional Practice II introduces methods commonly used concepts of building economics to create budgets for the construction cost of commercial building projects from conceptual discussions with the Owner and the early stage of development of the drawings and specifications. These methods are used by architects and general contractors for feasibility and value engineering and building economic studies.

ARCH 4226 - Professional Practice III: Practice and Ethics
The course examines the practice of architecture and how the American Institute of Architects, the AIA plays its part within the process. Students learn a working knowledge of how the AIA and the document series influences the method and legality of architectural practice. Discussions and assignments are framed around an architectural practice. Topics covered emphasize office management, professional liability and insurance, the owner-architect agreement, the architect-consultant agreement, owner-contractor agreement, bidding procedures and conditions of the contract management. The semester concludes with the submission of Firm Procedure Manuals in which students have developed mock models of architectural firms.

Assessment of SC.2
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.2.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

SC.3 Regulatory Context

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 3011 - Architecture Studio V	0	12	**4**
ARCH 3012 - Architecture Studio VI	0	12	**4**
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	**3**
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	**4**
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	**3**
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	**3**
		Total Credits	**21**

Figure 3.13. Curricular Locations of NAAB Student Criteria SC.3

ARCH3011 – Architecture Studio V
This course introduces accessibility and egress for mid-sized architectural projects. Site analysis documents the existing conditions including local laws and regulations.

ARCH 3012 – Architecture Studio VI
The studio calls for a project situated in an urban context. As such site analysis includes the regulations and identification of the existing constraints of the site, through codes and zoning. The urban site provides the context for students to understand the fundamental principles of life safety, land use, and current laws and regulations.

ARCH 3313
Using sustainability as an armature for this discussion, the student becomes aware of the ethical obligations of the profession through a clear understanding of the inter-relationships between elements at both the macro and micro scale, of the man-made and natural.

ARCH 4013
The course exercises principles of life safety through the design of circulation systems that include provisions for the safe exiting of the building in the event of an emergency. These provisions include the relative positioning and dimensional characteristics of egress components. The project parameters of the course project are configured to adhere to construction allowances of area and height, defined in the code, concerning classified construction types. Universal Design standards are upheld in the project, to ensure equal access to shared amenities is provided on-site.

ARCH 4224 - Professional Practice I Codes and Technical Documents
The course addresses these through the examination of the various professional and civic codes that begin to define the responsibility and liability of the architect in the interpretation and application of the codes. The IBC lays out the types of drawings necessary to receive a building permit and the various regulations a design must address to be code compliant and receive a building permit.

ARCH 4226 - Professional Practice III Practice and Ethics
This course introduces the study of professional ethics, laws governing the practice of architecture and contractual relationships. It develops a working knowledge of how the American Institute of Architects (AIA) Document Series influences the method and legality of architectural practice. It emphasizes office management, professional liability and insurance, the owner-architect agreement, the architect- consultant agreement, owner- contractor agreement, bidding procedures and conditions of the contract management.

Assessment of SC.3
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.3.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

SC.4 Technical Knowledge

Sequence & Course Name	lecture	lab	Credit Hours
ARCH 1241 - Design Communication I	1	3	**2**
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	**3**
ARCH 2242 - Design Communication II	1	3	**2**
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	**3**
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	**4**
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	**3**
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	**3**
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	**3**
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	**3**
ARCH 4225 - Professional Practice II - Cost Control	2	0	**2**
		Total Credits	**28**

Figure 3.14. Curricular Locations of NAAB Student Criteria SC.4

ARCH 1241 - Design Communication I
This course offers lecture and practicum providing fundamentals of design communication through principles of drawing conventions and related techniques including orthographic projections, paraline drawings, and perspective construction systems to represent design ideas and built forms. This involves use of manual media, 2D image manipulation and 3D modeling using digital media. This course develops visual literacy through visual thinking and to develop skills to represent objects and simple buildings in both two and three-dimensions.

ARCH 2211 - Architecture Structures I Introduction to Structures
In terms of content, this course provides an overview to Architectural Structures; develops knowledge and skills in the understanding of statics, strength of materials, and the behavior of structural elements, as well as analyses of the forces acting upon them, the external reactions to establish balance, and the internal stresses that develop within them.

ARCH 2242 - Design Communication II
This course offers lecture and practicum and is a continuation of Design Communication I. It introduces techniques and conventions of graphic communication as an aid for architectural design. This course advances levels of visualization and representation of buildings using component-based 3D computer modeling platforms and graphic post-processing programs. The goal is to link these techniques to various studio processes at both the iterative and presentation levels. Various planar projection techniques are revisited that highlight the physical approximation of architectural vocabularies ranging from orthographic to paraline projection systems across a number of scales. Small-scale buildings are used as the basis for reconstruction to highlight the capacity of each technique and scale in sequestering sets of architectural information.

ARCH 2311 - Environmental Tech I -Systems Selection and Materials
Tectonic explorations sharpen understandings of construction materials and the appropriate use of sustainable materials and design practices in Architecture. Through a case-study analysis students research, analyze, interrogate and document one of the three tectonic and material structural building systems – wood, steel and concrete.

ARCH 3211 - Architecture Structures II Concrete and Lateral Loads
Students apply design techniques in defining a frame system and selecting or sizing wood or steel members, particularly beams and columns, trusses, diaphragms, and connections. The final team project highlights a structural form employing wood and steel.

ARCH 3212 - Architecture Structures III Steel and Wood
The semester projects deepen the understanding of precast structural systems in both a computational and construction methods (mix design, modularity and formwork construction).

ARCH 3313 - Environmental Technology II Human Comfort and Building Systems
Architecture can become a greater part of the solution to environmental challenges and concerns that are present at multiple societal scales. Therefore, the idea of Human Comfort as a measure of design must be considered in all scenarios of impact, cost and result. This course prepares each student to be a participant in the design and discussion of system integration and passive strategies that reduce dependence of our profession and society upon purely technologically controlled environments.

ARCH 3314 - Environmental Technology III Lighting, Electrical and Acoustics
Students develop sun ray tracing drawings and shadow masks as a basis for design analyses of shading devices. Design analysis of solar access and daylighting using physical models and understanding basic calculations within the areas of electrical power, lighting, acoustics, and daylighting. Students understand the importance of collaboration with technical

consultants and developing an understanding in the technical areas covered in this course to begin dialogs with specialty consultants.

ARCH 4224 - Professional Practice I Codes and Technical Documents
Professional Practice I includes a lab component in which each student produces a mock set of construction documents of their integrative design project (completed in ARCH 4013) with Revit or another comparable software.

ARCH 4225 - Professional Practice II Cost Control
Students create and employ digital and physical models to study the effects of project variations on costs evaluating design decisions for cost effective application of project resources. In the models they describe the role of materials specifications and their effect on project aesthetics and costs. They develop and use project timelines and fee schedules to describe construction project estimating types, procedures and practices.

Assessment of SC.4
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.4.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

SC.5 Design Synthesis

Sequence & Course Name	lecture | lab	Credit Hours
ARCH 3012 - Architecture Studio VI	0 | 12	4
ARCH 4013 - Architecture Studio VII: Integrative Design	0 | 12	4
	Total Credits	8

Figure 3.15. Curricular Locations of NAAB Student Criteria SC.5

ARCH 3012 - Architecture Studio VI
The studio builds upon prior studio sequence by adding complexity regarding understanding of the site as a social product, translation from a complex program into building form and space, and increased proficiency on using technologies of construction and environmental systems. The studio level assumes increased independence of thought, design process, and individual development.

ARCH 4013 - Architecture Studio VII: Integrative Design
The course utilizes optimization models to aid in synthesizing system alternatives related to building assemblies, building control mechanisms, user requirements, approved system types, cost premiums, payback periods, and energy savings. When modeled together, system combinations are identified that improve the building's performance relative to desired outcomes. The combinations identify areas of the building that require priority, underpinning the decision-making process and justifying the energy and resources allocated to particular building strategies.

Assessment of SC.5
Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.5. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several

studios (including Architecture Studio VII: Integrative Design) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

SC.6 Building Integration

Sequence & Course Name	lecture | lab	Credit Hours
ARCH 3012 - Architecture Studio VI	0 | 12	**4**
ARCH 4013 - Architecture Studio VII: Integrative Design	0 | 12	**4**
	Total Credits	**8**

Figure 3.16. Curricular Locations of NAAB Student Criteria SC.6

ARCH 3012 - Architecture Studio VI
Development of the enclosure system and sustainable approaches to controlling daylighting detailed through a larger wall section show understanding fundamental Materials and Methods of the construction process. This is an introduction to thinking about all aspects of architecture through concept, to systems inclusion. Students speculate on the enclosure system with a large-scale detail model or drawing.

A proficiency in drawing that includes the following: study sketches, schematic plans/sections/elevations, design development drawings, and presentation drawings, is essential. Student's drawings and models show an understanding of design and building constructability, sketches and hardline drawings are required as appropriate to the process. Students express ability in model building. Final presentations make use of appropriate presentation media including modeling, computer renderings and sketches. Goals:

1. Understanding the potential of architecture to enhance both the physical and social fabric of a community and intersect with the larger urban infrastructure.
2. Understanding the image, composition, and organization of the mixed-use, large-scale architectural intervention.
3. Understanding both the aesthetic and technical PERFORMANCE of an architectural intervention's material specification, building envelope, mechanical systems, and physical structure.

ARCH 4013 - Architecture Studio VII: Integrative Design
Building systems and their affiliated constitutes are presented and coordinated through the design of a medium to a large-scale commercial project. Climate-appropriate active and passive systems are modeled together throughout the design process, using state-of-the-art simulation platforms, to ascertain the effectiveness of each design iteration in achieving performance benchmarks reflective of those used in the architectural practice to minimize the impact buildings have on natural resources.

The coordinated construction of components of each passive and active system are represented through the production of technically proficient drawings and models.

Assessment of SC.6

Please see the description of course assessment in the above section PC.1; equivalent processes occur for the assessment of SC.6. In addition, all design studio faculty invite internal and external reviewers to student presentations or exhibits. Furthermore, several studios (including Architecture Studio VII: Integrative Design) are sponsored by local architecture firms. Practitioners from sponsor firms are invited to serve as jurors in studio competitions and provide additional feedback and assessment of student work and achievement of learning outcomes.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

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

Program Response:

Kennesaw State University is accredited by SACS-COC on a ten-year basis with a Fifth-Year Review. The next reaffirmation of accreditation takes place in 2029 and the next Fifth-Year Review in 2025. For additional information, please see:

https://sacscoc.org/institutions/?institution_name=Kennesaw+State+University&results_per_page=25&curpage=1&institution=0011N00001h9ENBQA2

https://www.kennesaw.edu/accreditation.php

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SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 14, 2020

Dr. Pamela S. Whitten
President
Kennesaw State University
585 Cobb Avenue, Northwest
MD 0101
Kennesaw, GA 30144

Dear Dr. Whitten:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 8, 2019:

The SACSCOC Board of Trustees reaffirmed accreditation with a request for a Monitoring Report due **September 8, 2020**. Your institution's next reaffirmation will take place in 2029 unless otherwise notified. The Monitoring Report should address the visiting committee's recommendations applicable to the following referenced standards of the *Principles of Accreditation*:

Standard 7.2 (Quality Enhancement Plan)
This standard expects an institution to have a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement..

The On-Site Reaffirmation Committee expressed concern that the institution's assessment plan did not adequately assess the QEP goals to yield data that would guide implementation and sustainability of the QEP. In response to the Committee's concern, the institution revised the plan that includes comprehensive annual reports addressing progress achieved in the QEP and measures to assess implementation of the QEP.

Although the institution provided a schedule of assessment activities and reporting guidelines, operational definitions for the assessment activities were not identified. Thus, it was not possible to determine whether assessment measures were aligned with the QEP goals and activities.

Standard 7.3 (Administrative effectiveness)
This standard expects an institution to identify expected outcomes of its administrative support services and demonstrate the extent to which the outcomes are achieved.

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

SACSCOC™

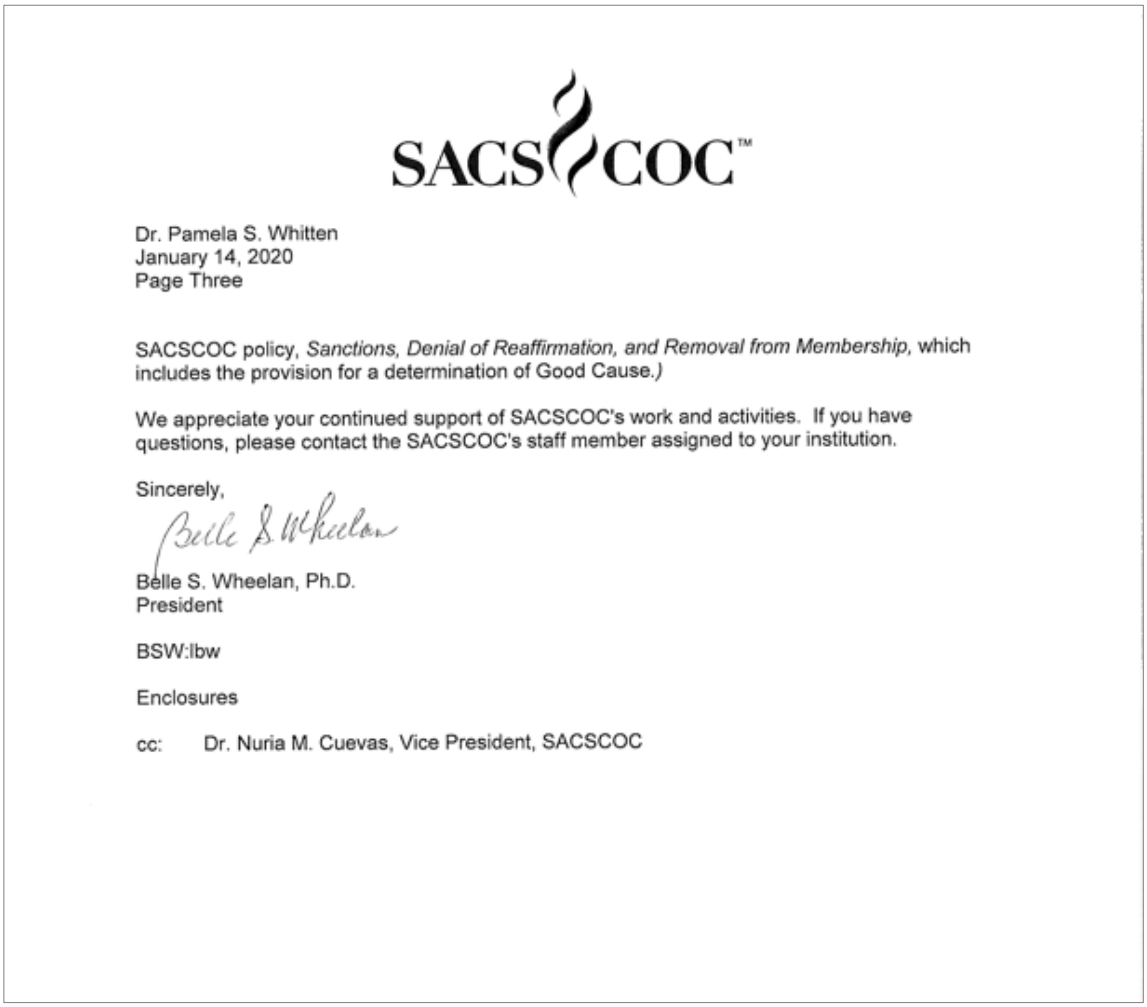
In its Response Report, the institution provided evidence that it identified expected outcomes and measures and analyzed data for all of its administrative support services units; however, the extent to which outcomes were achieved was not clear.

Also, please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2020,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an 'Impact Report of the Quality Enhancement Plan on Student Learning' as part of their 'Fifth-Year Interim Report' due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of SACSCOC regarding its specific due date. Directions for completion of the report will be included.

Guidelines for the Monitoring Report are enclosed. Since it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **six (6) copies** to your SACSCOC staff member.

Please note that Federal regulations and SACSCOC's policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation (Principles)* within two years following the SACSCOC Board of Trustees' initial action on the institution. At the end of that two-year period, if the institution does not comply with all standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Board, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines Good Cause at that time and the institution has not been on Probation for both years during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. An institution may be on Probation for a maximum of two years. If the Board does not determine Good Cause or if the institution does not come into compliance within the specified period of time while on Probation, the institution must be removed from membership. (See enclosed



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Dr. Pamela S. Whitten
January 14, 2020
Page Three

SACSCOC policy, *Sanctions, Denial of Reaffirmation, and Removal from Membership*, which includes the provision for a determination of Good Cause.)

We appreciate your continued support of SACSCOC's work and activities. If you have questions, please contact the SACSCOC's staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lbw

Enclosures

cc: Dr. Nuria M. Cuevas, Vice President, SACSCOC

3/2/22, 12:27 PM Review Detail

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Monitoring Report

Dates: 12/1/2020 - 12/1/2020
Stage: Completed
Chair:

Case ID: RC000641
VP: Dr. Nuria M. Cuevas

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The B.Arch program degree is centered on a ten-semester studio sequence that proceeds from the fundamentals of architectural design, through the technical aspects of building and integrative design, to investigations of the urban condition. The program culminates in a Fifth-Year Thesis and an exploration of architecture as a form of design research. Reinforcing the studios are sequences in design communication, architecture history and theory, structures, environmental technology, and professional practice. Collectively, they provide a holistic understanding of the design processes necessary for the production of well-designed and meaningful architecture.

The curriculum is divided into two parts: the lower division and the upper division. The lower division constitutes the first two years of the program, and its curriculum is designed to introduce basic skill sets, fundamentals of design and building technologies. The upper division constitutes the last three years of the program and its curriculum is designed to enhance the students understanding of the relationship between people and the built environment, the role of technology, structures in comprehensive design, the importance of history and theory to the design process, and to introduce the broader challenges of urbanism and design research.

To earn the B.Arch degree, the program requires completion of one hundred fifty (150) academic credits. The architecture core curriculum has a total of ninety-five (95) credit hours organized by sequence and structured by forty hours of studio credit. The degree requires 11 elective credits and 44 General Education credits. Please see Section 4.2.3 for information on electives and Section 4.2.2 for information on General Education.

An optional entry track is available for Transfer and Change of Major students who meet the eligibility qualifications of the Accelerated Track. See Section 4.3.1. In this track all of the course learning outcomes of ARCH 1001, ARCH 1002, ARCH 2003 and ARCH 2004 are met by ARCH 1011, ARCH 1012 and ARCH 2013.

Degree candidates are responsible for meeting the university requirements stated in the Kennesaw State University catalog to which they are officially assigned.

Overall policies established in the catalog can be found here: https://catalog.kennesaw.edu/index.php?catoid=60.

And the requirements for the B. Arch degree are located here: https://catalog.kennesaw.edu/preview_program.php?catoid=60&poid=6830&returnto=4533.

Table 4.1. KSU Architecture Major Course Requirements, 95 credits

KSU ARCH
Bachlor of Architecture
Required Architecture Major Courses

	Course Name	Credits Lecture	Credits Lab	Total Credits
Lower Division	ARCH 1000 - Introduction to Architecture	2	0	**2**
	ARCH 1001 - Architecture Studio I	0	12	**4**
	ARCH 1002 - Architecture Studio II	0	12	**4**
	PHYS 1111 - Intro Physics I	3	0	**3**
	PHYS 1111L - Intro Physics Lab (1CHr)	0	3	**1**
	ARCH 1241 - Design Communication I	1	3	**2**
	ARCH 2003 - Architecture Studio III	0	12	**4**
	ARCH 2004 - Architecture Studio IV	0	12	**4**
	ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	**3**
	ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	**3**
	ARCH 2242 - Design Communication II	1	3	**2**
	ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	**3**
Upper Division	ARCH 3011 - Architecture Studio V	0	12	**4**
	ARCH 3012 - Architecture Studio VI	0	12	**4**
	ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3	0	**3**
	ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	**3**
	ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	**4**
	ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	**3**
	ARCH 3313 - Environmental Technology II: Human Comfort and Building Systems	3	0	**3**
	ARCH 3314 - Environmental Technology III: Lighting, Electrical and Acoustics	3	0	**3**
	ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	**4**
	ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	**4**
	ARCH 4114 - Architecture Cultures IV: The Development of Architecture into the Twenty-First Century	3	0	**3**
	ARCH 4116 - Urban Design and Planning Theory	3	0	**3**
	ARCH 4117 - Thesis Prep	2	0	**2**
	ARCH 4224 - Professional Practice I: Codes and Technical Documents	2	3	**3**
	ARCH 4225 - Professional Practice II - Cost Control	2	0	**2**
	ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	**3**
	ARCH 5015 - Focus Studio	0	12	**4**
	ARCH 5016 - Thesis Research	0	3	**1**
	ARCH 5017 - Thesis Studio	0	12	**4**
				95

KSU ARCH
Optional Tracks
Accelerated Track

Course Name	Credits Lecture	Credits Lab	Total Credits
ARCH 1011:Accelerated Studio I	0	15	**5**
ARCH 1012:Accelerated Studio II	0	15	**5**
ARCH 2013:Accelerated Studio III	0	18	**6**
Staisfies Arch 1001, Arch 1002, Arch 2003 and Arch 2004			
			16

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must

document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

General Studies
As a condition of accreditation, SACS-COC requires a minimum of 30 semester hours, including at least one course in the humanities, fine arts, social/behavioral sciences, and natural science/mathematics.
https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf

The *Academic & Student Affairs Handbook* of the University System of Georgia (USG) establishes Learning Goals and Areas that all USG institutions must meet. KSU's General Education Core Curriculum meets the requirements of SACS-COC and the USG.
https://www.usg.edu/academic_affairs_handbook/section2/C738

KSU General Education Core Curriculum Requirements
While the major program provides an in-depth study of architecture, KSU's General Education Requirements meet SACS-COC and USG requirements and ensure that all graduates achieve a breadth of understanding across the liberal arts and sciences. General Education requirements are categorized in Areas A – E and B. Arch students follow the requirements for "Science Majors" seen in the KSU Undergraduate Catalog. Architecture students complete a total of 44 credit hours of General Education and complete an additional 4 credit hours of physics within the major as a prerequisite for the Structures sequence.

The Bachelor of Architecture Curriculum Chart maps these requirements together with major courses to balance total semester credit hours, ensure that prerequisite paths are prioritized, and align course topics, where appropriate.

Please see Section 4.3 for the transfer credit evaluation process.

Please visit the KSU Undergraduate Catalog for General Education learning outcomes and course descriptions: https://catalog.kennesaw.edu/content.php?catoid=60&navoid=4670

Table 4.2. KSU General Education Requirements

Course Name	Total Credits
AREA A1: Communication	
ENGL 1101 English Composition I	3
ENGL 1102 English Composition II	3
AREA A2: Quantitative Learning	
MATH 1113 Precalculus	3
AREA B1: Critical Thinking	
ECON 1000 Contemporary Economic Issues	2
AREA B2: Critical Thinking	
Select one course	3
AREA C1: Humanities	
Select one course	3
AREA C2: Fine Arts	
Select one course	3
AREA D1: Applied Math	
MATH 1190 Calculus I	4
AREA D2: Natural Sciences	
Select two course pairs	8
AREA E1: U.S. Government	
POLS 1101: American Government	3
AREA E2: U.S. History	
HIST 2111 Survey of U.S. History I Or HIST 2112 Survey of U.S. History II	3
AREA E3: World History	
Select one course	3
AREA E4: Social Sciences	
Select one course	3
	44

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Eleven (11) elective credits are required for the B.Arch degree and the program regularly offers disciplinary electives, taught by architecture faculty. Table 4.3 lists electives that have been offered by the department over the past five years. Students also have access to a wealth of options for elective studies and minors outside the program—many pursue electives or a minor in Construction Management, Psychology, or Environmental Studies.

The architecture program also participates in KSU's Double Owl Pathways that allow undergraduate students to get a head start on graduate studies by utilizing elective requirements. B.Arch students may pursue a Double Owl with the Master of Art & Design

Museum Studies concentration to gain expertise in this area. Additional Pathways are in development.

Table 4.3. KSU Architecture electives offered over the past 5 years

Course Name	Course Credits	Requried Elective Credits
ARCH 3398 - Architecture Summer Internship	3	
ARCH 4490 - Applied Visual Graphics for Production and Design	3	
ARCH 4490 - Architecture Advocacy	3	
ARCH 4490 - Computational Methods I	3	
ARCH 4490 - Space Lab	3	
ARCH 4490 - SpTp: Advanced Production Precast	3	
ARCH 4490 - SpTp: Design Build Shed	3	
ARCH 4490 - SpTp: Arch Drawing & Rendering	3	
ARCH 4490 - SpTp: Digital Design & Fabrication	3	
ARCH 4490 - Urban Analytics	3	
ARCH 4490 - ARCH Advocacy: Socially Built Environment	3	
ARCH 4490 - SpTp: Curatorial Practices	3	
ARCH 4490 - SpTp: Design Build and Digital Fabrication	3	
ARCH 4490 - SpTp: Leadership By Design	3	
ARCH 4490 - Architecture and Film	3	
ARCH 4490 - Equality Implemented Performative Systems	3	
ARCH 4490 - SpTp: Architecture Colloquium HONOR class	1	
ARCH 4490 - SA: Sustainable Design and Contruction - Arch	3	
ARCH 4490 - SpTp: Design for Health	3	
ARCH 4892 - Tactical Urbanism	3	
ARCH 4891 - Furniture Design	3	
ARCH 4490 - Furniture Design (Advanced)	3	
Required Free Electives		**11**
		11

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Bachelor of Architecture is the only degree offered in the Department of Architecture.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

The B. Arch degree consists of:

- Major Courses (Professional Studies): 95 credit hours. See Section 4.2.1.
- General Education Courses: 44 credit hours. See Section 4.2.2.
- Elective Courses: 11 credit hours. See Section 4.2.3
- Total credit hours: 150

Transfer and Change of Major students may qualify for the Accelerated Track of the B.Arch degree. There are no changes to the credit hour requirements for the Accelerated Track. See Section 4.2.1.

The B.Arch Curriculum Flow Chart in Figure 4.4 shows the relationship of major courses, general education courses and elective courses for the B. Arch Degree.

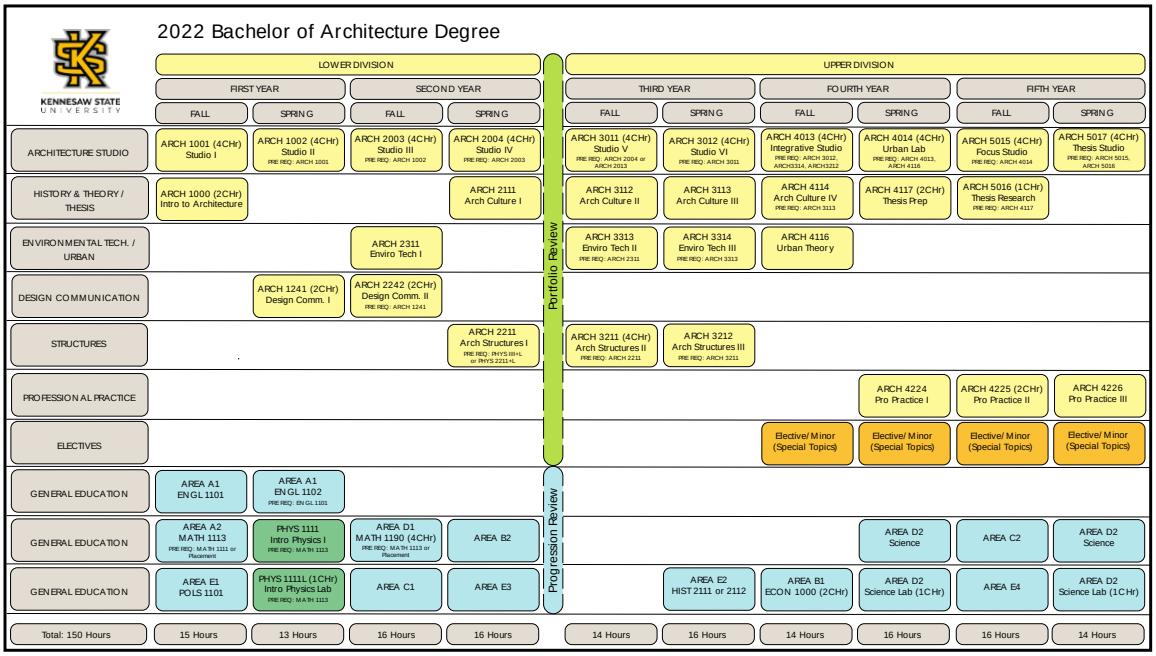


Figure 4.4. KSU ARCH Bachelor of Architecture Curriculum Flow Chart

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of

credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response: This item does not apply to our program.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: This item does not apply to our program.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

We aim to offer potential students multiple points of access into the B.Arch program while maintaining consistent admission and coursework evaluation standards for all types of access. While most students enter the program as first-time freshmen, we also have access processes established for Freshmen Transfer, Transfer, Transfer with Advanced Placement, and Change of Major students. Transfer and Change of Major students without advanced placement may be eligible for the Accelerated Track that fulfills the lower division Architecture curriculum in three semesters.

Freshmen and Freshmen Transfer Admission Requirements
First-time freshmen and freshman transfer students (transfer students with less than 30 credit hours) who meet the Architecture Major admission criteria are accepted to begin the B.Arch curriculum and no prior academic coursework related to satisfying NAAB accreditation criteria is expected. See Section 6.5 for information on the Architecture Major admission criteria.

Freshmen Transfer Admission – Credit Evaluation
Freshman Transfer students who meet the Architecture Major admission criteria and are accepted to begin the B.Arch curriculum may have transfer credit evaluated by the KSU Office of the Registrar for General Education requirement equivalencies. Please see below.

Transfer Student Admission Requirements
https://catalog.kennesaw.edu/content.php?catoid=60&navoid=4505#admissionothercolleges
https://transfer.kennesaw.edu/transfer-evaluation-processes/index.php

Transfer students with more than 30 semester credit hours must meet the KSU transfer admission requirements and have a minimum College GPA of 2.5 for acceptance into the B.Arch program. (KSU's standard transfer GPA requirement is 2.0.)

KSU's Office of the Registrar conducts transfer evaluations and accepts transfer credit only from accredited institutions, only in courses comparable to KSU courses or in subject fields appropriate for KSU degrees, and only when the grades earned are sufficient for the transfer courses to meet KSU degree requirements. The Registrar evaluates potential transfer courses for all preapproved equivalencies and the student's previous courses will be assigned KSU course numbers for those deemed equivalent. An elective credit is identified with a KSU prefix, i.e., MATH or ELEC, then the next number is the course level (1-4) followed by a T to symbolize transfer. The last two numbers are randomly assigned to each elective course (00-99) (i.e. ELEC 1T00 or PSYC 3T00).

All architecture courses will be initially assigned elective numbers (1T00-4T99) by the Office of the Registrar. The Department of Architecture then conducts a secondary review to determine any transfer credit equivalencies for B.Arch program requirements. Please see below.

B.Arch Program Curriculum Placement
Admitted architecture major transfer students with college-level credit in architecture or allied disciplines may submit a Curriculum Placement Request to the Architecture Department Chair. The Department Chair evaluates potential lecture and elective courses for equivalency and the Assistant Department Chair oversees a portfolio review for all requests involving architecture studio courses. Placement request submission requirements can be found here: https://cacm.kennesaw.edu/architecture/about/admission.php

Change of Major Entry Requirements
Current KSU students may apply for a change of major to Architecture if they have earned 24 KSU credit hours, have earned a minimum 2.5 KSU GPA, and are ready to take precalculus (MATH 1113) or higher in math. Change of major students do not qualify for advanced placement in architecture major coursework but may qualify for the Accelerated Track.

Accelerated Track Entry Requirements
An Accelerated Track is offered for transfer and change of major students without advanced placement credit. Accelerated Track students must have completed 36 applied university credit hours, with specific Architecture Program curriculum requirements. The 36 credit hours were either earned at KSU or were evaluated though the transfer admissions process for General Education requirement equivalencies and all other NAAB accreditation criteria are met after acceptance into the track. For additional information on the Accelerated Track, please see Section 6.5.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

Our program does not rely on preparatory education experience to meet accreditation criteria.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a

candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Students with baccalaureate or associate degrees who are pursuing an undergraduate degree at Kennesaw State University are designated as transfer students. All prior degree coursework will be evaluated for equivalency and credit at KSU as discussed above and these students are advised to consider the Accelerated Track.

Prospective students can check preapproved equivalencies here: https://transfer.kennesaw.edu/transfer-resources/transfer-credit.php

Coursework evaluation results are provided by Banner student articulation records (SHATAEQ) and DegreeWorks (after Registrar confirms articulation and rolls to history). DegreeWorks communicates to students the percentage completion of the degree, as presented here: https://academicaffairs.kennesaw.edu/owladvising/focus-areas/understanding_degreeworks.php

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The Provost and Vice President for Academic Affairs reports to the university President and oversees all colleges and divisions of academic affairs. Please refer to the Academic Affairs organizational chart here: https://academicaffairs.kennesaw.edu/about/.

The Dean serves as the chief administrative officer of the College and has the responsibilities and authority specified by the Board of Regents and delegated by the Provost, Dr. Ivan Pulinkala. The Dean serves at the pleasure of the Provost. The Dean may appoint Assistant/Associate Dean(s) as needed who shall carry out such duties as assigned by the Dean. In the college of Architecture and Construction Management the Dean's office employs an Associate Dean for Student Success and Accreditation (AD-SSA) Professor Kathryn Bedette, and an Associate Dean for Faculty/Staff Affairs and Research (AD-FAR) Associate Professor Giovanni Loreto. The Associate Dean(s) will serve as Acting Dean at any time the Dean is unavailable, incapacitated, or unable to administer the affairs of the College. The AD-SSA leads a team of four professional academic advisors supervised by a Director of Advising. Please see Section 5.5.4 for additional information on Academic Advising.

The Dean, using feedback from the administrators, faculty, and staff of the College, shall appoint department Chairs. The department chair is the chief academic and administrative officer of that academic group and shall provide academic and administrative leadership for the department as specified by the Faculty Handbook and delegated by the Dean. Department chairs serve at the pleasure of the Dean. Since the 2014 NAAB reaccreditation visit changes in the department leadership have only recently been made. Dr. Anthony Rizzuto, who was chair during the last NAAB visit, left KSU in 2020 during the pandemic. In July 2020 Associate Professor Edwin Akins II began serving as Interim Department Chair and

remained in the role for nearly two years while a national search was conducted. An offer was made to the final candidate, but an agreement was unable able to be secured. Simultaneously, Professor Akins left KSU to return to industry. Associate Dean and Professor Kathryn Bedette became the Interim Department Chair during this time and led the transition to the new chair. In mid-July 2022 Professor Christopher Welty was appointed as the new Interim Department Chair. A national search for a permanent chair has been approved and will begin in Fall 2022.

With the approval of the Dean and Provost, Architecture and Construction Management Chairs may appoint Assistant/Associate Chairs for their academic department. The Interim Assistant Chair for Architecture is Associate Professor W. Peter Pittman. The “Interim” title for the Assistant Chair will remain in-place until a permanent Chair is appointed and is allowed to build his/her leadership team/structure.

The Dean’s office is supported by an Executive Administrative Assistant (Dorianne Gutierrez), Senior Business Manager (Brian Ellis), and Senior Development Officer (Andrew Tatnall). Additionally, daily operations are supported by a Building Operations Manager (Rachel Kidd-Chancey), Digital Operations Manager (Rachel Johnson), and five additional lab staff and technicians. In addition to the above, each college is assigned various support staff from operation units such as Human Resources (HR) and University Information Technology Systems (UITS). The Dean’s office and college staff are available to support both academic units as needed.

The Architecture Department resides in the College of Architecture and Construction Management along with the Construction Management Department. The academic units and the organization chart are published at the college website: https://cacm.kennesaw.edu/org-chart.php. The Architecture Department has its own leadership structure, department faculty/staff, committees/councils, and budget.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Within the B. Arch degree, the faculty, staff, and students assume pivotal roles in the college and institutional shared governance structures which are formally implemented at the department, college, and university levels. These structures are presented in Tables 5.1 and 5.2 and described below. The full committee assignments can be found at: https://cacm.kennesaw.edu/committee-assignments.php.

Table 5.1. CACM Committees/Councils Structure

Committees	Faculty per Department	Staff	Term
College Curriculum Committee	2 T/TT	NA	2-years Staggered
College P&T Committee	2 Tenured	NA	2-years Staggered
College Awards Committee	2 T/TT w/3rd year review completed	2	3-years Staggered
Ad Hoc Committees	As determined by CFC or Dean	As determined by CFC or Dean	As determined by CFC or Dean

Diversity, Equity, and Inclusion Committee	2T/TT	NA	2-years Staggered
Councils	Membership		Term
College Faculty Council	3 T/TT faculty per Dept.		3-years Staggered
College Staff Council	2 full-time Staff (+Univ. Staff Council Rep*)		2-years Staggered
Executive Leadership Council	Per ELC Guidelines		As Negotiated
Student Advisory Council	Per SAC Bylaws		1-year

* non-voting member

Three key councils within the CACM are the College Faculty Council (CFC), College Staff Council (CSC), and the Student Advisory Council (SAC). These councils provide a voice for the collective. The CFC serves as a reporting body to the Dean. The purpose of the CFC is to promote collegiality and effective shared governance of the college by increasing the transparency and two-way communication between the faculty and the Dean with regards to the development and implementation of policy, including, but not limited to strategic planning, annual budgeting, hiring, space and resource allocation, reassign-time, salaries and raises, etc.

The CSC is to provide oversight and guidance to the needs and requirements of the staff. The purpose of the CSC is to promote collegiality and effective shared governance of the college by increasing the transparency and two-way communication between the staff and the Dean with regards to the development and implementation of policy, including, but not limited to strategic planning and staff development, space, and resource allocation, etc.

The SAC provide the students a representative body at the college level to highlight issues, concerns, and celebrations among the students. This council includes student membership from both departments, undergraduate and graduate levels, college senator, and an at-large member from a non-traditional group. The purpose of the SAC is to promote collegiality and effective shared governance of the college by increasing the transparency and two-way communication between the students and the Dean with regards to the development and implementation of policy, including, but not limited to student success.

The Architecture faculty are represented in the department, college and university level committees. The KSU faculty handbook regulates the representation of the different departments in the shared governance of the university. For example, ARCH faculty members are represented in the university faculty senate, university undergraduate curriculum committee, presidential sustainability and inclusion committee, and college council committee. The Department of Architecture schedules regular faculty meetings for all faculty members, and the department faculty participate in multiple department committees as part of their service workload. Membership of some committees, such as the promotion and tenure committee, are only for tenured faculty participation. Table 5.2 below provides a listing of all department-level committees where ARCH faculty participate.

Table 5.2. Department of Architecture Committees/Councils Structure

Committees/Councils	Faculty and Rank	Term
ARCH Curriculum Committee	2 T/TT	2-years Staggered
ARCH P&T Committee	5 FT Tenured	3-years Staggered
ARCH Department Faculty Council	2 T/TT and 1 Sr. Lecturer/Lecturer	2-years Staggered

ARCH Lecture, Exhibition, Symposia Committee	2 Faculty	2-years Staggered
ARCH Scholarship Committee	5 FT	2-years Staggered
ARCH Search and Screen Committee	5 members per University Handbook	NA
5th-Year Council (Ad Hoc)	4th year & 5th year FT faculty	As determined by the ARCH Chair
Coordinators Council	All Coordinators	NA
Ad Hoc Committees	As determined by DFC or ARCH Chair	As determined by DFC or ARCH Chair

The ARCH faculty members participate in faculty and administrator search committees at the department, college and university levels. The faculty members also participate in the university and college curriculum committee and internal funding research committees.

The Department of Architecture maintains the mission, vision, and values established by the ARCH chair, faculty and advisory board, which are periodically reviewed to align and contribute to the college and university-wide mission and goals.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

In 2020 The Department of Architecture set out to write an updated strategic plan replacing the 2012 version. The department chair, Dr. Anthony "Tony" Rizzuto tasked professors Giovanni Loreto (committee chair) and Timothy Frank to lead the Architecture Program Strategic Plan Committee. This would be the first revision in eight years and began at a time of rapid growth in enrollment. Unbeknownst was the impending pandemic, which ultimately delayed the plan writing and ratification until 2022.

The 2022 Architecture Program Strategic Plan was well-vetted through multiple faculty meetings and planning sessions. The process included survey and data analysis from alumni, advisory board members, faculty, staff, and students. Section 5.2.4 outlines the plan development process which included a redefining of the department Vision and Mission, identifying intersections between the vision and mission, and the establishments of Goals, Strategies, Objectives, and Tactics. The benefit of this new plan is that all goals have tactics which are trackable and measurable. All totaled there are two Vision Points and four Mission Points of focus.

V1 Building design excellence
- M1 Multi-scalar learning opportunities that support the design of a responsive built environment and a resilient educational model for future generations
  - Goal 1 Support Faculty Diversity and Specificity
  - Goal 2 Expand local and global engagement
- M3 An interdisciplinary stem curriculum that fosters critical thinking and embraces the full breadth of architectural integration and environmental ethics/responsibilities.
  - Goal 1 Enrich engaged learning and quality

V2 Most relevant Architecture program in the southeast region

M2 Innovative approaches to the profession and Technology to achieve design excellence

Goal 1 Improve retention
Goal 2 Post-academic preparation
Goal 3 Increase students skillsets

M4 Leadership, shear governance, collaboration, and partnerships that demonstrate and expand our value and relevance (to the field of Architecture) through engaged learning

Goal 1 Faculty leadership and shared governance

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The department's strategic planning process was developed within the larger context of the CACM's 2022-2027 Strategic Plan, "Build | Grow | Succeed". The two plans (college and department) were being developed simultaneously and approached many of the same ideals from different perspectives. The CACM Strategic Plan established eight objectives with goals, initiatives, and actions. The objectives in both plans focus heavily on engagement, student success, diversity, and leadership.

- Objective 1 - Student Success
- Objective 2 - Faculty and Staff Success
- Objective 3 - Building Our Brand
- Objective 4 - Expand and Strengthen External Relations
- Objective 5 - Interdisciplinary Curriculum
- Objective 6 - Achieve Local and Global Engagement
- Objective 7 - Produce High Quality Professionals and Critical Thinkers
- Objective 8 - Sustainability Awareness and Action

The university has developed The Roadmap to R2 Success as guiding principles given the recent elevation to the Carnegie R2 research status. Each college also developed their own specific R2 Roadmap which focus on their approach top research and how research is incorporated into the curriculum. The KSU R2 Roadmap identifies four areas of focus: Advance Community and Culture, Enhance Undergraduate Educational Experiences, Grow Graduate Programs and Enrollment, and Promote Interdisciplinary Research with Relevance. The CACM R2 Roadmap to Success uses the same four categories and customized the Goals, Initiatives, and Actions based on faculty and staff input and areas of interest/expertise.

The Department of Architecture, like other departments/programs/colleges within the university, use many of the following key performance indicators and data sets to gauge progress:

- First-year Enrollment Numbers.
- Change of Major Requests from ARCH to other programs within CACM or KSU.
- D, F, W, I Rates help identify courses with low performance.
- Retention and Progression to Graduation Rate (RPG) which monitors the academic performance of students to assure success for both faculty and students; track the percentage of continuing students who return each fall.
- Portfolio Review Pass Rate for students progressing into Upper Division ARCH courses.
- Graduation Rate which determines the number of students who completed their education and received their professional degree within the normal time frame.
- Student Evaluations of satisfaction with their courses and studios.

- Diversity Data to appraise improvements in the diversity of our student body and faculty and continue to improve the social conditions within the school that support that diversity.

Annual reporting on the progress of the R2 goals is anticipated, with routine analysis of the above indicators ongoing.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

Although the CACM SP and Architecture Department Strategic Plan are new this year the faculty, staff, and administration have made good progress implementing many initiatives already. The Architecture Department Strategic Plan V1, M1, Goal 2 calls to *expand local and global engagement*. (This goal aligns with the CACM SP Objective 6 - Achieve Local and Global Engagement). This is actively being pursued in many directions. Study abroad has always been a focus of KSU and in AY22-23 a proposal has been submitted an international travel program proposal, led by an architecture department faculty, to Italy. Support for this program includes the leadership at the department and college levels, and the Department of Global Affairs. Other opportunities include sponsored studios addressing local client needs, and engagement with economic development organizations.

As a means to increase retention, under the Architecture Department Strategic Plan V2, M2, Goal 1 *Improve Retention,* the college is seeking STEM designation. All College of Architecture and Construction Management degree programs (B.Arch., BS-CM, and MS-CM) are in process of requesting STEM designation through academic affairs. (This goal aligns with the CACM SP Objective 1 - Student Success).

V1, M3, Goal 1 *Enrich engaged learning and quality's* Strategy Two encourages engagement with national associations. In the past 18 months the college and departments have hosted numerous conference and symposia including: 2021 Design Communication Association International Conference, KSU Equinox Week, 2021 Creative Placemaking Symposium, 2022 Construction History Society of America Annual Conference, 2022 PCI Educators Seminar.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

This section of information is pasted from the 2021 Department of Architecture Program Strategic Plan and documents the report's background and development process. In September of 2019, the KSU Architecture Program Chair appointed a specific taskforce of the KSU Architecture Faculty with an initial charge to design the 2020 KSU Architecture Program Strategic Plan. The 2020 KSU Architecture Program Strategic Plan Committee (SPC) immediately began the design of the 2020 Architecture Program Strategic Plan. In March of 2020, during the plan preparation, the COVID pandemic delayed the plan creation process, which was resumed in the Fall of 2020. In May of 2021, the process was completed for what was renamed the 2021 KSU Architecture Program Strategic Plan, which is intended to guide the KSU Architecture Program for the next five years (2021 through 2026) and will have a significant influence on the guidance of the program for the next ten years.

The 2021 Architecture Program Strategic Plan Framework
The 2020 KSU Architecture Program Strategic Plan Committee adopted the *Strategic Planning in Higher Education* framework (Tromp & Ruben, 2010), which is a blueprint for a comprehensive approach to strategic planning that can be applied regardless of the size or

structure of the organization. This framework consists of seven major planning phases: 1) mission, vision, and values, 2) collaborators and beneficiaries, 3) environmental scan, 4) goals, 5) strategies and action plans, 6) plan creation, 7) outcomes and achievements. Figure 5.1 reports on the connection between the different phases.

Figure 5.1. Adapted from Strategic Planning in Higher Education Framework (Tromp & Ruben, 2010)

In underlying this framework, the SPC wanted to recognize that the process of planning is equally as important as the plan itself. The multiplicity of stakeholders and the expectations for shared governance played a significant role in the plan preparation in order for the plan to be effectively translated into practice. The SPC planned engagements in several phases: meetings with leadership to establish goals for the planning process; the development, distribution, and analysis of pre-planning qualitative surveys of faculty, students, staff, and other stakeholders, which become the basis for issue identification; a quantitative analysis to adequately address problems and resources; a written report providing feedback on the information collected during the quantitative analysis and any outcomes; the plan creation; and, post-report, which will be released on year after the plan adoption.

A modified *Strategic Planning in Higher Education Framework* was used to better grasp feedback from different groups (Figure 5.1). In this framework, *Mission and Vision Statements* help explain Departmental aspirations concisely, focus on what is important, and provide a basis for developing aspects of the strategic plan. These documents essentially offer a guide for developing and implementing the KSU ARCH goals and focusing on what is vital in the organization. *Collaborators and Beneficiaries* identify the major stakeholders and their needs, expectations, and satisfaction levels. The *Environmental Scan* considers the social, economic, political, regulatory, technological, and cultural environment in which the organization functions, including assumptions and potential challenges. *Goals* identify the organization's broad, high-level ambitions for *Strategies and Action Plans*. They are the formulation of the specific, detailed ways in which goals will be fulfilled and through which the approach and concrete activities needed to transform the organization are executed. The *Plan Creation* is the phase that clearly articulates the KSU ARCH Strategic Plan and serves to inform, influence, anchor, and guide the Department’s future *Outcomes and Achievements*, which translates goals, strategies, and action plans into tangible and meaningful measures that can be used in monitoring outcomes and milestones and for assessing the ultimate impact of the planning effort.

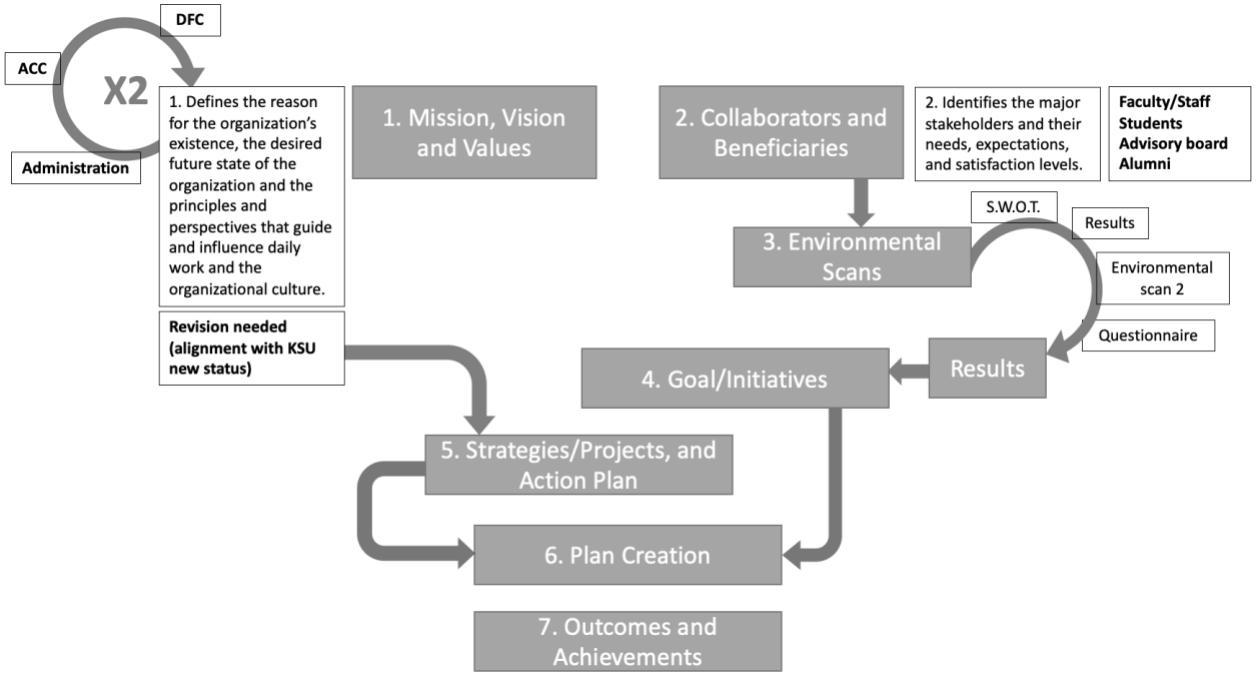


Figure 5.2. Revised version of the Strategic Planning in Higher Education Framework

Timeline

To begin the work of the Committee, the SPC Chair called an initial Committee meeting shortly in September 2019 to discuss organization, scholarship for planning protocol, and scope of the Committee's work. Due to leadership changes, it was decided that the Vision and Mission Statements be reviewed later in the process when higher administration positions would have been filled. A timeline with the main steps in the plan preparation is reported in Figure 3, which connects the Framework phases of Figure 5.2 with a timeline. Below is a list of the meetings and main tasks in chronological order.

- September 2019. Committee formation and literature review.
- September-February, 2019. Focus groups.
- March 2020. Activities suspended due to COVID.
- June-August 2020. Data analysis.
- September 2020. Questionnaires preparation.
- October-December, 2020. Questionnaires distribution.
- January 2021. Data analysis.
- February-April, 2021. Drafting of objectives. Mission and Vision statements and Goals elaboration.
- May 2021. Plan creation. Alignment of Mission, Vision, Goals, Strategies, Objectives and Tactics.
- June 2021. Plan adoption.

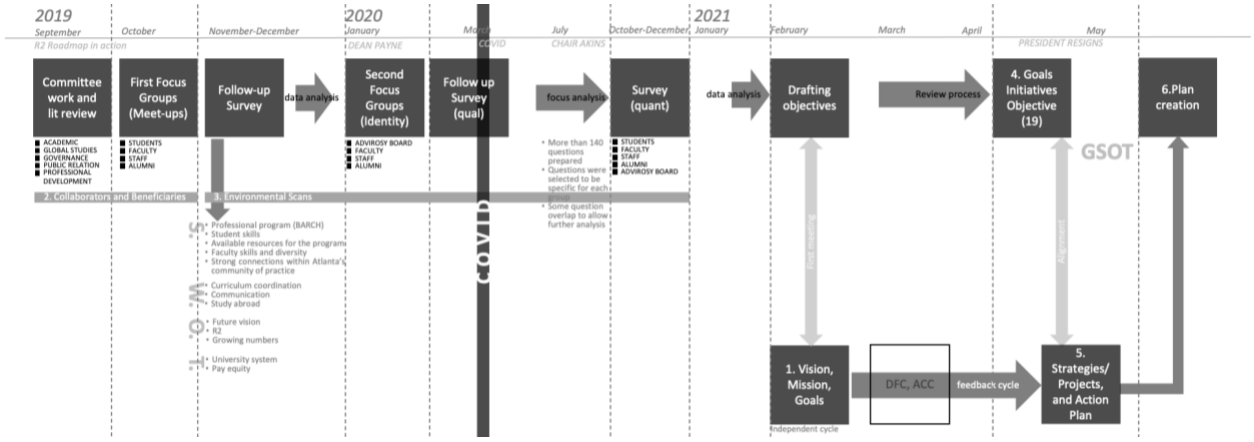


Figure 5.3. 2021 KSU Architecture Program Strategic Plan Timeline

2021 Architecture Program Strategic Plan, Vision and Mission Statements

The earliest committee meetings focused on examining the **Vision and Mission** stated in the 2012 Strategic Plan. The statements were found inadequate to address the changes in the University size and scope (e.g., from SPSU to KSU, KSU R2 mission, Department growth).

The two statements were developed using a top-down approach (from the Administration to the Committee to Faculty) paired with a feedback cycle.

Step 1. Gathering targeted 75 sources. The first step was to define the issues that matter most to members of the community by conducting listening sessions with members of the community (stakeholders like faculty, students, staff, etc.) to gather ideas, thoughts, and opinions about how they would like to see the Department transformed. These meetings were led by a facilitator, who guided the discussion of what individuals perceived as the community's strengths and problems and what people wished the Department was like. Non-formal meetings were also conducted. It was essential to keep records of meetings, and transcripts of what was said provided a basis for subsequent planning.

Step 2. Chair/Dean provides the first draft. Based on the information gathered, the Chair of the Department drafted the first version of the statements to be *concise*, *outcome-oriented*, and *inclusive*.

Step 3. Mission and vision statements are shared with to faculty for feedback. Once the Chair/Dean developed the first drafts of the vision and mission statements, the next step is to gather feedback from the faculty. This task was assigned to Department Faculty Council (DFC). This step was essential to make sure that the statements together capture the spirit, beliefs, and desires of the Department in its entirety. The DFC planned meetings to gather stakeholders' feedback.

Step 4. Obtain consensus on vision and mission statements. Feedback obtained were addressed and supportive documents were shared along with the final statements.

Collaborators and Beneficiaries

Four groups were part of this list, as reported below, and engaged in the strategic plan activities:

- Students
- Faculty
- Staff
- Outside community (through the Department of Architecture Industry Advisory Board)

Environmental Scan

Strengths, Weaknesses, Opportunities, Threats (SWOT) Procedure

In order to perform an Environmental Scan (i.e., acquisition and use of information, trends, and relationships in the Architecture Program's environment), a Strengths, Weaknesses, Opportunities, Threats (SWOT) Procedure SWOT was implemented. The SPC held seven (7) Focus Group meetings and published nine (9) follow-up surveys to conduct an environmental scan of the following Shareholder Groups (i.e., groups that are affected by and/or have an interest in the operations and objectives of the KSU Architecture Program):

Student Focus Groups

1. First and Second years Students – Focus Group Meeting: Wednesday, September 11, 2019, at 6:00 pm (D2 Auditorium)
2. Third and Fourth years Students – Focus Group Meeting: Wednesday, September 18, 2019, at 6:00 pm (D2 Auditorium)
3. Thesis Students – Focus Group Meeting: Wednesday, October 2, 2019, at 6:00 pm (D2 Auditorium)

Faculty Focus Groups

4. Lectures – Focus Group Meeting: Thursday, October 17, 2019, at 2:00 pm (MatLAB)
5. Tenured faculty – Focus Group Meeting: Wednesday, November 6, 2019, at 12:30 pm (MatLAB)
6. Tenure-track faculty – Focus Group Meeting: Wednesday, November 13, 2019, at 12:30 pm (MatLAB)
7. Part-time faculty – Focus Group Meeting: November 18, 2019, Monday at 12:30 pm (MatLAB)

Staff Focus Group

8. Staff – Focus Group Meeting: Wednesday, November 20, 2019, at 12:30 pm (I1 113)

KSU Architecture Program Advisory Board Focus Group

9. Advisory Board – Focus Group Meeting: Friday, February 14, 2020 (Mat_LAB)

Comments were solicited by the SWOT and Survey at each Focus Group meeting in the categories of Strengths, Weaknesses, Opportunities, and Threats (SWOT). The general procedure at each Focus Group meeting follows:

1. Advertise the meeting dates via direct email notification, announce the date at general faculty meetings, provide email reminders and post flyers in the Architecture Department building.
2. Begin each Focus Group meeting with a digital slide presentation introducing the 2021 Strategic Plan Committee, the history of Strategic Planning and NAAB Accreditation in the KSU Architecture Program, an overview of the planning process, and a detailed explanation of the agenda for the meeting, including the SWOT procedure and the role the SWOT analysis would have in the Strategic Planning process.
3. Moderators listed all comments from members of the respective Focus Groups in a table with headings for S (Strengths), W (Weaknesses), O (Opportunities), and T (Threats) as well as general questions and a solicitation for any comments a group member may wish to be heard and/or discussed. As the moderator encouraged the discussion, the remarks of the groups were recorded.
4. After each focus group, the SPC distributed an anonymous follow-up survey to capture additional data from the meetings.
5. After each Focus Group meeting, the SPC convened to cross-check that all comments had been recorded. The comments were then recorded in a digital document and archived for use with the subsequent Questionnaire for each respective Focus Group.

Strengths, Weaknesses, Opportunities, Threats (SWOT) Summary

Some of the most recurring feedback from the meeting are reported below. The letters in squared brackets represent: (F) for Faculty, (S) for Students, (SS) for Staff, and (A) for Advisory Board.

Strengths

- The pedagogical threads within the Architecture Program and professional program (BARCH) that prioritizes student learning and growth toward professional architectural practice. [F, S, SS]
- Student skills: the potential of our community engaged students to become highly skilled architects that compete with graduates from other programs in the region. [F, A, S]
- Available resources for the program: well-resourced program for students, especially with regard to building, lab, and shop facilities. [F, A, S, SS]
- Faculty skills: the diversity of faculty expertise, including a balance of those with academic specialization and those with practical experience and strong connections within Atlanta's community of practice. [F, A, S]

Weaknesses

- Consider a less overwhelming curriculum workload that is more tolerant of failure and first-generation college students. [S]
- Better coordinated curriculum track across all five years, such that each course sets the foundation for the next and subsequent coursework builds off the former, in service of a clearly defined set of program goals. [F, S]
- Focus more and better prepare students for a hands-on professional architectural practice, including the introduction of architectural internships for course credit in the curriculum. [F, S]
- Study-abroad Programs: support and empower independent study abroad programs so that it’s integral to the culture of the program and central to the undergraduate curriculum track [F, S]
- Future Vision: strong leadership with a clear vision and direction for the department is desired, including one that makes direct linkages between faculty and the advisory board. [F, A]
- Administration/Faculty/Staff Communication: open and improve lines of communication between faculty, staff, and administration. [F, A]

Opportunities

- Coursework: Developing more interdisciplinary projects with allied disciplines across campus. [F]
- Future Vision: program growth in terms of additional students, programs offered, and facilities. [F, A, S, SS]
- Outreach and Volunteerism: Programs that connect students to local and national organizations. [F, S, A]

Threats

- Program: stronger programs in the region. [F]
- Funding: pay inequity compared to peer institutions and professional industry. [F, A]
- Future Vision: changing demographics. [F]
- University System: A new and unpredictable university affiliation with questionable governance practices. [F, A]

Design of the Quantitative Focus Group Questionnaires

From the comments recorded in the SWOT categories for each Focus Group, in person and in the follow-up survey, the SPC held several meetings to determine which comments would

be examined further by publication of a Questionnaire to the larger membership represented by each Focus Group. Survey and SWOT comments were grouped and analyzed as to their potential to elicit a response that would help to quantify whether or not a particular question merited a strong response, positively or negatively or neutral, to the intent of the question. Five (5) online Questionnaires were published to each Focus Group as listed below (in parenthesis the response rate):

1. Student Questionnaire (41%)
2. Full-Time Faculty Questionnaire (87%)
3. Part-Time Faculty Questionnaire (55%)
4. Advisory Board Questionnaire (33%)
5. Staff Questionnaire (100%)

Note as to the Scientific Validity of the Questionnaires

The SPC made no pretense that this was a scientifically designed Questionnaire, as that would be well beyond the credentials of the committee members and the design of a scientifically-analytical survey was not the committee's intent. The questions appearing on the Questionnaires were to solicit views and data to facilitate the SPC's awareness of faculty concerns, some of which would be helpful in the Strategic Planning process, and to give a degree of quantification to the SWOT comments made at each Focus Group meeting. The Survey and SWOT Subcommittee members agreed that the results of the Questionnaires would be informational only and not defined as scientifically or analytically accurate or binding. The Questionnaires were an important component of the planning process, but they were only one part of the planning process.

Procedure for the Analysis of Questionnaire Results

The SPC utilized the summary tools provided by the web-based survey application software (Qualtrics) as well as an analysis protocol developed by the committee. The software provided the number of invitations sent, responses received, the number of responses to each question, and the percentage of responses for each answer to each question. The Questionnaires were in Likert scale format. All Questionnaire results, with percentages of responses for each answer, are in the Appendix of the plan posted online.

Determining the Relevancy of the Questionnaire Results

The SPC reviewed all responses from all questions of all five (5) Questionnaires and determined the relevance and hierarchy of those questions that would substantially influence the 2021 Strategic Plan. This relevancy was determined by a methodology of three (3) steps as follows:

Step One (1) was primarily intuitive. The committee members reviewed the results of the Questionnaires, compared those results with the Survey and SWOT comment summaries and made the first draft of Goals and Objectives for consideration based upon, but not limited to, the Questionnaire results.

Step Two (2) was quantitative. A relative, numerical value was assigned to the answers for each question of each Questionnaire. Values were assigned to the answers for each question as follows:

Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

Average and standard deviation values were computed per each question. These assigned values identified which questions on which Questionnaires elicited a response from a respective group more strongly to the "Agree" or "Disagree" side of a neutral response. Those questions eliciting a definitive "Agree" or "Disagree" were considered to influence on the design of the Strategic Plan.

Step Three (3) in the evaluation process was to compare the intuitive compilation of questions from Step 1 with the quantitative collection from Step 2. Any outlier questions were discussed, and a decision was made as to their disposition.

Step Four (4) was devoted to compiling similar Questionnaire responses. The SPC grouped similar questions from the five (5) Questionnaires and subsequently began to produce the first Draft of the 2021 Strategic Plan.

Plan Creation
A Goals/Strategies/Objectives/Tactics (GSOT) format was adopted in drafting the plan. In this framework, Goals are the broad primary outcome, Objectives refer to a specific approach that will be taken to achieve a goal. Objectives are measurable outcomes of the strategies, and Tactics are the tools used to implement the strategy.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

KSU, located in the Metro-Atlanta area benefits greatly from a vast number of professionals within world-class design and construction firms and associated groups. The architecture department has developed long-standing relationships with many firms and welcomes new firms to the area routinely. As such, part-time faculty, jurors, critics, guest speakers, topic experts, and design advocates are found with these connections. Additionally, support comes from many firms by way of financial investment in sponsored design studios, design-build projects, design competitions, and academic scholarships. Below is a brief list of recent examples of this support:

Table 5.3. External Funding Curricular Support

Semester	Level	Studio	Amount	Sponsor
Fall 2022	4th yr	Integrative	$5,000	Mark/Okubo Associates
Fall 2022	3rd yr	Sustainability & Analytics	$5,000*	TVS Design
Spring 2023	4th yr	Urban Lab	$5,000	Sizemore Group
Spring 2023	3rd yr	Gensler Workplace	TBD*	Gensler
Spring 2023	5th yr	3-Minute Thesis	$5,000	Cooper Carry
Spring 2023	5th yr	Portman Prize	$2,000	Portman Architects

* Amount pending

Additionally, the Department of Architecture's IAB bi-annual meetings often include discussions around the assessment cycle, learning outcomes, and opportunities for internships and community engagement. Industry leaders and the Department Chair discuss upcoming curriculum revisions and potential course improvements. In addition to the formal meetings and information sessions the Dean and Chair meet with firm leadership, alumni, and business partners to continue to seek feedback regarding recent graduates and interns. This informal setting, in their office or over a meal, draws very candid comments which are often very positive.

In the summer of 2021, the Dean established the Executive Leadership Council (ELC) which is comprised of CEOs, Presidents, VPs, and other top executives in leading design and construction firms in the area. The ELC's focus is to advise the Dean on engagement and fund-raising opportunities for the college. The ELC meets three times a year as a group and multiple times in one-on-one sessions. This group is in its infancy and recognizes the actions will have great impact but will take time to develop.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The program meets this requirement in two primary ways—through the implementation and tracking of the strategic plan (See Section 5.2 above) and through the use of Faculty Course Assessment Reports (FCARs). FCARs call for faculty assessment and reflection on student learning and prompt the instructor to both discuss improvements enacted in the current iteration and plan improvements to be carried out for the next offering of the course. The assessment and reflection on student learning promotes student success and the planned improvements promote faculty success in the area of teaching. Please see Section 5.3.

The annual cycle of faculty review also plays a role in advising and encouraging the department to make adjustments that promote student and faculty success. As provided in Section 3.12 – Faculty Review Process in the KSU Faculty Handbook, faculty performance is reviewed annually utilizing two documents: an Annual Review Document (ARD) and a Faculty Performance Agreement (FPA). Faculty prepare and submit an ARD to document accomplishments and achievements for the past year as well as teaching innovation and pedagogical advancements. At the same time, faculty submit an FPA confirming their responsibilities and setting goals for the upcoming year and then meet with the Department Chair to discuss goals and how they may be implemented. This cycle of assessment promotes individual faculty success through a process of goal setting and accountability, and the collective discussions with the chair provide suggestions and opportunities for adjustments within the department and program.

Beyond the annual review cycle, individual faculty performance is assessed in multi-year reviews for tenure, promotion and post-tenure milestones, as provided in Section 3.3 – Basic Categories of Faculty Performance in the KSU Faculty Handbook.

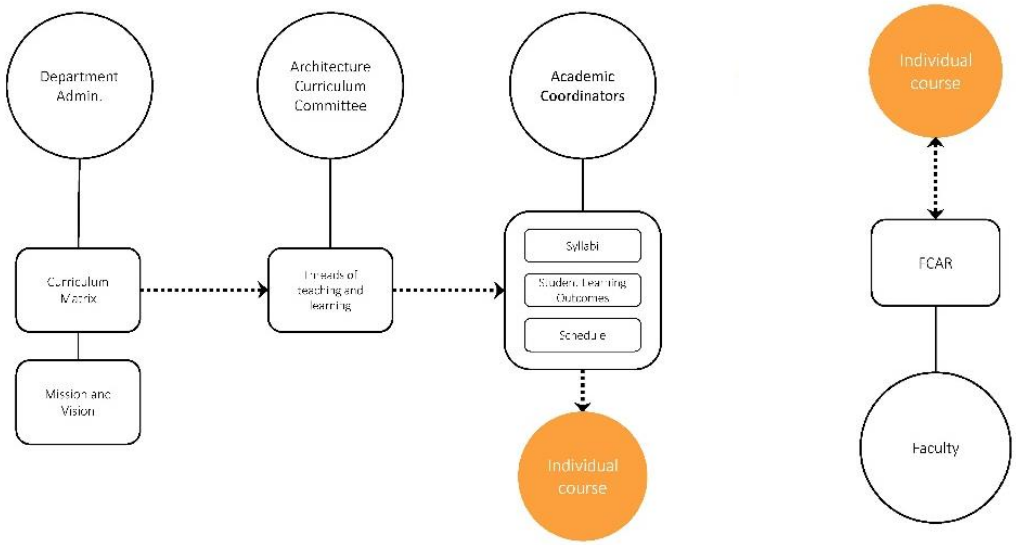
5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

Course documents – Syllabi, Student Learning Outcomes (SLO), and Schedule – are provided by each course series Academic Coordinator to each faculty of each course section. These documents align Program Criteria (PC) and Student Criteria (SC) allocated in the 2020 Conditions Matrix to course Student Learning Outcomes for the individual course. This “top-down” approach (See Figure 5.4) assures that *threads of teaching and learning* (organized by the Architecture Curriculum Committee), the Curriculum Matrix, and the Mission and Vision, (among other goals assigned by the Department, College, and/or University at large), are distributed purposefully throughout the curriculum.



Figures 5.4 (left) and 5.5 (right) – Top-down Assessment Diagram (left) and Individual Teaching Assessment Diagram (right)

As discussed in Sections 3.1 and 3.2 of this report, at the end of each semester, each faculty writes an assessment report. Through documenting student achievement, the goal of this report is to reflect upon the effectiveness of course materials to meeting Student Learning Outcomes, and thereby, Program Criteria and Student Criteria. A standard form, the Faculty Course Assessment Report (FCAR), is used. The FCAR discusses modifications that faculty have incorporated since the last course offering, reflects on what was or was not effective during the current term, and notes suggestions for improvements in future course offerings (See Figure 5.4). Each course series Academic Coordinator collects FCAR from faculty teaching courses in their sequence and writes a summary report. A standard form, the Coordinator FCAR Summary, is used. Each coordinator reflects on the alignment of course assessments and Student Learning Outcomes for all sections under their purview. Key points from each faculty FCAR are analyzed and summarized, especially when common strengths, successes, weaknesses, or opportunities for improvement are observed. Thus, the coordinator is provided with a broader view of course material and/or assessments that may require more comprehensive adjustments. Minor changes can be incorporated into course materials in future offerings. This “bottom-up” approach (See Figure 5.5) assures that faculty reflections from teaching are considered when making changes to course documents. Thus, a cycle of *assessing and implementing* is created.

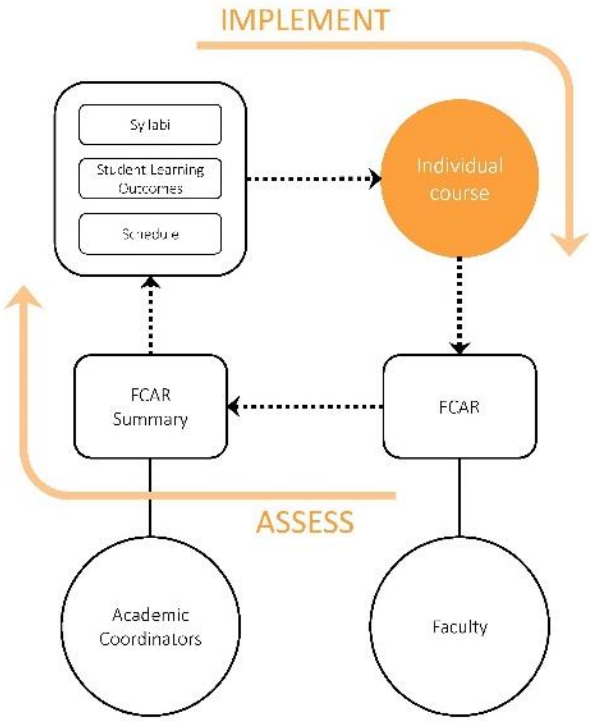


Figure 5.6 – Bottom-up Assessment Diagram

More significant course modifications and curriculum recommendations are discussed within the Coordinators Council (comprised of all Academic Coordinators) and presented routinely to the Architecture Curriculum Committee. FCAR and FCAR Summaries – data from faculty regarding the effectiveness of course materials to meeting Student Learning Outcomes, and thereby, Program Criteria and Student Criteria – remain critical to these discussions. The purpose of these documents at this stage extends beyond a tool for improving individual faculty teaching, initiating a cycle of *assessment, strategizing, and implementation* (See Figure 5.6) in pursuit of continuous improvement of students achieving desired learning outcomes for the entire curriculum.

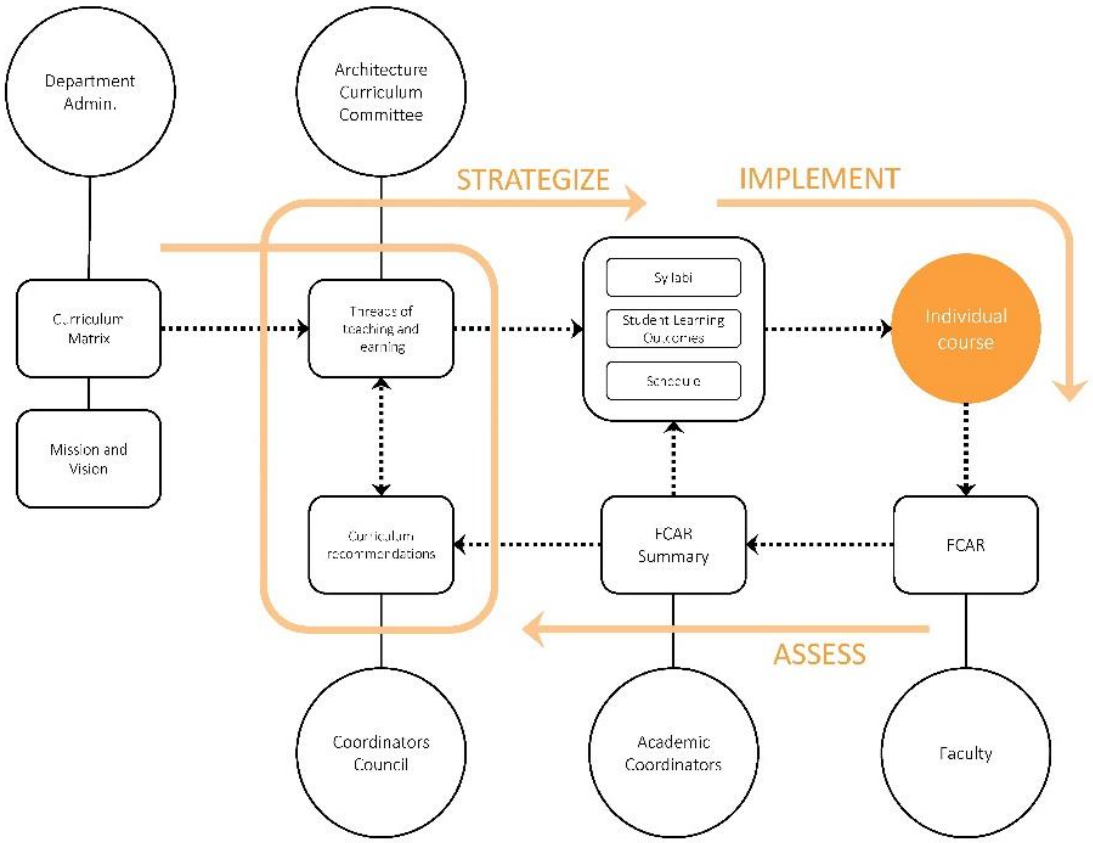


Figure 5.7 – Linking Assessment Strategies Diagram

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

In order to create a plan for regular assessment of the whole curriculum, because not every course can be fully considered each semester, the Architecture Assessment Schedule (See Appendix) conceives of the curriculum as six studio course series (Intro to Arch + 1st Year Studio, Accelerated Studio, 2nd Year Studio, 3rd Year Studio, 4th Year Integrative Studio + Urban Studio & Theory, and Focus Studio) and six non-studio course series (Design Communication, Environmental Tech, History, Theory & Cultures, Structures, Professional Practice, and Thesis Prep, Research & Studio).

One “studio course series” and one “non-studio course series” are paired and assigned to one semester for deeper consideration and strategic planning of each of those course series (noted as *Strategize* in Figure 5.7).

Figure 5.8 – Architecture Assessment Series

Expanding from each of these semesters of focused planning, assessments (FCAR and FCAR Summaries) from prior semesters inform conversations and decisions regarding changes to courses and curriculum. As many courses occur only once per year, the *assessment* period (noted as *Assess* in Figure 5.7) may be two or three semesters in order to gather data from each course in the series. Similarly, *implementation* of changes (noted as *Implement* or *Imp.* in Figure 5.7) will occur over the subsequent two or three semesters.

For example, Fall 2022 we will focus on the Design Communication and 2nd Year Studio sequences. Since Design Communication is offered in both the Fall and Spring semesters, we will use assessment data from Spring 2022 to reconsider course materials, student assessments, and learning objectives. Approved changes with be implemented Spring 2023.

For 2nd Year Studio, because ARCH 2003 is only offered in the Fall and ARCH 2004 is only offered in the Spring, we will use assessment data from Spring 2022 for ARCH 2004 and assessment data from Fall 2021 for ARCH 2003 to reconsider course materials, student assessments, and learning objectives. Approved changes with be implemented Spring 2023 and Fall 2023.

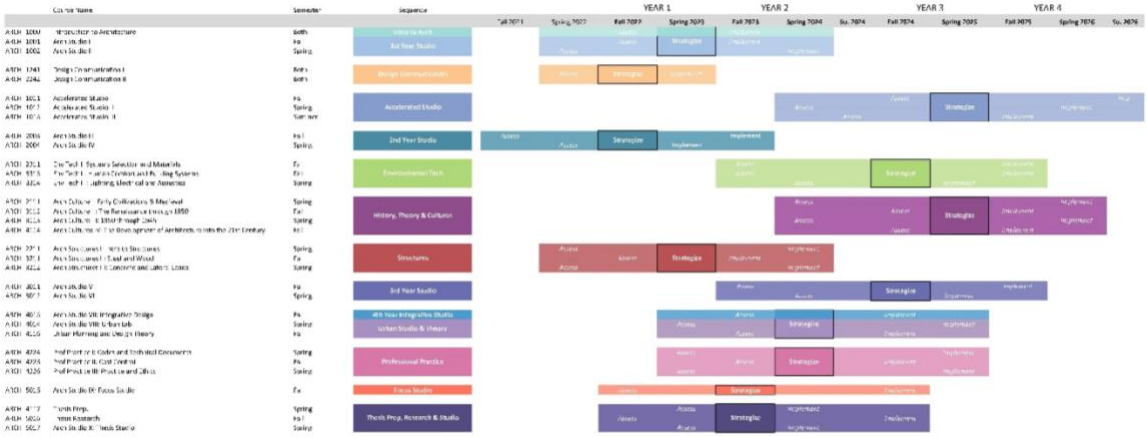


Figure 5.9 – One Cycle Assessment Schedule

While “closing the loop” may take up to two-years to complete for an individual course series, our assessment process is continuous for the curriculum as a whole. Between semesters of focused planning, individual faculty and Academic Coordinators are encouraged to assess for minor course maintenance. The cycle represented in Figure 5.9 is repeated to create the six-year Architecture Assessment Schedule (See Appendix), which plans for *assessing, strategizing, and implementing* changes to the curriculum for two full cycles between NAAB reaccreditation visits.

In addition to NAAB, the Architecture Assessment Schedule supports KSUs vision, mission, and strategic plan to continuously improve the quality of all aspects of the institution through our *Assessment of Learning* process. Further information can be found here: https://cia.kennesaw.edu/assessment/assessment-of-learning.php

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

Academic Coordinators
The following course series each have an Academic Coordinator as assigned by the Department Chair:

- Intro to Arch + 1st Year Studio
- Accelerated Studio
- 2nd Year Studio
- 3rd Year Studio
- 4th Year Integrative Studio
- Urban Studio & Theory
- Focus Studio
- Design Communication
- Environmental Tech
- History, Theory & Cultures
- Structures
- Professional Practice
- Thesis Prep, Research & Studio

Each Academic Coordinator is responsible for ensuring consistency in the application of curriculum goals and performance criteria across the various sections of the courses in their charge, including:

- Developing a master course syllabi template for faculty use
- Establishing course schedule
- Emphasizing defined course Student Learning Outcomes (SLO)
- Aligning Program Criteria (PC) and Student Criteria (SC) allocated in the Program and Student Criteria Matrix to course Student Learning Outcomes for their courses
- Collecting and summarizing Faculty Course Assessment Reports (FCAR)
- Making recommendations regarding the curriculum to the Coordinator Council and Architecture Curriculum Committee based on feedback from faculty teaching in their courses and FCARs

Coordinator Council
Comprised of all Academic Coordinators, the Coordinator Council meets regularly to strategize connections between courses, especially those that have common Student Learning Outcomes, Program Criteria, or Student Criteria. It is particularly valuable to plan courses which students are enrolled in concurrently (for example, 3rd Year Studio and

Structures) and courses which students take consecutively (for example, 3rd Year Studio and 4th Year Studio).

Architecture Curriculum Committee
The Architecture Curriculum Committee (ACC) is charged with development of the overall curriculum of the Department of Architecture, including defining Student Learning Outcomes (SLO) assigned to each course. Members of the ACC are selected by vote of the faculty. ACC curriculum recommendations are developed in response to course assessments (FCAR and FCAR Summaries), the Curriculum Matrix, Mission and Vision, (among other goals assigned by the Department, College, and/or University at large) and coordinate *threads of teaching and learning* distributed purposefully throughout the curriculum.

Architecture Assessment Coordinator
The Architecture Assessment Coordinator, assigned by the Department Chair, is a full-time member of the faculty responsible for:

- Collecting all FCAR and FCAR Summaries
- Planning and executing the Architecture Assessment Schedule (See Appendix)
- Coordinating *Strategy* discussions each semester as noted on the Architecture Assessment Schedule

Department Chair
The Department Chair is appointed by the Dean of the College of Architecture and Construction Management and provides academic and administrative leadership for the Department. Duties of the Department Chair include:

- Administering departmental budgets
- Recruiting and hiring of part-time and temporary faculty
- Managing and evaluating faculty and staff
- Presiding over Departmental meetings
- Representing the Department in College and University affairs
- Coordinating the NAAB Curriculum Matrix

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Kennesaw State University has established a baseline workload metric for tenure-track faculty and tenured faculty in the areas of teaching, research/scholarship/creative activity, and service. That baseline is 60%, 20%, and 20% respectively (or 60-20-20). The Department of Architecture maintains this metric as its baseline. For Lecturers and Senior Lecturers, the baseline workload metrics are 90%, 0% and 10% respectively (or 90-0-10).

Workload adjustments are made from these baselines depending on whether a faculty member is meeting expectations in the current model and/or changes in career focus that a faculty member may initiate. Only in the case that a faculty member is externally funded (and in other such cases of workload reassignment by the chair and approved by the Dean) shall the faculty workload be adjusted from the 60%, 20%, and 20% baseline. Given the recent conversion to an R2 university the faculty have been encouraged to negotiate workloads that allow them to provide the best experiences for the students (*CACM Workload Policy*). As

demonstrated in the Table 5.4 below the Architecture faculty workload is well-balanced. The few variations from the baseline have been approved by the Chair and reviewed by the Dean.

Table 5.4 – Architecture Faculty Workload Distribution (’22-’23)

Category/Rank Description	Teaching %	Research %	Service /Admin %	Total Workload (100%)
Assistant Professor	60	20	20	100
Assistant Professor	60	20	20	100
Assistant Professor	60	20	20	100
Assistant Professor	60	20	20	100
Associate Professor	60	20	20	100
Associate Professor	60	15	25	100
Associate Professor	60	20	20	100
Associate Professor	50	30	20	100
Associate Professor	60	20	20	100
Associate Professor	40	30	30	100
Associate Professor	50	40	10	100
Associate Prof/ Assistant Chair	40	10	50	100
Assoc Prof/Assoc Dean (12-month)	10	10	80	100
Lecturer	80	0	20	100
Lecturer	80	10	10	100
Professor	60	20	20	100
Professor	60	20	20	100
Professor	50	30	20	100
Professor	60	20	20	100
Professor/Assoc Dean (12-month)	0	10	90	100
Professor/Interim Chair (12-month)	0	0	100	100
Senior Lecturer	80	10	10	100
Senior Lecturer	80	10	10	100
OPEN Line	TBD	TBD	TBD	100

Table 5.5 – Architecture Faculty Rank Distribution – COMPARISON

Faculty Rank	2014	2022
Professor	3	6
Associate Professor	6	10
Assistant Professor	10	4
Lecturer / Senior Lecturer	1	4
TOTALS	20	24

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Professor of Architecture, Christopher Welty coordinates the internship course and serves as the program appointed Architect Licensing Advisor. He is a registered architect and an active member of the AIA and has served the AIA Georgia Board as Treasurer and AIA Atlanta as President. He attends the annual NCARB Architect Licensing Advisor Summits and reports back to faculty and students.

One of the Architecture Program's stated values is professionalism. A component of that is educating students about the path toward licensure. Students are introduced to the requirements for licensure at the beginning of with ARCH1000: Introduction to Architecture and at the end of the program in ARCH 4226 Professional Practice and Ethics. Both courses have standing lectures on the licensure process and the issues put forward by the National Council of Architectural Registration Boards (NCARB). This includes the structure of the Architectural Registration Exams (ARE) and the Architecture Experience Program (AXP). We encourage our students to setup their NCARB Record account once they enter the upper division of the program or once they begin working in a firm. The elective ARCH 3398: Internship allows a 10-week paid summer opportunity for the student to apply the principles learned in the academic setting in a professional work environment. The applied learning experience is used for academic credit and to develop professional practice skills. As a part of this course students are required to establish an NCARB Record account and log hours toward licensure.

Associate Dean and Professor Kathryn Bedette served as the state component appointed Architect Licensing Advisor 2015 – 2021 and now serves as a volunteer Architect Licensing Advisor. In spring 2022, she began offering extra-curricular sessions on the licensing process in the Albion Student Success Headquarters. The three sessions were:

February 16, 2022:	"What is Architecture Licensure?"
March 16, 2022:	"All Things NCARB"
March 23, 2022:	"The Details on Licensure Requirements: AXP and ARE"

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

A number of full-time Architecture faculty are licensed or practicing architects. As such, they pursue professional development in the most direct way possible. Full-time Architecture faculty holding a PhD and are active researchers/creatives and routinely publish or present their areas of focus. The college and department support professional practice in multiple ways. First, faculty workloads support the teaching, research, and service agendas of each faculty member. These workloads are agreed upon through discussions with the department chair through the Faculty Performance Agreement (FPA) process. Second, most tenure/tenure-track and studio faculty teach three courses per semester, leaving them ample time for professional development. Additionally, the department allocates funds to support faculty in attending conferences/workshops/symposia. The college and department have been very active recently in hosting conferences and events that are open to faculty students and professionals. These events range from regional to global audiences and have included

2021 Design Communication Association International Conference, KSU Equinox Week, 2021 Creative Placemaking Symposium, 2022 Construction History Society of America Annual Conference, 2022 PCI Educators Seminar.

Successes in the areas of professional development are demonstrated through many faculty achievements. Recently, Dr. William Carpenter received a semester-long educational leave of absence to embark on a visiting professor invitation from the Texas A&M University, College of Architecture – Department of Architecture as the 2021 James D. Tittle '49, FAIA Visiting Professorship that enabled him to conduct teaching and research activities. Associate Professor Elizabeth Martin-Malikian similarly received a year-long educational leave of absence to fill a limited-term executive director position at Cosanti Foundation that owns Arcosanti, an urban lab, eco-community. Also, Professor Martin-Malikian also received the 2020 Educator of the Year at the American Institute of Architecture Students (AIAS) Honor Awards. Similarly, CACM Associate Dean and Architecture Associate Professor Kathryn Bedette was named the 2020 Georgia Educator of the Year at the American Institute of Architects' (AIA) Georgia Design and Honor Awards. Evidence of faculty development and successes continue with recent faculty promotions including Dr. Marietta Monaghan, who completed her PhD and was elevated to Senior Lecturer. Zamila Karimi, Kathryn Bedette, Christopher Welty all received promotions in the 2021-2022 review cycle.

With the recent shift of former department staff to college staff more opportunities for growth have been made available. Staff have been invited to submit to the Dean's Research Grant, routinely seek conferences, seminars, and workshops to attend, and pursue continuing education.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

KSU is committed to student success. Support services from the program, College of Architecture and Construction Management, and university departments are available to students in the B.Arch program. Aligned with university efforts, the Associate Dean for Student Success and Accreditation of the college oversees the Albion Student Success Headquarters that supports students through resources and programming in the five areas of academic advising, success networks, leadership development, knowledge creation and professional engagement.

<u>Academic Advising</u>
KSU employs professional advisors for academic advising and utilizes a hybrid organizational structure where advisors are assigned and dedicated to individual colleges and the direct-reporting structure is maintained within Academic Affairs. This approach allows for degree targeted advising with students while reinforcing a university-wide network of advising policies and best practices. The College of Architecture and Construction Management currently has four professional advising positions—one Senior Academic Advisor and Transfer Specialist and three Academic Advisors. A Director of Advising position is being added to the college at the time of writing this report and the hiring process is scheduled to be complete during fall 2022.

In the College of Architecture and Construction Management, advisors help students understand degree requirements and university policies, plan course schedules, develop a graduation plan, and stay connected to campus resources. While advisors manage communications with students through alphabetical population groups, all students within the college have access to all advisors for both scheduled appointments (Monday-Friday,

except Wednesday) or drop-in sessions. Drop-in sessions are offered Wednesdays and at peek need times, such as prior to the end of registration or at midterms. Advisors collaborate with college and department leadership to resolve student progression issues and implement processes that support student success. Please see a full description of Advising services at https://cacm.kennesaw.edu/academic-advising/index.php.

New students also participate in New Student Orientation, let by KSU's New Student Programs. University support topics are first introduced and then followed by college-specific registration advising. https://orientation.kennesaw.edu/index.php.

Personal Advising and Mentoring
All faculty professionally advise and mentor students as a part of their teaching responsibility. Faculty advising includes activities such as answering discipline specific questions, discussing research interests, discussing career decisions, and writing letters of recommendation. See "Primary Instructional Activities, Mentoring" in the KSU Faculty Handbook at https://catalog.kennesaw.edu/content.php?catoid=63&navoid=4967.

Student Health and Well-being
KSU sees access to high quality health and well-being services as central to student success. Counseling and Psychological Services support 24/7 access to mental health support, individual counseling, group counseling, psychiatric services by clinicians, case management and referrals, and the Healthy Eating and Living (HEAL) program. https://counseling.kennesaw.edu/index.php

Student Health Services offers primary care clinic hours Monday through Friday, with an on-call provider available after business hours. Services include diagnosis, disease management, routine exams, and immunizations. https://studenthealth.kennesaw.edu/index.php

CARE Services provides food, housing, temporary housing, and resources to students experiencing homelessness or food insecurity, independent students, and students who have experienced foster care. https://care.kennesaw.edu/

The Office of Institutional Equity manages student support for pregnant or parenting students including review of accommodation requests under Title IX and provision of lactation and wellness rooms on campus. https://equity.kennesaw.edu/titleix/untitled.php

Student Disability Services establishes appropriate academic accommodations for students based on need. Accommodations may include testing services, alternative textbooks, note taking assistance, assistive technology, and coaching, among others. https://sds.kennesaw.edu/index.php

The Accessibility Collaboration Team (ACT) is a campus collaboration between Counseling and Psychological Services, Student Disability Services, and Career Planning and Development in support of student success for those who identify as neurodiverse or disabled. https://counseling.kennesaw.edu/services/case-management/act.php

Academic Support
Bachelor of Architecture students are encouraged to participate in the combination of academic support options that best fit their learning style and individual needs and the college's Albion Student Success Headquarters provides academic support to students through both resources and programs.

Academic support resources include the CACM Resource Room and Loaner Laptop Program that help students stay focused on academics under difficult circumstances. The

Resource Room offers tools and materials for use in architecture studio drawing and modeling assignments and the Loaner Laptop Program provides temporary laptops to students with specifications matching equipment in the CACM computer labs.

MAC: Mentoring Architecture Construction is a college Registered Student Organization that works in partnership with the Albion Student Success Headquarters. MAC Mentors offer academic mentoring appointments to all students in the college on difficult academic subjects. https://owllife.kennesaw.edu/organization/mac

Supplemental Instruction and Learning Assistant Programs are supported by the university in collaboration with the Associate Dean for Student Success and Accreditation of the college. High difficulty courses are supported by either an SI Leader or LA, depending on the course type. SI Leaders meet with students outside class time to help students understand assignments, create a plans for completion, and develop study skills. Learning Assistants meet with students during class time and provide direct assistance to answer questions, usually in association with learning software applications.
https://academicaffairs.kennesaw.edu/supplementalinstruction/index.php

The Albion Student Success Headquarters provides all students in the college with access to LinkedIn Learning (formerly Lynda.com). MAC mentors and instructors of high difficulty courses recommend specific LinkedIn Learning courses and topics for asynchronous academic support. https://www.linkedin.com/learning/

Tutoring is available to students both in person and online. The SMART Center provides tutoring in math, science, engineering, humanities, and social science subjects while the KSU Writing Center provides individual writing assistance and resources to help students improve writing skills. The Writing Center also offers the English Language Program to assist with all aspects of communication for students, faculty and staff whose primary language is not English.
https://academicaffairs.kennesaw.edu/smart/index.php
https://writingcenter.kennesaw.edu/index.php
https://writingcenter.kennesaw.edu/elp/index.php

The Office of Undergraduate Research encourages and supports student research interests and pursuits by connecting students to ongoing research projects, providing informational resources, and providing funding to support student research and publication. https://research.kennesaw.edu/our/index.php

University Information Technology Services supports students in myriad ways with access to and information on technology. The UITS Service Portal and Service Ticket provide centralized university service across multiple departments.
https://uits.kennesaw.edu/support/newstudents.php

Career Development

The mission of the Department of Career Planning and Development is to help students thrive both in the classroom and their chosen field. Department staff and faculty members are available to help answer student and alumni questions and to help launch them on their career path with resources and tools such as career advising, resume reviews, mock interviews, job search strategies, networking tips, career fairs and professional events.
https://careers.kennesaw.edu/

The Department has fourteen (14) positions that work directly with students: Career & Internship Advisors, Assistant Directors of Career Advising, and Directors of Career Advising, and seven (7) positions that form the Employer Relations & Career Outreach team: Director of Employer Relations and Career Outreach, Assistant Director of

Employer Relations, Assistant Director of Career Events and Outreach, Employer Relations Coordinator, Employer Outreach Coordinator, Event Coordinator, and Office Manager.

CPD Career and Internship Advisor for ACM
In a liaison position between Career Planning and Development and the college, the Career and Internship Advisor for ACM provides individual and group career advisement to students within the College of Architecture and Construction Management. Advising sessions include but are not limited to conversations about linking major to career, career exploration, resume and cover letter critique, salary negotiation, and how to earn academic credit for an internship and co-op (experiential education) opportunity. The liaison works closely with ACM faculty and staff to administer the Internship program as well as to present in classrooms to bring awareness to the many services offered to students. The liaison also works with Career Planning and Development's Employer Relations team to make industry connections for students and to increase recruitment activity.

Career Guidance
Students have access to unlimited appointments with the Department of Career Planning and Development to receive career development and preparation assistance. In addition, the Albion Student Success Headquarters collaborates with CPD to bring an annual Career Series for Architecture and Construction Management students within our college. Please see the appendix for a list of sessions from Spring 2022.

Internship
Paid internships help students make the most of their experience at KSU by allowing them the opportunity to connect with industry professionals and ultimately gain valuable work experience. CPD facilitates paid internships for the B.Arch internship elective course (ARCH 3398).

Job Placement
Students are encouraged to apply for opportunities on our university career portal, Handshake, where over 15,000 opportunities are posted for students. Career Planning and Development also hosts Career Fairs and Workshop events throughout the academic year for students to network with employers and seek career opportunities. Each year, the Department of Architecture hosts a Professional Networking event for students to meet with professionals representing a wide range of firm sizes and types. The event is designed to teach students about the breadth of opportunities and work cultures within the profession and provide employers access to meet with students.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

KSU, at all levels, has made efforts to support and expand human, physical, and financial resources as a commitment meet and exceed USG and R2 expectations. As such, the three architecture buildings have been built or renovated since 2001, and now meet all accessibility requirements for all students, faculty, and staff. All labs, classrooms, auditoria, and studios provide full access and staff can provide support in special circumstances. Additional needs can be addressed by Student Disability Services (SDS) which is the first contact for students with disabilities to arrange accommodations and locate campus and community resources.

To access accommodations, students first connect with SDS and provide documentation as outlined by the Board of Regents of the University System of Georgia. Documentation submitted to SDS remains confidential within SDS and is not shared with third parties without written permission from the student. SDS assists in identifying appropriate accommodations. Financial resource allocation happens at many levels and can be spread across multiple levels of administration. For example, the college dean, in conjunction with department chairs, have recently begun providing multi-height work surfaces for faculty/staff offices, on a as-requested basis. The costs are split between units and are owned by the departments. Another example is new seating in the student lounge area which allows for a variety seating types and flexibility in arrangement. This was funded through end-of-year variance by the dean.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

In addition to the above DEI strategic initiative, the DEI committee is implementing a DEI action plan (supported by the program) to maintain or increase the diversity of faculty and staff when compared with the diversity of the institution. Although the Department of Architecture does not have an affirmative action plan, the college is assessed annually by DDIE. The following Table 5.6 is the DEI training required for new faculty hire or student assistant recruitment:

Table 5.6: DEI training required for new faculty hire or student assistant recruitment

Trigger	Organizer	Action & Purpose	Program role pre-activity	Event timeframe	Reporting timeframe
New job posting	DDEI	Educating search committee on DEI hiring practices	Email/Schedule planning/Invite	Start of each semester	End of each semester
New hire	DDEI	Educating new faculty and staff on DEI practices	Email/Schedule planning/Invite	Start of each semester	End of each semester
New student assistant recruitment	DDEI	Educating new GTA/GRA on DEI practices	Email/Schedule planning/Invite	Start of each semester	End of each semester

The DEI Strategic Plan and DEI Action Plans are developed by the DEI College Committee, revised and improved by department chairs, the College Faculty Council (CFC), and the Dean, then presented before the college faculty. Finally, DEI College Committee forwarded it to DDEI for final revisions. Both documents have live plans, so they can be modified as implemented and evaluated. The CACM DEI committee is a 2-year staggered term so almost all the faculty will have direct hands-on experience in DEI development. DEI strategies are also incorporated into other policies in the college including the 2022-2027 Strategic Plan and the Roadmap to R2 Success.

Table 5.7: 2021-2022 CACM Full-Time Faculty Demographic Comparison

2021-2022 CACM Full-Time Faculty Total
(n=41)

GENDER	**CACM**	**ARCH**	**CM**
Male	26	13	13
Female	15	10	5
RACE/ETHNICITY			
American Indian or Alaska Native	0	0	0
Asian	20	11	9
Black/African American	3	1	2
Hispanic/ Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	18	11	7
Two or More Races	0	0	0
Race/Ethnicity Not Specified	0	0	0

Table 5.8: 2021 – 2022 KSU Architecture Student Enrollment by Demographic Population

ARCHITECTURE ENROLLMENT										
		FULL-TIME			PART-TIME			TOTAL		
TERM	IPEDS_RACE_ETHN	Male	Female	Total	Male	Female	Total	Male	Female	Overall
Fall 2021	American Indian or Alaskan Native	1	0	1	0	0	0	1	0	1
	Asian	12	19	31	2	6	8	14	25	39
	Black, Non-Hispanic Origin	60	79	139	25	19	44	85	98	183
	Hispanic	70	59	129	28	21	49	98	80	178
	International	8	9	17	4	3	7	12	12	24
	Multi Racial - Two or More	9	9	18	4	0	4	13	9	22
	Native Hawaiian or Other Pacific Islander	0	1	1	0	0	0	0	1	1
	Undeclared	5	5	10	2	0	2	7	5	12
	White, Non-Hispanic Origin	103	82	185	39	26	65	142	108	250
	Total (ALL)	**268**	**263**	**531**	**104**	**75**	**179**	**372**	**338**	**710**
Spring 2022	American Indian or Alaskan Native	0	0	0	1	0	1	1	0	1
	Asian	11	19	30	4	4	8	15	23	38
	Black, Non-Hispanic Origin	51	73	124	26	15	41	77	88	165
	Hispanic	60	54	114	32	28	60	92	82	174
	International	8	12	20	3	2	5	11	14	25
	Multi Racial - Two or More	5	7	12	4	1	5	9	8	17
	Native Hawaiian or Other Pacific Islander	0	1	1	0	0	0	0	1	1
	Undeclared	4	4	8	1	1	2	5	5	10
	White, Non-Hispanic Origin	93	71	164	33	27	60	126	98	224
	Total (ALL)	**232**	**241**	**473**	**104**	**78**	**182**	**336**	**319**	**655**

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The KSU admission process does not include any affirmative action decision making requirements. Likewise, the Department of Architecture does not employ any limiting circumstances to the incoming students based on discrimination. Instead, the university and

department have very clearly defined performance indicators for admission to the institution and the architecture program. As indicated in Table 5.9 the demographics over recent years have been very diverse. This neutral approach to affirmative action has attracted the greatest balance of students ever seen in the program.

Table 5.9: 2015-2021 Student Demographic Comparison provides statistics for the KSU Department of Architecture during Fall 2015 through Fall 2021. The growth in total student enrollment in this department is very tangible, as the population has nearly doubled. Along with the growth in total enrollment, the growth in the populations of female students (about 14%) and persons of color (9%) show the success of the program in effectively implementing DEI initiatives. It is worth noting that the population of women of color has equaled men within the last 8 years. This, again, reflects the program's impressive achievements in diversifying the enrolments.

Table 5.9: KSU Architecture F2015-F2021 Student Demographic Comparison

	F2015		F2016		F2017		F2018		F2019		F2020		F2021	
Total Enrollment	329	100%	362	100%	417	100%	389	100%	462	100%	604	100%	710	100%
Female	116	35%	128	35%	151	36%	159	41%	189	41%	273	45%	338	48%
Male	213	65%	234	65%	266	64%	230	59%	273	59%	331	55%	372	52%
Person of Color	178	54%	210	58%	234	56%	220	57%	262	57%	370	61%	448	63%
White	146	44%	147	41%	179	43%	166	43%	194	42%	228	38%	250	35%
Female Person of Color	69	21%	75	21%	88	21%	96	25%	115	32%	183	30%	225	32%
Female White	44	13%	51	14%	61	15%	62	16%	72	16%	89	15%	108	15%
Male Person of Color	109	33%	135	37%	146	35%	124	32%	147	32%	187	31%	223	31%
Male White	102	31%	96	27%	118	28%	104	27%	122	26%	139	23%	142	20%
	All percentages are of total enrollment													

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Kennesaw State University seeks to foster inclusive learning and work environments that promote an understanding of, and appreciation for, difference through initiatives, programs, services, and training. With this mission, there are six Presidential Commissions structured to promote diversity, equity, and inclusion on campus.

- The purpose of the Presidential Commission on Disability Strategies and Resources is to address issues and challenges faced by persons with disabilities. The group's charge is to recommend programs, strategies, initiatives, and resources to ensure that persons with disabilities are not confronted with barriers to full participation in all aspects related to university life and to ensure that the university's programs and services are inclusive to constituents with disabilities.
- The purpose of the Presidential Commission on Gender and Work Life Issues is to address issues and challenges that pertain to gender and work life. The group's charge is to recommend programs, strategies, initiatives, and resources to ensure that persons at KSU are not confronted with gender-based barriers to full participation in all aspects

related to university life, and to ensure that gender-appropriate services/functions are being implemented throughout the campus community.

- The purpose of the Presidential Commission on Racial and Ethnic Diversity is to shape appropriate plans, mechanisms, forums, and/or events for a continuing dialogue on issues of race and ethnicity on the KSU campus. With KSU's changing demography, and our increasing focus on diversity, internationalism, and multiculturalism, the commission is tasked with identifying and suggesting activities, actions, and policies that will lead to an increased understanding and acceptance of diverse viewpoints and perspectives between and among different members and groups of KSU's diverse community.
- The purpose of the Presidential Commission on LGBTQ+ Initiatives is to serve as an advisory body to the President and other university officials for matters of concern to gay, lesbian, bisexual, transgender, intersex, and questioning persons across the university. The LGBTQ+ programs and services are inclusive. The Commission will assist the university in developing a vision and perform its charge by recommending, developing, and/or initiating plans, programs, strategies, and resources pertaining to the LGBTQ+ community.
- The purpose of the Presidential Commission on Sustainability is to serve as an advisory body on matters of environmental sustainability at KSU. The commission is tasked with promoting the principles of environmental sustainability and preservation in our community by fostering social equity in access to, and the fiscally responsible use of, natural resources, and in determining and meeting the goals of the university's Climate Action Plan.
- The primary mission of KSU's Presidential Commission on Veterans Affairs is ensuring that KSU provides an inclusive and active campus environment for all members of the veteran community (students, faculty, staff, and alumni) as well as community members who identify as veterans, service members, spouses, dependents, or survivors. The commission is tasked with providing advice and consultation on how to maintain and enhance KSU as a "veteran and military friendly" institution.

With the formation of presidential commissions, the KSU Division of Diverse and Inclusive Excellence (DDIE) seeks to create a culture of inclusion at Kennesaw State University where all members of the community can achieve excellence, succeed, and thrive. Thus, DDIE through structuring the DEI college liaisons started promoting the formation of a college DEI committee on campus. Every program has at least two faculty members on the DEI college committee (2-years staggered). DEI college committee should establish a college DEI strategic plan and DEI action plan which intersect with the work of the six Presidential Commissions under a selective actions structure called Division of Diverse & Inclusive Excellence E3 Action Plan (E3).

The program enthusiastically embraces the opportunity to partner with the college DEI committee to recognize the crucial role our mediums play in reaching across barriers and communicating our shared humanity to audiences of all kinds. As educators, we are committed to bringing visionary, inclusive content and experiences to our student body. As a community, we work to create a welcoming environment that celebrates diversity and works to bridge gaps in our understanding through DEI engagement and cultural development. DEI is top on the list of our values within the program. Our commitment to DEI cultural development is crucial to fostering of a strong and interwoven relationship between the program and DEI efforts.

Our mission is to provide excellence in education in the disciplines of architecture affecting the built environment and to provide a wealth of well-qualified graduates to serve the needs of our region, state, nation, and global society. We produce graduates who are critical thinkers, socially responsible, diverse, and ready to meet challenges. Our graduates truly epitomize the "hit the ground running" description employers routinely assign to our graduates. Our vision includes:

- Nourishing humankind's aspirations through the acquisition of skills and knowledge of our students, faculty, and staff to enable the highest degree of professionalism and leadership in the decision-making roles relative to the built environment.
- Fostering a culture of collaboration with disciplines affecting the built environment.
- Expanding curricular offerings to service the growing aspirations and needs of society.
- Graduate students with continued relevant educational excellence.
- Service to the community through engagement with professional organizations, industry, and public and private agencies.
- Promoting DEI awareness and best practices in the industry

Thus, the program supported the CACM DEI committee by structuring three main initiatives, each promoting a different set of activities, aiming to advocate diversity, equity, and inclusion by culture (not just numbers). These strategic initiatives are to build a win-win platform for students, staff, and faculty to build a DEI culture while we are addressing the E3 action plan.

1st initiative: DEI engagement for faculty and students through research and input
The first DEI initiative aims to practice "DEI engagement" through undergraduate research (UR) teaching and learning. The initiative was created to define support for DEI-affiliated faculty members to work on DEI-related course projects in their Quality Improvement Plan (QEP) related courses. Then, with this curriculum development, student participation (DEI engagement) will be much more effective in helping them practice critical thinking around DEI demands. This DEI strategic initiative also targets many R2 objectives that contribute to KSU's research status (such as "implementing new development opportunities and funding for faculty and students to participate in joint research") while also implementing many of the E3 action lines.

a. Aligning items in the E3 Action plan:
   - E3 Action 3: Develop strategic campus training and education agenda
   - E3 Action 4: Facilitate strategic DEI plans in each college & division
b. Timeline:
   Annually to start from the start of the Fall semester of every fiscal year and finish by the end of the Spring semester of the fiscal year.
c. Resource Needs:
   The college (and affiliated faculty) will provide in-kind resources. In addition, there is in-cash support as detailed in the DEI Budget table.
d. Measurable Metrics:
   The number of DEI-connected UR research projects per year.

2nd initiative: DEI engagement for faculty and staff through event and input
The second initiative aims to practice "DEI engagement" through events and input. The initiative was created to define support for DEI-affiliated faculty members to work on book review events to meet and share for the DEI professional development among nonaffiliated DEI faculty and staff. This strategic initiative also targets R2 objectives that contribute to the KSU's research status (such as " Provide enhanced and unique educational experiences") while also implementing many of the E3 action lines (such as "Develop strategic campus training and education agenda").

a. Aligning items in the E3 Action plan
   - E3 Action 1: Improve Administrative Efficiency in the DDIE
   - E3 Action 3: Develop strategic campus training and education agenda
   - E3 Action 4: Facilitate strategic DEI plans in each college & division

b. Timeline:
   Annually to start from the start of the Fall semester of every fiscal year and finish by the end of the Spring semester of the fiscal year.
c. Resource Needs:
   The college (and affiliated faculty) will provide in-kind resources. In addition, there is in-cash support as detailed in the Budget table.
d. Measurable Metrics:
   The number of focus group book review events (on DEI references) per year.

3rd initiative: DEI engagement for students and staff through event and input

The third initiative aims to practice the "DEI engagement" of students and staff. The initiative was created to define support for the program industry network (such as IAB and their industry connections) to share their practices and increase awareness in college mainly within the freshman community who are not subject to DEI class projects that are the result of the 1st initiative. This DEI strategic initiative also targets R2 objectives that contribute to KSU's research status (such as " Empower college-level accountability for student success") while also implementing many of the E3 action lines (such as “Foster a welcoming, inclusive climate throughout campus”).

a. Aligning items in the E3 Action plan
   - E3 Action 1: Improve Administrative Efficiency in the DDIE
   - E3 Action 3: Develop strategic campus training and education agenda
   - E3 Action 4: Facilitate strategic DEI plans in each college & division
   - E3 Action 5: Foster a welcoming, inclusive climate throughout campus.
b. Timeline:
   Annually to start from the start of the Fall semester of every fiscal year and finish by the end of the Spring semester of the fiscal year.
c. Resource Needs:
   The college (and affiliated faculty) will provide in-kind resources. In addition, there is in-cash support as detailed in the DEI Budget table.
d. Measurable Metrics:
   The number of guest speakers on DEI industry practices per year.

Table 5.10: Architecture DEI Budget details

Annual program	Associated Initiative	Measurable 5-year target	Annual Budget
Developing two (2) DEI-connected UR research course projects	1. Engage *faculty and students* through research and input	To support 10 faculty course projects for the DEI engagement through UR course development	$3,000.00
Conducting two (2) focus group book reviews on DEI references*	2. Engage *faculty and staff* through events and input	To support 10 college-level book review events for the DEI professional development	$400.00
Organizing two (1) guest speakers** on DEI industry practices	3. Engage *students and staff* through events and input	To support five (5) guest speakers for the DEI awareness	$600.00
Total Plan Budget (per year) ***			$4,000.00

Note: *References are relevant to core content (i.e., Architecture)
** Speakers come from program stakeholder industry (i.e., IAB or their network)
***DDEI to match $1,000.00, ARCH to match $3,000.00.

The architecture program, through the KSU Division of Diverse and Inclusive Excellence (DDIE), adopted an annual assessment and continuous improvement plan (called DEI Temperature Check) to learn from annual progress in achieving the DEI values. DEI Temp.

Check Data analysis (in connection with other data points) is brainstormed with the program to suggest improvement in DEI initiatives. Table 5.11 shows the construct of the event:

Table 5.11: DEI training required for new faculty hire or student assistant recruitment

Trigger	Organizer	Action & Purpose	Program role pre-activity	Event timeframe	Program role post-activity	Reporting timeframe
Continuous improvement	DDEI	**Temp. Check survey-** assessing DEI progress	Email/Schedule planning/Invite	August (Start of Fall)	Brainstorming the result, building a sense of belonging	Jan. (Start of Spring)

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

As mentioned in Section 5.5.1 above the Student Disability Services office serves the populations of students in need of specific approved accommodations and offers information regarding other resources available on campus and off.

The Curriculum, Instruction, and Assessment (CIA) unit encompasses the design, development, and evaluation of the academic degree programs for our students. Their offices facilitate the creation, evaluation, and enrichment our curriculum, ensuring compliance while increasing learning opportunities for students and enhancing the mission of Kennesaw State University. To assist faculty with providing adequate, appropriate, and accurate information to students through their course syllabi, the CIA has resources available including a syllabus template, a syllabus checklist, required syllabus information checklist, and digital learning information. Much of these resources are focused on providing critical pieces of information to the students in a variety of formats and across platforms. Within the CACM the college has developed additional resources including Course Policies with guidance for FT and PT faculty.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The physical resources of the Department of Architecture are the same since the 2014 NAAB accreditation visit with minor interior space updates and reallocations taking place. The following is a description and summary of each of the program's three buildings – Architecture Building, Design I, and Design II:

Architecture Building (N #640) 103,000 sf:
The Architecture building houses the CACM Dean's suite, the Architecture Chair's suite, faculty offices, classrooms, studios, labs, and gallery spaces. This facility was designed by the architectural firm Heery International and is the centerpiece of the program's physical

presence. The Architecture building is a state-of-the-art facility that has won numerous awards from the American Institute of Architects and the Atlanta Business Chronicle.

Design I Building (I1 #824) 35,000 sf:
The Design I building was renovated in spring 2014, and is home to the Albion Student Success Headquarters, Associate Dean for Student Success and Accreditation Suite, Advising Suites, studios, CACM Computer Labs, Construction Management Demonstration labs, jury spaces, conference rooms, and faculty offices. The College of the Arts also occupies nearly 6,000 sf of studio space. Conversations to reclaim this 6,000 sf have proven ineffective as the request is made each year.

Design II Building (I2 #820) 16,500 sf:
The Design II building (designed by Cooper Carry and Associates) was newly occupied in 2010 and provides 6 design studios, 6 faculty offices, and a state-of-the-art 300 seat auditorium. The Design II building has won five national design awards.

KSU's Architecture Program experienced steady and substantial growth in the years leading up to 2022 visit and the effects of the positive growth economy in the building design and construction industries have had a tremendous impact on architecture student enrollment. The following tables illustrate the fall enrollment totals from 2018 through 2022.

Table 5.12: Fall Enrollments

Status	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Freshman	148	178	242	275	220
Sophomore	94	88	92	129	143
Junior	39	59	75	88	98
Senior	45	39	52	73	86
5th Year	22	44	38	47	68
TOTALS	348	408	499	612	615

The department of Architecture is allocated 42,758sf of space dedicated to studio-based learning. This amounts to 33 studio spaces, each with 18 student desks, for a total capacity of 594 seats (See Table 5.13). Moving through the three architecture buildings during the 5-year program is often seen as a progression of hierarchy. Freshmen (1st year) students begin in the Design I second floor studios (I1-200). Sophomore (2nd year) students move to the Design II first floor studios (I2-100). Junior, Senior, and fifth-year students complete their upper-division studios in the Architecture building (N232 & N332). In recent years the department chair has been faced with challenges to this "progression" as the matriculation rate continues to grow. At a minimum the Chair strives to keep all sections of any given studio in adjacent spaces to foster peer-to-peer learning and studio culture.

Table 5.13: Design Studio Spaces

Type of Space	Studio Spaces	Max Capacity / Section	Fall '22 Seats/Capacity	Location
Architecture 2nd floor	9	18	161/162	ARCH232
Architecture 3rd floor	8	18	143/144	ARCH332
Design I 2nd floor	10	18	220/180	I1-200
Design II 1st floor	6	18	98/108	I2-100
Total	33		615/594	

Also, due to a rapid increase in enrollment, beginning in the fall of 2020 the program began offering morning and afternoon studio sections with hot desks for the first-year students. This allowed the sophomore through fifth-year students to maintain dedicated studio workspaces.

Table 5.14: Design Studio Space Assignments (Fall 2022)

Studio Course (# of sections)	Studio Sections	Seat Capacity / Section	Enrollment (Fall 2022)	Location
ARCH1001 (Section 01-07)	7 (am)	18	122	I1-200
ARCH1001 + ARCH1011 (Section 08-12)	5 (pm) + 1 AT (pm)	18	81 + 17	I1-200
ARCH2003 (Section 01-07)	8	19	143	N-232
ARCH3011 (Sections 01-04; 06-07)	6	18	98	I2-100
ARCH4013 (Sections 01-05)	5	17	86	N-332
ARCH5015 (Sections 01-03)	3	18	50	N332
ARCH5015 (Sections 04)	1	17	18	N232
Total	35		615	

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The three Architecture buildings are consistent in their intention to be used as didactic devices. Building structure, mechanical systems, and finish systems are exposed in each of the buildings and instructors routinely reference the systems to illustrate real examples of the technological aspects of comprehensive design. Likewise, the two auditoria spaces have state-of-the-art lighting and AV systems and can be configured to demonstrate various programmatic settings.

Heery International received the 2002 Design Excellence Award for their Architecture (#640) building's spatial and tectonic experience. The Design II (#820) building was designed by the Atlanta firm Cooper Carry and Associates, and it received the Gold LEED certification and won the 2011 Brick in Architecture Award. In the Design 1 (#824) building, the second floor studios contain a "Crystal Closet", a glass IT port that houses department and university servers, intended to increase the visibility of technology that supports our digital age. It is critical that we teach architecture in buildings that demonstrate good design decisions and functional spaces.

In addition to spaces that demonstrate building performance, the students and faculty enjoy numerous lounge spaces, study spaces/pods, informal small-groups settings, and exterior terraces/courtyards. Faculty have access to multiple flexible spaces for short-term and long-term research or teaching demonstration activities.

In the Design I (#824) building the Albion Student Success Headquarters (SSHQ) houses several support spaces. The SSHQ includes academic advising suites, administrative offices, a space for group learning (workshops, seminars, and guest speakers), and a non-instructional computer lab that is available 7am-3am each day. Also included on the first floor are four academic computer classrooms, the Construction Management Demonstrations Lab, student competition workroom, two architecture jury spaces, and a college conference room.

Labs

The department of architecture has access to all labs in the college. Although some labs, in the past, have predominantly been used by one department or the other, Dean Payne has allocated all teaching spaces to be usable by either department through schedule, coordination, and agreement. As such, efforts have been made to have all college faculty explore cross-disciplinary labs.

Woodshop

The CACM Woodshop is located on the ground floor of the Architecture (#640) building. It is a resource that is available for use by all active students and faculty. The college's focus on safety requires that anyone who wants to use the Woodshop must have successfully completed the Shop Safety Training Course.

The Woodshop was designed and is equipped to build small to medium sized models, using primarily wood. The Woodshop contains a variety of equipment that allows users to perform just about any operation that they would like on wood, or in some cases other similar materials. The Woodshop is staffed by trained professionals during all hours of operation. A comprehensive list of equipment and tools is available at this link.

Digital Fabrication Lab

The CACM Digital Fabrication Lab is located on the 3rd floor of the Architecture (#640) building. The lab houses professional grade digital manufacturing equipment for small-to-medium scale models and prototype creation, utilizing numerous materials ranging from papers to plastics to composites; All active students and faculty have access to the lab's resources and equipment for class projects and research.

For current college students, more information on how to access these resources can be found in the Fabrication Processes section of the department website. The lab is fully staffed by professional technicians during operational hours 9am-10pm. A comprehensive list of equipment and tools is available at this link.

Media Lab

The CACM Media Lab is located on the Marietta campus on the 2nd floor of the Architecture (640) building. The lab houses professional grade plotting and scanning equipment for large format printing and scanning, as well as a small photography studio with professional lighting and backdrops suitable for documenting physical models, furniture, and other design projects. All active students and faculty have access to the lab's resources and equipment for class projects and research. The lab is fully staffed by professional technicians during operational hours 9am-10pm. A comprehensive list of equipment and tools is available here.

Materials Lab

The Department of Architecture's MAT_Lab, located in room N310 of the Architecture (#640) building, is a material samples library, gallery, reference library and seminar room. The MAT_Lab's collection includes: archived material samples, books on materiality, fabrication and architectural monographs. The MAT_Lab is affiliated with the Material ConneXion Library in New York, which supplies some of the samples to our collection of innovative and sustainable materials.

Construction Management Demonstrations Lab

The Construction Management Demonstration Lab is located on the first floor of Design 1 and functions as a space for students to get first-hand experiences testing and evaluating various construction components and equipment. Students can see and feel components of an air conditioning unit, helping them understand how temperature fluctuates as gas passes through the elements. There are industry-built units that allow students to visualize plumbing fixtures that would otherwise be hidden behind drywall. Additionally, faculty and students conduct hands-on research and experiment in structural analysis and environmental controls.

Seating 24 students, this lab exposes students to the tools and equipment of the trade including air quality, electrical, lighting, and acoustic testing equipment.

Building Management System (BMS) demonstration Lab
The Johnson Controls Building© Management System (BMS) is a computer-based control system donated and installed by Johnson Controls© to demonstrate controlling and monitoring mechanical and electrical equipment in commercial and industrial buildings. The system includes measurement censors and controllers for lighting, fans, valves, dampers, and fire systems.

This system demonstrates a BMS system that is usually found in large scale commercial and industrial buildings. The main function of this system is to control the cooling and heating equipment, manage the airflow rates and distributions, and provide local environmental control for specific spaces. The system can also monitor and control the CO2 concentration in the space by controlling the outdoor ventilation rates. A similar BMS system in buildings is responsible for controlling approximately 70% of the energy consumption in that building.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

The Department of Architecture provides a range of support spaces for faculty success, bith full time and adjunct faculty. All full-time faculty have permanent offices within the three buildings. Creating the new Dean's suite in the Architecture building meant relocating the department offices. Currently under construction the new space will feature a reception area, collaborative space and office for the department chair. The collaborative space will include presentation and video conference capabilities and four nesting tables that can function as a large table or temporary workspace. The department architectural book library will remain in the front reception space. Free for us by students and visitors. The construction has been delayed by material delays and furniture is about twelve weeks out.

Because of the construction the adjunct offices in the N-building were removed. The space vacated by the analytics lab when they moved to the H building is temporally occupied as construction continues. It has the potential to be used for adjunct offices of a small collaborative space. In the meantime, one of the vacant faculty offices is being shared as a collaborative space. Not ideal but working. The faculty lounge is available for small collaborative meetings. Phone booth spaces are being installed in studio spaces in D1 and the Architecture building. These two persons spaces are quite spaces placed in the studio sections to allow quite conversation.

This year room I1-211 in the D1 building was expanded for our collaborative adjunct faculty space. Lockers we added to store personal belongings. To support faculty research, the digital analytics lab has moved to the M building for more space. The lab features high powered computing and the Arduino research area.

Additional with the Digi-lab larger format 3D printer and a resin printer have been added for research projects. All faculty should have card key access to the MAT LAB, located in room N310 of the Architecture (#640) building, serves as a space for small group meetings including department meetings.

The recent change to a campus wide scheduling system for spaces and the growth of the program has meant several classes have been moved out of the building. This has been problematic for classes with shared curriculum and lab exercises. Classrooms that were once open for impromptu studio gatherings have now been filled with other department courses.

We are working on mechanisms to ensure get priority use of the spaces in our buildings and to find space for faculty to collaborate when their courses are in different buildings.

As detailed above the Student Success Headquarters is a college unit supporting students with advising and tutoring through the MAC RSO. In addition, the headquarters also has materials for those students with need and sponsor the loaner laptop program that allows students to check out a laptop for up to a week in the event that their technology has problems. The leadership series is also sponsored by the SSH.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The department provides resources and support for in-person and online learning formats. We do not have any offsite formats and online and hybrid formats have been minimal in the architecture program, except during the global pandemic. Starting spring 2023, the approval process for new online courses must be completed for both the course material and the instructor through the unit of Digital Learning Innovations and their instructional design support program. This group works with all faculty, part time and full time, to help design, develop and facilitate online courses. Resources include best practices for enhancing online course delivery and pedagogy for online teaching. They provide instruction that expands on various topics to address areas like content development and communication strategies. Instructional design models are provided with procedural frameworks for the systematic production of instruction. This is an excellent resource for the program. The department is encouraging faculty wishing to continue online delivery to attend training session this fall. Additionally instructional support can be found within our Center for Excellence in Teaching and Learning (CETL). They promote faculty success through research based educational and organizational development practices and scholarly teaching to promote and advance research-based pedagogies that foster student academic engagement, learning and success.

As part of the new faculty initiative a series of workshops are being introduced this fall to ensure faculty success. No matter the delivery method instructors are encouraged to use our content management system, D2L, to make syllabi, course materials, and grades digitally available for students. Currently we are committed to delivering the B.Arch studio classes face to face following our hands-on pedagogy.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

All physical resources are addressed above.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Kennesaw State University, and all the USG institutions operate on a zero-based budgeting model. This means, simply, that the department (and all divisional) budgets are reset each year with the next fiscal year's resources distributed on July 1st. Quarterly reviews of budget expenditures are discussed with the Dean and Business Manager to ensure all funds are allocated in a timely manner.

The fiscal health of the college is stable. Within a university experiencing tremendous undergraduate enrollment growth, each college has had to do more with less (or at least the same). Despite an increase in enrollment the fiscal resources available to the college remain flat.

The Department of Architecture ensures that program student outcomes are met, often with additional opportunities being made available. Budget management lies solely with the Department Chair. The department budget structure consists of four main accounts:

Table 5.15: –Types of Accounts

Account	Administrator	Purpose
State Funds	Provost	Faculty salary, fringe, capital expenditures
Operational, Supplies & Equipment, Travel, and Student Assistants	Department Chair	Consumables, faculty and staff travel, general operating expenses, and student assistant fees
Course Fees	Department Chair	Consumables in the media lab, digital fabrication lab, studio, and woodshop
Learning Culture Fees	Department Chair	Activities, events, lecture series, juries, competition functions, seminars, student conference travel, RSO support
Foundation/Development	Department Chair/Dean	Scholarships, study abroad, student competitions, meals, marketing and promotion, travel and honoraria, etc.

Access and management to real-time reports for department managed accounts occurs online via SAS, and with consultation with the college dedicated business manager. The departmental budget has decreased due to expanded college services needed to meet university-wide initiatives (i.e. student success and R2 strategies). However, other funding sources have been made available through Student Success Grants, One-Time Funding Requests, and Summer Sprint enrollment initiatives. Recently, these funds have allowed for the upgrade of classrooms/studios, technology, and furniture.

Examples of Other Funding:

- 2019 Student Success Award ($130,000)
- 2020 Student Success Award ($70,000)
- 2020 Dean’s Research Grant ($7500 from OSE Budget)
- 2021 Student Success Grant ($40,000)
- 2021 Dean’s Research Grant ($5000 from OSE Budget)
- 2022 Student Success Grant ($39,600)
- 2022 Summer Sprint ($50,000)
- 2022 One-time funding ($82,385)

The balance in the Department of Architecture’s foundation/development accounts have remained below $100,000 the past three academic years (See Table 5.16). Recent fundraising strategies have focused on growing scholarships and study abroad travel funds, as such, most of the funds from this account are non-discretionary.

Table 5.16: Architecture Department Budget

Year	Enrollment	Arch. Program Salaries w/ Benefits (See Table 5.17)	College OS&E, Travel, Student Assistants (See Fig 5.10)	Arch. OS&E, Travel, Student Assistants	Arch. Total (Salary Budget plus OS&E, Travel, & Student Assistants)	Studio Fees (See Table 5.20)	Learning Course Culture Fees (See Table 5.20)	Found./ Develop. Accounts (Total)**
2018	348	$2,275,902	$198,443	$109,000	$2,384,902	$42,075	$41,550	NA
2019	408	$2,486,280	$198,443	$109,000	$2,595,280	$44,850	$43,600	NA
2020	499	$2,486,555	$255,519	$112,762	$2,599,317	$52,125	$50,700	$50,951
2021	612	$2,523,090	$234,830	$114,800	$2,637,890	$65,325	$57,450	$49,393
2022	607	$2,383,881	$219,735	$85,000	$2,468,881	$81,300	$79,550	$82,537

** Foundation Account Balances by FY (June)

Table 5.17: Architecture Faculty Salaries (AY2022-2023)

Rank	Number	Lowest	Highest	Average
Rank	Number	Lowest	Highest	Average
Professor	4	$85,578	$96,001	$90,241
Associate Professor	8	$74,334	$100,801	$79,074
Assistant Professor	4	$66,732	$68,568	$67,672
Lecturer	2	$60,000	$60,660	$60,330
Senior Lecturer	2	$58,335	$64,885	$61,610

Table 5.18: Average University (KSU) Faculty Salary per Rank (AY2022-2023)

Rank	Number	Lowest Salary	Highest Salary	Avg. Salary
Professor	377	$68,066	$290,000	$107,230
Associate Professor	301	$59,762	$177,380	$85,324
Assistant Professor	339	$52,476	$160,156	$81,308
Lecturer	205	$48,645	$97,950	$62,820
Senior Lecturer	122	$50,321	$111,954	$63,502
Limited Term	91	$50,000	$100,000	$60,291

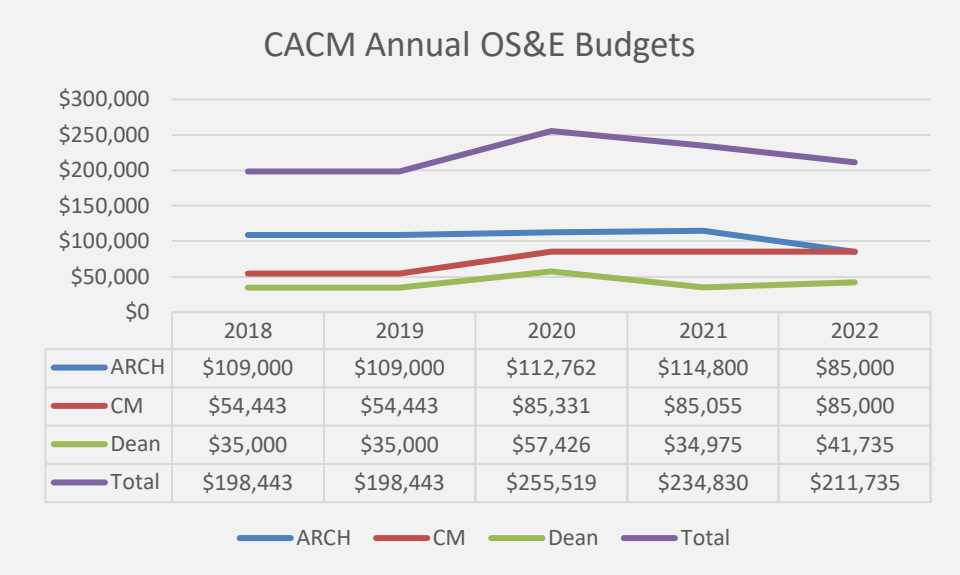


Figure 5.10: Annual OS&E Budget Comparison

Table 5.19: Mandatory Student Fees - University

Fee Name	Rate
Technology Fee	$55.00
Activity Fee	$39.00
Sports & Recreation Parks Fee	$86.00
Parking Fee	$58.00
Health Fee	$51.00
Recreation Center Fee	$97.00
Transportation Fee	$58.00
Wellness Fee	$3.00
Athletic Fee	$221.00
Total Fees:	$668.00

Table 5.20: Mandatory Student Fees – Architecture (per year)

Fee Name	Rate
Course Fee (per Studio)	$75.00
Learning Culture Fee	$50.00

These two fees have allowed us to better improve the hands-on educational component of our studios, lectures, studio culture, and student organization events, without incurring additional fiscal burden to the department. The table above shows the FY2022 revenue and expenditure overview.

In addition to the annual faculty salary budget, the Provost has provided additional funds through support for limited-term faculty and part-time faculty. Although there is no budget request process for part-time faculty, the Provost has approved nearly all part-time faculty requests, limited-term faculty requests, and overload/stipend/supplemental pay requests when directly related to classroom teaching. However, it

should be noted that due to the recent dramatic increase in enrollment the percentage of part-time faculty (and faculty overloads) has become greater than desired as the management of consistency and quality of teaching becomes difficult with such large number of temporary faculty (See Table 5.21).

Table 5.21: PT Faculty – Architecture

Semester	# of PT Faculty
Spring 2022	19
Fall 2021	23
Spring 2021	12
Fall 2020	17
Spring 2020	7
Fall 2019	9

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Facilities & Institutional Context

The Kennesaw State University Library System is comprised of three primary campus locations and a robust, online library. Sturgis Library and the Repository are located on the Kennesaw campus. The Johnson Library is located on the Marietta campus. The University's library facilities are less than 10 miles apart and located off a major north-south corridor accessible by interstate, state highway, and county and campus bus transportation. Both libraries are available to all KSU students and faculty in addition to having specific resources at their respective locations. The KSU libraries' information, learning services, and programs are defined on a single library website and accessed electronically through KSU's website at https://library.kennesaw.edu/index.php and through the GIL (Galileo Interconnected Library) website (see below).

The Johnson Library on the Marietta campus is housed in a 58,175-square-foot facility that was recently renovated. The library building provides seating for 706 students/users, fourteen office/work spaces for 11 librarians and support staff, and 30 group study rooms. The study rooms include space for conferencing and collaborative technology-equipped rooms for students. The three floors of the Johnson Library offer users space for group or individual study, meetings, and research. University archives and stacks are co-located with the staff. Productivity equipment such as photocopiers/printers and scanners are located on the main entrance floor. The library also provides laptop loan service. The library makes available to students 98 windows-based computers and 28 MAC computers. These resources provide access to electronic books, journals, and databases across a broad range of subject fields.

The Sturgis Library is housed in a recently renovated 104,000 square foot facility in the center of the Kennesaw campus and an additional 6,000 square feet of on-campus warehouse space for book storage is also utilized. The four floors in Sturgis Library offer users space for classes, group or individual study, meetings, and research. University archives, rare books, and stacks are co-located with assisting staff and productivity equipment such as copiers, scanners, and film readers are located on several floors. The Sturgis Library maintains more than 149 workstations that provide access to the collections. The library is open 111.5 hours per week with extended

hours during exams. The library has 24/7 chat reference services to serve as an equitable service to all students.

Administration and Decision Making

The Library System plays an important role in meeting the goals and learning outcomes of the College of Architecture faculty and students. The Library System is directly related academically to the programs and provides reinforcement of the classroom with print and online resources, collaborative spaces, and librarians essential to a comprehensive learning experience.

The university has, by statute, a Faculty Library Advisory Committee assigned to the Faculty Senate and advisory to the Dean and Assistant Vice President for Library Services whose purpose is to serve as an advisory group to the Dean and liaison with each college and group represented regarding library needs and issues. It makes recommendations and advises the Dean in the development and refinement of library system policies. The committee meets at least twice during the academic year. The result of this committee's work is reported to the Dean of Library Services, The Provost, and the University President. Membership includes one undergraduate faculty representative elected from each degree-granting college; and one graduate faculty representative elected from each college with graduate programs. In addition, one undergraduate student is appointed by the president of Student Government Association and one graduate student is appointed by the president of Graduate Student Government Association.

The Dean of Library Services is also a member of the Atlanta Regional Council for Higher Education (ARCHE) Library Council and has served as chair of that body and is a member of its executive committee. In addition, the Dean is a member of the Regents' Academic Committee on Libraries and has served on the executive committee that guides GALILEO. The Dean served as the past Chair of this body. The Dean also advocates for the Library System as a member of the Provost Council of Deans and serves as an ex-official member of the Graduate Policy and Curriculum Committee. The Library System also has an elected librarian on the Faculty Senate and an elected Librarian on the Undergraduate Curriculum Committee. The Library System also has a voting member on the Information Technology Advisory Committee (ITAC).

Library Resources

The Kennesaw State University Library System holds a growing number of carefully cultivated resources and services designed to assist students and faculty. The KSU Library System holds over 104,000 e-journal titles; 800,000 e-books; 14,000 Federal Serial Sets (approximately 9.7 million pages); 62,000 federal maps; 1,300,000 music scores; over 10,000,000 audio recordings; and 100 collections of datasets representing over 12,000,000 data points. The KSU Library System proudly hosts and maintains the university's institutional repository, the Digital Commons, which is home to 13,374 resources and has had over three million downloads worldwide.

Because the KSU Library System is a participating member of GALILEO Interconnected Libraries (GIL), students and faculty have access to and borrowing privileges from the collections in all of Georgia's public college and university libraries as well as several private university libraries. GALILEO and GIL provide access to the collections of the finest doctoral research university libraries in the state. The comprehensive holdings of Georgia's virtual library system include over 10 million volumes and thousands of full-text periodicals accessible through 384 electronic databases. Consequently, the discipline-specific library resources available to support the KSU colleges and programs are extensive. KSU is also a charter member of LYRASIS, a national and international bibliographic cooperative in library resource management. LYRASIS uses its large library membership to secure discounted purchasing prices and licensing fees for a wide variety of eResources and eContent materials.

The KSU Library System uses a discovery service within its online library catalog that enables Architecture students and faculty to search across multiple discipline-specific databases, the

libraries book catalog, the GIL Union Catalog, and the Digital Commons—all in one search effort. This discovery layer increases the comprehensive results and increases searching efficiency.

Selection of new materials in all formats is completed under the guidance of the library's Collection Development Unit. Similarly, replacement or removal of library materials is as important as the purchase of new books and learning resources. This process takes place on a regular basis within the libraries. Though most duplications and heavily worn copies are withdrawn, they are first examined by librarians and staff, who often consult with faculty of the associated programs and departments before making decisions on removal or possible replacement.

More than 8,000 book holdings related to Architecture are held in the KSU Library System collections and over 120,000 book holdings in the various GIL members libraries. The books are classified as follows:

Table 5.22: KSU Library Holdings

LC Class	Subject Area	KSU Holdings	GIL Holdings
HD 9715-9717.5	Construction Industry	144	1,531
KF 1950	Construction & Building Industry	5	22
NA 1-9428	Architecture (General)	6,698	72,305
NB 1199-1200	Sculpture Design and Restoration	1	17
TH 1-9745	Building Construction	1,207	17,123
TA 200-499	Construction Machinery and Materials	178	29,702
Totals		8,233	127,700

List of Supporting Cooperatives

- GALILEO Interconnected Library (GIL) provides access to the College of Architecture faculty and students to the collections in the libraries of all 26 USG institutions of higher education. The purpose of this interlibrary cooperation is to allow each institution to participate and share resources equitably while developing the necessary core resources for each local institution. The GIL Libraries includes circulating all libraries in the 26 USG institutions (including KSU), the Atlanta History Center, and the Georgia Department of Archives and History. GIL Express (courier service) facilitates the timely delivery of materials across the system.
- The Atlanta Regional Council for Higher Education (ARCHE) comprises 20 public and private colleges, universities, and other institutions of higher learning in the Atlanta Metropolitan area. The diversity of institutional missions represented by the membership includes liberal arts colleges, major research universities, comprehensive undergraduate/graduate universities, a school of medicine, a college of art, faith-related institutions, historically black colleges and universities, and single-gender colleges. The consortium provides access to millions of titles through interlibrary loans and interlibrary use. Interlibrary loan is available through courier service of library materials. The ARCHE consortium allows walk-up and online access to unique collections at institutions such as Emory University and the Savannah College of Art and Design-Atlanta.
- The Library System is a charter member of LYRASIS, a national and international bibliographic cooperative in library resource management. LYRASIS uses its large library membership to secure discounted purchasing prices and licensing fees for a wide variety of eResources and eContent materials.
- The Library System participates in the Federal Depository Library Program(FDLP) administered by the U.S. Government Printing Office. FDLP libraries offer free public access to collections on demographic, legal and regulatory information, statistics, careers, consumer information, public health reports, non-classified policy and national strategy documents, federal courts case and docket information, and business and trade

information. Additionally, through partnerships, the FDLP provides public access to project or resource information developed by universities and public agencies.

- The Library System also administers the Digital Commons at KSU. This open access repository supports student and faculty scholarship and provides digital journal and monograph publishing. The content in the digital repository is managed by the Library Resources Department as part of collection development . Additional scholarly resources can also be accessed through the Digital Commons Network. The network provides open access to peer-reviewed journal articles, book chapters, dissertations, and conference proceedings in 73 disciplines from more than 482 colleges and universities. As of the September 2019 the KSU Digital Commons has 11,953 total papers that where downloaded 2,437,813 times. Downloads of papers in the last year where 495,844.

Finances & Equitable Practices

The Library System possesses the financial means to acquire resources at all levels to support all Architecture initiatives and courses. The KSU library collections are supported by interlibrary use cards, which allow access to collections (as mentioned before) throughout metro Atlanta on a walk-up basis. Interlibrary loans for specific articles that are electronically delivered and complete manuscripts are delivered via courier to the campus five days a week.

Other collections that are fully online—or approaching fully online—format in full text/image/sound types are available to faculty and enrolled students at all times via secure login with their KSU network identification and password, regardless of their locations. These collections include:

- 50,000+ e-journal titles;
- 13,557 Federal Serial Sets (approximately 9.7 million pages);
- 56,000 federal maps;
- 45,000+ music scores;
- 1,000,000+ tracks of music;
- 15,500 video titles;
- 1,000,000+ art images;
- 90 collections of data-sets representing over 12,000,000+ data points

In support of the Architecture program, the Library System has developed shared consortia and paid contractual programs providing a comprehensive collection of material. Utilizing the consortia and paid contractual resources the Library System has ready access to materials that would have required a long period of time to develop. The contractual consortia allow for retrospective collections development where time, space or funds may not have been available.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Staffing

There are 56 total Library System personnel, 28 faculty and 28 staff members. At the Johnson Library, there are eight staff members and four faculty with permanent offices, however the faculty and staff of the Library System regularly shift between both campus sites to best support the research needs of the students and faculty of the university.

The Library System maintains a high level of expertise among library faculty and staff. Library faculty positions require applicants to have a master's degree in Library Science from an American Library Association accredited degree program or foreign equivalent. Some Library System faculty positions require a subject expertise degree or years of service in a specialized area.

KSU librarians serve as subject liaisons to the faculty and academic programs. This arrangement forges a strong relationship between Architecture teaching faculty and library faculty. Procedurally, either teaching faculty or library faculty contact each other about materials for purchase, assistance with online resources and instructional sessions, or assistance with research needs. Requests for purchases by students and faculty in the College of Architecture may also be made via the library electronic request form. Individual librarians responsible for a subject or discipline area have a variety of selection aids and analytical information available such as YBP's GOBI Service, Choice, and Resources for College Libraries in developing the collections in Architecture and related fields. The Association of Architecture School Librarians (AASL) also maintains a Core Periodical List and a listserv resource for architecture librarians for collection, liaison or best practices discussions and consultation.

Services & Technology

The Library System provides a variety of means for Architecture faculty, students, and staff to access collections and services. The library system provides extensive hours of operation, a large and varied number of resources, modern equipment, access to other academic libraries and resource centers, instructional programs for improving library skills, and librarians available for one-on-one consultation.

The Library System provides orientation for Architecture classes upon request. These orientations include a demonstration of various catalogs, databases and resources with hands-on practice and acquaintance with searching strategies and using citation management software. Librarians also give lectures on search strategies for materials for research projects and papers and of critical materials for art and design classes. Specialized tours, lectures, brochures and handouts are also provided as requested. The library staff offers orientation and online bibliographic instruction for federal government documents.

The Library System has developed a series of instructional guides for using the library and specific resources unique to Architecture. In annually revised editions, these guides acquaint users with the various kinds of resources available in the libraries. Such resources include books, indexes, periodicals, databases, datasets, digital images, networked-resources, union catalogs and interlibrary-use service. The Library System has developed a series of staff training programs for delivering point-of-use instruction in conducting library research and independent training.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The program meets this condition at the following locations:

The Statement on NAAB-Accredited Degrees is located on our website at: https://cacm.kennesaw.edu/architecture/about/accreditation.php

The Statement on NAAB-Accredited Degrees is located in the Undergraduate Catalog at: https://catalog.kennesaw.edu/preview_program.php?catoid=60&poid=6830&returnto=4533

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The Architecture program website provides the documents below at: https://cacm.kennesaw.edu/architecture/about/accreditation.php under "NAAB Conditions and Procedures".

- NAAB Conditions for Accreditation, 2020 Edition
- NAAB Procedures for Accreditation, 2020 Edition
- NAAB 2014 Conditions for Accreditation
- NAAB Procedures for Accreditation, 2012 Edition

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Please refer to Section 5.4.4, "Career Development", for a description of services. In addition to workshops, sessions and individual appointments described, career development information is provided at the following locations:

Department of Career Planning and Development: https://careers.kennesaw.edu/

To schedule a Career Advising Appointment: https://careers.kennesaw.edu/contact/index.php

Events Calendar: https://careers.kennesaw.edu/students/events.php

Student Resources, including Handshake: https://careers.kennesaw.edu/students/index.php

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Please visit the following locations to see how our program meets the conditions of 6.4.a-j:

a – f Please see the program's accreditation webpage for items "a" to "f" at https://cacm.kennesaw.edu/architecture/about/accreditation.php.

g Item "g" is not applicable.

h NCARB ARE pass rates are located here, under "Data": https://cacm.kennesaw.edu/architecture/about/accreditation.php

i Statements on learning and teaching culture are located under "Studio Culture" here: https://cacm.kennesaw.edu/architecture/about/policies.php and the College Course Policies which provide policies on the course environment, grading, and collaboration with the college Advising Team, can be found here: https://cacm.kennesaw.edu/docs/shared_governance/cacm_course_policies_3nov2020.pdf

j Statements on diversity, equity, and inclusion are provided here:

Please see "Diversity" under "Values" here: https://cacm.kennesaw.edu/architecture/about/policies.php

Please see "About, Mission and Vision" and "About, Defining Diversity and Inclusion" from the KSU Division of Diverse and Inclusive Excellence here: https://diversity.kennesaw.edu/ and "KSU Thrives as a Diverse Community" here: https://www.kennesaw.edu/about/index.php

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

The admissions criteria for entry into the B.Arch major are higher than regular KSU admissions standards for first year applicants. Fall 2021 Freshmen and Freshmen Transfer admission into the Architecture program required a 2.5 High School GPA and a composite SAT score of 1080 (above the KSU minimums of 500 EBRW and 490 Math) or a 21 on one ACT score and minimum of 18 on the other (above the KSU minimum of 18 each). That year we recognized that admissions criteria for non-traditional and transfer students also needed to be established as enrollment numbers grew in those areas. Upon a thorough review, the admissions decision matrix was updated to address these student types as well. (Please see the appendix for *Architecture Admissions Decision Matrix_Fall 2021 Applications.*)

In 2022, the program conducted a second round of admission criteria analysis and assessment using student application and progression data from our 2016 first-time freshmen cohort. Based on this review, admission requirements for the Architecture program are now set at a 3.0 high school GPA with SAT minimums of 500 EBRW and 570 Math or ACT minimums of 18 E/R and 23 Math. (Please see the appendix for *Architecture Admissions Decision Matrix_Fall 2023 Applications.*)

a) Application forms and instructions
https://gafutures.xap.com/applications/usg/USG_Common_2021/apply.html?application_id=2300

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

Freshman and Transfer Freshman: https://admissions.kennesaw.edu/admissions-requirements/freshmen.php

Transfers: https://admissions.kennesaw.edu/admissions-requirements/transfer.php

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

Transfers: https://admissions.kennesaw.edu/admissions-requirements/transfer.php

d) Requirements and forms for applying for financial aid and scholarships

Newly admitted students receive an acceptance letter and paper pennant that directs them to the next steps website: https://admissions.kennesaw.edu/admitted-students/. Part of these instructions include Filing the FAFSA as well as the Kennesaw State University (KSU) Scholarship Application. The “File your FAFSA” link takes students to the Financial Aid webpage. The Financial Aid webpage instructs students on the application process for federal/state aid, additional documentation that may be necessary, and how to request a re-evaluation of aid eligibility: https://financialaid.kennesaw.edu/student-resources/how-to-apply.php.

Once a student has been admitted to KSU, the Office of Scholarships and Financial Aid begins a communication campaign to request that students file their FAFSA. This campaign runs through the start of the fall term.

KSU utilizes the Scholarship Universe software platform. This platform allows students to apply for internal KSU Scholarships and matches students to vetted external scholarships. A separate communications campaign is run for KSU Internal and External scholarships. After the deadline for the internal scholarship application, students are reminded that they may still apply for external scholarships. Information regarding scholarships is located: https://financialaid.kennesaw.edu/financial-aid-types/scholarships/index-2.php.

The Department of Architecture Scholarship Committee promotes disciplinary scholarships and makes decisions on KSU Foundation Scholarships for architecture students. Applications are through Scholarship Universe and information is available at https://cacm.kennesaw.edu/architecture/students/scholarships.php.

In-state undergraduate students that complete a federal/state application for aid are reviewed for HOPE or Zell Miller Scholarship eligibility. HOPE and Zell Miller are merit-based scholarships administered by the Georgia Student Finance Commission. Students must meet academic rigor requirements to qualify for the HOPE or Zell Miller scholarships. Zell Miller scholars must also meet test score requirements or be a valedictorian/salutatorian from high school. The information below shows the number of students awarded HOPE or Zell Miller, Foundation, or Outside Scholarships for the last 5 years.

Table 6.1: KSU Bachelor of Architecture Program Scholarship Recipients

	HOPE/Zell Miller Scholarship Recipient	**Foundation Scholarship Recipient**	**Outside Scholarship Recipient**
2021-22 Aid Year	369	42	26
2020-21 Aid Year	315	30	28
2019-20 Aid Year	212	29	22
2018-19 Aid Year	156	16	17
2017-18 Aid Year	164	12	14

e) Explanation of how student diversity goals affect admission procedures

The program does not have specific diversity goals for admission.

Kennesaw State University admits students based on academic criteria including high school grade point average, test scores (if required), and college grade point average (if applicable). Admissions are on a rolling basis.

While the B.Arch program does not set specific diversity goals relating to admission, the program and department are committed to an equitable and fair admission process as stated in the following commitment provided on the application landing page, paragraph 18:

https://gafutures.xap.com/applications/usg/USG_Common_2021/apply.html?application_id=2300

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the university prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU community on campus, in connection with a university program or activity, or in a manner that creates a hostile environment for members of the KSU community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal, expulsion or termination from KSU. Every member of the KSU community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. All members of the faculty, staff and student body are expected to ensure that nondiscriminatory practices are followed at the university.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

The program meets this condition in the following ways:

General information including, but not limited to the application process, types of financial aid, dates/deadlines, resources, and policies are available on the website for the Office of Scholarships and Financial Aid: https://financialaid.kennesaw.edu/. Each semester, a notification regarding general Consumer Information is sent to enrolled students. This contains useful information on financial aid policies, student services, and financial aid.

The Office of Scholarships and Financial aid provides a series of useful videos for various audiences covering a variety of topics. These videos are meant to answer quick questions regarding common topics: https://kennesawstate.financialaidtv.com/. Additionally, the office employs a chatbot feature to answer questions related to financial aid. The chatbot is located on the bottom right corner of office website and also within the Financial Aid Verification/Scholarship application portals. This chatbot also can answer student specific questions on financial aid verification and the KSU Scholarship application if the student is logged into their account.

Each student is assigned a Financial Aid Counselor based on the first letter of their last name. A prominent button is on the main webpage to link to that information: https://financialaid.kennesaw.edu/contact-us/index.php. Students may visit campus, call the office, or reach out directly to their individual counselor. Walk-in assistance is provided by professional staff. Communications sent by the Office of Scholarships and Financial Aid include contact information for the students. Communications always contain contact information to the office and the general Financial Aid phone number that is managed by the Enrollment Services Communications Center.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

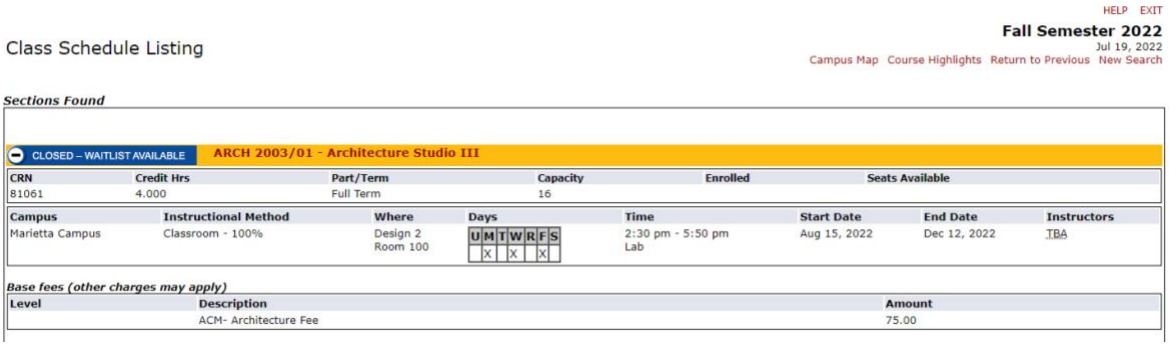
The estimated Cost of Attendance is provided to students on the Financial Aid website: https://financialaid.kennesaw.edu/student-resources/cost-of-attendance.php. This estimate includes Books and Supplies, General Mandatory Fees, Personal Expenses, Board (Meals), Room, Loan Fees (if taken), Transportation, and Tuition for 12 hours) annually.

"Books and Supplies" are estimated at $1500 for the current academic year and the department estimates that approximately $300 of that is spent on books each semester with $450 estimated for supplies.

Students may view their estimated Cost of Attendance on their Owl Express (self-service) account as well. Once schedules have been confirmed, the Tuition and Fee components are updated to actual costs.

Additional Architecture Program Costs:

Architecture courses may require a specialized fee of either $50.00 or $75.00. Specialized fees associated with courses are notated in the Class Schedule Listing (see example below):



HELP EXIT

Class Schedule Listing

Fall Semester 2022
Jul 19, 2022
Campus Map Course Highlights Return to Previous New Search

Sections Found

CLOSED – WAITLIST AVAILABLE **ARCH 2003/01 - Architecture Studio III**

CRN	Credit Hrs	Part/Term	Capacity	Enrolled	Seats Available
81061	4.000	Full Term	16		

Campus	Instructional Method	Where	Days	Time	Start Date	End Date	Instructors
Marietta Campus	Classroom - 100%	Design 2 Room 100	U M T W R F S X X X	2:30 pm - 5:50 pm Lab	Aug 15, 2022	Dec 12, 2022	TBA

Base fees (other charges may apply)

Level	Description	Amount
	ACM- Architecture Fee	75.00

Figure 6.1: Image of Online Class Schedule Listing with Architecture Fee

The Culture Fee of $50.00 is collected to cover student activities such as field trips and the lecture series.

The Architecture Lab Fee of $75.00 assists in lowering the overall supply costs of students by providing them with supplies, tools and equipment necessary to support full creative exploration in studio courses. Materials are provided to students from these fees at the beginning of the semester. Plotting paper, 3D printing filament, and basic modeling materials are supplied by the department for all students in the program.

Appendix

One-Page Faculty Resumes

The program includes 43 full-time and part-time faculty for fall 2022. Faculty resumes are provided in alphabetical order of last names, as on the Faculty Matrix.

Faculty one-page resumes are located on the department's website on the "Accreditation" page under "Faculty Resumes" and can be accessed with the following link:

https://cacm.kennesaw.edu/architecture/about/accreditation.php

PROGRAM AND STUDENT CRITERIA MATRIX

KSU ARCH
NAAB Criteria Mapping

Course Number & Sequence

	Year 1						Year 2						Year 3						Year 4						Year 5						Non-Curricular Activities													
	Fall		Spring		F	S	Sum	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring													
	Intro to Architecture	*Studio I (Observe + Represent)*	*Studio II (Represent + Intervene)*	*Design Communication 1*	*Accelerated Studio I*	*Accelerated Studio II*	*Accelerated Studio III*	*Studio III (Intervene + Program)*	*Design Communication 2*	*ETECH I: Material & Methods*	*Studio IV (Program + Context)*	*HTC: Cultures 1*	*STRUCTURES 1*	*Studio V (Systems Exposure)*	*HTC: Cultures 2*	*ETECH II: Active & Passive Systems*	*STRUCTURES 2*	*Studio VI (Systems Inigration)*	*HTC: Cultures 3*	*ETECH III: Lighting, Electical, Acoustic (Appl*	*STRUCTURES 3*	*Studio VII (Integrated)*	*HTC: Cultures 4*	*Urban Theory*	*Studio VIII (Urban)*	*Thesis Prep.*	*ProPractice: Codes and Tech Docs*	*Studio (Focus)*	*Thesis Research*	*ProPractice: Cost Control*	*Studio X (Thesis)*	*ProPractice: Ethics*	*EQUINOX*	*NCUR*	*Pluralism_Ismaili SE*	*Lecture Series*		*Firm Meet and Greet*	*SSHQ_ Workshops*	*CHSA 7th Biannual Meeting on Construction History*	*Creative Placemeking Initiave & Symposium*	*Leadership Series*	*Verticval Chasrrette*	*Design Communication Assocviation DCA*	
	1000	**1001**	**1002**	**1241**	**1011**	**1012**	**2013**	**2003**	**2242**	**2311**	**2004**	**2111**	**2211**	**3011**	**3112**	**3313**	**3211**	**3012**	**3113**	**3314**	**3212**	**4013**	**4114**	**4116**	**4014**	**4117**	**4224**	**5015**	**5016**	**4225**	**5017**	**4226**												
Shared Values																																											
Design		x	x		x	x	x	x		x	x		x	x				x			x	x			x			x			x												
Env. Stewardship & Professional Respon.										x			x	x		x	x	x		x	x			x		x			x			x											
Equity, Diversity & Inclusion	x											x		x	x				x			x	x	x		x							x										
Knowledge & Innovation																		x										x	x		x						x						
Leadership, Collab. & Community Engmt.																							x	x				x	x		x						x	x		x	x		
Lifelong Learning	x											x			x				x			x						x			x												
Program Criteria																																											
PC.1 Career Paths	x																														x												
PC.2 Design		x	x		x	x	x	x			x			x				x			x			x			x	x		x												
PC.3 Ecological Knowledge & Responsibility										x				x		x		x		x				x																			
PC.4 History & Theory												x			x				x				x	x																			
PC.5 Research & Innovation																						x		x	x			x	x		x											
PC.6 Leadership & Collaboration	x																								x							x										
PC.7 Learning & Teaching Culture	x									x																																	
PC.8 Social Equity & Inclusion	x											x			x				x				x	x	x		x																
Student Criteria																																											
SC.1 HSW in the Built Environ.												x		x		x	x	x		x	x			x			x																
SC.2 Professional Practice																										x			x		x												
SC.3 Regulatory Context														x		x		x				x				x					x												
SC.4 Technical Knowledge				x					x	x		x				x	x			x	x					x			x														
SC.5 Design Synthesis																		x				x																					
SC.6 Building Integration																		x				x																					

NAAB Faculty Matrix Template (may be expanded to 8½" x 14")

A matrix must be provided for the current semester/quarter that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time, and the specific credentials, experience, and research that supports these assignments.

This supplemental matrix should be available to the team 45 days in advance of the visit and also placed in the team room.

Academic Year: 2022 (Note: All courses listed in the table are undergraduate UG)

Name of instructor, FT/PT (alpha order)	**Summary of research, education, and experience that qualifies instructor to teach subject matter of courses (limit 25 words)**	**Course #, name (UG, GR)**	**Course #, name (UG, GR)**	**Course #, name (UG, GR)**	**Course #, name (UG, GR)**
Al Rawi, Rana PT	MSc Architecture. BArch; Several years of experience as architectural designer, and part-time teaching.	ARCH 2242/02 Design Communication II			
Angulo, Edwin PT	BArch, MArch, Dipl Interior Design, 20+ yrs. of teaching experience, professional experience	ARCH 1001 /01 Architecture Studio I	ARCH 1001 /09 Architecture Studio I		
Bedette, Kathryn FT	Architect and M.Arch, award winning design work, has authored several publications on architecture pedagogy and architecture theory.				
Carpenter, William FT	BArch, MArch, PhD Architecture, 35 years of professional practice, research and publications in design built and fabrication; 29 yrs. full-time teaching.	ARCH 3011 /01 Architecture Studio V	ARCH 4114 /02 Architecture Culture IV 21st Century	ARCH 5016 /01 Thesis Research	
Carroll, Michael FT	MArch (Post-Professional) History and Theory, MArch (Professional), registered Architect, Prix de Rome (Canada) professional practice; research in architectural materials	ARCH 3011 /02 Architecture Studio V	ARCH 4114 /03 Architecture Culture IV 21st Century	ARCH 5016 /02 Thesis Research	
Collins, Jeffrey FT	BArch, MArch, PhD Architecture, registered architect with 20+ yrs. of professional experience, 8 yrs. teaching experience, research and publications in digital design and fabrication	ARCH 4013 /02 Architecture Studio VII Integrative Design	ARCH 4225 /01 Professional Practice II Cost Control	ARCH 5016 /03 Thesis Research	
Coulter, Ghazaleh PT	MArch, 17 yrs of professional experience, 3 yrs of teaching experience	ARCH 3011 /03 Architecture Studio V			
Dougherty, Kevin PT	MArch, M Planning, certified planner and registered architect, 45 yrs. of arch and planning professional practice, 2 yrs. of teaching.	ARCH 1001 /04 Architecture Studio I	ARCH 2003 /05 Architecture Studio III		
Dytoc, Bronne FT	Masters Building Science, focused on structural form, PhD candidate in instructional design; developed pedagogy model for arch structures, Design Intelligence and Innovation in Teaching awards.	ARCH 1001 /07 Architecture Studio I	ARCH 1001 /12 Architecture Studio I	ARCH 3211 /01 Architecture Structures II Steel Wood	
Fallin, Jonathan PT	Practicing registered architect and architecture firm owner that specializes in design communication and software.	ARCH 2242 /04 Design Communication II			

Farooq, Ameen FT	BArch, MArch, PhD in Urban Design, Planning and Public Policy; Research in urban design, morphology, design education, architecture; 29 yrs. of full-time teaching experience.	ARCH 2003 /01 Architecture Studio III	ARCH 4116 /01 Urban Design Theory	ARCH 5016 /05 Thesis Research	
Flanagan, Rachel PT	BArch, MArch, registered architect, interior designer with 5+ yrs. of teaching experience and professional practice experience	ARCH 3011 /05 Architecture Studio V			
Frank, Tim FT	BArch, MArch, registered Architect, LEED AP, 17 yrs. of professional experience, 12 yrs. of full-time teaching experience.	ARCH 2242 /W02 Design Communication II	ARCH 4013 /01 Architecture Studio VII Integrative Design	ARCH 5016 /06 Thesis Research	
Frush, Michael PT	BArch, MArch; 5+ yrs. of practicing experience, registered architect in the state of GA, 1+ yrs. of teaching experience.	ARCH 3011 /04 Architecture Studio V			
Gainey, Trace FT	MArch; Several yrs. of experience as registered architect in FL, contributed to award winning projects in FL and GA, 5 yrs. of teaching experience.	ARCH 3313 /02 Environmental Tech II Human Comfort	ARCH 4013 /04 Architecture Studio VII Integrative Design	ARCH 5016 /04 Thesis Research	
Gould, Jonathan PT	BArch, MArch, licensed architect with 10 yrs. experience; AIA Atlanta board member, 10-year member of AIA High School Student Design Competition committee.	ARCH 1000 /07 Orientation Architecture	ARCH 1001 /06 Architecture Studio I		
Hashas-Degertekin, Mine FT	BArch, MS Arch, PhD Community Arch Design; 17 yrs full-time teaching; research and publications in urban design	ARCH 1000 /02 Orientation Architecture	ARCH 1001 /05 Architecture Studio I	ARCH 5016 /07 Thesis Research	
Hoffiz, Simon PT	BA Env. Design, MArch, 7 yrs. of professional practice, 3 yrs. of teaching experience, research and creative work in augmented reality	ARCH 5015 /03 Focus Studio			
Iskander, Sandra PT	BArch, MS Arch, 10 yrs. of practicing experience, 2 yrs. of teaching experience.	ARCH 5015 /01 Focus Studio			
Karimi, Zamila FT	BArch, M Fine Arts, MArch, 20+ yrs. of professional experience in design, research and creative work in public space installations and urban design.	ARCH 1001 /10 Architecture Studio I	ARCH 4116 /02 Urban Design Theory	ARCH 4892 /01 Special Topics Tactical Urbanism	ARCH 5016 /08 Thesis Research
Koskovich, Nathan PT	MArch I; BS Arch; registered architect; Three years of teaching experience.	ARCH 3011 /06 Architecture Studio V			
Lee, Sang Pil FT	BEng, MEng, MArch, MS Arch, PhD Arch candidate, 3+ yrs. professional experience, 2 yrs. of visiting teaching experience.	ARCH 2003 /03 Architecture Studio III	ARCH 3112 /02 Architecture Culture II Renaiss - 1850	ARCH 3112 /04 Architecture Culture II Renaiss - 1850	ARCH 5016 / Thesis Research
Loreto, Giovanni FT	BS and MS in Architectural Engineering, PhD in Civil Engineering; 6 years of full-time teaching; research, funding, and publications on concrete structures.				
Monaghan, Marietta FT	BFA, MA, MS Arch, PhD Arch, 17 yrs of. full-time teaching experience, research and publications in historic preservation	ARCH 1000 /03 Orientation Architecture	ARCH 1001 /08 Architecture Studio I	ARCH 3112 /01 Architecture Culture II Renaiss - 1850	ARCH 5016 /09 Thesis Research

Mullin, Gregory PT	BArch, MArch, MBA, 25+ yrs. of professional experience, registered architect, 4 yrs. of teaching experience.	ARCH 4225 /02 Professional Practice II Cost Control			
Okcu, Selen FT	BArch, MSc Design Computing, PhD Arch, 5 yrs. of research scientist experience, 5 yrs. of full-time teaching, research, grants and publications in architectural acoustics and health.	ARCH 1001 /03 Architecture Studio I	ARCH 2242 /03 Design Communication II	ARCH 2242 /W01 Design Communication II	ARCH 5016 /12 Thesis Research
Park, Taejun PT	BA Arch Engineering, MArch, 11 yrs. of architectural professional experience, Certifications in Autodesk Revit & AutoCAD, Microsoft Application, and OSHA, 10 yrs. of CAD teaching experience.	ARCH 2242 /05 Design Communication II			
Payne, Andrew FT	BArch, MArch, PhD in Design, 14 yrs of full-time teaching experience, professional experience, research in universal design				
Pittman, Peter (Willie) FT	BArch, MArch, several yrs. of professional experience, 25+ yrs. of teaching experience, art and gallery installations, furniture design	ARCH 2311 /01 Environmental Tech I Systems and Materials	ARCH 5016 /13 Thesis Research		
Pollonais, Hope FT	MArch, BS Civil Engineering, registered architect, 9 yrs of practicing experience, 2 yrs of teaching experience	ARCH 1241 /01 Design Communication I	ARCH 3211 /03 Architecture Structures II Steel Wood		
Russell, Bryan PT	BArch. MArch Studies; Studio teacher Auburn University, Studio teacher at KSU	ARCH 4013 /05 Architecture Studio VII			
Sanavandi, Ray PT	BArch, MArch in Architecture, 25 yrs. of professional experience as registered architect in GA, Italy, Singapore, China Hong Kong; 5 yrs. of teaching experience.	ARCH 2003 /09 Architecture Studio III			
Savage, John PT	Master of Architecture; 42 years practice experience; NCARB Certified; Licensed in NY, GA, SC, FL	ARCH 2311 /03 Environmental Tech I Systems and Materials			
Schleifer, Keif FT	MS Building Technology, BArch, 24 yrs. architectural practice, 10 yrs. guest lecturer, visiting scholar, workshop co-leader in design, architecture history.	ARCH 2003 /02 Architecture Studio III	ARCH 2311 /04 Environmental Tech I Systems and Materials	ARCH 3112 /03 Architecture Culture II Renaiss - 1850	
Setiawan, Arief FT	BArch, MCP, PhD. Arch, Architecture; 14 yrs of full-time teaching experience, research, publications and course coordination in architectural history theory criticism, and design pedagogy.	ARCH 1000 /04 Orientation Architecture	ARCH 4114 /01 Architecture Culture IV 21st Century	ARCH 5015 /02 Focus Studio	ARCH 5016 /14 Thesis Research
Shafaghat, Arezou FT	BArch., MSc. Urban Design, Ph.D. Urban Transportation Planning. Published fifty articles in high-impact journals, close to 1500 citations, and secured close to $1.5milion in funding.	ARCH 1000 /06 Orientation Architecture	ARCH 2003 /06 Architecture Studio III	ARCH 2003 /08 Architecture Studio III	ARCH 2311 /02 Environmental Tech I Systems and Materials
Shpuza, Ermal FT	BArch, MS Arch, PhD Arch, research and publications in spatial morphology, 6 years of professional practice, 21 yrs. of full-time teaching.	ARCH 3313 /03 Environmental Tech II Human Comfort	ARCH 4116 /03 Urban Design Theory	ARCH 5016 /15 Thesis Research	

Smith, Jereme PT	BArch, Licensed Architect with 11 yrs. of professional experience. Published in Revit Architecture Book, presented at International Conference on BIM and Technology in Architecture.	ARCH 2003 /07 Architecture Studio III	ARCH 2242 /W03 Design Communication II		
Trimble, Dawn PT	B Interior Design, MArch, +20 of professional practice, licensed interior designer and LEED, +12 yrs. of teaching experience.	ARCH 1001 /02 Architecture Studio I	ARCH 1001 /11 Architecture Studio I		
Uddin, Saleh FT	BArch, MArch, PhD in Arch; 34 yrs. of full-time teaching experience in the US; Expertise in design communication, computer graphics, design studio, and design build.	ARCH 2242 /01 Design Communication II	ARCH 5015 /04 Focus Studio	ARCH 5016 /16 Thesis Research	
Welty, Christopher FT	MArch, registered architect and educator specializing in practice, workplace analytics, data visualization, virtual computer environments and design-build projects.				
Yang, Jade FT	BArch, MArch, 10 yrs. architectural professional practice, 3 yrs. structural engineering experience, 3 yrs. teaching; extensive experience in collaborative design approaches.	ARCH 3211 /02 Architecture Structures II Steel Wood	ARCH 4013 /03 Architecture Studio VII Integrative Design	ARCH 5016 /11 Thesis Research	
Zamani, Pegah FT	BArch, MPhil, PhD Arch, 5 yrs. arch professional experience; 12 yrs, of full-time teaching experience, research, grants, and publications in museum and sustainable design	ARCH 1000 /01 Orientation Architecture	ARCH 1000 /05 Orientation Architecture	ARCH 3313 /01 Environmental Tech II Human Comfort	ARCH 5016 /18 Thesis Research
[add rows as needed]					

KSU ARCH Sequences

- Intro to Arch
- 1st Year Studio
- Design Communications
- 2nd Year Studio
- Environmental Tech
- History, Theory & Cultures
- Structures
- 3rd Year Studio
- 4th Year Integrated Studio
- Urban Theory & Studio
- Professional Practice
- Focus Studio
- Thesis Prep, Research & Studio

Design

Sequence & Course Name	lecture	lab	Hours
ARCH 1001 - Architecture Studio I	0	12	4
ARCH 1002 - Architecture Studio II	0	12	4
ARCH 2003 - Architecture Studio III	0	12	4
ARCH 2004 - Architecture Studio IV	0	12	4
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 5015 - Focus Studio	0	12	4
ARCH 5017 - Thesis Studio	0	12	4
		Total Credits	49

Environmental Stewardship & Professional Responsibility

Sequence & Course Name	lecture	lab	Hours
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
ARCH 4225 - Professional Practice II - Cost Control	2	0	2
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	3
		Total Credits	43

Leadership, Collaboration. & Community Engagement

Sequence & Course Name	lecture	lab	Hours
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 4116 - Urban Design and Planning Theory	3	0	3
ARCH 5015 - Focus Studio	0	12	4
ARCH 5016 - Thesis Research	0	3	1
		Total Credits	12

Lifelong Learning

Sequence & Course Name	lecture	lab	Hours
ARCH 1000 - Introduction to Architecture	2	0	2
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	3
ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	3
ARCH 4114 - Architecture Cultures IV: The Development of	3	0	3
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	3
ARCH 5015 - Focus Studio	0	12	4
ARCH 5017 - Thesis Studio	0	12	4
		Total Credits	22

Equity, Diversity & Inclusion

Sequence & Course Name	lecture	lab	Hours
ARCH 1000 - Introduction to Architecture	2	0	2
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3	0	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3	0	3
ARCH 3113 - Architecture Culture III: 1850 through 1945	3	0	3
ARCH 4014 - Architecture Studio VIII: Urban Lab	0	12	4
ARCH 4114 - Architecture Cultures IV: The Development of	3	0	3
ARCH 4116 - Urban Design and Planning Theory	3	0	3
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
		Total Credits	49

Knowledge & Innovation

Sequence & Course Name	lecture	lab	Hours
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 4117 - Thesis Prep	2	0	2
ARCH 5015 - Focus Studio	0	12	4
ARCH 5016 - Thesis Research	0	3	1
ARCH 5017 - Thesis Studio	0	12	4
		Total Credits	15

NAAB Shared Values mapped within the core curriculum by coordinators

KSU ARCH Sequences

- Intro to Arch
- 1st Year Studio
- Design Communications
- 2nd Year Studio
- Environmental Tech
- History, Theory & Cultures
- Structures
- 3rd Year Studio
- 4th Year Integrated Studio
- Urban Theory & Studio
- Professional Practice
- Focus Studio
- Thesis Prep, Research & Studio

PC.1 Career Paths

Sequence & Course Name	lecture | lab	Hours
ARCH 1000 - Introduction to Architecture	2 | 0	2
ARCH 4226 - Professional Practice III: Practice and Ethics	3 | 0	3
Total Credits		10

PC.2 Design

Sequence & Course Name	lecture | lab	Hours
ARCH 1001 - Architecture Studio I	0 | 12	4
ARCH 1002 - Architecture Studio II	0 | 12	4
ARCH 2003 - Architecture Studio III	0 | 12	4
ARCH 2004 - Architecture Studio IV	0 | 12	4
ARCH 3011 - Architecture Studio V	0 | 12	4
ARCH 3012 - Architecture Studio VI	0 | 12	4
ARCH 4013 - Architecture Studio VII: Integrative Design	0 | 12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0 | 12	4
ARCH 5015 - Focus Studio	0 | 12	4
ARCH 5016 - Thesis Research	0 | 3	1
ARCH 5017 - Thesis Studio	0 | 12	4
Total Credits		41

PC.3 Ecological Knowledge & Responsibility

Sequence & Course Name	lecture | lab	Hours
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2 | 3	3
ARCH 3011 - Architecture Studio V	0 | 12	4
ARCH 3012 - Architecture Studio VI	0 | 12	4
ARCH 3313 - Environmental Technology II: Human Comfort and	3 | 0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3 | 0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0 | 12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0 | 12	4
Total Credits		25

PC.4 History & Theory

Sequence & Course Name	lecture | lab	Hours
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3 | 0	3
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3 | 0	3
ARCH 3113 - Architecture Culture III: 1850 through 1945	3 | 0	3
ARCH 4114 - Architecture Cultures IV: The Development of	3 | 0	3
ARCH 4116 - Urban Design and Planning Theory	3 | 0	3
Total Credits		15

PC.5 Research & Innovation

Sequence & Course Name	lecture | lab	Hours
ARCH 4013 - Architecture Studio VII: Integrative Design	0 | 12	4
ARCH 4014 - Architecture Studio VIII: Urban Lab	0 | 12	4
ARCH 4116 - Urban Design and Planning Theory	3 | 0	3
ARCH 4117 - Thesis Prep	2 | 0	2
ARCH 5015 - Focus Studio	0 | 12	4
ARCH 5016 - Thesis Research	0 | 3	1
ARCH 5017 - Thesis Studio	0 | 12	4
Total Credits		22

PC.6 Leadership & Collaboration

Sequence & Course Name	lecture | lab	Hours
ARCH 1000 - Introduction to Architecture	2 | 0	2
ARCH 4014 - Architecture Studio VIII: Urban Lab	0 | 12	4
ARCH 4226 - Professional Practice III: Practice and Ethics	3 | 0	3
Total Credits		9

PC.7 Learning & Teaching Culture

Sequence & Course Name	lecture | lab	Hours
ARCH 1000 - Introduction to Architecture	2 | 0	2
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2 | 3	3
Total Credits		5

PC.8 Social Equity & Inclusion

Sequence & Course Name	lecture | lab	Hours
ARCH 1000 - Introduction to Architecture	2 | 0	2
ARCH 2111 - Architecture Culture I: Early Civilizations & Medieval	3 | 0	3
ARCH 3112 - Architecture Culture II - The Renaissance through 1850	3 | 0	3
ARCH 3113 - Architecture Culture III: 1850 through 1945	3 | 0	3
ARCH 4014 - Architecture Studio VIII: Urban Lab	0 | 12	4
ARCH 4114 - Architecture Cultures IV: The Development of	3 | 0	3
ARCH 4116 - Urban Design and Planning Theory	3 | 0	3
ARCH 4224 - Professional Practice I: Codes and Technical	2 | 3	3
Total Credits		24

NAAB Program Criteria mapped within the core curriculum by coordinators

KSU ARCH Sequences

- Intro to Arch
- 1st Year Studio
- Design Communications
- 2nd Year Studio
- Environmental Tech
- History, Theory & Cultures
- Structures
- 3rd Year Studio
- 4th Year Integrated Studio
- Urban Theory & Studio
- Professional Practice
- Focus Studio
- Thesis Prep, Research & Studio

SC.1 HSW in the Built Environment

Sequence & Course Name	lecture	lab	Hours
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4116 - Urban Design and Planning Theory	3	0	3
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
Total Credits			34

SC.2 Professional Practice

Sequence & Course Name	lecture	lab	Hours
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
ARCH 4225 - Professional Practice II - Cost Control	2	0	2
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	3
Total Credits			8

SC.3 Regulatory Context

Sequence & Course Name	lecture	lab	Hours
ARCH 3011 - Architecture Studio V	0	12	4
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
ARCH 4226 - Professional Practice III: Practice and Ethics	3	0	3
Total Credits			21

SC.4 Technical Knowledge

Sequence & Course Name	lecture	lab	Hours
ARCH 1241 - Design Communication I	1	3	2
ARCH 2211 - Architecture Structures I - Introduction to Structures	3	0	3
ARCH 2242 - Design Communication II	1	3	2
ARCH 2311 - Environmental Tech I -Systems Selection and Materials	2	3	3
ARCH 3211 - Architecture Structures II: Concrete and Lateral Loads	3	3	4
ARCH 3212 - Architecture Structures III: Steel and Wood	2	3	3
ARCH 3313 - Environmental Technology II: Human Comfort and	3	0	3
ARCH 3314 - Environmental Technology III: Lighting, Electrical and	3	0	3
ARCH 4224 - Professional Practice I: Codes and Technical	2	3	3
ARCH 4225 - Professional Practice II - Cost Control	2	0	2
Total Credits			28

SC.5 Design Synthesis

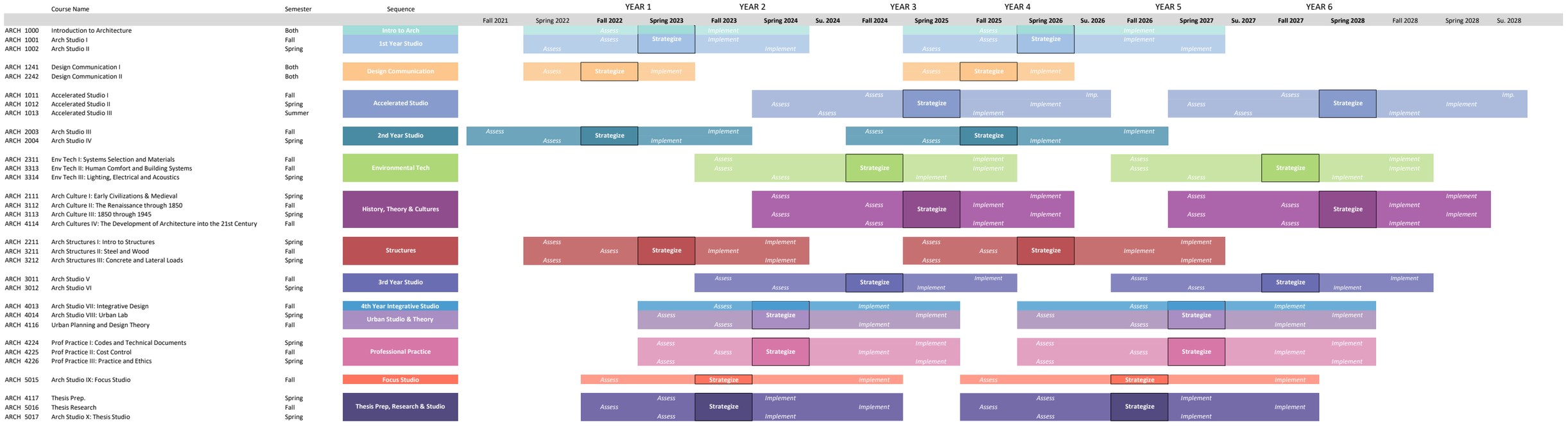
Sequence & Course Name	lecture	lab	Hours
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
Total Credits			8

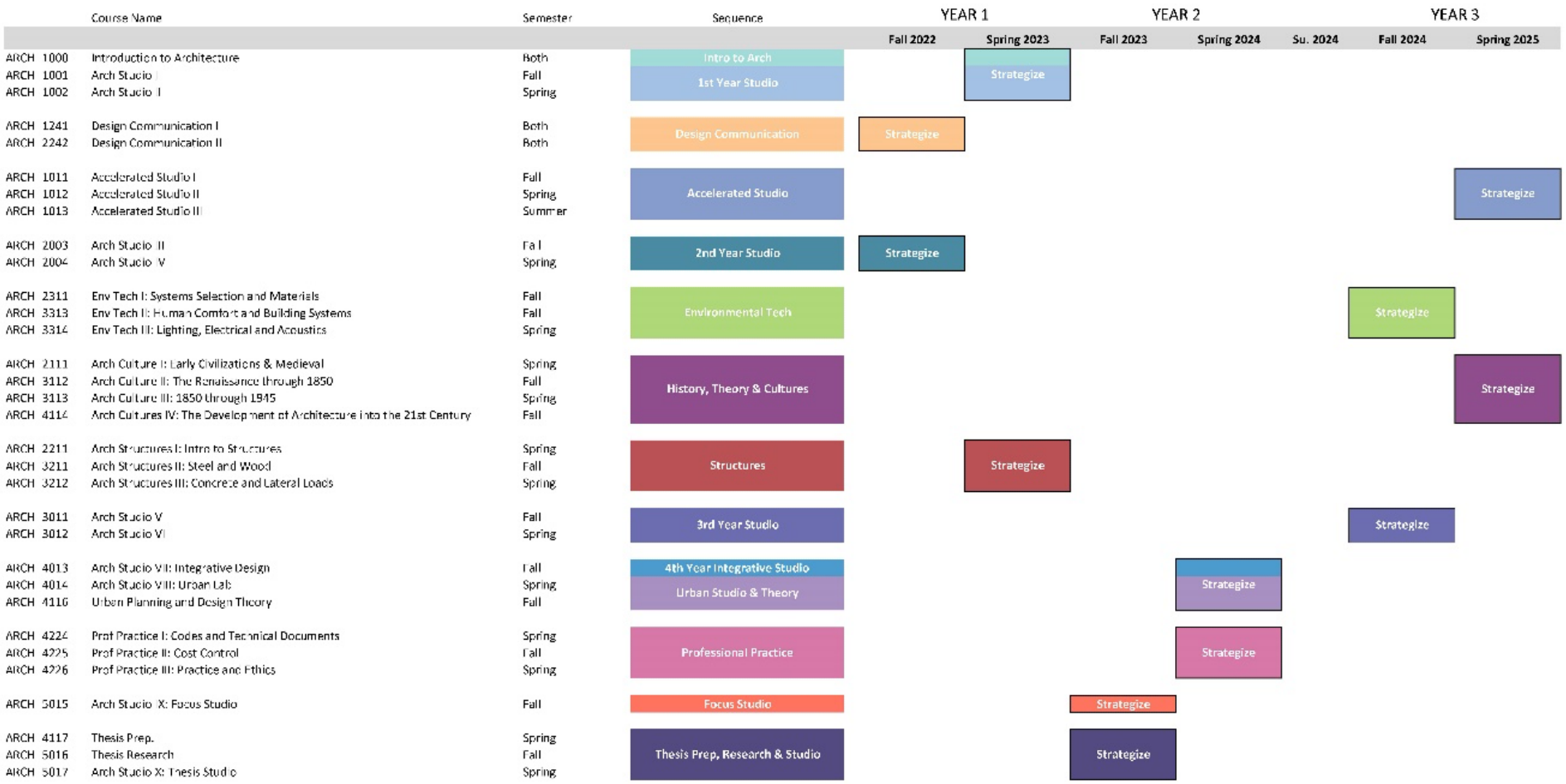
SC.6 Building Integration

Sequence & Course Name	lecture	lab	Hours
ARCH 3012 - Architecture Studio VI	0	12	4
ARCH 4013 - Architecture Studio VII: Integrative Design	0	12	4
Total Credits			8

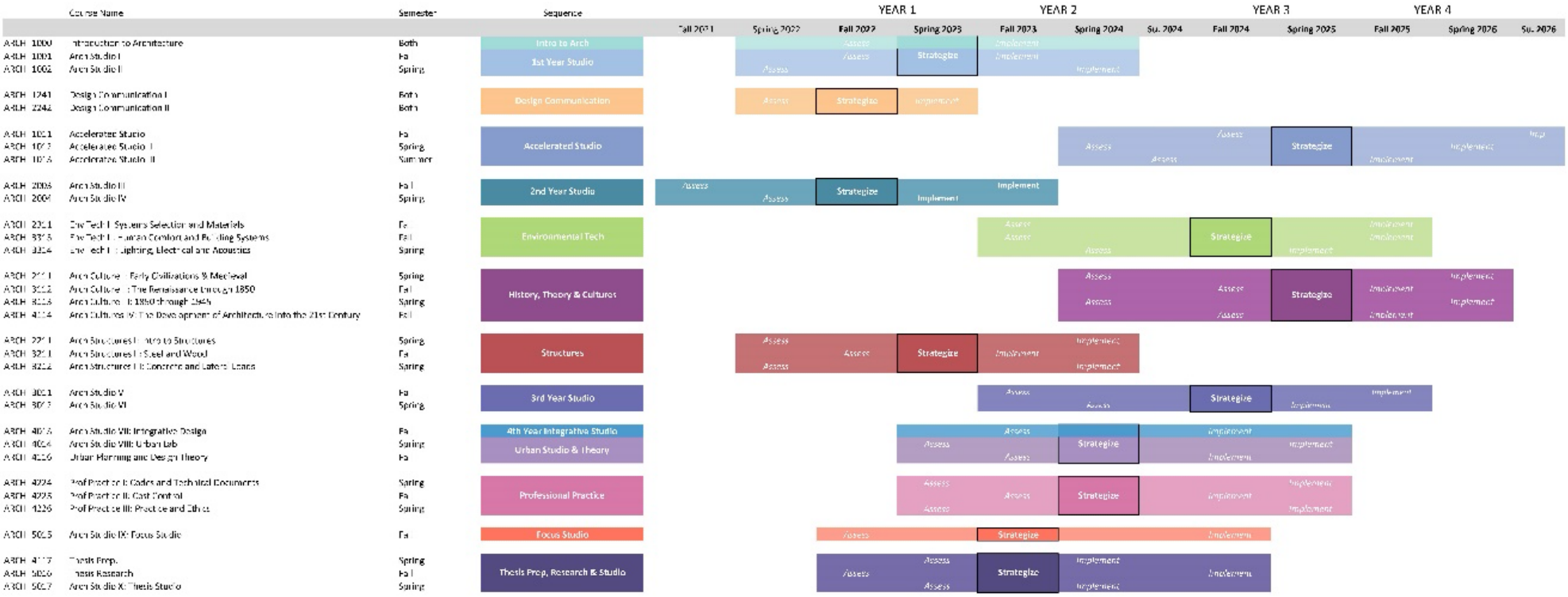
NAAB Student Criteria mapped within the core curriculum based on sequence coordinator responses

Architecture Assessment Schedule





Architecture Assessment Series



One Cycle Assessment Schedule

KENNESAW STATE UNIVERSITY
COLLEGE OF ARCHITECTURE AND CONSTRUCTION MANAGEMENT
Department of Architecture

Updated Fall 2022
Red text are instructions; please delete all red text when form is complete

The **Faculty Course Assessment Report (FCAR)** provides a standard format for faculty to reflect on the alignment of course assessments and student learning outcomes. The FCAR discusses modifications incorporated into the course, reflections on what was or was not effective, and suggests improvements for future course offerings. Reports are collected and summarized by coordinators each semester from each faculty of each course. As such, the FCAR is a tool both for tracking improvements to individual teaching at the course level as well as suggested changes to overall curriculum at the program level.

Faculty Course Assessment Report

ARCH course number, name, and section

Modify the above, for example: ARCH 1241 Design Communication I Section 06

Term and modality

Modify the above, for example: Fall 2022 Online

Faculty: Place your name and title here

Student Learning Outcomes and NAAB Criteria: Coordinators, place a numerical list of course Student Learning Outcomes (SLO) below. Note each NAAB Program Criteria and Student Criteria that this course achieves (according to the Department matrix). These should match student learning outcomes and NAAB Criteria from the course syllabus.
For example:
At the end of this course, students will be able to:

1. Provide demonstration of egress for multistory building
   Contributes to SC3: Regulatory Context

2. Zoning review of site and project
   Contributes to SC3: Regulatory Context

3. Understand fundamental Materials and Methods of the construction process
   Contributes to SC.4 Technical Knowledge

4. Provide an energy performance calculation of their building design to demonstrate feedback loops in design process.
   Supports PC.3; Contributes to SC.4 and Contributes to SC.6

Types of Assessments: List each assessment type used in the course and the relative weight of each assessment type below. Use a letter per the assessment type key. Number as required to give each assessment a designation.
For example:

		Percentage of final grade
P1	Project 1: Bus Stop	15%
P2	Project 2: Marietta Pavilion	25%
P3	Project 3: Artist Studio and Gallery	50%
P4	Portfolio	10%

Assessment type key:
T = tests, Q = test questions, L = labs, P = projects, D = discussions, F = final exam

Performance Criteria Level: Students will attain 75% for all assessments used to evaluate the attainment of the learning outcomes.

Assessment Data Matrix: Create a chart that correlates Student Learning Outcomes (SLO) with each assessment type. Add or remove columns or rows as needed. Shade each cell where the assessment type at the top intersects with the associated SLO at the left. Some assessments may be related to more than one SLO and some SLO may be related to more than one assessment. Each row and each columns should have at least one shaded cell. Enter the average assessment grade for all students in the class in each shaded cell within the corresponding assessment column. For example:

		Assessments									
		T1Q9	**T2Q6**	**T3Q8**	**L1**	**L2**	**L3**	**FQ5**	**FQ10**	**D1**	**D2**
SLO	**1**				79%						
	2	79%				78%		83%		90%	
	3		72%			78%					95%
	4			70%			90%		88%		

Analysis of Assessment Results: Discuss any findings related to assessments used to support achievement of the student learning outcomes, especially if average assessment grades are below 75%. Reflect upon any strengths and successes noted while teaching the course this semester.

Improvements from Prior Term Brought Forward: If you have previous taught this course, discuss any alterations or revisions that you made for this offering and cite the source of the improvement (for example, previous FCAR or student feedback). Note results of those changes. For example:
The last time I taught the course, the 2nd lab did not meet the performance criterion level. I examined that lab and found that the instructions were vague. I updated the instructions for the lab, and this time the students met or exceeded the performance criterion level.

If this is the first time teaching this course, you may simply note that here.

Student Feedback: Provide a synopsis of your student course evaluation comments as they relate to the course content.

Course Grade Distribution for [insert total number of student in the course, including those that receive a W or I] **students:** Indicate how many students received each of the following as their final grade. Note the percentage of the total number of students that received each grade. For example:

Grade	A	B	C	D	F	W	I
Number	8	9	10	4	2	2	0
Percent	23%	26%	29%	11%	6%	6%	0%

Planned Improvements for Future Terms: Discuss any alterations or revisions you would make if you taught this course again. Consider alignment of SLO and NAAB Criteria. For example:
The students met or exceeded the performance level criteria on all assessments except for T2Q6 and Q8T3. I will examine both test questions to:

- see if the question was clear and not ambiguous
- look at the content material that addresses these two test questions to be sure that I am covering the material as needed to meet the student learning outcomes.

KENNESAW STATE UNIVERSITY
COLLEGE OF ARCHITECTURE AND CONSTRUCTION MANAGEMENT
Department of Architecture

Updated Fall 2022
Red text are instructions; please delete all red text when form is complete

The **Coordinator FCAR Summary** provides a standard format for course coordinators to reflect on the alignment of assessments and student learning outcomes for all sections of each course. Key points from each faculty FCAR are analyzed and summarized. Proposed course changes based on this analysis are presented to the Architecture Curriculum Committee.

Coordinator FCAR Summary

Course series

ARCH course numbers and names

Modify the above, for example:
Design Communication
ARCH 1241 Design Communication I
ARCH 2422 Design Communication II

Term

Modify the above, for example: Fall 2022

Prepared by: Place your name and title here

Contribution: Provide a record of FCARs collected; quantity and authors. Note how many sections of each course were offered. For example:

- 6 faculty submitted FCARs Spring 2022
  - 4 full time, 1 limited term, 1 part time
- 8 reports
  - 8 ARCH 1241 Design Communication I, 0 ARCH 2242 Design Communication II
- 10 course sections (of 14 course sections; 71%)
  - All in person
  - Some offered supplemental online meetings or class recordings
  - One faculty taught three sections
  - Two faculty taught two sections each
  - Other faculty taught one section each

Student Learning Outcomes and NAAB Criteria: Coordinators, place a numerical list of course Student Learning Outcomes (SLO) below. Note each NAAB Program Criteria and Student Criteria that this course achieves (according to the Department matrix). These should match student learning outcomes and NAAB Criteria from the course syllabus.
For example:
At the end of this course, students will be able to:

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2. Zoning review of site and project
   Contributes to SC3: Regulatory Context

3. Understand fundamental Materials and Methods of the construction process
   Contributes to SC.4 Technical Knowledge

4. Provide an energy performance calculation of their building design to demonstrate feedback loops in design process.
   Supports PC.3; Contributes to SC.4 and Contributes to SC.6

Types of Assessments: List each assessment type used in the course and the relative weight of each assessment type below. Use a letter per the assessment type key. Number as required to give each assessment a designation. *Please note if distinct sections of the course incorporate different assessments.
For example:

		Percentage of final grade
P1	Project 1: Bus Stop	15%
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P4	Portfolio	10%

Assessment type key:
T = tests, Q = test questions, L = labs, P = projects, D = discussions, F = final exam

Performance Criteria Level: Students will attain 75% for all assessments used to evaluate the attainment of the learning outcomes.

Assessment Data Matrix: Create a chart that correlates Student Learning Outcomes (SLO) with each assessment type. Add or remove columns or rows as needed. Shade each cell where the assessment type at the top intersects with the associated SLO at the left. Some assessments may be related to more than one SLO and some SLO may be related to more than one assessment. Each row and each columns should have at least one shaded cell. Enter the average assessment grade for all students in the class in each shaded cell within the corresponding assessment column. *Please note if distinct sections of the course incorporate different assessments.
For example:

Assessments									
T1Q9	**T2Q6**	**T3Q8**	**L1**	**L2**	**L3**	**FQ5**	**FQ10**	**D1**	**D2**

SLO											
	1				79%						
	2	79%				78%		83%		90%	
	3		72%			78%					95%
	4			70%			90%		88%		

Analysis of Assessment Results: Discuss any findings related to assessments used to support achievement of the student learning outcomes, especially if average assessment grades are below 75%.
Discuss any common strengths and successes noted on FCARs, especially with regards to achievement of student learning outcomes and NAAB Criteria.
Discuss any common weaknesses or opportunities for improvement noted on FCARs, especially with regards to achievement of student learning outcomes and NAAB Criteria.

Course Grade Distribution for [insert total number of student in ALL SECTIONS that submitted an FCAR] **students:** Indicate how many students received each of the following as their final grade. Note the percentage of the total number of students that received each grade. For example:

Grade	**A**	**B**	**C**	**D**	**F**	**W**	**I**
Number	8	9	10	4	2	2	0
Percent	23%	26%	29%	11%	6%	6%	0%

Proposed Course Changes Based on Analysis: Discuss any suggested changes that you recommend that the Architecture Curriculum Committee consider.

When complete, please:

- delete all red text
- save as PDF
- email to Chair of the Architecture Curriculum Committee **and** Architecture Assessment Coordinator

Architecture Leadership Development Series

August 12, 2021
December 13, 2021
July 15, 2022

Collaborators:

Architecture Department Chair
ACM Associate Dean for Student Success and Accreditation
Leadership Development Director, Marietta Student Affairs

Description:

The Architecture Leadership Development Series introduces students to fundamental practices of leadership through three primary pillars: self-discovery, developing talent, and creating impact. Sessions are embedded in relevant courses and utilize CliftonStrengths by Gallup as a primary tool to promote student self-discovery and self-awareness. In this series, students learn to engage in personal development, how to effectively work in teams, and ways to become engaged citizens.

Sessions:

ARCH1000 F and Sp— “Values Clarification”

“Values Clarification” Session: In this session students will learn to identify personal values, understand those values in the context of course work, and learn to articulate how their values influences their career path.

ARCH2003 F— CliftonStrengths Assessment by Gallup; “Understanding Your Strengths”

Administer CliftonStrengths Assessment by Gallup prior to session. Students bring their results to class for the session.
https://www.gallup.com/cliftonstrengths/en/252137/home.aspx

“Understanding Your Strengths” Session: When people work from what they do best, they create opportunities to be engaged, productive, and successful in their lives and communities. In this session, students will use their results from the StrengthFinder 2.0 assessment to learn how they can apply their talents and strengths to attain consistently high performance in their academic, personal and professional lives.

ARCH2004 S**p**—"The Engaged Citizen” Session (Also supports PC3 &8)

In this session students learn how to grow a career through the social model of leadership.

ARCH3012 Sp—"Leadership and Team Building” Workshop

In this session students will explore the qualities associated with positive communication and relationships. Through interactive activities, they will identify key factors for effectively communicating and building positive relationships with team members for maximum productivity.

HQ Open Session

SSHQ Open Session "Career Growth: Personal Statement" Session: In this session, students will apply their values and Strengths to craft a personal statement for resumes, interviews, scholarship applications and more. This statement not only creates a strong first impression, it makes an opportunity to set the stage and communicate self-understanding, personal and professional values, and career goals. Students will learn the components of a strong personal statement and how to start their first draft.

Notes:

Next rollout add ARCH 3398 Summer Internship Course--Career Growth: Personal Statement" Workshop and Assignment.

Discuss addition of a 4th Year session.

Supporting:

Value: Leadership, Collaboration and Community Engagement

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Broad questions for schools to think about:

- What opportunities for leadership are available for students?
- Are there any opportunities for students to do pro bono work?
- How do students seek roles to enact change, utilizing responsibility and critical/design thinking to make that change meaningful? An example of this would be participating on civic boards.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Also contributing to:

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

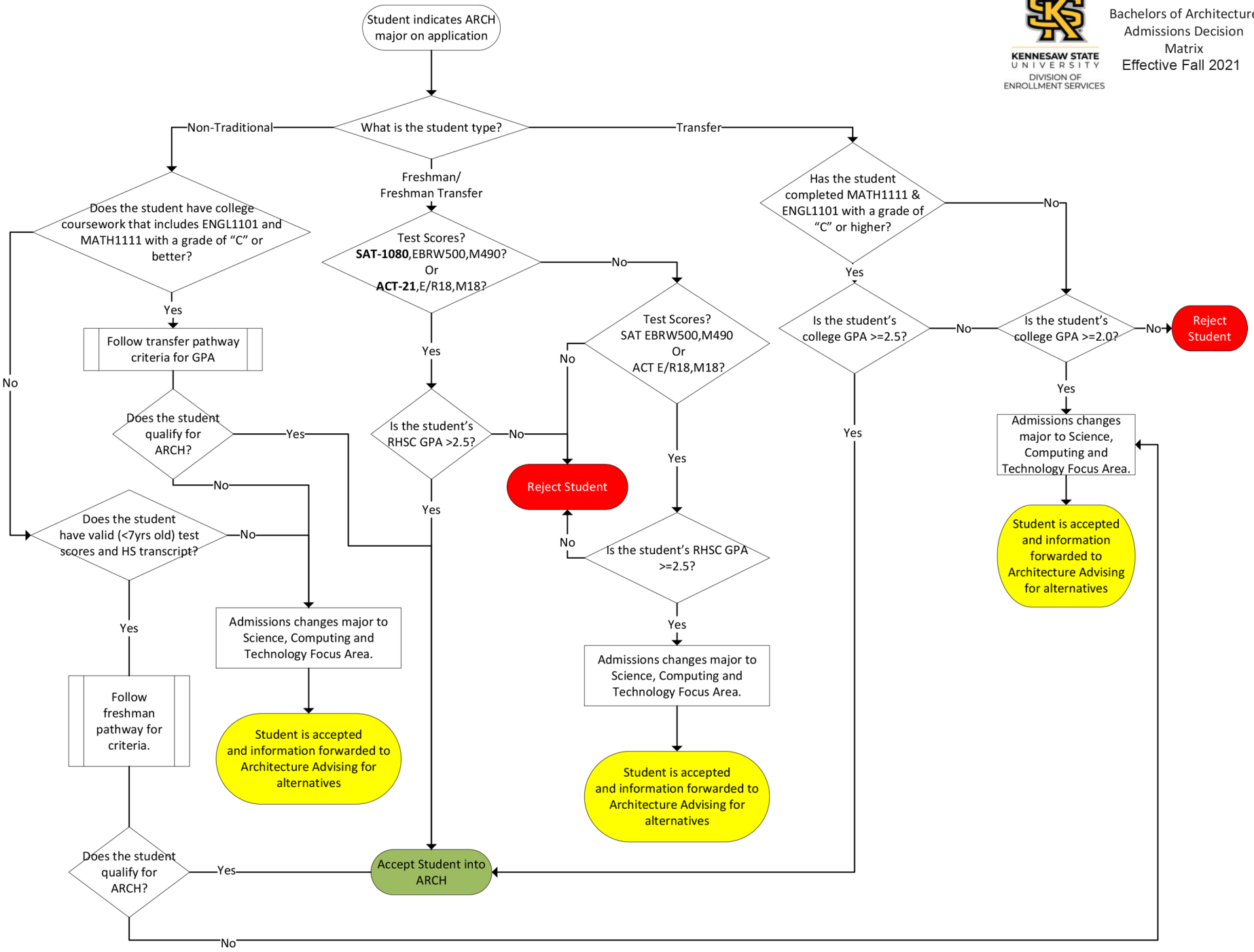
PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

KENNESAW STATE UNIVERSITY
DIVISION OF ENROLLMENT SERVICES

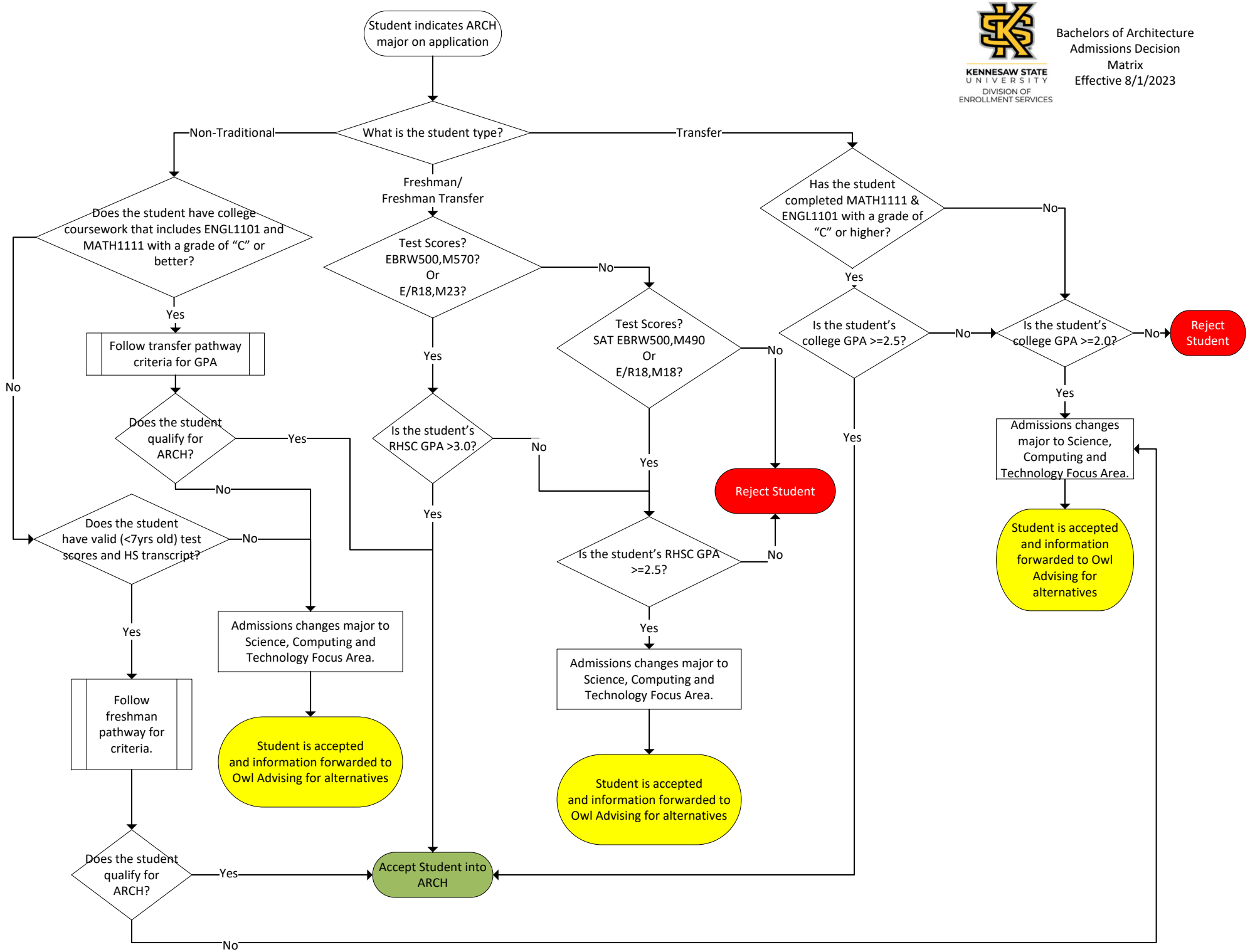
Bachelors of Architecture Admissions Decision Matrix

Effective Fall 2021

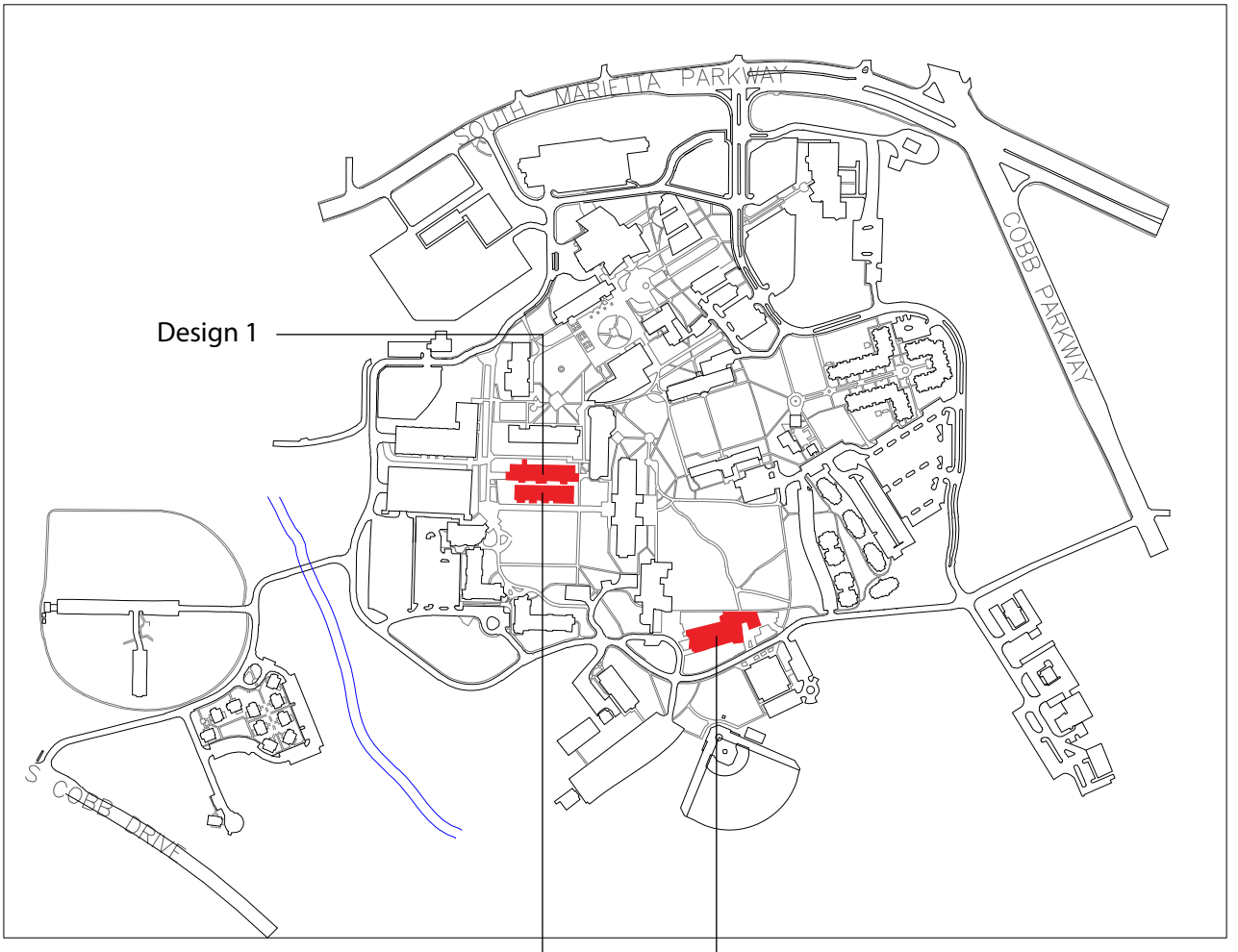


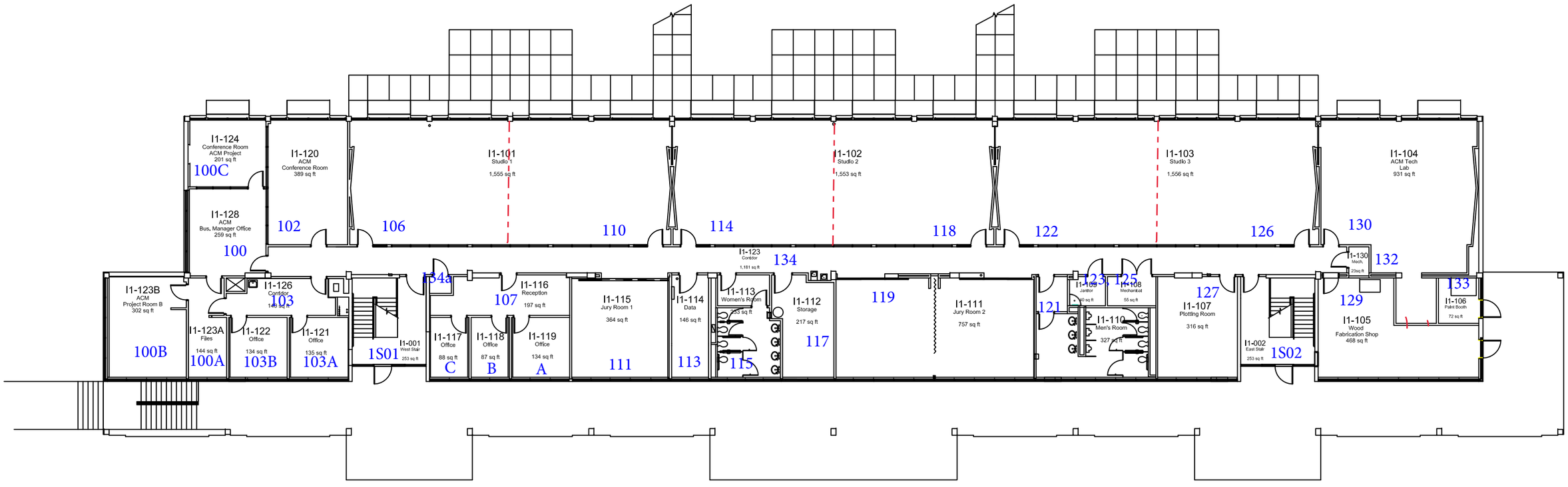
KENNESAW STATE UNIVERSITY
DIVISION OF ENROLLMENT SERVICES

Bachelors of Architecture Admissions Decision Matrix
Effective 8/1/2023



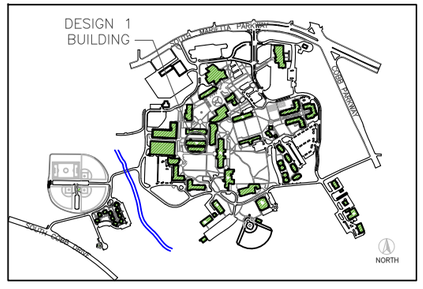
KSU, Marietta Campus,
Location of Department of Architecture Buildings
N, D1 and D2





FIRST FLOOR

BANNER PLAN
9/24/14



BASE FLOOR PLAN

824 - Design 1 Building

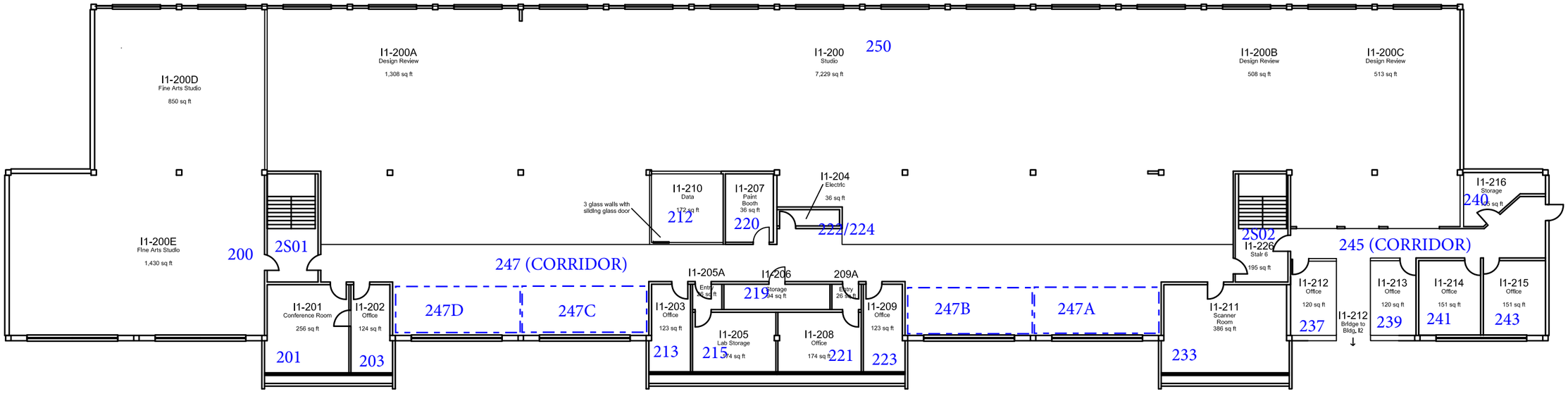
First Floor

Kennesaw State University

Marietta, Georgia

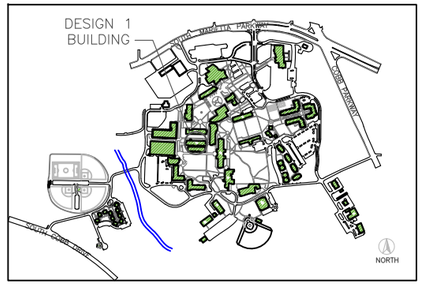
0 10' 20' 40'

FT



SECOND FLOOR

Banner Plan
11-9-15



BASE FLOOR PLAN

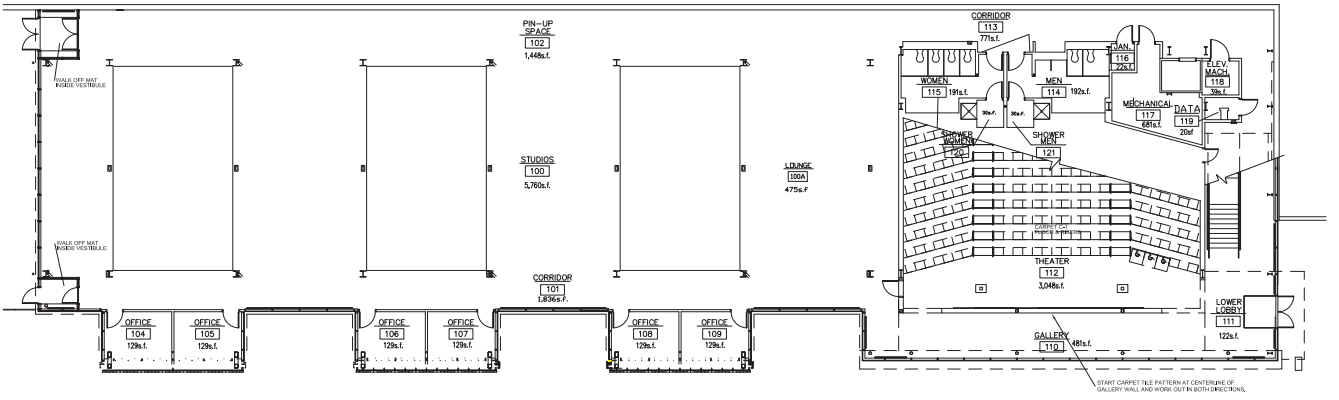
824 - Design 1 Building

Second Floor

Kennesaw State University
Marietta, Georgia

0 10' 20' 40'
FT

KSU, Marietta Campus
Building D2
First Floor Plan
Ground Floor Plan



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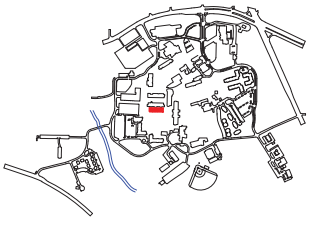
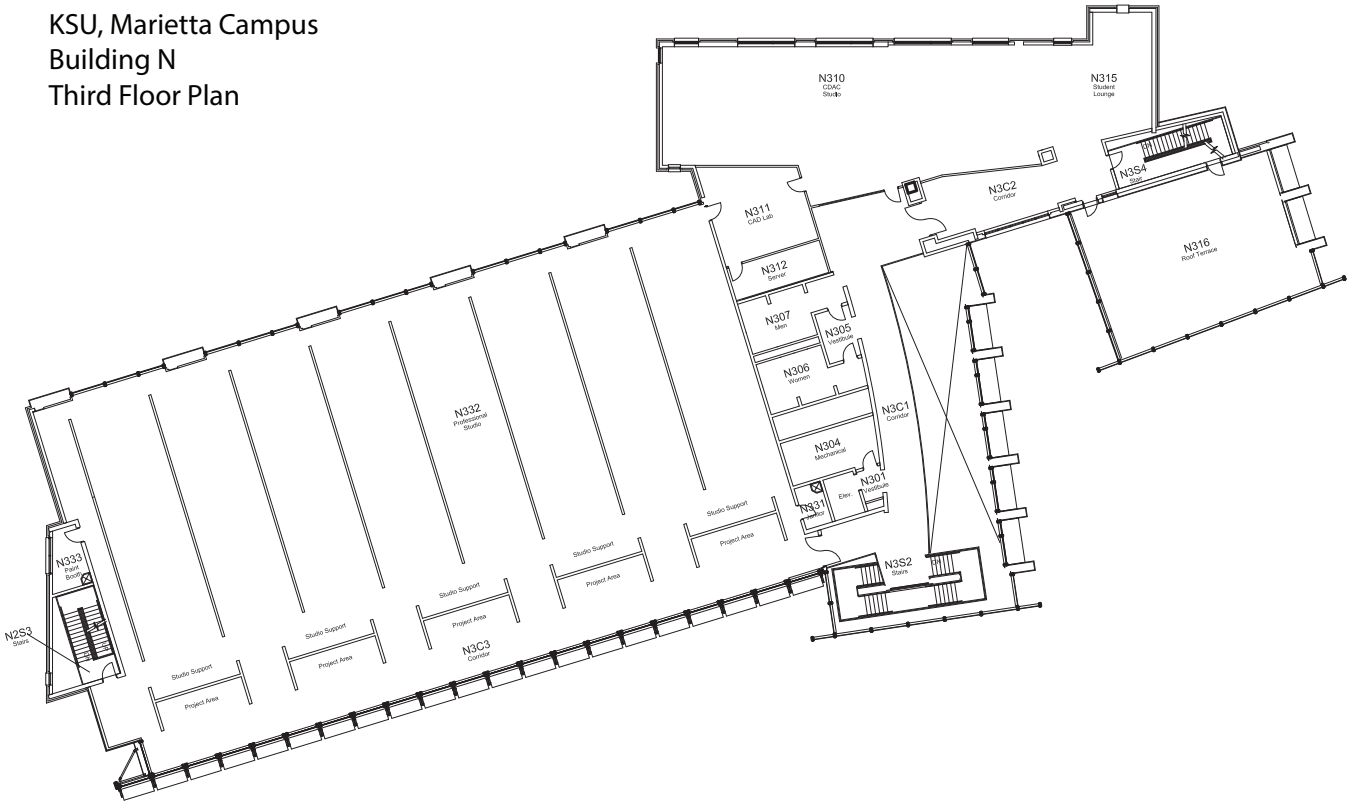
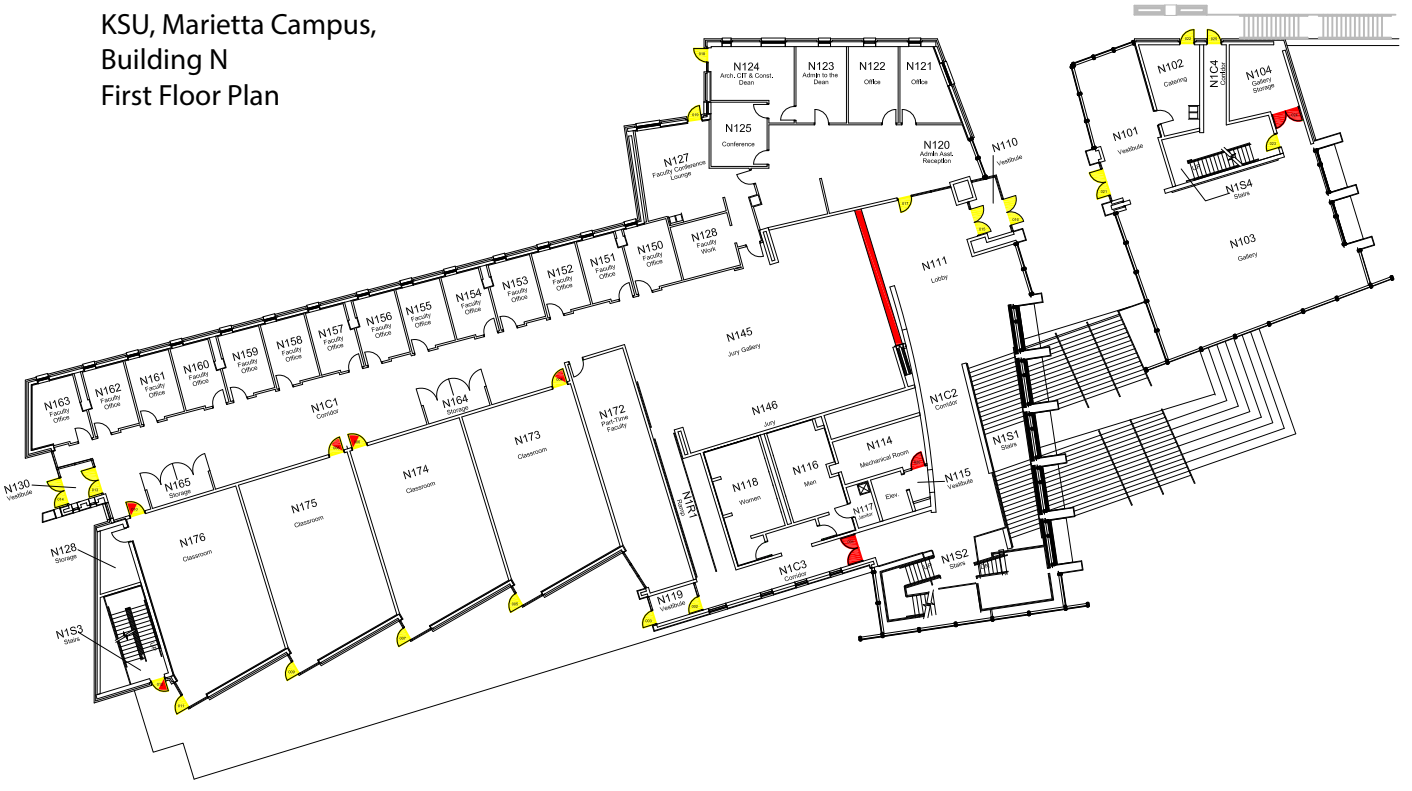


KSU, Marietta Campus
Building N
Third Floor Plan



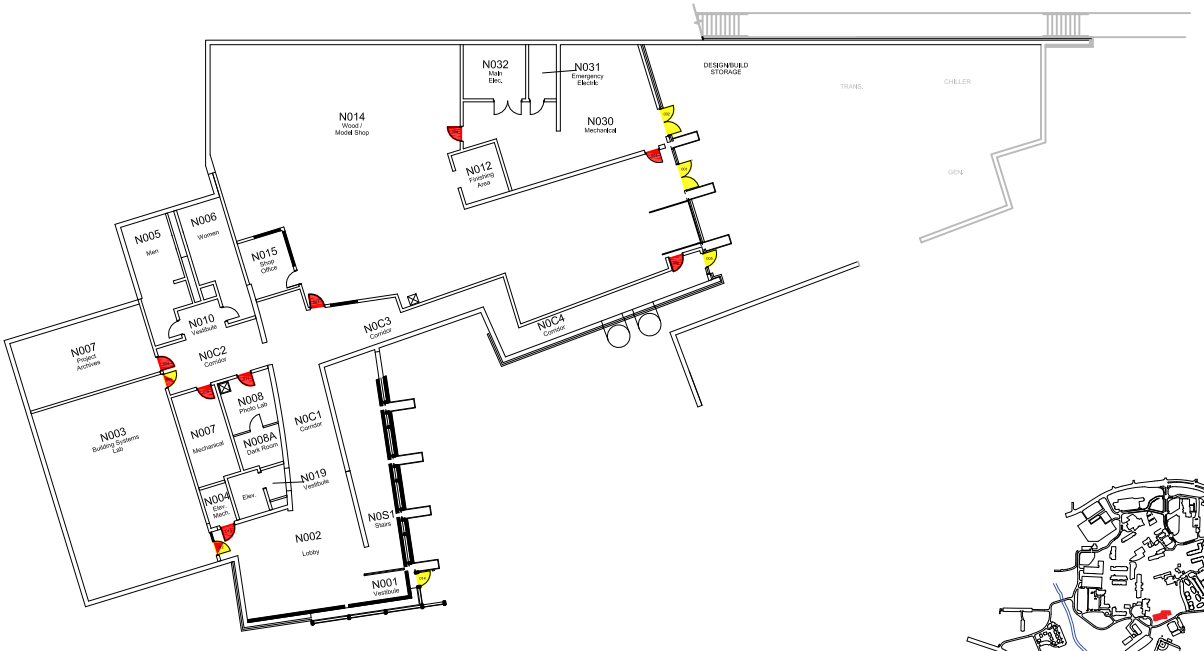
KSU, Marietta Campus
Building N
Second Floor Plan

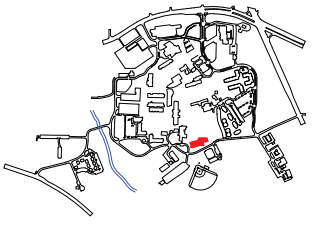
KSU, Marietta Campus,
Building N
First Floor Plan



0 40′

KSU, Marietta Campus
Building N
Ground Floor Plan





SPRING 2022 WORKSHOPS

KENNESAW STATE UNIVERSITY

brought to you by the

STUDENT SUCCESS HEADQUARTERS

of the

College of Architecture and Construction Managment

located in the **Design 1 Building**

Every Other Wednesday Starting Jan 26

Pop Up Mentoring

with M.A.C.- Mentoring Architecture and Construction

Time: 12:40pm-2pm, 5:00 pm-6:00 pm
Where: SSHQ, Room 101-A

*Stop in for **academic mentoring** to have your **questions answered!***

Jan 24

Start "Constructing" Your Network

with Tarrance Mosley & Dieh'l Martin

Time: 12:30 pm-1:30 pm
Where: SSHQ, Room 101-A

Feb 3

Build a "Blueprint" for Your Resume

with Tarrance Mosley & Dieh'l Martin

Time: 3:30 pm-4:30 pm
Where: SSHQ, Room 101-A

Feb 3

Resume Review/Career Planning & Development Services Information Table

with Tarrance Mosley & Dieh'l Martin

Time: 4 pm-6 pm
Where: Atrium Building Lobby

Feb 7

Salary Negotiation Workshop

with Women's Resource Center

Time: 6:15 pm-7:15 pm
Where: SSHQ, Room 101-A

Feb 9

"Drafting" Your Ideal Interview and Salary

with Tarrance Mosley & Dieh'l Martin

Time: 6:30 pm-7:30 pm
Where: SSHQ, Room 101-A

Feb 16

What is Architecture Licensure?

with Professor Bedette

Time: 12:40 pm-1:30 pm
Where: SSHQ, Room 101-A

Feb 23

The Five Pillars of Professionalism

with Jessica McLeod

Time: 12:30 pm-1:15 pm
Where: SSHQ, Room 101-A

Mar 14

"Building" Your Brand

with Tarrance Mosley & Dieh'l Martin

Time: 12:30 pm-1:30 pm
Where: SSHQ, Room 101-A

Mar 16

All Things NCARB

with Professor Bedette

Time: 12:40 pm-1:30 pm
Where: SSHQ, Room 101-A

Mar 23

The Details of Licensure Requirements: AXP & ARE

with Professor Bedette

Time: 12:40 pm-1:30 pm
Where: SSHQ, Room 101-A

Mar 29

The Foundations of Leadership

with Judy Craven

Time: 12:30 pm-1:15 pm
Where: SSHQ, Room 101-A

Early April

Mock Interviews

with Industry Professionals

Look out for Dates TBA
Interviews will be Virtual