

December 2012
Candidacy Application

Bachelor of Architecture

SUNY COLLEGE OF TECHNOLOGY AT ALFRED

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Letter from Provost here

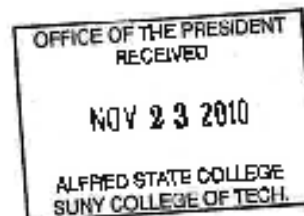


Middle States Commission on Higher Education

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www.msche.org

November 19, 2010

Dr. John M. Anderson
President
SUNY College of Technology at Alfred
Huntington Administration Building
Alfred, NY 14802



Dear Dr. Anderson:

At its session on November 18, 2010, the Middle States Commission on Higher Education acted:

To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2014-2015.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of SUNY College of Technology at Alfred. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Barbara S. Loftus, Vice President.

Sincerely, \

Michael F. Middaugh, Ed.D.
Chair

c: Dr. Nancy L. Zimpher, Chancellor, State University of New York Central Office

INTRODUCTION

The Bachelor of Architecture program (BArch) offered by Alfred State's Department of Architecture and Design is a five-year, full-time undergraduate program scheduled to commence in Fall 2013.

Alfred State (AS) is located in the academic community of Alfred, New York, with the metropolitan areas of Rochester, Buffalo, and Syracuse, all within a 1 ½ to 2 ½ hours distance. The Department also offers a study abroad semester on the Bay of Naples in Sorrento, Italy, in partnership with the acclaimed Sant'Anna Institute – Sorrento Lingue.

We intend to continue making good use of our geographic region, including its smaller cities and towns, in many of our architectural and urban investigations. Our students will carefully analyze localized conditions and respond to them with custom-tailored designs. The acquired methods of analysis and interpretation should be transferable to other parts of the world, provided that climatic, socio-economic, cultural, and other parameters are properly taken into account. This expanded thinking will be important as we will seek to attract international students as well.

In response to the worldwide environmental challenges, we will seek to establish a research program aimed at developing region-specific, sustainable housing typologies and corresponding community design solutions.

Program Character

At Alfred State, we understand architecture as a highly creative discipline and believe it is imperative for it to serve the larger common good. We see it as accountable above all to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning. Beyond that, it ought to be aesthetically pleasing, uplifting and inspiring.

In our B.Arch. program we will seek to expand on our established strengths in architectural technology and civic engagement and strive to achieve a unique program identity by integrating an active immersion in the liberal arts/humanities with three additional foci:

1. **Vigorous training in design and the poetics of construction** – aimed at buildings and environments that inspire and uplift their occupants, users, and the contexts they are part of, while manifesting the latent beauty of structural systems and building materials, and integration with nature;
2. **Solid knowledge of sustainability, construction technology and integrated project delivery** – aimed at buildings that are well constructed, technically sound, that marshal material resources economically and sustainably, and are healthy to occupy; and
3. **Civic engagement and active involvement in urban renewal/social innovation projects** – aimed at exploration and advocacy through dedicated urban design, historic preservation/adaptive reuse, and housing studios.

Integrated Studio Environment

The new curriculum is designed to use Building Information Modeling (BIM), a process that has radically transformed the architectural design and construction process. The faculty recognized early on the profound impact BIM was going to have on the profession and hence integrated it in the BS in Architectural Technology studio environment. This has led to more collaboration and team oriented projects and contributes substantially to the preparedness of our graduates for professional practice. The BArch program will build on this and equally implement an integrated practice studio environment.

ARCHITECTURE PROGRAM REPORT

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 HISTORY AND MISSION

History, Mission, Founding Principles of Alfred State

Alfred State (AS) is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. Known as a personable, caring, and peaceful community that provides useable, real-world learning, AS attracts goal-oriented students from beautiful New York State, metropolitan New York City, neighboring states, and increasingly around the world. The college has 70 student clubs, 18 intercollegiate sports, a fitness center, internships, and provides practical learning surrounded by nearby lakes, ski slopes, and forests. All of this provides students with worthwhile pastimes and personal growth—and all at a cost that is typically less than half that of many private four-year colleges. In addition, the class sizes are relatively small and instructors are accessible. This quality, purposeful education gives students a jump-start in life. AS graduates “hit the ground running,” bringing their job-ready skills and innovative abilities to the twenty-first century workplace, a fact appreciated by employers.

The college began as a state school of agriculture in 1908, was incorporated into SUNY, the State University of New York, in 1948, and today is one of SUNY’s premier colleges of technology, with some 3,500 full-time students, 275 faculty and professional staff, and 74 programs, including over a dozen programs that can lead to green-collar careers. AS is comprised of two wireless campuses - one in Alfred, NY, and the other 15 miles southwest in Wellsville, NY - as well as a motorsports facility, a horticulture center, and an 800-acre farm. In Alfred are the School of Arts and Sciences, the School of Architecture, Management and Engineering Technology (home of the Department of Architecture and Design), Alfred State Lake Lodge, and the Center for Organic and Sustainable Agriculture. The School of Applied Technology is located in Wellsville, along with the “green” home built by AS students.

SUNY authorized AS to award the degree of associate in applied science in 1951, the associate in arts and the associate in science degrees in 1967, the associate in occupational studies in 1973, and bachelor degrees in 1991. Today, the college has 19 baccalaureate degrees, 52 associate degrees, and 3 certificate programs. Although most courses are taught on ground, two programs are completely online, and our online offerings are increasing. More information about AS can be found at the college’s website: www.alfredstate.edu.

AS Mission, Vision and Strategic Plan

“Alfred State, a residential college of technology, provides career-focused education enriched by the liberal arts to produce job-and transfer-ready graduates” is AS’s mission, which translates into goals and action in the *AS Five Year Strategic Plan: Fall 2012-2017*. The college’s focus is on reputation, recruitment, retention, and revenue, relating to the goals and initiatives outlined in its strategic plan. Its vision is to be “nationally recognized as the college of choice for students seeking a technology-focused education and the preferred college for employers seeking graduates prepared to ‘hit the ground running.’” Turning vision into reality, AS is implementing its strategic plan, using its resources effectively, making informed decisions based on assessment, and remaining true to its core principles. The strategic plan’s full version is available at: <http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>). A summary of the five goals within the strategic plan will be given on p. 12, under I.1.4. Long Range Planning.

History, Mission, Founding Principles of the Program

The foundations for the Bachelor of Architecture Program at Alfred State were laid over a sixty year period:

In 1952, the Building Construction Technology curriculum was instituted which soon evolved into the Architectural Technology curriculum. To better reflect the program, its name was changed to Construction Engineering Technology, and it was first accredited in 1965 by ECPD, The Engineers' Council for Professional Development (later renamed ABET).

In 1970, an architectural specialization was initiated, after contacts in industry expressed a need for architectural technicians. In 1974 the Department began expanding the course offerings for the Architectural Technology curriculum, as it was then called. By 1985 it became known as Architectural Engineering Technology and was accredited by ABET.

Throughout the 1990's, computer technology was integrated in all parts of the program to keep pace with developments in the architectural field, and in 1998, the new department of "Computer Imaging and Architectural Engineering Technology" was formed.

In 1999 the newly approved BS in Architectural Technology program - also ABET accredited - admitted the first students to the junior year, and in 2003 the AAS degree in Interior Design was added to broaden the department's design offerings.

In 2012 the "Department of Architecture and Design" was formed to reflect the breadth of its offerings, including the new Bachelor of Architecture program. It has 10 full-time faculty members who currently provide instruction for approximately 235 full-time students in three degree programs:

- the AAS in Architectural Engineering Technology
- the BS in Architectural Technology, and
- the AAS in Interior Design.

In Fall 2013 the department will admit the first cohort into the BArch degree program while seeking accreditation from the NAAB by 2018.

The program's founding principles:

- Expanding on our established strengths in architectural technology and civic engagement, we will combine immersion in the liberal arts/humanities with the three foci - design and the poetics of construction
- sustainability, construction technology and integrated project delivery, and
 - civic engagement and urban renewal/social innovation projects

The program's mission:

Alfred State's Bachelor of Architecture program will educate well-rounded, highly creative graduates who, following the program's vigorous training in design and the poetics of construction, paired with sustainability, construction technology, and the responsibilities and opportunities of civic engagement aimed at urban rejuvenation, are able to contribute to the world through meaningful and inspiring architecture.

Benefit to the Institution

Alfred State's history of offering sound technical associate programs is well documented in several areas of specialization. From these unassuming roots, Alfred State has been transforming itself into a strong performer in well-rounded baccalaureate degrees creating graduates with core and "soft" skills that are highly desirable by employers. Following the strategic plan, this revolution includes strong academic programs as well as a focus on project based learning, civic engagement, leadership, and sustainability across all curricula.

Our Architecture Technology AAS and BS programs have been successful for many years and are prime examples of this transformation. They have strong technical content, embody our key campus

initiatives, and form a natural cornerstone for the implementation of the BArch program, the third professional degree offered by AS.

The BArch program is of benefit to AS in several ways which fall into four main categories: presence, resources, academic quality, and community.

Presence: Alfred State has a long-standing reputation of being a leader in quality undergraduate education in New York. The addition of a distinctive BArch program is a logical expansion of AS's programmatic offerings and allows us to offer a professional pipeline for our regional educational partners and expand our brand nationally and globally.

Resources: Matching resources to our goals is the focus of our strategic plan. Instituting the BArch Program is a priority and will help shape our process for resource allocation. A program level plan has been created as a part of this application and will direct funding priorities, resource development, and targeted fundraising. As support from New York state decreases, this strategic approach will create strong relevant programs, create new revenue streams, and support Alfred State in attaining its strategic plan.

Academic Quality: As AS will increasingly emphasize baccalaureate and professional programs, there are many benefits to the campus, including professional culture, professional exhibitions, speaker series, applied research, sustainability, and curriculum transformation. The level and rigor of the BArch will serve as a guide to establishing a higher level of program performance on campus and a means to fostering interdisciplinary interaction.

Community: Civic engagement is a cornerstone of Alfred State and our geographic location allows us to know and serve many diverse constituents. The new BArch will expand working with the region's professional groups and will reach out and assist numerous small communities in the region as they work to grow and develop in conjunction with the economic development plans of New York State. Being a key focus of the new program, these relationships will offer many benefits to Alfred State as we continue to revitalize our campus, our local communities, and our region.

Benefit to the Program

As one of five units within the 64-unit SUNY system designated as "College of Technology," Alfred State is dedicated to technically oriented, professional degree programs. The BArch is AS's latest professional degree offered, following the BS in Architectural Technology and other Engineering Technologies, a BS in Nursing, and others in Forensic Science Technology and Veterinary Technology.

Studio-Based Instruction: The creation of the Computer Imaging and Architectural Technology department in 1995 was a turning point for the college. Its new art-focused Computer Art and Design program introduced studio-based instruction to the School of Engineering Technology and the college. In 1999 the BS in Architectural Technology program created a core sequence of four and six credit hour studio courses. The Interior Design program, created in 2002, is also studio-based. The college has grown to embrace and support the studio environment by providing twenty four hour access and digital security during a recent renovation to the Engineering Technology Building.

Exhibit Space: The Computer Art and Design program mentioned above grew so large that it was spun off from Architecture and became the Department of Digital Media and Animation. With the help of a generous donation, the college created the Llewellyn Gallery in the School of Engineering Technology. The gallery is well equipped and exhibits both regional and national digital art and provides the architecture- and art-based curricula with excellent space to showcase student work. AC's Hinkle Library also offers a recently renovated gallery space for exhibits. These renovations had provided student learning experience to our department, both having been designed by students and faculty of the Interior Design program.

Facilities: Currently the department occupies approximately 13,500 square feet of dedicated studio and office space with an additional 1,000 sq. ft. remote "living learning" studio in the Peet Hall dormitory. In addition, there are three plot rooms and many classrooms available to all students in the

building (see floor plans on pages 26-29). The college has committed to an additional 3,000 square feet of studio space within the Engineering Technology Building to satisfy the short term growth needs of the new program. In addition, the department, the school and the college are exploring whether it might be possible in the future to relocate the program, to accommodate its expected growth and establish a stronger physical and symbolic identity for the department and all its programs, including the BArch.

I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

Principles of Community

AS is a community that promotes diversity and strives to create an atmosphere free of bias and prejudice in order to prepare students to lead successful and socially useful lives in a diverse society. Many Campus organizations work toward this goal by providing educational, cultural, and social events.

Our *Principles of Community* state:

- As members of Alfred State, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.
- We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.
- We commit to treating one another with civility. Recognizing that there will be differences of opinion, we will explore these differences in a courteous and forthright manner, always acknowledging our individual rights to freedom of expression and association.
- We support tolerance. We encourage those of all cultures, orientations, and backgrounds to understand and respect one another in a safe and supportive educational environment.

This set of principles set forth by the college is supported by policies including the Codes of Student Conduct and Academic Integrity.

Academic Integrity

Absolute academic integrity is expected of all students and faculty members of AS. Students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or in any way help other students commit acts of academic dishonesty, and faculty members must fairly evaluate academic work. This Code defines rights and responsibilities relating to academic integrity and outlines the procedure for dealing with allegations of academic misconduct. It also outlines the procedure for student academic grievances against faculty members. This Code shall be communicated to the College community by being included in the Faculty Handbook, the College website, and student and faculty orientation information. The College website contains the most current version of the policies and procedures governing the College's Academic Integrity Code (<http://www.alfredstate.edu/policies-and-disclosures/academic-integrity-code>).

Diversity

A diverse body of students and faculty is the cornerstone of a rich and meaningful educational experience. As a goal of the strategic plan, we strive to enrich our programs and continually increase the diversity throughout AS.

As the diversity of our student body expands through increased international and targeted recruiting, we are committing resources to ensure student success and belonging. Our Director of Multicultural Affairs partners with faculty and staff to offer programs and services designed to increase visibility and awareness on campus, mentor new students, build community, and support professional development.

Faculty searches are charged with selecting the individual who will contribute significantly to the academic mission and the goals of the School and College. Through extensive notification, national

searches, targeted advertisements and involvement of professional colleagues, good faith efforts are made to locate and consider a wide pool of applicants, including qualified minority persons, women, and disabled persons, resulting in the appointment of outstanding faculty. Faculty Professional Development is ongoing to enhance and support diversity in the classroom.

Study Abroad

Alfred State has partnered with Sant'Anna Institute (formerly Sorrento Lingue Institute) in Sorrento, Italy, to offer an optional semester of study abroad to students wishing to study and live in a truly unique learning environment. In keeping with Alfred State's mission, which is to offer two-year and four-year programs (and now also the BArch program) to prepare graduates to live as citizens of a global society, our study abroad program at Sant'Anna Institute (SASL) helps to establish a foundation for lifelong learning, foster an understanding of global culture, and better equip the participant to 'hit the ground running' after graduation. The beautiful scenery of the Gulf of Naples and the safe and welcoming city of Sorrento provide the setting for an unforgettable educational experience.

Architecture Studies in Sorrento is a seamless program that allows students to spend their spring semester taking courses in Italian language delivered by Sant'Anna Institute with credit being granted through AS. Students earn further AS credit for an architectural design studio taught by AS faculty which focuses on architectural interventions in historic contexts and historic preservation. The studio component is consistent with the listed student learning outcomes of ARCH 6306: Design Studio 4. Projects involve field measurement and notations, analysis of traditional building methods, documentation, and adaptive re-use design proposals. Complementing the studio work in historic preservation is field experience in Pompeii and Paestum as a component of a three credit Archaeology course taught by Italian faculty. Students may also enroll in a three credit sketching and journaling course.

I.1.3 RESPONSE TO THE FIVE PERSPECTIVES

The five perspectives listed below align seamlessly with AS's mission of being a "*college of technology [that] provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates.*" As one of 64 units of SUNY, the State University of New York, AS is required to adhere to SUNY's five guiding principles based on which all faculty members are reviewed, promoted and tenured. These are: *Teaching Effectiveness* (45%), *Mastery of Subject Matter* (10%), *Continuing Growth* (10%), *Scholarly Ability* (10%), and *University Service* (25%).

A matrix of how our program's five educational objectives support the five perspectives is shown on p. 11. They form an integral part of the BArch culture, both within the curriculum and in extra-curricular activities. In the more detailed treatment below we use red Roman numerals to cross-reference specific aspects to the matrix.

A. Architectural Education and the Academic Community

Teaching. The department currently has ten full-time faculty members (two women, eight men, one of the men of Asian descent). Six are licensed architects, five of whom currently also practice. Six professors are tenured. All faculty lines in the department are tenure track and there are no adjuncts at this time. The professors are exceptionally dedicated to the program, with some nearing and some exceeding thirty years of service. All teaching faculty are reviewed annually through student evaluations, while non-tenured faculty are subject to additional evaluation by the Department Chair and the Dean.

College-wide, curricula are based on an integrated, project based learning model. In the BArch program we are committed to blending our students' immersion in the liberal arts with rigorous training in both the artistic and the practical technical aspects of architecture to produce job-ready, well-rounded graduates that are artistically sensitive, socially and environmentally responsible, and knowledgeable about how to build soundly, healthily and imbued with a sense of the poetic.

We will seek to share our studio results with the entire AS academic community and also neighboring Alfred University (AU) in a variety of ways, including exhibitions and reports. Each semester we hope to also offer a theme-based public lecture series that would bring distinguished practitioners or theoreticians of architecture to our department, the AS and AU academic community, and our alumni and interested members of the public beyond. ^I

Research, Scholarship, and Service. For the past one hundred years, AS has primarily been a teaching institution, with teaching effectiveness weighted highly for promotion and tenure. Applied research is new to AS but is strongly supported by the administration, as noted in its position paper, “Infusing Grant Funded Scholarship,” <https://my.alfredstate.edu/academic-affairs/scholarship>. In conjunction with “Infusing Grant-Funded Scholarship into the Alfred State Community,” AS has instituted the Teacher/Scholar Program to promote scholarly activities, enhance AS’s reputation, and improve the recruitment - and retention - of faculty holding doctoral degrees.

Our department’s scholarship and research will substantially relate to, and support, our intended research foci on housing and community design, on urban revitalization/civic engagement, and adaptive reuse/historic preservation strategies for the Southern Tier Region and Northern Pennsylvania. In support of this we intend to set up the “Southern Tier Architectural Research Center” and the “Housing and Community Design Research Center.” We also hope to found an “Alfred State Architecture Journal” series to report on our funded housing research, our urban design/civic engagement projects, as well as other scholarship results of interest to the public. We have identified applicable philanthropic institutions that we will seek research grants from. An additional research/scholarship focus will be on ‘poetics of construction,’ on practical lessons to be drawn from exemplary work, both realized and theoretical, and on developing suitable pedagogical strategies for embedding this focus as a life-long concern in our students’ creative efforts. ^{I, II, III}

Our students will be actively involved in our planned research programs, using New York State’s Southern Tier Region and adjacent areas as the primary testing ground. This will happen both through studio projects and related research assignments. Some of the research projects - such as developing truly affordable housing typologies - will allow us to collaborate closely with both the engineering disciplines at AS and the building trades represented on AS’s Wellsville campus. ^{II, III}

The intended research aimed at developing region-specific, sustainable housing typologies and corresponding community design solutions will especially have all involved contributors (faculty, students, members of other departments, outside consultants, and the programs at our Wellsville satellite campus) participate in the generation of new knowledge.

Our college-service focus will continue to be in the form of contributing through a broad range of committee assignments as well as outside activities that make the work done in and by our department and the School and College known to the outside world. Another form of serving Alfred State through our expertise will be to use, as needed, upper-level studios for exploring how best to adapt the College’s existing building stock to changing academic needs. ^I

We also plan on actively publicizing our teaching, research, scholarship, publications, service, and other activities via a frequently updated departmental web site, thus also serving AS.

Community Engagement. For over ten years, the Urban Design Studio at Alfred State has focused on the study of local and regional issues related to urban, suburban and rural design problems and on offering to the communities in the studied areas visions and strategies toward revitalization and sustainable improvement. While the projects were hypothetical in nature early on, the studio’s focus shifted from 2003 on to active civic engagement, as a direct result of conversations with the AIA Rochester Urban Design Committee and the associated relationship with the just-forming Rochester Regional Community Design Center (RRCDC). This shift has enabled senior students in the BS in Architectural Technology program to participate, through their design studios, in a number of community-based, service-learning projects, both in the Rochester area and the Southern Tier Region. Throughout, the studio’s primary purpose has been to help communities visualize the potential to revitalize their neighborhoods and business districts. ^{II, III}

Three of the Southern Tier projects have also been presented in Washington, D.C. at the Appalachian Teaching Project (2010, 2011 & 2012).

<http://www.arc.gov/images/programs/education/ATP/2012ATPProjectDescriptionsandParticipants.pdf>

Building on these service-learning experiences, the architectural faculty seeks to found a “Southern Tier Architectural Research Center” (STAR Center) at AS, to enable expanding our community based studio projects in New York State’s economically-depressed Southern Tier. We are currently applying with AS for establishing a “Leadership Suite” in the newly constructed Student Leadership Building, designed by William Rawn & Associates. A generous firm in Rochester, N.Y., that includes many AS architecture alumni, Labella Architects, has donated \$25,000.00 in support of that suite. It would be the base for all our civic engagement/ community focused studios, as well as those on housing and adaptive reuse/historic preservation. ^{III}

B. Architectural Education and Students

According to its mission statement, the Department of Architecture and Design “prepares graduates for immediate employment or continued educational opportunities in a range of design and technology-related disciplines. The department provides quality technical education that integrates theory and practice with a foundation in the arts and sciences.” ^{IV}

With the addition of the BArch program we will expand this mission and seek to instill in our students a keen awareness of, and to prepare them for, living in a globally interconnected world. To foster in all our students a palpable sense of global citizenship, we will actively seek to attract a sizeable number of international students. As opportunities arise, we hope to participate in international student competitions, and team up with colleagues from abroad that have shared interests, such as in research on housing. ^{II,IV}

We also hope to instill global awareness and knowledge about architectural practice and challenges in other parts of the world to some extent in our design studios. In order to generate a rich body of ideas, questions, and design criteria, as well as to foster intensive individual and collective learning, we intend to assign a wide range of short case studies of great diversity that students have to immerse themselves in and subsequently present to one another. Thus each student would be exposed to a wide range of paradigmatic design solutions, a number of which will always represent work in other parts of the world to illustrate differences in cultural, political, socio-economic, climatic, and other conditions, and the worlds of thought corresponding to these. ^{IV}

Our focus on the poetic dimension within design might offer unexpected possibilities for international collaboration and student involvement. The social consciousness we will seek to instill/reinforce further in our students is likewise global in scope and will launch them, we hope, on life-long efforts at being active agents of constructive change in the world. ^{II}

In our *Study Abroad* program in Sorrento, Italy, now in its fifth year (in partnership with the Sant’Anna Institute - Sorrento Lingue), we hope to see the number of students able to participate in this annual spring semester offering increase. Thus far over fifty students in architecture, interior design and business have participated, the architecture students immersed in a design studio course paired with courses in archaeology and Italian. This optional third year program has proven life-changing for participating students. AS is committed to creating more scholarship opportunities for this important program. We foresee an expansion of this program once BArch students are enrolled in larger numbers. ^{II}

At the outset of their studies, each student is assigned a faculty advisor. The advisor helps students plan their program of course work, reviews interim grades with students, and answers questions about personal academic goals, requirements, and academic regulations.

C. Architectural Education and the Regulatory Environment

Our Advisory Board members – at this point comprised of practicing architects from Rochester, Buffalo and Syracuse – have felt very strongly that New York State needs another affordable professional degree program to provide the architectural community with graduates that are ready to enter the workforce and able to qualify for licensure (or continue on to graduate school). They

continue to give us feedback on what the professional expects of our graduates. They also have been helpful in providing internships for our students.

Building on related efforts already in place for the BS program - including appointing a faculty member as IDP Educator Coordinator - we will give our students all the necessary preparation for the transition to internship and licensure. Our studios and course work will integrate awareness and sound understanding of the nature and differences of regulatory environments, be they local, state, national or international. ^{ii, iv, v}

D. Architectural Education and the Profession

As stated in the 'Introduction,' the BArch program at AS intends to build on our established strengths in architectural technology and civic engagement and strive to achieve a unique program identity by integrating an active immersion in the liberal arts/humanities with vigorous training in design and the poetics of construction, solid knowledge of sustainability, construction technology and integrated project delivery, and civic engagement and active involvement in urban renewal/social innovation projects.

We also will foster an awareness of how working in different parts of the world requires properly responding to different client and user needs and parameters specific to applicable climatic, socio-economic, cultural, political, religious, and other realities. ^{i, ii, iii, iv}

Our existing BS program is founded on a series of design studios that integrate standard and emerging construction methodologies and environmental technology through projects of increasing difficulty and complexity. The BArch program will build on this "integrated studio concept": projects in sustainable design, historic preservation and urban planning will be expanded to include advanced mechanical and structural systems, emerging construction technologies, and encourage sustainable building solutions in all studios. Throughout, we will foster open dialog and collaboration among students and foster understanding of the multiple collaborative roles required by practice, including obtaining expertise from other disciplines to make a design more rounded and richer. ^{iv, i}
All these aim at helping our students develop the ability to take into consideration a multitude of often conflicting needs by different stakeholders and synthesize them into uplifting designs that may positively impact the lives of individuals, communities, and the larger environment.

E. Architectural Education and the Public Good

Alfred State is in Allegany County, New York State's second poorest county, and is included in the region designated as Appalachia (www.arc.gov). As stated earlier, our existing BS in Architectural Technology program has a tradition of close involvement with community outreach through its "Urban Design Studio." The BArch program will expand this "Urban/Rural Studio" concept through the creation of the STAR Center to actively serve the people and communities of New York's Southern Tier Region and of Northern Pennsylvania. We also intend for our above mentioned research efforts in housing and community design, and in adaptive reuse/historic preservation strategies to similarly make positive contributions to this region and adjacent areas.

AS's Wellsville satellite campus, 15 miles to the southwest, offers numerous vocational building trade curricula and its students construct one to two houses per year. Affordable housing is greatly needed in the Southern Tier and the combination of the mission of the new program, the STAR Center, and the capabilities of the vocational students in Wellsville, provide great synergy for us to build on.

The Alfred State AIAS (American Institute of Architecture Students) Chapter has capitalized on those abilities by constructing a public bus shelter in downtown Alfred, designed by BS students and constructed in conjunction with Alfred University students. This was an excellent example of cooperation with students from both Alfred State campuses, Alfred University, and our architectural faculty. Another example was when the third year studio in the fall of 2011 participated, together with students at Guilin University of Technology in China, and with students and Faculty at Alfred University, in designing an entry for the 2013 Solar Decathlon. The project is intended to be built by the building trades students at AS's satellite campus.

Matrix of Program Educational Objectives and the NAAB Five Perspectives

The table on the following page uses the Roman numerals that were called out in the preceding text on the Five Perspectives to indicate the manifold ways in which our Program Educational Objectives are interrelated with the NAAB Five Perspectives.

Matrix of Program Educational Objectives and NAAB Five Perspectives

Program Educational Objectives Supporting the Five Perspectives	NAAB Five Perspectives				
	A. Academic Community	B. Students	C. Regulatory Environment	D. Profession	E. Public Good
1. provide a broad based liberal arts education that embraces global and cultural diversity through an understanding of western and non-western traditions as well as climatic, technological, political, socio-economic, and behavioral factors	I	II		IV	III
2. instill the technical expertise necessary to develop an innovative approach to building design that poetically integrates design, site, building systems, life safety, building envelope, service systems, and materials and assemblies		II		IV	III
3. utilize the integrated studio concept to instill teamwork and foster creative work fueled by personal research and study		II		II	
4. develop the knowledge and skills necessary to adapt emerging applications of sustainable technology, science, engineering, and mathematics to the built environment	I	II	V	IV	
5. prepare leadership in interdisciplinary design teams that function with ethical responsibility and further the profession through licensure		II		IV	

Summary of Co- and Extra-Curricular Activities Supporting the Five Perspectives

- Participation in AIAS Chapter
- Planned speaker series
- International Study
- Star Center projects
- Community-based studio projects
- Participation in local AIA programs
- IDP seminars

I.1.4 LONG-RANGE PLANNING

Institutional Long-Range Planning

AS’s focus over the next five years can be summarized very simply as being on: *Reputation, Recruitment, Retention, and Revenue*. As you review the strategic plan, it will become obvious that these 4Rs are related in many ways to the Goals and Strategic Initiatives outlined in the plan. As we look to the future, it is essential that we keep our focus and use our resources effectively. This effort will require informed decisions based on extensive assessment, a strong foundation of core values, and a clear strategic plan that points the way to success. We owe it to our students and all of our stakeholders to be the best institution we can be and this plan will serve as our road map for the journey ahead! (<http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>)

Alfred State’s Strategic Plan: 2012-2017 consists of 5 goals with several strategies for implementation as shown below:

Goal A: Promote Academic Excellence and a Scholarly Environment

Strategy 1: Improve teaching and learning infrastructure.

- Strategy 2: Improve recruitment, retention, and development of outstanding and diverse faculty and staff.
- Strategy 3: Develop and implement assessment and continuous improvement processes.
- Strategy 4: Continue program and curriculum development.
- Strategy 5: Create a climate that supports both a two- and four-year campus culture.
- Goal B: **Ensure the Financial Stability of the College**
- Strategy 1: Maximize revenue sources.
- Strategy 2: Enhance effective procedures for budget control and oversight.
- Goal C: **Achieve Optimal Student Enrollment and Retention**
- Strategy 1: Determine optimal student enrollment goals.
- Strategy 2: Develop a strategic enrollment plan, including recruitment and retention.
- Strategy 3: Provide exceptional customer service.
- Goal D: **Enhance the Appearance, Safety and Functionality of Campus Facilities**
- Strategy 1: Develop and implement a facilities master plan with campus-wide input.
- Strategy 2: Develop and implement a campus beautification plan.
- Strategy 3: Continue to assess campus safety conditions and implement corrective actions.
- Strategy 4: Reduce our carbon footprint.
- Goal E: **Support and Challenge Faculty, Staff and Students as They Grow Personally**
- Strategy 1: Create a more vibrant community
- Strategy 2: Integrate the core values and beliefs of the college into policies and operating practices.

Program Long-Range Planning

Continuous Improvement is embedded in the culture of Alfred State. All programs undergo assessment based on external accreditation (by Middle States, and in the case of the BArch program by NAAB) or the State University of New York (SUNY) guidelines. The Department of Architecture and Design has a rigorous assessment plan to ensure program quality. At the heart of program planning is an external Advisory Committee (see page 14). This group, comprised of active practicing or education professionals, regularly reviews our objectives and curriculum, critiques student work, and keeps us apprised of concerns within the wider professional community, thus helping us to ensure a high degree of relevance for our program. For the external review process, see page 15.

Data and Information Sources

Annually, at the end of spring semester, the faculty closely reviews the outcomes for each course. It uses as data both representative samples of the quality of student work achieved (how it does or does not match the intended outcomes), and the feedback from students in form of the course evaluations done at the end of each course (on the teaching effectiveness of the instructors, the objectives, etc.). Based on this and feedback from the advisory board, goals and outcomes get adjusted as needed.

The Annual Reports we will submit to NAAB will also help with honing the program's overall identity as well as its overarching and detailed goals. Similarly helpful will be the feedback from NAAB to this candidacy application and to subsequent steps leading to accreditation.

Role of the five perspectives

The five perspectives, via their seamless alignment with AS's mission of being a "college of technology [that] provides career-focused education enriched by the liberal arts to produce job- and transfer-ready graduates," and with our envisioned program character and detailed program goals, are integral to our program and as such will be central guides in the long-range planning and realization of it.

I.1.5 SELF ASSESSMENT PROCEDURES

Continuous Improvement

Institutional Effectiveness at AS encompasses both maximizing student learning and improving the effectiveness of programs, services, and people. Through ongoing continuous improvement we strive for the highest quality programs and services.

Assessment at AS is a comprehensive layered structure focused on strengthening student learning and maximizing institutional effectiveness. It is designed to be rigorous, systematic, and continuous. The process is inclusive and assesses all aspects of the college. Assessment information is used to produce necessary change or affirm best practices. The assessment plan and process is consistent with the SUNY Assessment Initiative and the AS's Mission and Core Values, as evidenced by the focus on student learning and the examination of teaching efforts to produce the best outcomes in education.

Self-Assessment Process

Student learning assessment has multiple layers spread over designated cycles. The process is defined by a department-centered and program-centered approach, with outcomes-based plans that examine student learning and institutional activities for the purpose of improving learning.

The primary assessment of student outcomes is the close outcomes-review for each course at the end of each year, by the faculty as a whole, via quality of student work and student evaluations. Based on this and feedback from the advisory board, outcomes get adjusted.

Program Learning Outcomes:

1. Comprehending architecture as being accountable to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning - and the ability to produce designs infused by this understanding.
2. Knowledge of the evolution of architectural ideas (and associated architectural principles, strategies and devices) throughout history and of how these were marshaled by architects in the service of certain intended purposes.
3. Knowledge of strategies for infusing design generally and structural expression particularly with a poetic dimension, that help transform environments that are merely good functionally and of sound construction into inspiring and uplifting places.
4. Knowledge of sustainability, construction technology, and integrated project delivery.
5. Ability to take on/ participate constructively in urban renewal/social innovation projects that seek to serve the common good.

Professional Advisory Board: It is currently comprised of professionals in local and national architecture and building firms. The members will annually discuss with us how well the program aligns with evolving expectations within the profession, and make detailed recommendations on where they feel adjustments are desirable or needed.

The current Advisory Board members are:

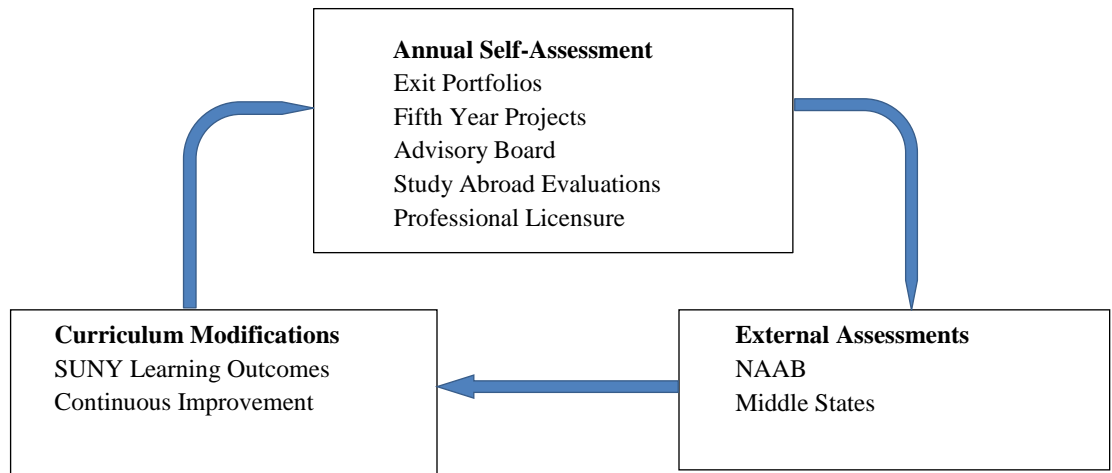
Mr. Michael	Agate, AIA	Vice President	Cannon Design
Mr. Paul	Andalora	Bus. Dev. Facilitator/Instructor	Raymond P. Hewes Educational Center
Mr. Brian	Cieslinski	Senior Principal	SEI Design Group
Ms. Laura	Cooney, RA/AIA	Principal	LMC Codes, LLC
Mr. Joe	D'Alessandro, RA	Project Manager	University of Rochester Facilities
Mr. Paul	Ernst, RA	Principal	Fontanese Folts Aubrecht Ernst & Bammel Architects
Mr. Andrew	Goodermote, AIA	Associate	Clark Patterson Lee Design Professionals
Ms. Penny	Haley, AIA	Project Architect	Wegmans Food Markets
Mr. Chris	Jendrick, RA	Project Architect	Wegmans Food Markets
Mr. Christopher	Less, AIA	Project Architect	Flynn Battaglia Architects
Mr. Mark	Lyons, AIA	Project Architect	SWBR Architects & Engineers, PC
Mr. Mark	Pandolf	Principal	PLAN Architectural Studio, PC
Mr. Richard	Perry, RA	Project Manager	DeWolff Partnership Architects
Mr. Richard	Pospula, AIA	Project Architect	Hunt Engineers & Architects
Mr. Mohamed	Razak, AIA	Principal	Razak Associates

We intend to expand the board to gain additional expert feedback on aspects important to the program, including on international practice, sustainability, urban design, historic preservation, adaptive reuse, affordable housing, interior design, not-for-profit-work, real estate, and business strategies.

Thesis: At the present time, thesis is intended as following the advanced studio format, but with each student pursuing her/his own selected thesis topic. In addition to the thesis studio teachers, students may choose informal additional faculty advisors.

Professional Juries: Due to the small number of potential critics living in and within a reasonable distance from Alfred, NY, we will invite critics whenever possible, but will depend to some extent on using our own faculty as guest critics on our respective studio reviews, augmented by outside critics we are able to persuade to offer their time and expertise.

Assessment Responsibilities: As the graph below shows, the Middle States Commission on Higher Education, the NAAB, and the department's Professional Advisory Board will be involved in program assessment, in addition to the program faculty.



Program Learning Outcomes and their Assessment:

For the 'Program Learning Outcomes and their Assessment' see the table on the following page:

Learning outcomes	Assessment Tool	Benchmark	Documentation at end of each Semester	Associated Courses
<p>1. Comprehending architecture as being accountable to humanity's need for safe, affordable shelter, for dignified ways of living, and for offering corresponding symbolic meaning - and the ability to produce designs infused by this understanding. <i>NAAB Realms A, B, C*</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> - In most studios evaluation of short case studies assigned at outset - Annual portfolio review by faculty (rubric based) - Jury review where applicable - Thesis project evaluation by faculty (rubric based) 	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> - Excellent ($\geq 80\%$ of rubric criteria) - Satisfactory (betw. $80\% \geq 50\%$ of rubric criteria) - Not satisfactory ($\leq 50\%$ of rubric criteria) 	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 History of Western Civilization Other World Civilizations Modern Architectural Theory General Sociology All Design Studios</p>
<p>1. Knowledge of the evolution of arch. ideas (and associated architectural principles, strategies and devices) throughout history and of how these were marshaled by architects in the service of certain intended purposes. Ability to apply such ideas in the student's own designs. <i>NAAB Realm A</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> - In most studios evaluation of short case studies - Annual portfolio review by faculty (rubric based) - Jury review where applicable - Thesis project evaluation by faculty (rubric based) 	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> - Excellent - Satisfactory - Not satisfactory 	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 Modern Architectural Theory General Sociology All Design Studios</p>
<p>2. Knowledge of strategies for infusing design generally and structural expression particularly with poetic dimensions that help to transform environments - that would otherwise be merely good functionally and of sound construction - into inspiring and uplifting places. <i>NAAB Realms A, B</i></p>	<p>Yrs 1 through 5:</p> <ul style="list-style-type: none"> - In most studios evaluation of short case studies - Annual portfolio review by faculty (rubric based) - Jury review where applicable - Thesis project evaluation by faculty (rubric based) 	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> - Excellent - Satisfactory - Not satisfactory 	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Introduction to Design Design Fundamentals 1 Design Fundamentals 2 Architectural History 1 Architectural History 2 Modern Architectural Theory Science, Technology & Society All Design Studios</p>
<p>3. Knowledge of sustainability, construction technology, and integrated project delivery. <i>NAAB Realms B, C</i></p>	<p>Yrs 2 through 5:</p> <ul style="list-style-type: none"> - In most studios evaluation of short case studies - Annual portfolio review by faculty (rubric based) - Jury review where applicable - Thesis project evaluation by faculty (rubric based) 	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> - Excellent - Satisfactory - Not satisfactory 	<p>In all studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of all thesis works, digitally submitted by students.</p>	<p>Construction Technology 1 Construction Technology 2 Environmental Controls 1 Environmental Controls 2 Municipal Codes & Regulations Sustainable Building Design Professional Practices Advanced Structural Concepts Professional Development Majority of Design Studios</p>
<p>4. Ability to take on/ participate constructively in urban renewal/social innovation projects that seek to serve the common good. <i>NAAB Realms A, B, C</i></p>	<p>In Urban Design and applicable other studios:</p> <ul style="list-style-type: none"> - Evaluation of short case studies assigned at outset - Annual portfolio review by faculty (rubric based) - Jury review where applicable - Thesis project evaluation by faculty, if applicable (rubric based) 	<p>Assessment in terms of meeting the benchmark, at all levels:</p> <ul style="list-style-type: none"> - Excellent - Satisfactory - Not satisfactory 	<p>In applicable studios selection by faculty, of (3) best works and (2) mediocre works.</p> <p>Complete documentation of applicable thesis works, digitally submitted by students.</p>	<p>General Sociology Science, Technology & Society Professional Practices Several Design Studios, esp. the Urban Design Studio</p>

Program Learning Outcomes and their Assessment

- * *Realm A: Critical Thinking and Representation*
Realm B: Integrated Building Practices, Technical Skills and Knowledge
Realm C: Leadership and Practice

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

Introduction

The Office of Human Resources is charged with establishing a harmonious business environment to support the achievement of the strategic plan and business objectives. The focus of our human resources (HR) function is to provide leadership in developing and implementing key HR strategic plans and programs that will add value and contribute to the overall success and growth of the College. The HR Department supports the success and competitiveness of Alfred State through innovative programs, processes, policies, and practices that enable AS to be thought of as the employer of choice in our industry and community.

Searches for all employees are handled through the HR Department. Faculty searches are national and competitive in nature. The search for a Department Chair for the Architecture and Design Department concluded with the hiring and appointment of Heinrich Hermann, PhD. Dr. Hermann brings a wealth of practical experience as well as a multi-faceted academic history to our program and college. He is charged with developing and coordinating our architecture programs and securing NAAB accreditation, in addition to performing administrative duties within the department.

Faculty-Course Matrix

Included in Section 3.

Faculty Resumés

Resumés for faculty teaching during the program's first year are included in Section 3.

Professional Development

There are several professional development activities available to faculty through grants, scholarship, and available funds. The Office of the Provost and Vice President for Academic Affairs has a goal to increase faculty research by 20% over the next 5 years. The college has been increasing the available opportunities and resources as we move toward more research and scholarly activities indicative of a baccalaureate and professional degree culture. There are also professional development training opportunities offered at the college every semester. The department too supports professional development from its funds.

Grants and resources are available to faculty through the Academic Affairs Professional Development Fund, the Teacher/Scholar Program, and the Faculty Scholarship Grant. Professional Development funds are also offered by Alfred State and the United University Professionals (UUP) Union to support faculty projects on a competitive basis. The Teacher/Scholar Program allows faculty to receive a reduction in teaching assignment in exchange for the pursuit of a scholarly endeavor. Likewise, the Faculty Scholarship Grant will provide funds for faculty (or group) to pursue a scholarly research initiative. In addition to campus initiatives, SUNY provides a Center for Professional Development as a centralized resource.

Faculty Appointment, Promotion, and Tenure

The *Policies and Procedures Handbook* (<http://my.alfredstate.edu/pp-manual/index.htm>) has been prepared as a reference for present and prospective staff members. It is designed to provide information on policies, practices, facilities, opportunities, and other items of interest for the College faculty and staff. The handbook is published in compliance with the policies of the Board of Trustees of the State University of New York (http://www.suny.edu/Board_of_Trustees/index.cfm). Policies can be found at http://www.suny.edu/Board_of_Trustees/PDF/Policies.pdf.

Students: Evaluations for Admissions

To be admitted into the BArch program, students must have graduated from an approved high school or possess a high school equivalency diploma. Verification must be supplied to the Admissions

Office. Prospective students must have also completed algebra, geometry, algebra 2/trigonometry with an 86 or above average plus high school pre-calculus or a fourth-year math for New York State high school graduates. Students must submit a standardized test score (SAT and/or ACT) with a recommended combined SAT score of 1100 (critical reading and math) or a composite ACT score of 24. Physics is recommended. Any students with college experience must submit an official college transcript(s). If a Student has a gap of more than six months in his/her educational experience, the student will be required to supply information on what s/he did during that time.

In addition, applicants to the BArch program must submit a portfolio for review and consideration.

Recruitment of Underrepresented Students

Increasing the diversity of the student population is reviewed in section I.1.2.

Student Support Services

Our focus is on creating a supportive learning environment and faculty-student collaboration is key to our success. This interaction allows faculty to get to know students and realize when there is something limiting their potential. The studio-focused programs also create camaraderie and support groups among students. The architecture program also has many presentations around campus and an Architecture Club to foster student socializing and belonging. In addition to the department activities, there are many campus supported services:

Academic Advisement: Each student is assigned a faculty adviser within his/her program of study. The adviser helps students plan their program of course work, reviews interim grades with students, and answers questions about personal academic goals, requirements, and academic regulations

Counseling: Counseling can complement the academic life of students by helping them to gain personal insights and to more clearly define educational and career life plans. Counseling offers students the opportunity to explore their feelings and to discuss any concern in a confidential setting. Programs can also be developed for residence halls or classroom presentations.

Peer Tutoring: AS offers free peer tutoring services for most courses. Peer tutors are students who have earned an A or B in a course and have received special training.

Professional Tutoring: is available in math, writing, grammar, and literature courses.

Math and Tutoring Labs: Many members of the faculty volunteer their time in the tutoring labs.

Study Groups: Students are encouraged to form independent study groups. Students can also request a trained tutor to facilitate study groups.

Supplemental Instruction: is a series of weekly review sessions for students taking historically difficult courses. SI affords the opportunity to get together with people from the same class to compare notes, discuss important concepts, develop strategies for studying the subject, and administering practice exams.

Student Disability Services: We are firmly committed to providing an equal opportunity for a college education to all qualified students. The philosophy of the office of Student Disability Services reflects the interpretation of Section 504 of the Rehabilitation Act of 1973 in terms of providing reasonable and individualized accommodations. We welcome students with disabilities into our campus community and our programs. In this spirit, we are committed to providing reasonable opportunities to qualified students to participate in campus programs and activities. We recognize that the needs for each person with a disability are unique; therefore, services and/or accommodations are provided on an individualized basis. Students with disabilities are encouraged to participate in all aspects of campus life. Self-identification is essential and self-advocacy is encouraged.

Career Development

Career Development offers a variety of services for students who are implementing their career plans. These services include assistance with developing career plans and goals, resume development,

interview preparation, and workshops. This area also maintains job postings for full, part -time, experiential, and summer employment, as well as schedules campus recruitment opportunities.

Specialized services are offered in career and educational planning, including individual and group career counseling, vocational testing, and the use of computerized guidance programs. Career Development also maintains a Career Resource Library with a wide range of career materials, college catalogs, and transfer information for those students who wish to continue their education. Many of the services offered through this office can also be accessed through its website at www.alfredstate.edu/career-development. All students and alumni are encouraged to take advantage of the services offered.

I.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Administrative Structure of Alfred State

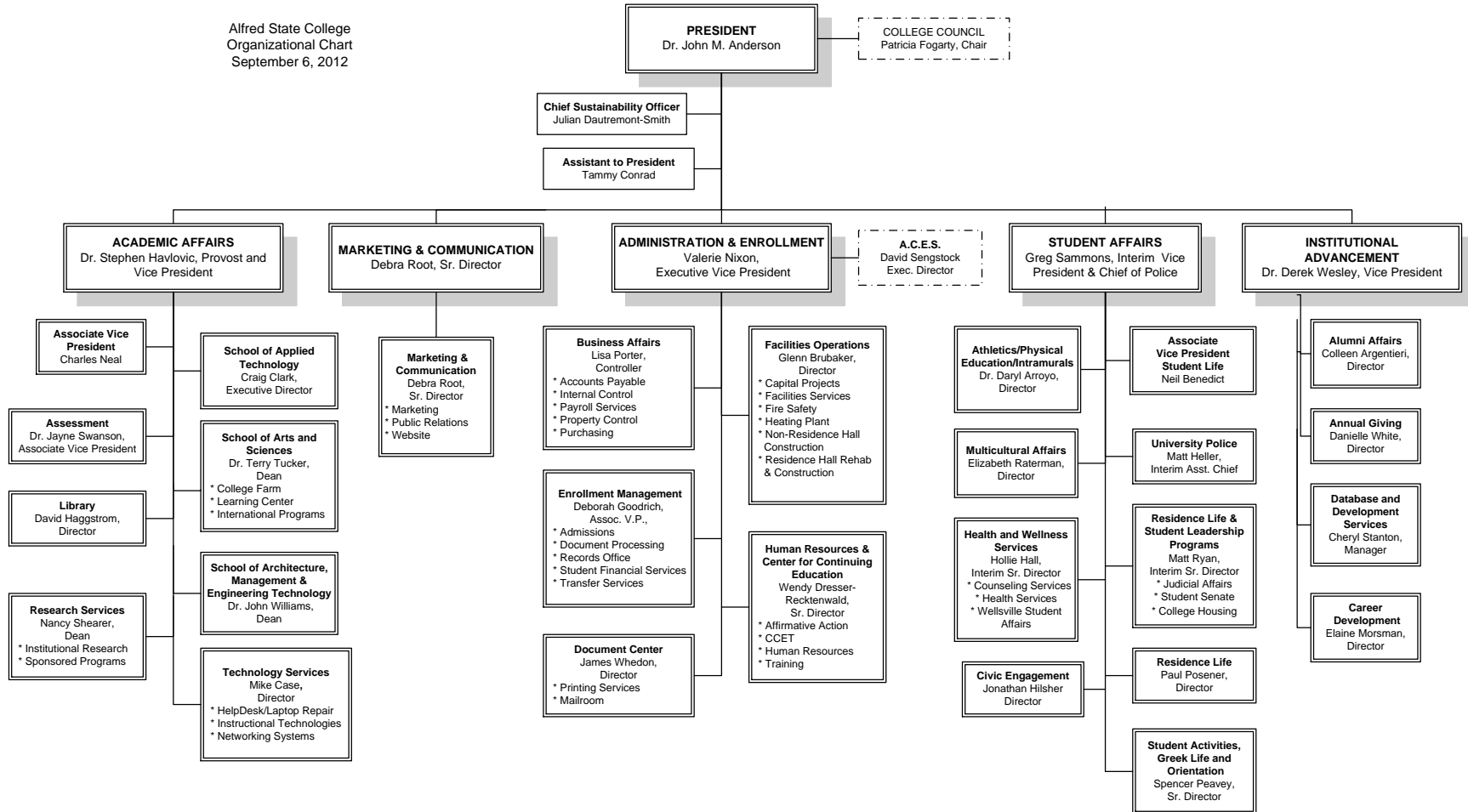
Alfred State is one of 64 campuses within the SUNY system. Our College is comprised of three schools: The School of Architecture, Management and Engineering Technology (SAMET), The School of Arts and Sciences (SAS), and The School of Applied Technology (SAT). Each school is led by a dean who reports to the Provost / Vice President for Academic Affairs. Departments are led by Chairs who report to the dean. Diagrams of the overall structure of Alfred State and SAMET can be found below.

The BArch program will be housed within the Department of Architecture and Design. The Department Chair is responsible for day to day operations, evaluating and supervising faculty, managing the budget, and coordinating with Curriculum Coordinators who help oversee each individual program. In addition to the BArch program, the Department of Architecture and Design houses the BS and AAS in Architectural Technology programs, and an AAS in Interior Design. There is synergy among all programs within the department and students can move among programs, provided they meet the right criteria and conditions.

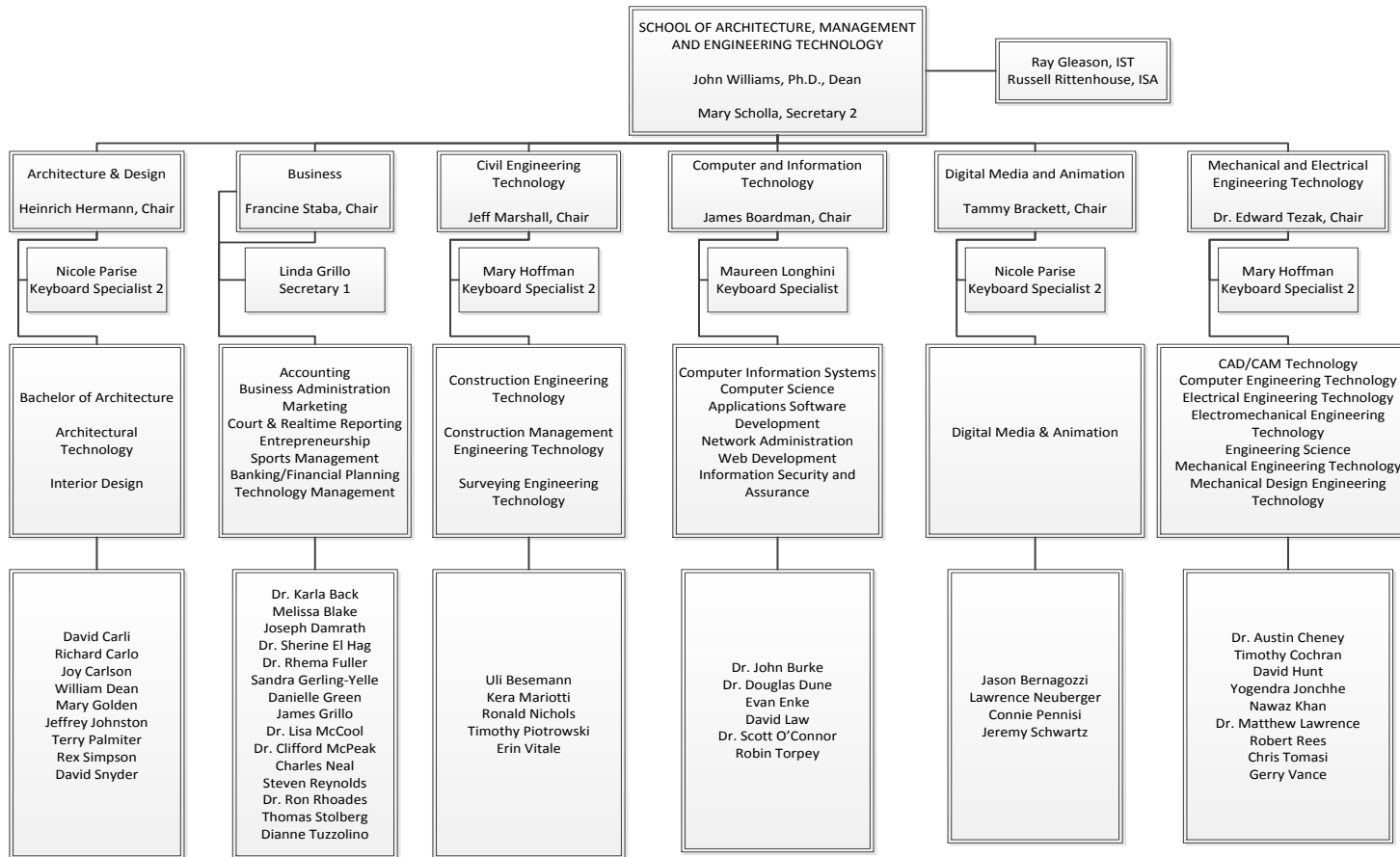
Curriculum changes are initiated within the department and reviewed by AC's Curriculum Development & Review Committee, the dean, and approved by the Faculty Senate.

Candidacy Application: SUNY College of Technology at Alfred
Plan for Achieving Initial Accreditation

Alfred State College
Organizational Chart
September 6, 2012



Alfred State Organizational Chart (Schools outlined under Academic Affairs Division)



Organizational Structure for The School of Architecture, Management and Engineering Technology

Governance Opportunities

Faculty Senate

The Senate is the official agency through which the Faculty engages in governance of the College. The Faculty has the primary responsibility for the initiation, development, and implementation of the academic programs of the College. The Senate provides the Faculty with the opportunity to discuss and debate all matters related to the academic mission of the College.

The Senate establishes working Standing Committees to address specific areas of responsibility in Faculty governance. Standing Committees recommend policy relating to matters dealing with the Faculty, with the academic mission of the College, with those aspects of Students that relate to the educational process, and any other matters of general Faculty concern. The Department of Architecture and Design is represented by two Faculty Senators.

Curricular matters within the Department of Architecture and Design are administered through its own curriculum committee, consisting of the chair and curriculum coordinators.

Student Senate

The Student Senate of AS is responsible for promoting the welfare of the College and its student body. Department students are represented by the generally elected student senators and the student leaders of the Architecture Club who regularly report to the Executive Board.

I.2.3 PHYSICAL RESOURCES

Alfred State recently concluded a Facilities Master Plan (2013-2023) to direct near-term and long-term capital improvements required by the College's Strategic Plan. The BArch Program is one of the new programs intended to increase our enrollment during this timeframe. The analysis of space needs for academic and administrative needs placed an emphasis on the architecture programs. A need for additional space was identified as the department classrooms/labs/studios are at or near capacity. Approximately 4,100 square feet of additional space was recommended.

Based on the initial review, the re-purposing of surplus engineering lab space will allow for the required expansion of architectural programs within the Engineering Technology Building, without new building construction. A lower level lounge in Peet Hall has also been renovated for a Senior Architecture Studio as part of a residence hall living-learning community dedicated to Architecture.

Current Facilities, Equipment and Technology

While classes may occasionally be scheduled in other spaces, the following laboratory, classroom, studio, and staff spaces currently comprise the primary areas where architectural instruction and learning occur. Most rooms and all studios are accessible to students 24 hours a day by swipe card for student convenience. What follows below describes the situation pertaining to the Department's currently existing three degree programs, the BS and AAS in Architectural Technology, and the AAS in Interior Design, prior to the launching of the new BArch program. While these programs currently have shared desk spaces during the first two years, each BArch student will have a dedicated desk right from the outset of their studies. AS is currently in the process of identifying the best suitable spaces to be dedicated for permanent first and second year dedicated BArch studios.

For several years now, AS has made a concerted effort to upgrade classrooms and furnish them with appropriate equipment and technology specific to each discipline. To this end, Alfred State feels that our existing facilities, equipment and technology will adequately allow us to launch a new Bachelor of Architecture program. The currently assigned program spaces are as follows:

Rooms 417, 420 434 and 433 – First- and Second-Year Studios for the BS and AAS in Architectural Technology and the AAS in Interior Design: These are assigned studio spaces used for the freshmen and sophomore studio courses as well as for technical laboratories. They have 18 to 20 work stations each with either continuous or L-shaped work surfaces and are laptop ready (either

hard-wired or with access to the campus wireless network). Each work station is shared by multiple students. These rooms have white marker boards, Interactive Smart Boards, floor-to-ceiling, wall-mounted fabric pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

Rooms 402, 408 and 415 – Third- and Fourth-Year Studios: These are assigned studio spaces used for the junior and senior year studio courses. They have 16 Networked Desktop Workstations running a wide range of office-standard software including AutoCAD Architectural Desktop, Revit, and SketchUp as well as Adobe Photoshop. Each work station is shared by two students. The rooms are also equipped with networked HP LaserJet printers, white marker boards, Interactive Smart Boards, floor-to-ceiling, wall-mounted fabric pin-up/display panels, flat file storage and ceiling-mounted Sharp digital projectors.

Room 401 – Laser Cutter Room: Includes an Epilog 60 Watt 24x36 laser cutter and we have requested a second one.

Rooms 361 (Chair), 403, 404, 405, 406, 407, 409, 410, 412 and 413 – Faculty Offices: Each of the ten full-time faculty has an office of at least approximately 100 SF.

Room 414 – Plotter Room: The Plotter Room contains (2) Hewlett Packard T1100PS color plotters and (1) Hewlett Packard 800PS color plotter. These are for student use in plotting presentation material and technical documents associated with their course work. It also contains flat files for storing student work.

Room 428 – Architecture Library: The ‘Architecture Library’ (distinct from the architecture holdings of AS’s Hinkle Library) contains discipline-specific journals and technical manuals along with other resource materials such as Sweets Catalogs. This provides students with valuable resources for research in close proximity to the studio spaces.

Room 347 – Classroom: This classroom can accommodate up to 60 students. The room is laptop ready (either hard-wired or with access to the campus wireless network), has white marker boards, a Smart Board, and a console that controls a ceiling-mounted digital projector and DVD player from a faculty laptop.

Room 215 – Lecture Hall: This is the largest classroom in the building and has tiered seating that can accommodate up to 170 students. The room is laptop ready (either hard-wired or with access to the campus wireless network), has white marker boards and a console that controls a digital projector, slide projector, ELMO, DVD and VCR player from a stationary computer of faculty laptop.

Room 213 – Main Plot Room: 1 HP Design Jet Z3200PS Photo wide format color printer
1 HP Design Jet T1120 PS wide format color printer
1 HP Design Jet T1120 HD 36” wide format color scanner
3 Networked HP LaserJet printers
1 Xerox 36” wide format B/W scanner
1 Xerox 6204 wide format B/W laser printer

Room 204 – “Render Farm”: for rendering walkthrough animations
12 Networked CPU

**Please note that all students are required to purchase laptop computers capable of running the following software: Revit 2013, 3D Studio Max 2013, Adobe Photoshop Suite and Ecotect.

Planned Facilities

In addition to the dedicated spaces for the first and second year BArch studios discussed above (see diagrams on pp. 26-29), it is anticipated that a total of six studios will be renovated/reconfigured to provide dedicated studio space for each of the projected 108 3rd, 4th and 5th year students, in space yet to be determined. These enhanced and expanded facilities will be phased in over the first five years of the program as required by increased enrollment. In terms of faculty space, there are a number of open offices adjacent to the existing faculty offices that can be utilized.

In addition to planning for the acquisition of supplementary space, the school and department have continued to upgrade Equipment and Technology since the submission of the Program Proposal. Both efforts relate directly to the concerns expressed by the external reviewers.

The BArch Program Space in context

In addition to Alfred State's 223 faculty members (165 F/T) and its 3,500 students (including those at its satellite campus in Wellsville, NY, ½ hour away) the academic community of Alfred, NY, also includes Alfred University (AU), with 165 faculty members and 2,400 students (AU is, in turn, home of the SUNY College of Ceramics at Alfred University).

The two campuses are within easy walking distance and the students at the two institutions can cross-register and have equal access to each of the three libraries.



The academic community of Alfred, NY, comprised of Alfred State College and Alfred University (which is also home to the SUNY College of Ceramics)

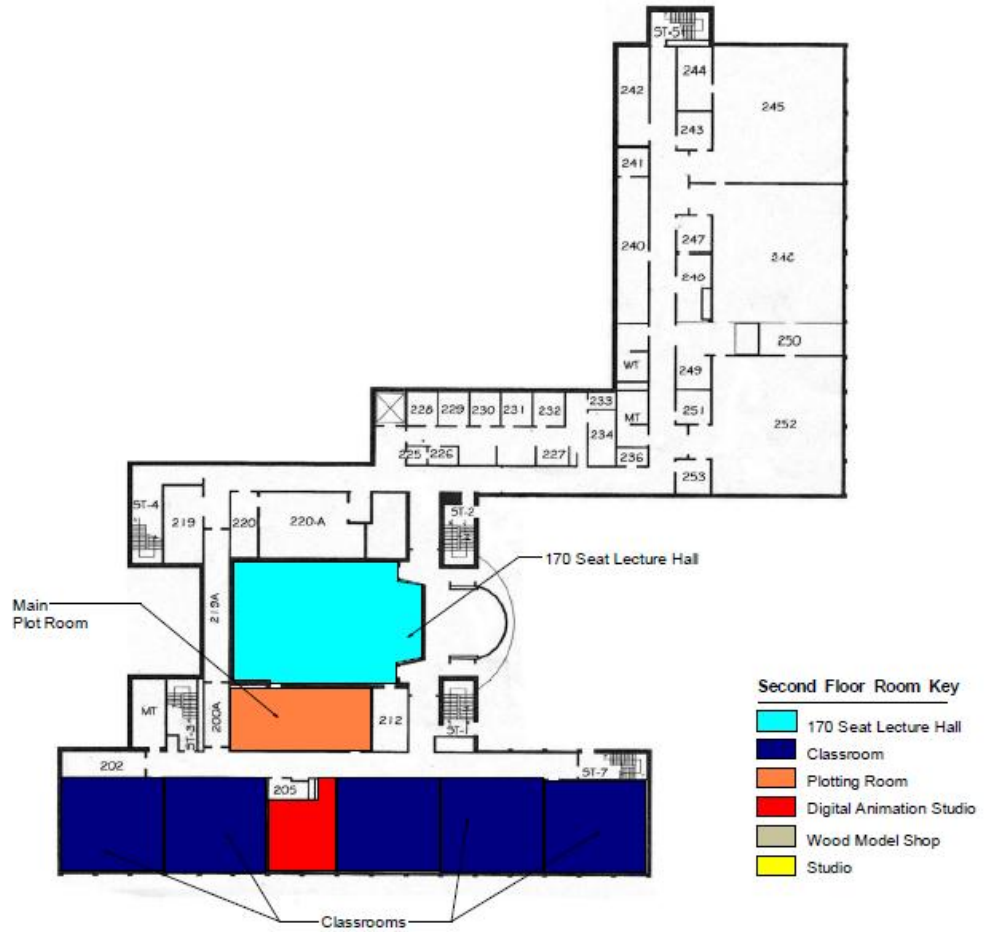


Alfred State Campus with Engineering Technology Building

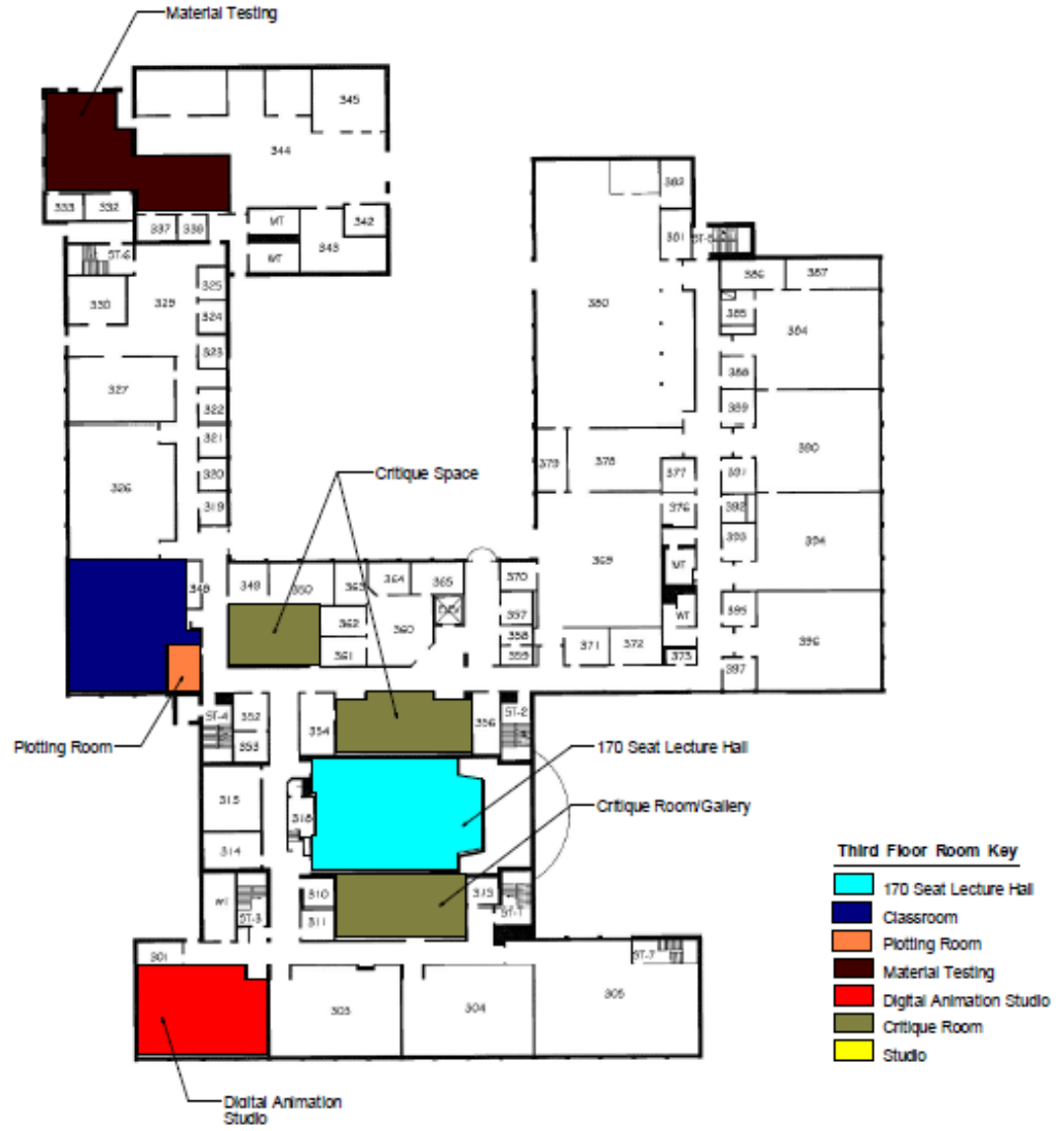


Engineering Technology Building, home of the Department of Architecture and Design and its BArch Program

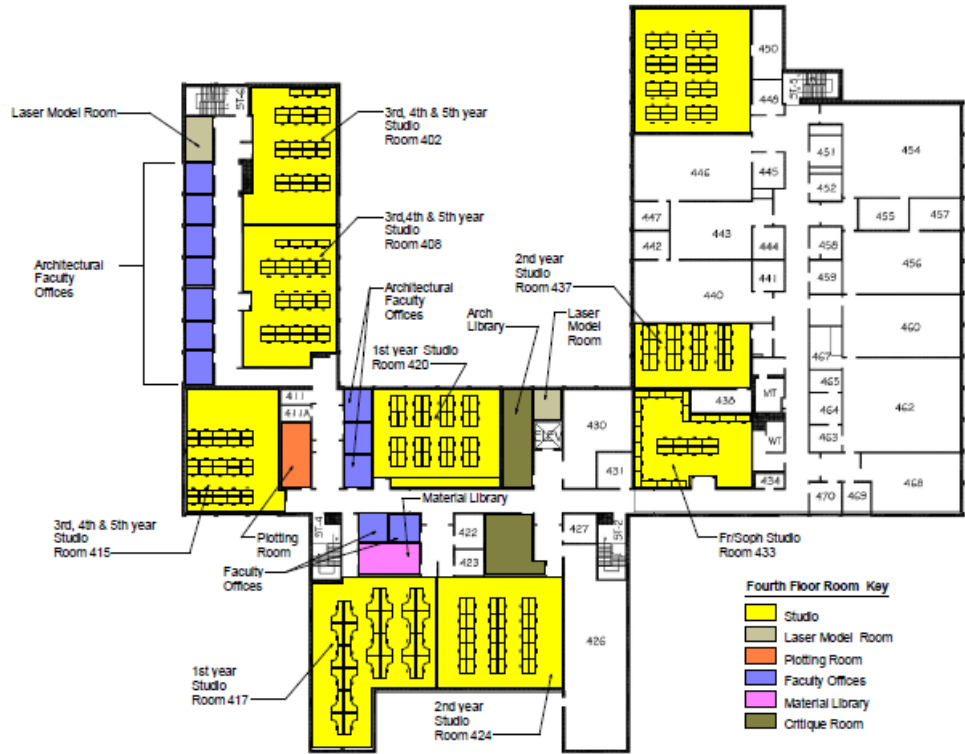
Candidacy Application: SUNY College of Technology at Alfred
 Plan for Achieving Initial Accreditation



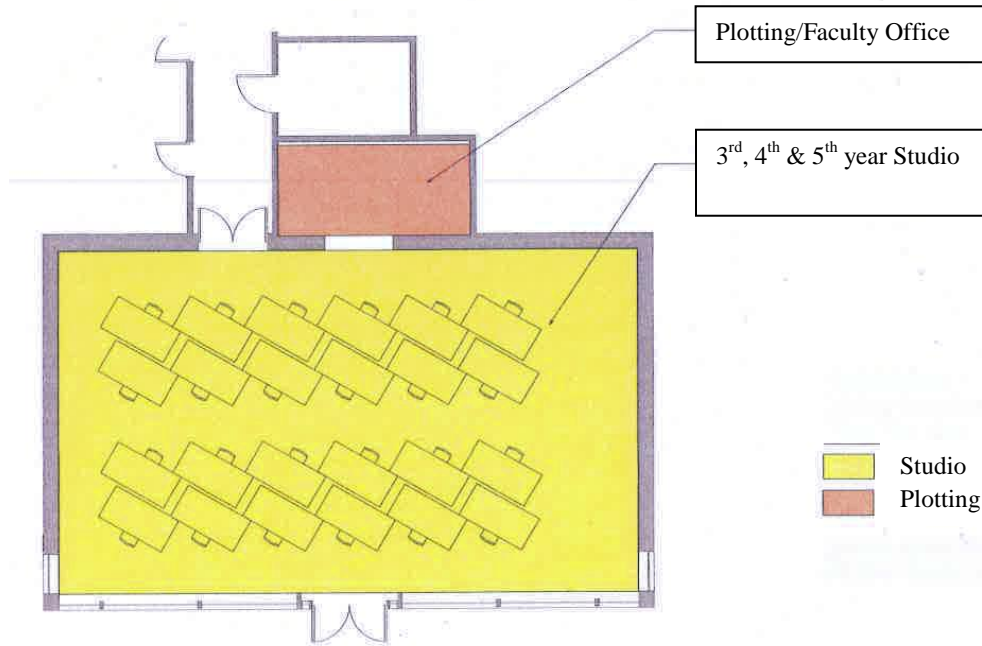
Department program spaces on Second Floor of Engineering Technology Building



Department program spaces on Third Floor



Department program spaces on Fourth Floor



Architectural Living Learning Center, Peet Hall

I.2.4 FINANCIAL RESOURCES

Each department is provided a Supplies & Expenses (S&E) budget annually to support program operations and supplement professional development or other activities not covered by campus resources. There are no direct charge backs to the department for any services such as faculty searches, computers, equipment, copying, utilities, space, campus vehicle use, or technical support. The Architecture and Design Department currently has an S&E budget of \$10,000 annually. Detailed fiscal reports follow.

Current Year and Forecasts for Revenue and Expenses

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Revenue	1,071,000	1,147,500	1,156,000	1,185,750	1,198,500	5,758,750
Expense	-1,014,360	-947,160	-934,760	-934,760	-914,760	-4,745,800
Net	56,640	200,340	221,240	250,990	283,740	1,012,950

Comparative Reports

N/A

Expenditure Data

The cost per Student Credit Hour (SCH) was calculated and compared for the professional degrees of Alfred State. While there is some variation in program expenditures and investments from year to year based on our centralized budgeting and allocation methods, the costs here represent the fixed values that are recurring every year.

Program/Departments	Cost per SCH
Architecture & Design	\$404
Civil Engineering Technology	\$283
Mechanical & Electrical Engineering Technology	\$259
Nursing	\$429

Institution Financial Issues

Anticipated enrollment changes. There are strategic plans to grow enrollment through new programs such as the BArch. Growth projections are expected to be moderate with plans to resource accordingly based on program growth.

Anticipated financial changes. The SUNY System is in the first year of a five year rational tuition plan where tuition is increasing 5% each year. The extra revenue is mandated to support academic programs.

Other financial issues. None

I.2.4 INFORMATION RESOURCES

For this section, please see Appendix A, ‘Analysis of current holdings of the Hinkle Library at Alfred State’

PART ONE (I): SECTION 3: INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 STATISTICAL REPORTS

NA

I.3.2 ANNUAL REPORTS

NA

I.3.2 FACULTY CREDENTIALS

All our courses at this time will be taught by full-time faculty. There are several courses taught by full-time faculty members in other departments. Credentials of the current 10-person full-time faculty and of affiliated faculty from other departments are introduced in Part Three of this application. Of the 10 F/T faculty, there is one male Asian minority, there are two women.

The demographics (race/ethnicity & gender) for all F/T instructional faculty at Alfred State are as follows

Race/Ethnicity	Male	Female	
Asian or Pacific Islander	6	0	
Black, not Hispanic	3	0	
Hispanic	1	1	
Native American Indian or Eskimo	0	0	
White, not Hispanic	107	47	
Totals	117	48	165 F/T

PART ONE (I): SECTION 4: POLICY REVIEW

The URLs of all policies available to date have been included in the earlier sections of this document. They are:

AS Strategic Plan

<http://issuu.com/alfredstatecollege/docs/strategicplan2012-17>

Academic Integrity Code,

<http://www.alfredstate.edu/policies-and-disclosures/academic-integrity-code>

'Infusing Grant Funded Scholarship'

<https://my.alfredstate.edu/academic-affairs/scholarship>

Policies and Procedures Handbook

<http://my.alfredstate.edu/pp-manual/index.htm>

http://www.suny.edu/Board_of_Trustees/PDF/Policies.pdf

Career Development

www.alfredstate.edu/career-development

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

SECTION 1: STUDENT PERFORMANCE - EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 STUDENT PERFORMANCE CRITERIA

For the vision, program goals, and learning objectives of this program, see Section I.1.5, Self-Assessment Procedures. Our program has only one track but offers students concentrations.

In developing the proposed courses for the BArch program, the faculty expanded the learning outcomes required by ABET to encompass the NAAB student performance criteria.

The matrix on the following page illustrates how each course covers the NAAB criteria.

NAAB Performance Criteria linked to the BArch Program Courses (not including elective courses)

NAAB Criteria Student Performance Matrix as required by the NAAB		Realm A: Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership and Practice											
Course #	Course Name (electives not included)	A.1 – Communication Skills	A.2 – Design Thinking Skills	A.3 – Visual Communication Skills	A.4 – Technical Documentation	A.5 – Investigative Skills	A.6 – Fundamental Design Skills	A.7 – Use Precedents	A.8 – Ordering Systems Skills	A.9 – Hist. Traditions and Global Culture	A.10 – Cultural Diversity	A.11 – Applied Research	B.1 – Pre-Design	B.2 – Accessibility	B.3 – Sustainability	B.4 – Site Design	B.5 – Life Safety	B.6 – Comprehensive Design	B.7 – Financial Considerations	B.8 – Environmental Systems	B.9 – Structural Systems	B.10 – Building Envelope Systems	B.11 – Building Service Systems	B.12 – Building Materials & Assemblies	C.1 – Collaborative Skills	C.2 – Human Behavior	C.3 – Client Role in Architecture	C.4 – Project management	C.5 – Practice Management	C.6 – Leadership	C.7 – Legal Responsibilities	C.8 – Ethics & Prof Judgment	C.9 – Community/Soc. Responsibility			
Year 1																																				
ARCH 1184	Design Fundamentals 1	A1		A3			A6		A8																											
ARCH 1013	Introduction to Design	A1				A5			A8																											
FNAT 1303	Architectural History I	A1				A5				A9	A10																									
ARCH 2394	Design Fundamentals 2	A1		A3			A6		A8																											
ARCH 2014	Computer Visualization			A3	A4																															
MATH 1063	Technical Calculus 1																																			
Year 2																																				
ARCH 3104	Design Studio 1	A1	A2	A3		A5	A6																													
ARCH 3014	Construction Tech. 1				A4				A8																											
ARCH 3003	Environmental Controls 1																																			
CIVL 4104	Structures 1	A1		A3			A6		A8																											
ARCH 4304	Design Studio 2	A1	A2	A3	A4	A5	A6	A7																												
ARCH 4014	Construction Tech. 2				A4																															
ARCH 4013	Municipal Codes & Regs.				A4	A5																														
Year 3																																				
ARCH 5306	Design Studio 3	A1	A2	A3		A5		A7																												
FNAT 5303	Architectural History II	A1	A2	A3		A5		A7		A9	A10																									
CIVL 5213	Structures 2	A1		A3			A6		A8																											
ARCH 6306	Design Studio 4	A1	A2	A3		A5		A7																												
Year 4																																				
ARCH 7306	Design Studio 5	A1	A2	A3				A7																												
ARCH 7003	Sustainable Bldg. Design					A5		A7																												
ARCH 8306	Design Studio 6		A2		A4	A5			A8	A9																										
ARCH 8003	Professional Practices				A4																															
Year 5																																				
ARCH 8716	Design Studio 7	A1	A2	A3				A7																												
ARCH 8733	Modern Arch. Theory		A2					A7		A9	A10																									
ARCH 8753	Adv. Structural Concepts																																			
ARCH 8776	Design Studio 8	A1	A2	A3				A7																												
ARCH 8793	Prof. Development				A4	A5																														

PART TWO (II): SECTION 2 - CURRICULAR FRAMEWORK

II.2.1 REGIONAL ACCREDITATION

Please see the document on the third page of this application.

II.2.2 PROFESSIONAL DEGREE AND CURRICULUM

The BArch program consists of 157 credits (+ 1 credit for physical education) and will take five years to complete.

The curriculum mask on the following page shows the curriculum's structure for each of the five years.

It illustrates the degree of continuity with the courses required for the existing BS in Architectural Technology degree and calls out new courses, especially all courses in the fifth year.

For the course outlines see Part Three (III) of this document.

BArch Curriculum Mask (includes electives)

Number	Course Name (Prerequisite(s))	Credit Hrs		New Course	Gen Ed	Lib Arts	Arch. Req'd	Arch./Free Electives
		Lower	Upper					
<i>First Year</i>								
ARCH 1184	Design Fundamentals 1	4		3			4	
ARCH 1013	Introduction to Design	3					3	
FNAT 1303	Architectural History 1	3				3		
MATH 1054	Precalculus	4				4		
COMP 1503	Freshman Composition	3				3		
ARCH 2394	Design Fundamentals 2 (ARCH 1184)	4		4			4	
ARCH 2014	Computer Visualization	4					4	
MATH 1063	Technical Calculus 1	3				3		
HIST 1113	History of Western Civ.	3				3		
PHYS 1024	General Physics I	4				4		
<i>Second Year</i>								
ARCH 3104	Design Studio 1 (ARCH 2394)	4					4	
ARCH 3014	Construction Technology 1 (ARCH 2014)	4					4	
ARCH 3003	Environmental Controls 1 (MATH 1054)	3					3	
CIVL 4104	Structures 1 (MATH 1063 & PHYS 1024)	4					4	
SOCI 1063	General Sociology	3			3	3		
ARCH 4304	Design Studio 2 (ARCH 3104)	4		3			4	
ARCH 4014	Construction Technology 2 (ARCH 3014)	4					4	
ARCH 4013	Municipal Codes & Regs (ARCH 3014)	3					3	
FLNG xxx3	Foreign Language Elective	3				3	3	
SPCH 1083	Effective Speaking	3				3	3	
<i>Third Year</i>								
ARCH 5306	Design Studio 3 (ARCH 4304)		6				6	
XXXX xxx3	Concentration Elective (Upr or Lwr)	3						3
FNAT 5303	Architectural History II (FNAT 1303)		3			3		
CIVL 5213	Structures 2 (CIVL 4104)		3				3	
ARCH 6306	Design Studio 4 (ARCH 5306)		6				6	
XXXX xxx3	Concentration Elective (Upr or Lwr)	3						3
XXXX xxx3	Humanities Elective	3			3	3		
SOCI 5213	Science, Technology & Society		3		3	3		
<i>Fourth Year</i>								
ARCH 7306	Design Studio 5 (ARCH 6306)		6				6	
CIAT 7003	Sustainable Building Design (ARCH 3003)		3				3	
XXXX xxx3	Concentration Elective (Upr or Lwr)	3						3
COMP 5703	Technical Writing II		3		3	3		
ARCH 8306	Design Studio 6 (ARCH 7306)		6				6	
ARCH 8003	Professional Practices (ARCH 4014)		3				3	
XXXX xxx3	Concentration Elective (Upr or Lwr)	3						3
HIST xxx3	American History Elective	3			3	3		
<i>Fifth Year</i>								
ARCH 8716	Design Studio 7 (ARCH 8306)		6	6			6	
ARCH 8733	Modern Arch Theory (FNAT 5303 & ARCH 8306)		3	3			3	
ARCH 8753	Advanced Structural Concepts (ARCH 5213)		3	3			3	
SPCH 5083	Comm. In the Workplace		3		3	3		
ARCH 8776	Design Studio 8 (ARCH 8716)		6	6			6	
ARCH 8793	Professional Development (ARCH 8003)		3	3			3	
XXXX xxx3	Other World Civ. Elective	3			3	3		
Total Credit Hours = 157								
+ 1 Phys Ed = 158								
		91	66	31	47	50	95	12

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

For this coming, first academic year of the BArch program we will only admit eligible high school students (see our requirements on p. 18, 'Evaluation for Admission').

For the years following, especially going into the third year, we will be developing standards on admitting transfer students from pre-professional programs and the credits they will be eligible for.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

Our department's web site, which we will develop in the next few months, will be accessible similar to those of other academic programs at AS. However, we will develop the content to highlight and promote the BArch program and its unique characteristics. The currently undeveloped departmental web site can be accessed at <http://www.alfredstate.edu/academics/departments/architecture-and-design>

A "Public Information" link will lead to a page containing the following statements and links:

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

All catalogues and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in Appendix 5 of the *2009 NAAB Conditions for Accreditation* (or edition in effect).

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

The following documents will be directly linked to the AS architecture program website:

2009 NAAB Conditions for Accreditation,
NAAB Procedures for Accreditation (2011 edition, or edition in effect)

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The following resources will be linked to RIT's architecture program website:

www.ARCHCareers.org
*The NCARB Handbook for Interns and Architects Toward an Evolution of Studio Culture
Toward an Evolution of Studio Culture*
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

II.4.4 PUBLIC ACCESS TO APRs AND VTRs

The following documents pertaining to accreditation will be made available in the Architecture Program office as they are becoming available.

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, incl. attachments and addenda

II.4.5 ARE Pass Rates

NA.

PART THREE (III): SUPPLEMENTAL INFORMATION

Course Descriptions

As illustrated in the BArch curriculum mask on p. 35, there is a certain overlap between the courses offered by the BArch and those of the BS in Architectural Technology. The new courses, called out in a separate column, will be offered for the first time in the semester they are mentioned (e.g. Introduction to Design will be offered for the first time in Fall 2013).

Faculty Resumés

The resumés for full time faculty members and those who are full time in other departments but teach part time for the Department of Architecture and Design follow.

Course Description

Number & Title of Course: ARCH 1184, Design Fundamentals 1, 3 credits

Course Description: Students explore fundamental principles of 2D and 3D design, while developing a range of drawing and modeling skills that are essential to the design process.

Course Goals:

The primary goal of this course is for students to learn, practice, and apply the language of design through the introduction of fundamental design principles and graphic techniques in the lecture component of the course, and throughout a series of exercises performed in the studio portion of the course.

Course Objectives:

1. Understand the process of design, and utilize methods and techniques in two- and three-dimensional media to produce architectural documents, materials and presentations as part of the problem-solving process.
2. Employ principles of design and concepts of architectural theory in a design environment.
3. Visualize, analyze, and iteratively explore possible solutions in the design process, and apply creativity in design solutions appropriate to given parameters and/or program.
4. Function effectively as part of a team in the design, and documentation of architectural projects.
5. Demonstrate a commitment to quality, timeliness, and continuous improvement in his or her work.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaborative Skills

Topical Outline:

- Graphic Fundamentals (20%)
- Form and Geometry (13%)
- Conveying Space and Depth (13%)
- Architectural Design and Process (20%)
- Architectural Drawing (30%)
- Presentation Techniques (4%)

Prerequisites:

None

Textbooks/Learning Resources:

- Ching, Francis D.K. Architecture: Form, Space, and Order (John Wiley & Sons, latest edition)
- Ching, Francis D.K. & Juroszek, Steven P., Design Drawing (John Wiley & Sons, latest edition)

Offered:

Fall Semester, annually

Faculty assigned:

- David Snyder (F/T)
- Joy Carlson (F/T)
- Terry Palmiter (F/T)
- Jeffrey Johnston (F/T)
- David I. Carli (F/T)

Course Description

Number & Title of Course: ARCH 1013, Introduction to Design, 3 credits

Course Description: Introduces how the major design disciplines evolved over time, probes their discipline-specific bodies of theory, and how deeply design pervades life and influences its quality.

Course Goals: The primary goal is to open students' minds wide to - and make them literate in - the breathtaking range of design achievements by numerous distinct disciplines, including architecture, landscape, urban interior, industrial, product, furniture, graphic, information design, theater, stage set, film, costume, and fashion design, health-related design, electronic design, and the now ubiquitous digital media. Also, to inspire them to make their own high-quality design contributions.

Course Objectives:

1. Comprehend how broadly and deeply design accompanies human existence and helps to provide structure and order to all phases of life, from birth to death, and beyond;
2. Be literate about how designers think; how visions of the world held by designers shape their output, how different ideologies held by designers lead to corresponding expressions in their work;
3. Understand and articulate what an 'economy of means' in design operations is - and how 'good design' often depends on a designer's ability to reformulate a design task's parameters;
4. Be able to interpret/ evaluate design qualities and how well designs respond to demands placed on them, using analytic/interpretive tools offered by the course;
5. Prepare a well investigated research paper on a design subject of the student's choosing.

Student Performance Criterion/a addressed:

A.1. Communication Skills	A.5. Investigative Skills
A.8. Ordering Systems Skills	A.10. Cultural Diversity
A.11. Applied Research	C.2. Human Behavior

Topical Outline:

History of Design (15%)	Design Philosophies (15%)
Architectural and Interior Design (15%)	Product Design (15%)
Landscape and Urban Design (6%)	Sustainability, Adaptive Reuse (4%)
Theater, Opera, Film and Fashion Design (8%)	Stage Design, Modern Dance (6%)
Graphic Design (4%)	Digital Media (4%)
Design Thinking (4%)	Utopian Design (4%)

Prerequisites:

COMP 1503, Co-requisite with concurrency

Textbooks/Learning Resources:

Brown, Tim. *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* (Harper Collins, 2009).

Clark, Hazel, and David Brody, eds. *Design Studies: A Reader* (Berg Publishers, 2009).

Forty, Adrian. *Objects of Desire: Design and Society since 1750* (Thames & Hudson, 1986).

Lees-Maffei, Grace, and Rebecca Houze, eds. *The Design History Reader* (Berg Publishers, 2010).

Papanek, Victor. *Design for the Real World*. 2nd ed. (Academy Chicago Publishers, 2005).

Pulos, Arthur J. *American Design Ethic: A History of Industrial Design*. (MIT Press, 1986).

Woodham, Jonathan M. *Twentieth-Century Design*. Oxford, New York: Oxford University Press, 1997.

Offered:

Fall Semester, annually

Faculty assigned (first offered in Fall 2013):

Heinrich Hermann (F/T)

Course Description

Number & Title of Course: FNAT 1303, Architectural History I, 3 credits

Course Description: From beginnings of architecture in the early settlements in Asia Minor, this course progresses through history to the end of the 19th Century.

Course Goals:

The primary goal of this course is to introduce students to a wide variety of cultures, religions, and the respective notable buildings throughout the world from the 8th century BCE to 1900.

Course Objectives:

1. Understand the driving forces that caused mankind to build permanent structures.
2. Identify and classify the basic eras and styles.
3. Comprehend and appreciate the aesthetic principals of each time period.
4. Utilize the library's many research resources to write a paper on a specific building.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.5. Investigative Skills
- A.9. Historic Traditions and Global Culture
- A.10. Cultural Diversity
- C.2. Human Behavior

Topical Outline:

Introduction, Principles of Architecture (6.5%)
Early Cultures and Egyptian (9%)
Greek (6.5%)
Roman (6.5%)
Asian (4.5%)
Early Christian, Byzantine, Islamic (6.5%)
African (4.5%)
Roman (6.5%)
Medieval (11.5%)
Renaissance (9%)
Baroque (9%)
18th Century (9%)
19th Century (9%)
Library Class (2%)
Evaluation (6.5%)

Prerequisites:

COMP 1503 – Co-requisite with concurrency

Textbooks/Learning Resources:

Fazio, Michael. *Buildings Across Time* (McGraw-Hill, latest edition).
Jarzombek, Mark M. and Vikramaditya Prakash. *A Global History of Architecture* (John Wiley & Sons, 2011).

Offered:

Fall Semester, annually

Faculty assigned:

Joy M. Carlson (F/T)

Course Description

Number & Title of Course: MATH 1054, Precalculus, 4 credits.

Course Description: algebra of real numbers, equations, including systems, and inequalities; functions and graphs including polynomials, rational expressions, logarithmic, exponential, trigonometric functions, algebra of the trigonometric functions.

Course Goals & Objectives:

1. Use algebraic manipulations to simplify polynomial, rational, and radical expressions.
2. Solve linear, quadratic, absolute value, rational, and polynomial equations and inequalities.
3. Graph and describe the end behavior of polynomial functions and asymptotes of rational functions.
4. Find an equation of a line, calculate and interpret slope.
5. Solve verbal problems by translating them into the appropriate mathematical model.
6. Use a graphing utility to find regression equations, to find minimums and maximums, to find zeros, and solve equations.
7. Convert between radians and degrees and use the unit circle to determine the six trigonometric functions of a given angle.
8. Use/manipulate the concepts of arc length, angular measure, and angular speed to solve related problems.
9. Graph and/or interpret sine and cosine functions considering amplitude, period, and phase shift.
10. Use the Pythagorean Theorem, the law of sines, and the law of cosines to solve right and oblique triangles.
11. Use the relationship between logarithmic functions and exponential functions to solve equations and problems involving growth/decay, and compounding of interest.
12. Use trigonometric identities to simplify trigonometric expressions and solve trig equations.

Student Performance Criteria addressed:

N/A

Topical Outline:

1. Basic foundational concepts—10%
2. Functions and their graphs—23%
3. Polynomial and rational functions—12%
4. Exponential and logarithmic functions—12%
5. Trigonometric functions—13%
6. Analytic trigonometry and additional topics—17%
7. Systems of equations and matrices—3%
8. Testing—8%

Prerequisites:

NYS 85 HS Average for Algebra, Geometry, and Trigonometry (or Math A and B or Course 1,2,3), plus a 4th year Math, or equivalent.

Textbooks/Learning Resources:

Sullivan & Sullivan. *Precalculus: Enhanced with Graphing Utilities*, 6th edition (Pearson: 2012)

Offered:

Every semester (though not in Spring semesters in case of insufficient student numbers)

Faculty assigned:

Karen Kelly (P/T)
Earl Packard (P/T)
Carol Stewart (P/T)

Course Description

Number & Title of Course: ARCH 2394, Design Fundamentals 2; 3 credit hours

Course Description: Students are exposed to and utilize fundamental design skills, 2D and 3D problem solving, perspective drawing, color theory, presentation rendering, and modelmaking as design tools.

Course Goals:

The primary goal of this course is for students to develop problem solving processes and skills to generate solutions to graphic and architectural assignments throughout a series of lectures and exercises of increasing complexity performed in the studio portion of the course.

Course Objectives:

1. Demonstrate an understanding of the processes and techniques of perspective drawing, color theory and rendering, and 3D modeling.
2. Demonstrate an understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, and architectural composition.
3. Demonstrate an ability to use basic architectural principles in the design of simple buildings, interior spaces, and sites.
4. Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
5. Demonstrate an ability to read, write, listen, and speak effectively.

Student Performance Criterion/ addressed (list number and title):

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.2. Human Behavior

Topical Outline:

- Architectural Communications (10%)
- Basic Design Principles and Elements (33%)
- Sketching, Drawing, Rendering (13%)
- Perspective Drawing (27%)
- Color Theory and Rendering; Entourage (10%)
- 3-D Modeling and Problem Solving (7%)

Prerequisites:

ARCH 1184 - Design Fundamentals 1 (C or better)

Textbooks/Learning Resources:

Ching, Francis D.K., *Architectural Graphics* (John Wiley & Sons, latest edition)
Doyle, Michael. *Color Drawing* (VanNostrand Reinhold, Co., latest edition)

Offered:

Spring Semester, First Year

Faculty assigned:

David Snyder (F/T)
Terry Palmiter (F/T)
Joy Carlson (F/T)
David I. Carli (F/T)

Course Description

Number & Title of Course: ARCH 2014, Computer Visualization, 4 credits

Course Description: This is an introductory course that examines the practical and theoretical issues of the computer as a tool for the production of architectural presentations.

Course Goals & Objectives:

3D and 2D modeling and rendering are emphasized. Students will explore the use of the computer as a design tool through building information modeling and presentation software. Students will learn computer presentation skills to be used throughout their academic careers.

Student Performance Criteria addressed:

A.3. Visual Communication Skills

A.4. Technical Documentation

Topical Outline:

Generation of 3D computer architectural models and images. (60%)

Generation of 2D drawings from 3D models. (30%)

Production and manipulation of digital presentations (10%)

Prerequisites:

None

Textbooks/Learning Resources:

Deutch. *BIM and Integrated Design: Strategies for Architectural Practice* (AIA, 2011)

Reed. *The Integrative Design Guide to Green Building* (Wiley, 2009)

Kottas. *Contemporary Digital Architecture, Design & Techniques* (Links International, 2010)

Offered:

Fall semester, annually

Faculty assigned:

Rex A. Simpson (F/T)

Course Description

Number & Title of Course: HIST 1113, History of Western Civilization Since 1648, 3 credits

Course Description: An introduction to the political, military, intellectual, cultural, technological, religious, and economic features of western civilization from the early modern period to the twenty-first century.

Course Objectives:

Also considers the relationship between Europe and the United States, and between Europe and the wider world. Finally, the course discusses contemporary Europe.

At the end of the course the student will be able to do the following:

1. Identify and describe the influences on Western civilization.
2. Discuss in historical perspective the intellectual and cultural features of Western civilization.
3. Identify the influences of western civilization on the non-Western world.
4. Critically evaluate the impact of western civilization on the rest of the world, including non-Western areas and the United States.
5. Discuss in historical perspective the political, economic, and military evolution of the West.
6. Recognize the effects of globalization in the contemporary world.
7. Demonstrate knowledge of basic historical method and source analysis.

Topical Outline:

8. Absolutism and the Age of the Enlightenment	7%
9. Colonialism, War, and Industrialization	7%
10. The French Revolution	7%
11. Napoleonic Europe	7%
12. Reaction vs. Progress, 1815-1848	9%
13. Unification of Large Nation-States	7%
14. European Civilization, 1871-1914	7%
15. Europe's World Supremacy	7%
16. The First World War	9%
17. Europe Between the Two World Wars	9%
18. The Second World War	9%
19. The Post-War World and Globalization	13%

Student Performance Criteria addressed:

N/A

Textbooks:

Kagan, Donald, et al. *The Western Heritage: Teaching and Learning Classroom Edition* (New York: Pearson, Latest Edition).

Kishlansky, Mark, et al. *Brief History of Western Civilization* (New York: Pearson, Latest Edition).

Levack, Brian, et al. *The West: Encounters and Transformations* (New York: Pearson, Latest Edition).

Waddy, Nicholas L. *The Essential Guide to Western Civilization* (New York: Pearson, Latest Edition).

Offered:

Fall Semester, annually

Faculty assigned:

Ronald R. Webb (P/T)

Course Description

Number & Title of Course: Physics 1024, General Physics I, 4 credits

Course Description: This course covers foundation ideas in mechanics and requires an understanding of college algebra and some basic ideas of trigonometry.

Course Objectives:

Topics include the metric system and unit conversions, vector quantities and the kinematic equations, vector addition and projectile motion, force, net force and Newton's laws of motion, work and energy, linear momentum and collisions, circular motion and gravitation, rotational motion, torque and angular momentum.

1. Convert the units of physical quantities and perform dimensional and unit analysis.
2. Add and subtract vector quantities using graphical and/or analytic methods.
3. Solve one dimensional motion using kinematics equations with uniform acceleration.
4. Solve two dimensional (i.e. projectile) motion problems.
5. Identify the forces acting on an object.
6. Solve problems that utilize Newton's laws of motion in one and two dimensions.
7. Calculate the work done by a constant force and use the work-energy theorem to solve appropriate problems.
8. Compute the kinetic and potential energy of a system of particles.
9. Solve problems using the law of conservation of energy.
10. Solve collision problems using the law of conservation of momentum.
11. Calculate centripetal acceleration and force on a particle moving in uniform circular motion.
12. Solve problems involving the rotational kinematics of a rigid body under constant angular acceleration.
13. Calculate the torque produced by a force and solve rotational equilibrium problems.
14. Solve problems involving the rotation of rigid bodies about a fixed axis.

Topical Outline:

Introduction, measurements and conversions	5 %
Units and unit analysis, Problem Solving	10 %
Problem solving, Scalars and vectors	5 %
Acceleration and kinematics	5 %
Vector components, addition and subtraction	2 %
Relative velocity and projectile motion	5 %
Force and net force, Newton's Laws	10 %
Friction, Work, Potential and Kinetic energy	12 %
Conversion of energy, Power	5 %
Momentum, Elastic and inelastic collisions	10 %
Center of mass, Angular position and motion	10 %
Gravity and rotational motion, Torque	10 %
Moment of Inertia	8 %
Rotational dynamics and angular momentum	5 %

Student Performance Criteria addressed:

N/A

Textbook:

Wilson, Buffa and Lou. *College Physics*, 7th ed.

Offered:

Fall and Spring, annually

Faculty assigned:

David Arthur Kendall (P/T)

Course Description

Number & Title of Course: ARCH 3104, Design Studio I, 4 credits

Course Description: Students are presented with a systematic approach to the architectural design process. Architectural form is investigated relative to human needs and environmental context.

Course Goals:

The primary goal of this course is for students to demonstrate an understanding of a design process by exploring a sequence of presenting research methods, documenting client needs in program writing, diagramming site analysis and design response issues, creating schematic design alternatives, evaluating alternatives and illustrating their design development through sketches, study models and final graphic and finish model presentations.

Course Objectives:

1. Demonstrate an ability to use preliminary types of graphic analysis to generate and evaluate architectural design.
2. Demonstrate an ability to gather and synthesize information in the development of an architectural program.
3. Recognize and illustrate a personal systematic approach to the architectural design process.
4. Show an understanding of human factors and environmental context by successfully completing laboratory assignments and projects.
5. Demonstrate the skills and techniques necessary to produce good verbal and graphic architectural presentations.

Student Performance Criteria addressed:

A.1 Communication Skills	B.2 Accessibility
A.2 Design Thinking Skills	B.3 Sustainability
A.3 Visual Communication Skills	B.4 Site Design
A.5 Investigative Skills	B.6 Comprehensive Design
A.6 Fundamental Design Skills	B.11 Building Service Systems
A.11 Applied Research	C.3 Client Role in Architecture
B.1 Pre-Design	C.9 Community/Social Responsibility

Topical Outline:

Introduction to Design Methods (23%)	Programming (15%)
Design Generation (43%)	Presentation Techniques (8%)
Testing & Evaluation (9%)	

Prerequisites:

ARCH 2394 – Design Fundamentals 2 (C or better)

Textbooks/Learning Resources:

Laseau, Paul. *Graphic Thinking for Architects & Designers* (John Wiley & Sons, Inc., latest edition).

Offered:

Fall Semester, annually

Faculty assigned:

TBD

Course Description

Number & Title of Course: ARCH 3014, Construction Technology 1, 4 credits

Course Description: Students will study the materials, methods and systems used in residential construction. The construction and the resulting assemblies will be explored using Building Information Modeling.

Course Goals:

The primary goal of this course is for students to apply their understanding of residential construction technology, materials and the software environment by producing a series of two-dimensional architectural documents that begin as schematic graphics and develop into contract documents.

Course Objectives:

6. Demonstrate an understanding of the Construction Specification Index and material specifications.
7. Demonstrate an understanding of wood frame construction and the use of construction materials.
8. Create and manipulate architectural drawings within BIM and produce hard copy drawings using various plotting and printing devices.
9. Illustrate an understanding of and sensitivity to the commonly used techniques and graphic standard of architectural practice.
10. Investigate three dimensional architectural applications using BIM and auxiliary programs.

Student Performance Criteria addressed:

- | | |
|------------------------------|---------------------------------------|
| A.4. Technical Documentation | B.8. Environmental Systems |
| A.8. Ordering Systems Skills | B.9. Structural Systems |
| B.2. Accessibility | B.10. Building Envelope Systems |
| B.3. Sustainability | B.12. Building Materials & Assemblies |
| B.5. Life Safety | C.7. Legal Responsibilities |

Topical Outline:

- | | |
|--------------------------------------|---------------------------------------|
| Building Construction Industry (13%) | Ferrous Metals (11%) |
| Properties of Materials (12%) | Wood (12%) |
| Sites and Soils (12%) | Interior Finishes and Equipment (11%) |
| Cast-in Place Concrete (12%) | Evaluation (5%) |
| Masonry (12%) | |

Prerequisites:

ARCH 2014, Computer Visualization (C or better)

Textbooks/Learning Resources:

Ching, Francis D.K. and Adams, Cassandra. *Building Construction Illustrated* (John Wiley & Sons, latest edition).

Offered:

Spring Semester, annually

Faculty assigned:

TBD

Course Description

Number & Title of Course: ARCH 3003, Environmental Controls 1, 3 credits

Course Description: This course covers the fundamental principles of mechanical, electrical, and plumbing (MEP) systems for residential and commercial buildings.

Course Goals:

The primary goal of this course is to introduce MEP system components, their integration into the building, and energy conservation are discussed and illustrated. Students will design various residential systems and will solve problems related to heat loss, fuel usage, fixture quantity, and supply and drain, waste, and vent piping.

Course Objectives:

1. Recognize and explain various systems comprising MEP networks
2. Solve problems for heat loss, fuel usage, water usage, commercial fixture selection, pipe sizing, and electrical layout.
3. Illustrate with required drawings, calculate heat loss, write a technical paper analyzing a student's own home heating system, and present the material.

Student Performance Criteria addressed:

- B.3. Sustainability
- B.5. Life Safety
- B.8. Environmental System
- B.11. Building Services Systems

Topical Outline:

Heating, Ventilating, and Air Conditioning (42%)
Plumbing Systems (27%)
Electrical Systems (22%)
Evaluation (9%)

Prerequisites:

Math 1054, C or better

Textbooks/Learning Resources:

Janis, Richard and William Tao. *Mechanical and Electrical Systems in Buildings* (Prentice Hall, latest edition).

Offered:

Fall Semester, annually

Faculty assigned:

Joy M. Carlson (F/T)

Course Description

Number & Title of Course: CIVL 4104, Structural Technology, 4 credits

Course Description: Quantitative understanding of effect of loads on structural elements in buildings, principles of Structural mechanics, designs of basic timber and steel beams, and columns.

Course Objectives:

1. Determine beam and structural system reactions.
2. Determine shear and moment on beams.
3. Determine member force in simple frames and trusses.
4. Determine adequate size of beam members of timber.
5. Determine adequate size of tension members of steel.
6. Determine adequate size of compression members of steel.
7. Perform elementary bolted connection calculations.

Student Performance Criteria addressed (list number and title):

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaboration

Topical Outline:

- Force, Force Components, Stress (20%)
- Moments and Reactions (20%)
- Free Body Diagrams, Truss and Frame Analysis (17%)
- Load Tracing (6%)
- Beam Shear and Moment (10%)
- Beam Design (Steel) (10%)
- Beam Design (Wood) (10%)
- Evaluation (6%)

Prerequisites:

MATH 1054, MATH 1063, MATH 1084, or MATH 2043 and PHYS 1024 or PHYS 1044.

Textbooks/Learning Resources:

Onouye, Barry. Statics and Strength for Materials for Architecture, (Prentice Hall, latest edition).

Offered:

Spring, annually

Faculty assigned:

Ronald S. Nichols (P/T)

Course Description

Number & Title of Course: SOCI 1163, General Sociology, 3 credits.

Course Description: Covers culture, socialization, social structure, deviance, social stratification, diversity, globalization, minorities, gender, social institutions, and research methods, basic concepts, theories and perspectives used by sociologists.

Course Goals & Objectives:

1. Identify basic sociological terminology.
2. Identify basic scientific research methods used by sociologists and the ethical issues involved when studying human behavior.
3. Define globalization.
4. Demonstrate globalization's connection to contemporary social issues.
5. Recognize the role of diversity in 21st century America.
6. Define the sociological perspective.
7. Use the sociological perspective to critically discuss the social influences on people's lives.
8. Perform the basic operations of personal computer use, as well as employ basic research techniques to locate, evaluate and synthesize information from a variety of sources.

Student Performance Criteria addressed:

N/A

Topical Outline:

Sociology: The Discipline and the Scientific Method	3 – 7 %
Social Interaction and Social Organization	3 – 7 %
Culture, Society, and Globalization	3 – 7 %
Socialization	3 – 7 %
Social Groups	9 – 17 %
Selected Social Institutions	3 – 7 %
Social Stratification	3 – 7 %
Ethnic and Race Relations	4 – 9 %
Inequalities of Gender and Age	4 – 9 %
Deviant Behavior and Social Control	3 – 7 %
Population	4 – 9 %

Prerequisites:

None

Textbooks/Learning Resources:

Henslin, J. M. *Essentials of Sociology: A down-to-earth approach*, 10th ed. (Pearson, 2013).

Offered:

Fall and spring of each school year

Faculty assigned:

Michael Cobb (P/T)
Regina Pollard (P/T)
Gary Lounsberry (P/T)
William Swanson (P/T)

Course Description

Number & Title of Course: ARCH 4304, Design Studio 2, 4 credits.

Course Description: Uses problem-solving methods for a variety of project types and sizes. Students working individually and in teams, through sketches, study models and preliminary working drawings.

Course Goals & Objectives:

The students are encouraged to develop a professional approach to investigating, analyzing and solving architectural problems. This is the culminating course of the two-year degree program as well as a stepping-stone to the upper level studio courses in the four-year degree program.

- Students will use established problem solving methods to complete laboratory assignments and projects.
- Students will perform basic site analysis, programming, research and design tasks.
- Students will develop sensitivity to basic design principles by creating solutions to architectural problems and presenting them in written, verbal and graphic form.
- Students will apply the principles of project management in a team setting to different project types and sizes through design presentations and construction document preparation.

Student Performance Criteria addressed:

A.1. Communication Skills	B.1. Pre-Design
A.2. Design Thinking Skills	B.2. Accessibility
A.3. Visual Communication Skills	B.3. Sustainability
A.4. Technical Documentation	B.4. Site Design
A.5. Investigative Skills	
A.6 Fundamental Design Skills	
A.7. Use Precedents	
A.11. Applied Research	

Topical Outline:

Site Analysis (10%)	Design and Design Development (20%)
Programming (10%)	Presentation Drawings and Model (20%)
Design Parameters (10%)	Construction Documents (20%)

Prerequisites:

ARCH 3104 (with a C or better)

Textbooks/Learning Resources:

Wakita and Linde. *The Professional Practice of Architectural Working Drawings* (Wiley Publishing, Latest Ed.)

*Equivalent texts/devices may be substituted by the department.

Offered:

Spring; annually

Faculty assigned:

William Dean (F/T)

Richard Carlo (F/T)

Rex Simpson (F/T)

Course Description

Number & Title of Course: ARCH 4014, Construction Technology 2, 4 credits

Course Description: The course is focused on construction techniques for commercial buildings. Topics covered include steel frame, reinforced concrete, pre-cast concrete and building envelope systems.

Course Goals & Objectives:

Construct and coordinate a set of construction documents for a light commercial type building.
Explain verbally and graphically, commercial building construction methods and materials.
Generate detailed Building Information Modeling (BIM) projects.
Research building materials and apply information to building needs.
Design and communicate commercial building details.

Student Performance Criteria addressed:

A.4. Technical Documentation
B.5. Life Safety
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:

Building Information Modeling (20%)	
Foundation Systems (10%)	Cast-in-place Concrete (10%)
Steel Assemblies (10%)	Pre-cast Concrete (10%)
Curtain Wall (10%)	Sustainable Practices (10%)
Glass and Glazing (5%)	Interior Finishes (5%)
Roofing Systems (5%)	Evaluation (5%)

Prerequisites:

ARCH 3014 Construction Technology 1

Textbooks/Learning Resources:

Mehta, Scarborough & Armpriest. *Building Construction, Principles, Materials & System* (Prentice Hall, Latest Edition)

Offered:

Spring Semester, annually

Faculty assigned:

Rex Simpson (F/T)

Course Description

Number & Title of Course: ARCH 4013, Municipal Codes and Regulations, 3 credits

Course Description: This course covers the municipal code review process and definition of model building and zoning codes.

Course Goals & Objectives:

- Classify different groups of occupancy from existing construction.
- Differentiate different construction types.
- Analyze building means of egress and fire protection requirements.
- Determine the proper code applications of foundations, walls, roofs, floor materials to existing buildings.
- Conduct a zoning code analysis for examples of different types of buildings and Environments
- Analyze building examples for proper compliance with building codes and building code violations.

Student Performance Criteria addressed:

A.4 Technical Documentation	B.5 Life Safety
A.5 Investigative Skills	C.7 Legal Responsibilities
B.2 Accessibility	C.8 Ethics and Professional Judgement

Prerequisites:

none

Textbooks/Learning Resources:

Janis, Richard and William Tao. *Mechanical and Electrical Systems in Buildings* (Prentice Hall, latest edition).

Offered:

Fall Semester, annually

Faculty assigned:

TBD

Course Description

Number & Title of Course: ARCH 5306, Design Studio 3: Historic Preservation, Adaptive Reuse, 6 credits

Course Description: Concentrates on developing the problem solving skills associated with the design of adaptive reuse and historic preservation building projects.

Course Goals:

Students develop sensitivity to existing historic structures over the course of three or four projects. They synthesize their research building and site with new program requirements into schematic and design development proposals.

Course Objectives:

- Research, document and present the history of existing buildings and their environmental context, and utilize that knowledge appropriately in shaping sustainable design projects.
- Analyze and evaluate existing historic structures according to the preservation standards of the Secretary of the Interior, and propose appropriate treatments for adaptive reuse & preservation projects.
- Investigate, analyze and document the as-built conditions of existing structures with regard to construction technology and materials, individually and as a part of a team.
- Analyze use needs in formulating new programs for existing structures, and utilize hierarchical problem solving techniques to successfully integrate old and new in design proposals.
- Identify and analyze formal aspects of style and character, and propose appropriate design methodologies and vocabularies with respect to them.

Student Performance Criteria addressed:

A.1 Communication Skills	A.11 Applied Research	B.5 Life Safety
A.2 Design Thinking Skills	B.1 Pre-Design	B.6 Comprehensive Design
A.3 Visual Comm. Skills	B.2 Accessibility	C.1 Collaborative Skills
A.5 Investigative Skills	B.3 Sustainability	C.9 Community/Society Responsibility
A.7 Use Precedents	B.4 Site Design	

Topical Outline:

Precedents & Case Studies (25%)	Historic Construction Techniques & Materials (6%)
Research of Historic Buildings (10%)	As-Built Documentation (6%)
Secretary of Interior Standards/Guidelines (2%)	Problems of Adaptive Reuse (16%)
Historic Building Types & Local Traditions (8%)	As-Built Documentation (8%)
Historic Districts & Public Places (6%)	Problems of Preservation, Rehabilitation and Rehabilitation (16%)

Prerequisites:

ARCH 4304, Design Studio 5 (C or better)

Textbooks/Learning Resources:

Secretary of the Interior Standards and Preservation Briefs, online resources.
Style Book

Offered:

Spring Semester, annually

Faculty assigned:

TBD

Course Description

Number & Title of Course: FNAT 5303, Architectural History II, 3 credits

Course Description: Examines the origins and evolution of modern architecture, from the mid nineteenth century to the present.

Course Goals & Objectives:

- Students will be able to describe the interrelated influences of culture, technology, and resources that shape the architecture of the modern world.
- Students will analyze, compare and differentiate the most notable works of the modern period..
- Students will discuss the nature of contemporary architectural practice as it relates to the continuing search for meaning and relevance in architecture, and as it reflects the values and aspirations of contemporary society.
- Students will complete projects that focus on language, analysis and meaning.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Research Skills
- A.7. Use Precedents
- A.9. National and Regional Traditions and Global Culture
- A.10. Cultural Diversity

Topical Outline:

- Lectures tracing the chronological development of modernism (70%)
- Selected Films (20%)
- Student presentations (10%)

Prerequisites:

FNAT 1303, Architectural History I

Textbooks/Learning Resources:

- Curtis, William J. R. *Modern Architecture Since 1900*, 3rd edition (Phaidon, 1995)
- Frampton, Kenneth. *Modern Architecture: A Critical History* (New York: Thames and Hudson, 1992).

Offered:

Fall semester; annually

Faculty assigned:

Jeffrey F. Johnston (F/T)

Course Description

Number & Title of Course: CIVL 5213, Structures 2 (Foundations and Concrete), 3 credits

Course Description: Students are introduced to basic design principles of reinforced concrete structural members such as beams, slabs, and walls.

Course Goals:

The primary goal of this course is for students to learn, practice, and apply the language of design through the introduction of fundamental design principles and graphic techniques in the lecture component of the course, and throughout a series of exercises performed in the studio portion of the course.

Course Objectives:

- Perform design calculations for wood forms for concrete slab and beam construction.
- Design simply supported rectangular shaped reinforced concrete beams with tension steel.
- Design simply supported doubly reinforced rectangular shaped beams.
- Design reinforced concrete T-beams with tension steel reinforcement.
- Design one-way reinforced concrete slabs.
- Perform analysis calculations for rectangular shaped reinforced concrete beams with tension steel and/or compression steel.
- Perform analysis calculations for T-shaped reinforced concrete beams with tension steel.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering System Skills
- C.1. Collaborative Skills

Topical Outline:

- Concrete Formwork (22%)
- Mechanics and Mechanics of Bending (11%)
- Rectangular Reinforced Beams and Slabs (13%)
- T-Beams and Doubly Reinforced Beams (16%)
- Shear in Beams (13%)
- Development, Splices and Simple Span Cutoffs (4%)
- Footings (13%)
- Evaluation (7%)

Prerequisites:

CIVL 4104, Structures 1

Textbooks/Learning Resources:

Limbrunner, George F and Abi O Aghayere. *Reinforced Concrete Design* (Prentice Hall, latest edition).
Wright, James K and James McGregor, *Reinforced Concrete* (Prentice Hall, latest edition).

Offered:

Spring, annually

Faculty assigned:

Ronald S. Nichols, P.E.

Course Description

Number & Title of Course: ARCH 6306, Studio 4: Sustainable Design, 6 credits

Course Description: Sustainable principles in the design of residential, commercial and/or large scale facilities. Explorations include practices to improve the built environment, indoor air quality, energy efficiency and site.

Course Goals & Objectives:

- Analyze a variety of siting and architectural problems from the standpoint of energy conservation, indoor air quality, efficiency, day light techniques, natural resources and their impact on environmental quality.
- Explore contextual issues to inform methods of design and material selection to improve building health, energy efficiency and quality.
- Evaluate site conditions and program requirements to maximize building potential and renewable resources.
- Compare alternative building materials in terms of their environmental impact and suitability.
- Site buildings with regard to existing site conditions, passive solar and cooling techniques.

Student Performance Criteria addressed:

A.1. Communication Skills	B.3. Sustainability
A.2. Design Thinking Skills	B.4. Site Design
A.3. Visual Communication Skills	B.5. Life Safety
A.5. Investigative Skills	B.6. Comprehensive Design
A.7. Use Precedents	B.11. Building Service Systems
A.11. Applied Research	C.1. Collaborative Skills
B.1. Pre-Design	C.9. Community/Social Responsibility
B.2. Accessibility	

Topical Outline:

Sensitive Site Reclamation –Public Recreation and Preservation	20%
Residential Site Analysis and Design	30%
Commercial Site Analysis and Design	30%
Zero Impact Building	20%

Prerequisites:

ARCH 6306, Design Studio 4; ARCH 3003, Environmental Controls 1; ARCH 4014, Construction Technology 2

Textbooks/Learning Resources:

Kwok, Alison + Walter Grondzik, *The Green Studio Handbook: Environmental Strategies for Schematic Design* (PE Architectural Press, 2007)

Orr, D. *Design on the Edge: The Making of a High-Performance Building* (MIT Press, 2008).

Lerum, V. *High-Performance Building* (Wiley, 2008)

Moskow, K. *Sustainable Facilities* (McGraw-Hill, 2008).

McDonough, W and Braungart, M. *Cradle to Cradle: Remaking the Way We Make Things* (North Point Press, 2002).

Earth Pledge Foundation, *Sustainable Architecture White Papers*,

Stang A. & Hawthorne C. *The Green House* (Princeton Architectural Press, 2007).

Williams FAIA, Daniel E. *Sustainable Design: Ecology Architecture and Planning* (Wiley, 2007).

Schittich, C *Solar Architecture: Strategies, Visions, Concepts*

McDonough, W and Braungart, M. *Cradle to Cradle: Remaking the Way We Make Things* (North Point Press, 2002).

A 2/3D computer modeling program such as REVIT Architecture

Offered:

Fall semester, annually

Faculty assigned:

M. Golden (F/T)

Course Description

Number & Title of Course: ARCH 7306, Design Studio 5: Urban Design, 6 credits

Course Description: Students will study architectural theory, technology and planning principles relative to the design of buildings and places in an urban setting through civic engagement opportunities.

Course Goals:

The primary goal of this course is for students to progress through the schematic design and design development of short-term and extended design projects. Conventional media and three-dimensional computer modeling will be used to define, analyze and present solutions to complex problems.

Course Objectives:

1. Analyze site context variables and user requirements in the preparation of a site analysis and performance program.
2. Evaluate site and program information in the development of master plans and building designs in an urban environment.
3. Compare design alternatives and progress through schematic design and design development phases of a design project.
4. Evaluate a variety of civil, structural and mechanical components and systems for integration into a building design.
5. Defend a design concept and project proposal through multimedia architectural presentations.

Student Performance Criteria addressed:

A.1. Communication Skills	B.3. Sustainability
A.2. Design Thinking Skills	B.4. Site Design
A.3. Visual Communication Skills	B.5. Life Safety
A.7. Use Precedents	B.6. Comprehensive Design
A.11. Applied Research	B.11. Building Service Systems
B.1. Pre-Design	C.9. Community/Social Responsibility
B.2. Accessibility	

Topical Outline:

Urban Design (9%)	Engineering System Selection and Layout (9%)
Site Analysis and Design (14%)	Code Analysis (5%)
Programming (8%)	Design Development (12%)
Schematic Design (12%)	Presentation Design and Organization (5%)
Master Planning (16%)	Student Presentations (10%)

Prerequisites:

ARCH 7306, Design Studio 5 (B or better)

Textbooks/Learning Resources:

Urban Design Associates. *The Urban Design Handbook* (W.W. Norton, latest edition).

Offered:

Spring Semester, annually

Faculty assigned:

William C. Dean (F/T)
Jeffrey Johnston (F/T)
Rex Simpson (F/T)

Course Description

Number & Title of Course: ARCH 7003, Sustainable Building Design, 3 credits

Course Description: Focuses on advanced design strategies to maximize building design sustainability. Students concentrate on five major areas of sustainability: energy, air, water, materials, site planning.

Course Goals & Objective:

1. Analyze architecture from the standpoint of energy conservation, indoor air quality, efficiency, day light techniques, natural resources and their impact on environmental quality.
2. Research global issues that are leading the progression of sustainable building in design.
3. Evaluate the building envelope for energy efficiency using building assessment tools
4. Compare alternative building materials in terms of their environmental impact and suitability.
5. Site buildings with regard to existing site conditions, passive solar and cooling techniques.

Student Performance Criteria addressed:

- A.5. Investigative Skills
- A.7. Use Precedents
- B.3. Sustainability
- B.8. Environmental Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies

Topical Outline:

- Ecology and Site 25%
- Evaluation Criteria – Building efficiency 10%
- Building and the Thermal Envelope Material Selection and Technology 25%
- Natural heating and cooling design 15%
- Building layout and planning- residential, commercial 25%

Prerequisites:

ARCH 3003, Environmental Controls 1; ARCH 3304, Construction Technology 2

Textbooks/Learning Resources:

- Alison Kwok, AIA + Walter Grondzik, The Green Studio Handbook Environmental Strategies for Schematic Design (PE Architectural Press, 2007)
- Stang A. & Hawthorne C. The Green House (Princeton Architectural Press, 2007).
- Williams FAIA, Daniel E. Sustainable Design: Ecology Architecture and Planning (Wiley, 2007).
- Schittich, C Solar Architecture: Strategies, Visions, Concepts
- McDonough, W and Braungart, M. Cradle to Cradle: Remaking the Way We Make Things (North Point Press, 2002).

Offered:

Spring semester, annually

Faculty assigned:

Mary Golden (F/T)

Course Description

Number & Title of Course: ARCH 8306, Design Studio 6: Comprehensive Design, 6 credits

Course Description: Asks students to demonstrate the integration of design, technology, theory and practice, from case study research through the project design and documentation phases.

Course Goals:

Using an educational or civic building of medium complexity, the studio is designed to progress through conceptual design, design development and construction documentation. It will use Building Information Modeling to integrate design and building technology, including structure, enclosure, code analysis and mechanical systems.

Course Objectives:

1. Apply critical thinking to develop and complete studio assignments and projects.
2. Integrate structure as well as other building systems as important aspects of complex building designs.
3. Demonstrate sensitivity to the human and cultural factors in design based on the exploration of existing architectural precedents.
4. Utilize written, verbal, and/or graphic design tools to develop and communicate designs.
5. Generate and develop comprehensive solutions to design problems that integrate site conditions, accessibility considerations, and building code compliance.
6. Utilize perspective drawing, free-hand sketching, and Building Information Modeling to communicate complex design ideas and create architectural design and construction documents.

Student Performance Criteria addressed:

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.5. Life Safety
A.9. Historical Traditions and Global Culture	B.8. Environmental Systems
	B.9. Structural Systems

Topical Outline:

Architectural Precedent Research (20%)
Sustainable Concept Generation and Development (20%)
Organization Principles and Skills (18%)
Systems Integration (20%)
Construction Documentation (20%)

Prerequisites:

ARCH 7306, Design Studio 5 (C or better)

Textbooks/Learning Resources:

Allen, Edward and Joseph Iano. *Architect's Studio Companion* (John Wiley & Sons, latest edition).
Bachman, Leonard. *Integrated Buildings: The Systems Basis of Architecture* (John Wiley & Sons, latest edition).
Wakita, Osamu and Linde, Richard. *The Professional Practice of Architectural Working Drawings* (John Wiley & Sons, latest edition).

Offered:

Fall Semester, annually

Faculty assigned:

TBD

Course Description

Number & Title of Course: ARCH 8003, Professional Practices, 3 credits

Course Description: This advanced course is designed to provide the future practitioner with a comprehensive study of the rapidly evolving business and practice of architecture and design.

Course Goals:

The primary goal of this course is for students to gain a fundamental understanding of the practical skills and usable information that will enhance their ability to function within the design professions and/or related disciplines.

Course Objectives:

1. Analyze the traditional role of the architect in society and the responsibilities involved in the design of buildings and spaces.
2. Examine the business and legal aspects of the profession as well as the structure and organization of a typical architectural office.
3. Critically evaluate the ethical, social and economic basis of professional practice.
4. Differentiate between the various duties and tasks performed by the Owner, Architect, Contractor, and other participants in the process of building design and construction that are required for project delivery relative to the Owner-Contractor Agreement and the Owner-Architect Agreement.
5. Apply legal, contractual and construction document standards, individually or as part of a team, to the development of construction specifications.
6. Demonstrate an understanding of the requirements for architecture internship and licensure, including the role of the NCARB Intern Development Program (IDP) and the New York State Education Department Office of Professions Architecture Unit.

Student Performance Criteria addressed:

A.4. Technical Documentation	C.5. Practice Management
B.3. Sustainability	C.6. Leadership
B.7. Financial Considerations	C.7. Legal Responsibilities
C.3. Client Role in Architecture	C.8. Ethics and Professional Judgment
C.4. Project Management	

Topical Outline:

The Design Professional (7%)	Professional Development (7%)
Participants in the Building Process (9%)	Design and Design Development (33%)
Legal Aspects (4%)	Construction Documents (33%)
Office Organization and Management (7%)	

Prerequisites:

ARCH 4014, Construction Technology 2 (C or better)

Textbooks/Learning Resources:

The Architect's Handbook of Professional Practice – Student Edition. AIA Press, latest edition.

Offered:

Spring Semester, annually

Faculty assigned:

William C. Dean (F/T)

Course Description

Number & Title of Course: ARCH 8716, Design Studio 7: Thesis Definition, 6 credits.

Course Description: Lectures and associated projects intended to offer students a framework to guide them through the beginning stage of their Bachelor of Architecture thesis project exploration.

Course Goals & Objectives:

Emphasis placed on developing research and writing skills to enhance the student's ability to define an acceptable thesis project, develop a program based on a given set of requirements, and select an appropriate project site. The student will complete the Schematic Design of the thesis project for review and approval by the department faculty.

1. Students will Compare the suitability and effectiveness of multiple thesis project ideas through focused research using print and electronic resources.
2. Students will defend the significance of the proposed thesis project type, in written and graphic form.
3. Students will evaluate site plan and photographic documentation of potential locations in selecting an appropriate site for the proposed thesis project.
4. Students will analyze, document and organize spatial requirements for the proposed thesis project in developing a comprehensive written program for the proposed building.
5. Students will compare design alternatives and progress through the schematic design phase of the thesis project.

Student Performance Criteria addressed:

- | | |
|----------------------------------|---------------------|
| A.1. Communication Skills | B.1. Pre-Design |
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.3. Visual Communication Skills | B.3. Sustainability |
| A.7. Use Precedents | B.4. Site Design |
| A.11. Applied Research | |

Topical Outline:

- | | |
|--------------------------------------|--|
| Research Methods (5%) | Site Selection and Documentation (15%) |
| Communication Skills (5%) | Schematic Design (30%) |
| Concept Generation (15%) | Student Presentation and Critique (5%) |
| Case Studies (5%) | |
| Program Development (15%) | |
| Human Behavior and the Designer (5%) | |

Prerequisites:

ARCH 8306 – Design Studio 6 (B or better)

Textbooks/Learning Resources:

Readings will be selected from the writings of various architects, historians and architectural commentators.

Offered:

Fall only; annually

Faculty assigned:

Richard Carlo (F/T)
William Dean (F/T)

Course Description

Number & Title of Course: ARCH 8733, Modern Architectural Theory

Course Description: Introduces students to theories and criticisms of modern architecture from the beginnings of the Bauhaus to the present, and to issues of contemporary practice.

Course Goals & Objectives:

1. Analyze the constructs of modern architecture from the standpoint of political, social and technological influences.
2. Gain an appreciation and understanding of the major theories influencing the profession.
3. Evaluate case studies and arguments of major modern architectural theories.
4. Develop and clarify a vocabulary of architectural discourse.
5. Utilize writing as a medium through which to develop individual ideas and present analytical methods.

Student Performance Criteria addressed:

A.2. Design Thinking Skills
A.7. Use precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behavior

Topical Outline:

Discourse	10%	Palimpsests	15%
Modern [ism]	25%	Nomadology	5%
Speed and Technology	15%	Ephemeral and Obsolescence	15%
Morphology	15%		

Prerequisites:

FNAT 5303 (C or better) and ARCH 8306 (B or better)

Textbooks/Learning Resources:

Crysler, C. Craig, Stephen Cairns and Hilde Heynen, eds. *The Sage Handbook of Architectural Theory* (Banham, Reyner. "A Throw Away Aesthetic" (1955), *Industrial Design*, March 1966.
Peter Cook, "Plug-in City" (1964)
Deleuze, Guy and Felix Guattari, "1440: The Smooth and the Striated," *A Thousand Plateaus: Capitalism and schizophrenia*, tr A Eardley, 1973.
Forty, Adrian. "Flexibility," *Words & Buildings*, 2000, pp. 142-8.
Michel Foucault, "The Subject and Power," *Art after Modernism* (Boston: David Godine Publ., 1984), pp. 417-432.
Frampton, Kenneth. *Modern Architecture: A Critical History* (Thames and Hudson, 1992).
Frampton, Kenneth. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture* (MIT Press, 1995).
Ghirardo, Diane. *Architecture after Modernism* (Thames and Hudson, 1996).
Hays, K. Michael. *Architecture Theory since 1968* (MIT paperback ed. 2000).
Heidegger, Martin. "The Question Concerning Technology," *Basic Writings*, ed. David Farrell Krell. (New York: Harper Collins, 1993), 307-342.
Jameson, Frederick. "Architecture and the Critique of Ideology," (1985) reprinted in *Architecture Theory Since 1968*, ed. K. Michael Hays, (Cambridge: MIT Press, 1998), 440-462.
Jameson, Frederick. "Post-modernism and Consumer Society," *The Anti-Aesthetic: essays on Post-modern Culture* (Seattle: Bay Press, 1983), 111-125.
Johnson, Philip. "The Seven Crutches of Modern Architecture," *Perspecta* 3 (1955), 40-45.
Koolhaas, Rem. *Conversations with Students* (Princeton Architectural Press, 1996).
Leach, Neil. *Rethinking Architecture: A Reader in Cultural Theory* (Routledge, 1997)
Martin, Reinhold. "Critical of What? towards a utopian realism," *Harvard Design Magazine* (2005), 104-109. 1949-1965," *Architectural Forum* (October 1966), 52-53.
Moholy-Nagy, Laszlo. "Space-Time Problems," *Visions in Motion* (Paul Theobald and Company 1961) pp.10-12, 244-269.
Moneo, Rafael. *Remarks on 21 Works* (Monacelli Press, 2010).
Nietzsche, Friedrich. "Uses and Disadvantages of History," *Untimely Meditations*, trans. R.J. Hollingdale (Cambridge: Cambridge University Press, 1983), 57-124.
Tafari, Manfredo. "Operative Criticism," *Theories and History of Architecture* (NY: Harper Collins, 1979), 141-170.
Vidler, Anthony. "Vagabond Architecture," *The Architecture of the Uncanny* (1992) pp.207-14.

Offered (semester and year):

Fall (Fifth year)

Faculty assigned:

Mary Golden (F/T)
Heinrich Hermann (F/T)

Course Description

Number & Title of Course: ARCH 8753, Advanced Structural Concepts

Course Description: Addresses advanced structures, exterior building envelopes and production technologies. Explores structural elements, including more complex determinate, indeterminate, long-span, thin shells and tensile systems.

Course Goals & Objectives:

Select structural elements for architecture based on use and loading.

Utilize computer modeling software to construct structural framing systems.

Integrate structural frameworks with mechanical, electrical and conveying systems.

Analyze structural systems elements using BIM computer software.

Student Performance Criterion addressed:

B.9. Structural Systems

Topical Outline:

Building structure and assemblies. (70%)

Generation of detailed three dimensional computer structural models. (30%)

Prerequisites:

CIVL 5213 Foundations and Concrete Construction

Textbooks/Learning Resources:

Charleson, Structure As Architecture: A Source Book For Architects And Structural Engineers (*Wiley, latest edition*)

Offered:

Spring only; annually

Faculty assigned:

Ron Nichols, PE

Course Description

Number & Title of Course: ARCH 8776, Design Studio 8 – Thesis Development, 6 credits.

Course Description: This course is the capstone of the eight semester sequence of architectural design studios. Building upon the thesis research completed during the previous semester in Design Studio 7 – Studio Definition, students will finalize a design program for their chosen thesis project. They will carry out a comprehensive design development study, present their design solution to a jury of faculty and visiting professionals, and defend the decision making process that gave rise to their design. The student is expected to show competence and care in their technological solutions and in the creation of a livable, efficient, and contextually appropriate structure.

Course Goals & Objectives:

- Students will define the parameters and requirements of a specific building type and analyze the physical characteristics and constraints of a building site.
- Students will research building construction codes and local zoning laws and successfully accommodate regulatory requirements in the design process.
- Students will demonstrate an ability to develop a successful schematic design strategy utilizing adjacency matrices, analytical diagrams, and freehand sketches, etc.
- Students will demonstrate an understanding of the technics of architecture; including structural systems, mechanical systems and interior finishes.
- Students will exhibit the ability to document and explain complex architectural solutions through the effective use of graphic, verbal and written work.

Student Performance Criteria addressed:

A.1. Communication Skills	B.1. Pre-Design
A.2. Design Thinking Skills	B.2. Accessibility
A.3. Visual Communication Skills	B.3. Sustainability
A.7. Use Precedents	B.4. Site Design
A.11. Applied Research	

Topical Outline:

Program Review and Refinement (5%)	Design Presentation Drawings (20%)
Site Analysis (5%)	Drawing Coordination (5%)
Schematic Design (15%)	Juried Presentations (5%)
Design Development (20%)	Summary Project Manual (5%)
Structural and Mechanical Integration (5%)	
Drawing Coordination (5%)	

Prerequisites:

ARCH/CIAT 8716 – Design Studio 7 (B or better)

Textbooks/Learning Resources:

Readings will be selected from the writings of various architects, historians and architectural commentators.

Offered:

Spring only; annually

Faculty assigned:

Richard Carlo (F/T)
William Dean (F/T)

Course Description

Number & Title of Course: ARCH 8793, Professional Development, 3 credits

Course Description: This advanced course is designed to provide students with a directed study that offers valuable real-life experience through the practical application of previously developed skills.

Course Goals:

The primary goal of this course is for students to engage in all aspects of a project for a college or community organization while under the guidance of the curriculum faculty. Internships outside the Alfred community are also an option and will be discussed prior to the student registering for the course.

Course Objectives:

1. Investigate and document community problems and opportunities.
2. Analyze and compare service opportunities within the community through discussions with agency heads, volunteers and clients and other individuals.
3. Obtain an effective project for college or community service and/or an internship in their specific field.
4. Demonstrate leadership and team building, and develop skills necessary to be an effective employee or volunteer.
5. Complete a project for a community organization under the guidance of program faculty.
6. Present the project outcome to members of the community organization.

Student Performance Criteria addressed:

A.4. Technical Documentation

A.5. Investigative Skills

C.1. Collaborative Skills

C.6. Leadership

C.8. Ethics and Professional Judgment

C.9 – Community/Social Responsibility

Topical Outline:

Service Learning Opportunities (5%)

Professionalism (5%)

Meeting New Clients (9%)

Questions and Sketchbook (11%)

Time Management (4%)

Weekly Review of Project (22%)

Presentation to Class (22%)

Final Evaluation (22%)

Prerequisites:

ARCH 8003 – Professional Practice (C or better)

Textbooks/Learning Resources:

Rhoads, Robert. Community Service and Higher Learning: Explorations of the Caring Self, latest edition.

Offered:

Fall/Spring Semester, annually

Faculty assigned:

TBD

Resume

Name:

David I. Carli, RA, AIA

Courses Taught (Two Academic Years Prior to Visit):

ARCH 1184, Design Fundamentals 1
ARCH 2394, Design Fundamentals 2
ARCH 3304, Construction Technology 2
ARCH 5306, Design Studio 3
ARCH 7001, Studio Thesis Research
ARCH 8306, Design Studio 6 – Thesis Studio

Educational Credentials:

Master of Architecture, State University of New York at Buffalo, 1990
BPS Architecture, State University of New York at Buffalo, 1986
AAS Prototype Modelmaking, Genesee Community College 1985

Teaching Experience:

Assistant Professor, SUNY College of Technology at Alfred, 2008-Present
Lecturer, SUNY College of Technology at Alfred, 2007-2008

Professional Experience:

Design Consultant, Flynn Battaglia Architects, PC, Buffalo, New York, 2007-Present
Senior Project Architect/Project Manager, Flynn Battaglia Architects, Buffalo, New York, 2000-2007
Project Architect/Designer, Sear Brown Group, Rochester, New York, 1995-2000
Project Architect, Flynn Battaglia Architects, Buffalo, New York, 1992-1995
Intern Architect/Technician, Cannon Design, Grand Island, New York, 1985-1992
Designer, Automation and Machine Tool, Lapp Insulator Company, LeRoy, New York, 1979-1985
Principal, Haunted House Studio, Bethany, New York, 1982-present

License/Registration:

Registered Architect, State of New York, 1993

Selected Publications and Recent Research:

Buffalo Rising; concepts for articles regarding the Statler Hotel, Buffalo, NY, 2010
Roycroft Campus Master Plan; (Flynn Battaglia Architects), East Aurora, NY, 2010
Buffalo State College Campus Master Plan; (Flynn Battaglia Architects), Buffalo, NY, 2010
Erie Canal Harbor Master Plan; (Flynn Battaglia Architects), Buffalo, NY, 2005

Professional Memberships:

American Institute of Architects, Rochester/Buffalo Chapters, 1993-present

Resume

Name:

Richard T. Carlo, AIA

Courses Taught:

ARC 3104, Design Studio 1	ARC 8306, Design Studio 6
ARC 4304, Design Studio 2	ARC 7001, Thesis Research
ARC 5306, Design Studio 3	ARC 3304, Construction Technology 2

Educational Credentials:

Master of Architecture - SUNY at Buffalo - May 1980
Bachelor of Professional Studies in Architecture - SUNY at Buffalo - May 1978
Architectural Technology - SUNY at Alfred - May 1975

Teaching Experience:

Full Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1998-present
Associate Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1993-1998
Assistant Professor, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1993-1986
Lecturer, S.U.N.Y. College of Technology at Alfred, Alfred, N.Y. 1998-1980
Graduate Teaching Assistant - School of Architecture and Environmental Design, SUNY at Buffalo.
9/79-5/80

Professional Experience:

Anthro+Form Architecture - 2003-Present (various projects in private practice)
BHNT Architects, Buffalo NY - 2002-2003 (Project Architect on sabbatical leave)
Simpson Carlo Architects - 1985-2002 (various projects in private practice)
Foit Albert and Associates, Buffalo NY - 6/80-9/80 - Project Manager
Neighborhood Housing Services, Buffalo NY - 3/78-7/79 - Architectural Consultant
SUNY Buffalo - 6/77-3/78 - Research Assistant

Licenses/Registration:

Registered Architect, State of New York, 1986

Selected Publications and Recent Research:

Professional Memberships:

American Institute of Architects, Buffalo Chapter, 1986-present

Resume

Name: Joy M. Carlson, RA (PA, NY), AIA

Courses Taught:

FNAT 1303, Architectural History I
ARCH 1184, Design Fundamentals I
ARCH 2123, Environmental Controls
ARCH 6306, Design Studio 4
CIVL 6123, Advanced Mechanical Systems

Educational Credentials:

Master of Science in Architecture, The Pennsylvania State University, May 1986
Bachelor of Architecture, The Pennsylvania State University, June 1975
Study Abroad, Technische Hochschule Darmstadt, Germany, Spring 1974

Teaching Experience:

S.U.N.Y College of Technology at Alfred, Alfred, NY:
Full Professor, 2002-present
Associate Professor, 1998-2002
Assistant Professor, 1988-1998
Lecturer, 1988
The Pennsylvania State University, University Park, Pennsylvania
Graduate Teaching Assistant, 1984-1986

Professional Experience:

J.M. Carlson, private practice, 1986 - present
Facilities Space Analyst & Planning Engineer, The General Electric Company, Space Division,
Valley Forge, Pennsylvania 1977-1982
Intern architect: Miller, Reilly, Phillip, & Wampole, Ambler, Pennsylvania, 1977
Intern architect: Martin, Gebhardt & DiPaola, Saddle Brook, New Jersey, 1975

Licenses and Registration:

Pennsylvania, 1986
New York, 1993

Professional Memberships:

Landmark Society of Western New York, 1994 - present
American Institute of Architects, Rochester Chapter, 1996 - present
Finger Lakes Building Officials Association of NYS Building Officials Conference, 2001 - present
Preservation Leagues of New York State, 2010 - present

Resume

Name: William C. Dean, RA, AIA

Courses Taught (Two Academic Years Prior to Visit):

ARCH 3304, Construction Technology 2
ARCH 4003, Professional Practice 1
ARCH 4304, Design Studio 2
ARCH 6306, Design Studio 4 – Adaptive Reuse and Historic Preservation
ARCH 7001, Studio Thesis Research
ARCH 7306, Design Studio 5 – Urban Design
ARCH 8003, Professional Practice 2

Educational Credentials:

Master of Architecture, State University of New York at Buffalo, 1994
BPS Architecture, State University of New York at Buffalo, 1991
AAS Architectural Technology, SUNY College of Technology at Alfred, 1985

Teaching Experience:

Professor, SUNY College of Technology at Alfred, 2009-present
Associate Professor, SUNY College of Technology at Alfred, 2005-2009
Assistant Professor, SUNY College of Technology at Alfred, 2001-2005
Lecturer, SUNY College of Technology at Alfred, 2000-2001

Professional Experience:

Principal, Dean | Architect, Avon, NY, 2000-present
Project Manager, James Fahy Design, Rochester, NY, 1997-2000
Project Architect, The DeWolff Partnership, Architects, Rochester, NY, 1994-1997
Intern, NH Architecture, Rochester, NY, 1991-1994

Licenses/Registration:

Registered Architect, State of New York, 1995
NCARB Certified, 1996
LEED AP, 2009
CSI Construction Document Technician Certification, 2005

Selected Publications and Recent Research:

Village of Bath Master Plan, Bath, NY, in collaboration with the Village of Cuba, Fall 2012.
Village of Cuba Master Plan, Cuba, NY, in collaboration with the Village of Cuba and the Cuba Friends of Architecture, Fall 2010-2011.
PACK Neighborhood Master Plan, Rochester, NY, in collaboration with the City of Rochester Bureau of Planning & Zoning, Fall 2009
Bull's Head Neighborhood Master Plan, Rochester, NY, in collaboration with the Rochester Regional Community Design Center, Fall 2008
Irondequoit Revisited: Schematic Design Alternatives for Two Branch Libraries, Irondequoit, NY, in collaboration with Helping Irondequoit Plan for Progress (HIPP) and the Town of Irondequoit, Spring 2008

Professional Memberships:

American Institute of Architects, Rochester Chapter, 1995-present
Landmark Society of Western New York, 1997-present
The Construction Specifications Institute, 2004-present
The Building Technology Educators Society, 2006-present

Resume

Name: Mary Golden, MArch ASID

Courses Taught:

ARCH 7306, Studio V: Urban Design Studio
ARCH 5306, Studio III: Integration and Application
ARCH 5033, Construction Technology II
ARCH 5503, Sustainable Building Design
ARCH 2304, Interior Design II
ARCH 1443, Color, Lighting and Acoustics
ARCH 2223, History of Interior Design
ARCH 2201, Architectural Computer Graphics

Educational Credentials:

MArch, University of Buffalo, 2002
BA, Magna Cum Laude, University of Buffalo, 1990

Teaching Experience:

Adjunct Professor, Monroe Community College, Rochester New York, 2005-2007
Assistant Professor, Alfred State College, Alfred New York, 2007-present

Professional Experience:

Owner, Designer, Gaiaecture Design Studio, Rochester, New York 2002- present

Licenses/Registration:

Selected Publications and Recent Research:

Mehrdad Hadigi. *Buffalo Experiments* a book in process by Chair and Professor of Architecture at Penn State will include images and notation of my thesis investigation.

Cox, K. *Space Matters*. Project photographs included in "Function and Ambience-Match them up;" "The Healing Touch of Nature." New Jersey. (Stewart Tabori and Chang, Oct. 2007). Pgs. 48, 49, 72, 73, 121, 129.

Chiras, Dan. *EcoKids: Raising Children Who Care for the Earth*, interview in introduction "My Path to Sustainable Living." Gabriola Island, Canada (New Society Publishers. Aug, 2005 P. 7.).

Golden, M. "Building the Future Naturally: The 2004 Natural Building Colloquium-East "(Fall Issue, 2004, *Last Straw Journal*).

Axel Lute, M.("Clay, Sand and Row Houses" Company noted for natural building in *Metroland, Features* section. Vol. 29 No. 12 Albany, NY ed. (May 2006).

Bowker, J.A "Straw Bale Home", *Democrat and Chronicle: At Home Magazine*, Winter 2003.

Loviglio, J "The Straw-Bale House". (October 9, 2002 edition *City Newspaper Rochester's Alternative Newsweekly*).

Professional Memberships:

Allied- Educator Member, American Society of Interior Designers
Member, National Association of Professional Women
Member, United States Green Building Council Upstate New York Chapter, SUNY
Member, American Federation of Teachers, United University Professions

Resume

Name: Heinrich Hermann, PhD

Courses Taught (in Department of Interior Architecture at RISD; at DIS - the Danish Institute for Study Abroad in Copenhagen; and at Massachusetts College of Art):

INTAR 2370, Theory of Adaptive Reuse
INTAR 2302, Sophomore Design Studio
INTAR 2379, Investigating Interiority, Graduate Seminar
INTAR 23ST-04, Advanced Design Studio
AD Int Arch, DIS, Introductory Graduate Design Studio
AD700, Advanced Graduate Architectural Design VII

Educational Credentials:

PhD, History and Theory of Architecture, Harvard University, 1995
Master of Architecture, Cornell University, 1982
Magister Architecturae (MArch), University of Applied Arts in Vienna, Austria, 1979

Teaching Experience:

Professor and Chair of Architecture and Design, SUNY College of Technology at Alfred, 2012-present
Associate Professor and Adjunct Professor, Rhode Island School of Design, 2008-2012
Visiting/adjunct appointments, 1982 to 2008, at: Cornell University (TA); Montana State University; Virginia Tech; Washington University in St. Louis; Harvard University; Cranbrook Academy of Art; Rhode Island School of Design; Massachusetts College of Art; Roger Williams University; Northeastern University.

Professional Experience:

Principal, Hermann Design Studio, Concord, MA, 2002 to present
Senior Designer, Hanbury Evans Austin, Cambridge, MA, 1898-2002
Senior Designer and Project Architect, CBT Inc, Boston, MA, 1996-1998
Designer, Robert Olson + Associates, Boston, MA, 1995-1996
Designer, Shepley Bulfinch Richardson and Abbott, Boston, MA, 1984-1988
Designer, Studio of Prof. W. Holzbauer, Vienna, Austria, March 1979 to August 1980

Licenses/Registration:

Needing to retake 4 parts of the ARE, Commonwealth of Massachusetts

Selected Publications and Recent Research:

Int/AR Journal, vols. 01 and 02, 2009-11, RISD Dept. of Interior Architecture, co-founder, co-editor and co-designer (first American scholarly journal on adaptive reuse, which I continue to serve as Head of its Board of Advisors).
"Sea Change: Re-creation as Preservation," in *Wood Design & Building Magazine* by Canadian Wood Council, 'Craft and Heritage' section of their Spring 2010 Issue, pp. 30-38.
"On Teaching the Design of Poetically/Spiritually Evocative Spaces and Environments," in *2A – Architecture and Art Magazine*, Volume 12 (Dubai, UAE: Fall 2009), pp. 71-77.
"On the Transcendent in Landscapes of Contemplation," in *Contemporary Landscapes of Contemplation*, ed. Rebecca Krinke (London: Routledge, 2005), pp 36-72.
"The Forest Refuge: A Long-Term Buddhist Retreat Center for IMS in Barre, MA," in *WORK in progress*, Issue 6, Spring 2002, Department of Architecture, Rhode Island School of Design, pp. 22-25.
Spiritual Dimensions In 20th Century Architecture (Ann Arbor, MI: University Microfilms International, 1995) - PhD-Dissertation in History and Theory of Architecture, Harvard University.

Professional Memberships:

Member: Architecture, Culture, and Spirituality Forum; Society for Human Ecology; Architects/ Designers/ Planners for Social Responsibility; DOCOMOMO US (Documentation and Conservation of works of the Modern Movement); Society of Architectural Historians, Environmental Design Research Association

Resume

Name: Jeffrey F. Johnston

Courses Taught:

FNAT 5303, Architecture History II

ARCH 7306, Urban Design Studio

ARCH 6406, Studio Sorrento

ARCH xxx3, Urban Sketching and Journaling

Educational Credentials:

BArch, University of Notre Dame, 1971

Rome Studies Program, University of Notre Dame, 1969-70

Teaching Experience:

Coordinator, AS Study Abroad Semester in Sorrento, Italy, 2008-present

Assistant Professor, Alfred State College, 1993-present

Adjunct Faculty, Alfred State College, 1983 and 1988-90

Lecturer, Alfred State College, 1980-82 and 1991-92

Instructor, Alfred State College, 1974-80

Professional Experience:

J Johnston Architect, Alfred, NY, 1975-2001

Designer, Project Manager, Hueber Hares Glavin Partnership, Syracuse, NY, 1973-74

Draftsman/Designer, Hueber Hares Glavin Partnership, Syracuse, NY, Summers 1969, 1970

Designer, City Planning Associates, Mishawaka, IN, 1971-72

Designer, Associated Architects, Syracuse, NY, 1972-73

Licenses/Registration:

New York (currently inactive)

Resume

Name: Ronald S. Nichols, P.E.

Courses Taught (Two Academic Years Prior to Visit):

CIVL 4104, Structural Technology
CIVL 5104, Geological Eng. Tech.
CIVL 5213, Foundations and Concrete
CIVL 7104, Land Development and Design
ENGR 3213, Analytical Mechanics I
MECH 3113, Statics

Educational Credentials:

M.S. Civil Engineering, 1972 University of New Hampshire
BS Civil Engineering, 1967 University of New Hampshire

Teaching Experience:

Assistant Professor, SUNY College of Technology at Alfred, 1981-Present
Assistant Professor, Western Kentucky University, 1977-1981
Instructor and Assistant Professor, Vermont Technical College, 1972-1977

Professional Experience:

Summer and part time employment for Knight Consulting Engineers in Vermont from 1973-1977 and as consultant to other firms in Kentucky from 1978-1981.
Consulting practice in Geological Engineering and Site Development.
Portsmouth Naval Yard as Naval Architect and General Engineer, 1967-1970 Design of pressure hull and high pressure bulkheads of submarines. Specification writing for main and auxiliary water components.

License/Registration:

PE, Kentucky No. 11392 (presently on retired status)

Selected Publications and Recent Research:

None

Professional Memberships:

American Society for Engineering Education
New York State Engineering Technology Association

Resume

Name: Terry L. Palmiter

Courses Taught (Two Academic Years Prior to Visit):

ARCH 1184, Design Fundamentals 1
ARCH 3104, Design Studio 1- Design Methods
ARCH 6306, Design Studio 4 – Adaptive Reuse and Historic Preservation
ARCH 7001, Studio Thesis Research
ARCH 8306, Design Studio 6 – Senior Thesis

Educational Credentials:

Master of Architecture, University of Colorado, 1975
Bachelor of Architecture, Virginia Polytechnic Institute and State University, 1972

Teaching Experience:

Assistant Professor, SUNY College of Technology at Alfred, 1999-present
Lecturer, SUNY College of Technology at Alfred, 1991-1992
Instructor, University of Colorado, Environmental Design, 1975
Instructor, SUNY College of Technology at Alfred, 1972-1974

Professional Experience:

Principal, Design/Build, Alfred Station, NY 1975 to 1999
NPS, The Roofing Conference & Exposition for Historic Buildings, Philadelphia, lecture on history of terra cotta roofing, 1999
Consultant, various Architectural firms in Western NY, terra cotta roof tile.
Jeffrey Johnston, Architect, collaborated with him on design proposal for rehabilitation of Alfred Business Block, 1984
Director, Minturn Valley Comprehensive Master Plan, Vail Associates, 1974-1975

Licenses/Registration:

None.

Selected Publications and Recent Research:

National Register of Historic Places, Downtown Dansville District, study and documentation of 55 Main Street buildings in preparation for listing.
National Park Service, Preservation Brief #30, contributor
Kaplan Fund & Friends of Terra Cotta, grant to survey and lecture about terra cotta roofs of Town of Alfred, 1991-1992

Professional Memberships:

American Institute of Architects, Southern Tier Region, associate member
Landmark Society of Western New York
National Trust for Historic Preservation
Association of Preservation Technology

Resume

Name: Rex Alyn Simpson, RA, AIA

Courses Taught

ARCH 2201, Computer Graphic Applications
ARCH 2014, Computer Visualization (formally ARCH 4403)
ARCH 4014, Construction Technology 2 (formally ARCH 3304)
ARCH 4304, Design Studio 2
ARCH 7306, Design Studio 5 – Urban Design

Educational Credentials:

Master of Architecture, State University of New York at Buffalo, 1980
Bachelor of Professional Studies – Architecture, SUNY Buffalo, 1978
Associate of Arts, Orange County Community College, 1975

Teaching Experience:

Professor, Alfred State College, Alfred, NY, 2006-present
Associate Professor, Alfred State College, Alfred, NY, 1988-2005
Assistant Professor, Alfred State College, 1984-1988

Professional Experience:

Principal, Finger Lakes Architecture P.C., Arkport, N.Y., 2004-present
Principal, Simpson Carlo Architects, Almond, N.Y., 1984-2004
Project Architect, Mussachio Architects, Buffalo, N.Y., 1983-1984
Intern, Cannon Design Inc, Grand Island, N.Y. 1980-1983

Licenses/Registration:

Registered Architect, State of New York

Selected Publications and Recent Research:

Village of Bath Master Plan, Bath, NY, in collaboration with the Village of Bath, Fall 2012.
Village of Cuba Master Plan, Cuba, NY, in collaboration with the Village of Cuba and the Cuba Friends of Architecture, Fall 2010-2011.
PACK Neighborhood Master Plan, Rochester, NY, in collaboration with the City of Rochester Bureau of Planning & Zoning, Fall 2009
Bull's Head Neighborhood Master Plan, Rochester, NY, in collaboration with the Rochester Regional Community Design Center, Fall 2008

Professional Memberships:

The American Institute of Architects

APPENDIX A

ANALYSIS OF CURRENT HOLDINGS OF THE HINKLE LIBRARY AT ALFRED STATE COLLEGE

Introduction

The Hinkle Library at Alfred State College served the existing programs in architectural technology and interior design well over the past years. The introduction of the BArch degree will require a significant increase in its architecture related holdings. Heinrich Hermann, the new chair of the Department of Architecture and Design, will be working with the library staff to assure that critically needed books and magazines not currently part of the collection will be purchased at as fast a pace as the allocated funds will allow for.

Statement by the Librarian

As a library at a unit of the State University of New York, the Hinkle Memorial Library is a member of SUNYConnect, which is a consortium of libraries in the State University of New York (SUNY) System which are part of the same library management system. The Hinkle Memorial library purchases electronic resources directly, through consortia agreements, and through SUNYConnect, a joint initiative of the Provost's Office of Library & Information Services and the libraries of the 64 SUNY campuses.

The Hinkle Memorial Library at Alfred State College is committed to supporting the various curricula in the School of Architecture, Management and Engineering Technology (SAMET), as well as the two other schools of the college. The librarians encourage involvement by faculty in the development and maintenance of materials relevant to these programs within the means of the library budget.

The Hinkle Library holds 42,985 titles, of which there are 1400 monograph titles and 120 videos in the Library of Congress NA (Architecture) section. The library has access to over 40 architectural journals in electronic and/or print formats. During the 2012 calendar year the library acquired 149 monograph titles in LCNA at a cost of \$5402.85, as well as \$987.95 in serial subscriptions, independent of electronic subscriptions. The Hinkle Library houses the Jean B. Lang Western New York Historical Collection, the primary focus of which is local history and which has a small collection of materials in architecture, including monographs as well as photographs and slides relating to the architectural use of terra cotta.

Alfred State College students and faculty have full access to the Herrick and Scholes Libraries at Alfred University, both within easy walking distance of Alfred State College. The Scholes Library has an extensive engineering and technology collection to support its masters and PhD programs, including a substantial collection of monographs in architecture. The Herrick Library holds over 150,000 monograph titles, and the Scholes Library holds over 84,000 monograph titles. The Hinkle Library has no collection of photographic slides, and has a very limited retrospective collection in architecture. Additional support for the collection will help rectify these deficiencies.

The college plans to budget \$15,000 initially, and \$5000 per year after that, for resources in the Hinkle Library to support the architecture curriculum. Departmental staff will work with the Hinkle Library staff to select these materials. These resources will encompass works of recognized authors in the subject areas of architecture, design and related fields including books, print and/or online journal subscriptions, visual materials such as DVDs, and relevant online indices and databases.

The Hinkle Library is staffed by four librarians, each with a MLS from programs accredited by the American Library Association. Additional staff includes three Instructional Support Assistants and three clerical staff.

The Hinkle Memorial Library is open 9½ hours per week. The Information Desk is staffed all hours the library is open. There are 27 student access computer terminals and two printers on the main floor. A scanner and photocopiers are available. If needed, students can use the 24 computer terminals in the library's electronic classroom. Since the library has wireless connectivity, students can use their own laptops or borrow laptop computers at the Circulation Desk. The library offers designated areas for quiet study as well as group study.

Services available to the Architecture Department and the college community include:

- **Information Literacy:** The library offers custom library instruction classes where students learn effective research strategies and how to use the library's electronic and print resources. Sessions can be scheduled at an introductory level or the librarians will collaborate with faculty to provide specialized instruction and assessment. For each class, the librarians also design and provide a specific Web-based library guide that directs students and faculty to the best library research for the assignment. Students have 24 hour remote access to these guides and resources.
- **Online Auto Tutorials.** Currently the librarians are working in conjunction with CLIP, the Cooperative Library Instruction Project in Washington State, and have developed 15 Web-based tutorials designed to help students and faculty develop research skills, to search effectively, to assist in library instruction, and information literacy. Students have 24 hour remote access to these tutorials.
- **Reference:** Reference and Information Services are located on the main floor of the Library. The Information Desk is staffed all hours the library is open. Both walk-in and in-depth reference services are available. In addition, students and faculty email reference questions via the library's website.
- **Departmental Liaison Program:** The library offers a partnership with faculty and administrators to solicit input for the acquisition of library materials and services and research instruction.
- **Interlibrary Loan:** Materials that are not available in the Hinkle Library at Alfred State College, the Herrick Library at Alfred University, or the Scholes Library at the SUNY College of Ceramics at Alfred University may be requested from other state, national and international libraries.
- **Course Reserves:** Faculty may request that relevant materials from the library's collection or from their personal collections be assigned to reserve shelves for student use. Students may checkout reserve materials for use in the library only.

Matrix for Faculty Credentials (covering all courses of the BArch program, as currently conceived, except for electives)

<i>Faculty member</i>	<i>Summary of expertise, recent research, or experience</i>	ARCH 1184 – Design Fundamentals 1	ARCH 1013 – Introduction to Design	FNAT 1303 – Architectural History I	MATH 1054 – Precalculus	COMP 1503 – Freshman Composition	ARCH 2394 – Design Fundamentals 2	ARCH 2014 – Computer Visualization	MATH 1063 – Technical Calculus 1	HIST 1113 – History of Western Civ.	PHYS 1024 – General Physics I	ARCH 3104 – Design Studio 1	ARCH 3014 – Construction Tech. 1	ARCH 3003 – Environmental Controls 1	CIVL 4104 – Structural Technology	SOCI 1163 – General Sociology	ARCH 4304 – Design Studio 2	ARCH 4104 – Construction Tech. 2
David Carli	Thirty-three years of professional experience, five years of teaching experience; concentrated experience in building design, historic preservation, construction technology, and project management.																	
Richard Carlo																		
Joy Carlson	Twenty-five years of teaching experience, sixteen years of professional practice of architecture, five years of professional experience in facilities management.																	
William Dean	Twenty-seven years of professional experience, thirteen years of teaching experience, applied research in urban design and the professional practice of architecture.																	
Mary Golden	Academic career and professional practice merging innovative architectural and interior solutions with sustainable building practices.																	
Heinrich Hermann																		
Jeffrey Johnston																		
Terry Palmiter																		
Rex Simpson																		
David Snyder	30 years of professional experience: 24 years in design and the practice of architecture and interior design, six years of teaching experience.																	

Matrix for Faculty Credentials (covering all courses of the BArch program, as currently conceived, except for electives)

Studio Culture Policy

The design studio sequence forms the core of the architectural programs at Alfred State College, contributes centrally to the student's architectural education, and instills appreciation for the pursuit of life-long learning. This *draft Studio Culture Policy* will be implemented and maintained by the students, faculty and staff in the Department of Architecture and Design. It will initially be introduced at a meeting of all students and faculty in the department. The document will then be posted in all design studios, included in the Student Handbook, and discussed at each fall orientation for incoming freshmen and transfer students. The policy will be reviewed annually by a committee of faculty and students selected by the Department Chair and revised as appropriate.

The following *cultural drivers* are supported by the Department of Architecture and Design as critical to maintaining a design studio environment that values the open sharing of knowledge, ideas and experience.

Student Responsibility – Students are expected to take responsibility for their own education with the guidance of the faculty. They are encouraged to develop a work ethic and work habits based on self-awareness, self-reliance, independence, discipline and diligence in the production of quality works. The department expects that students will maintain an open attitude to constructive criticism, advising, and counseling.

Faculty Responsibility – The faculty members are responsible for establishing a robust framework for the education of students in the design studio. They are expected to share their personal expertise, engage students in critical thinking, and do their best to prepare students for a place within the profession. Both the College and the department support the continuing education of faculty so they stay current with issues related to the profession. Students will have the opportunity to complete a Student Evaluation of Teaching Effectiveness form each semester to appraise faculty performance in the design studio and thus aid in the faculty's professional development.

Healthy Lifestyle – The department promotes a design studio environment that encourages healthy living habits as a means to efficient and effective design production and successful projects. A healthy, balanced, and well-rounded life includes individual habits with regard to sleep, mental health, physical wellness and nutrition, as well as the stewardship of the communal design studio environment. These communal habits include keeping personal and public work spaces at a reasonable level of cleanliness, a respect for others' property, products, work spaces, and work habits, and vigilance in maintaining a safe and secure design studio environment after normal working hours.

Time Management – The overarching goal of students and faculty in the department is to attain a level of design achievement consistent with or above comparable programs. While design studio projects often require long hours and hard work, time management skills are emphasized so that other coursework and a well-balanced life outside of the design studio are not sacrificed. It is expected that the work load assigned by the faculty will allow for a balance of quality design studio output and healthy living habits. Every effort will be made to avoid conflicting deadlines in architecture courses, and schedules for design studio reviews will be communicated in reasonable advance to allow students sufficient preparation while maintaining a healthy lifestyle.

Collaboration – The department promotes the use of both individual and group projects to support student learning and prepare students for a professional life where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project.

Design Process – The faculty recognize the values of each design phase, from design intent, via the exploration and development process, to the final products of the student's effort. They support each student's personal, intellectual, and artistic growth through the studio's process of inquiry, including critical and independent thinking and the taking of risks in testing ideas. The department encourages holistic grading in design studio courses that evaluates students' progress against key performance indicators such as project preparation and progress, precedent research, site analysis, program development/execution, design process/concept generation and development, site development, two- and three-dimensional exploration, building technology integration, regulatory requirements, communication, and presentation skills.

Effective Communication Skills – The department prepares graduates for immediate employment or continued educational opportunities by providing a quality architectural education that integrates theory and practice with a foundation in the arts and sciences. Both oral and written communication is integrated throughout design studio courses to complement visual and graphic communication skills.

Critical Discourse – Only an open and respectful exchange of ideas between students, faculty, and guests will be acceptable in the design studio. Constructive criticism will focus only on the student's work and process and never on the character of the student him- or herself. The department encourages supportive peer engagement and critique to supplement both formal and informal interaction with design studio instructors, visiting critics, design professionals, and community members. In response to their project preparation and progress in the design studio, students can expect ongoing and timely dialogue, critique, and written evaluation of their work using a rubric customized to each project.

Collaboration – The department promotes the use of both individual and group projects to support student learning and prepare students for a professional life where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project.

Assessment – The College requires that each course have clear learning objectives, outcomes and assessment criteria, and that these components are stated in the course syllabus and/or project assignments. Students should expect to be given a clear understanding of what they are to learn in a course or through a particular project, and minimum requirements of what they are expected to produce. Students should expect to be given assessment criteria by which their work will be evaluated including key performance indicators that describe the characteristics found in good work.

Civic Engagement and Service – A core element of the Alfred State College experience invites students to discover who and how they want to be in the world, by identifying the causes and issues that ignite their curiosity and sense of social responsibility, and by finding ways to channel passions into action through community service, cultural immersion experiences, activist initiatives, and political involvement. Design studios often engage communities to aid them in addressing specific environmental and architectural problems. These projects offer opportunities for civic engagement as well as experience as both team members and team leaders.

Leadership Development – The department promotes College-wide leadership based on the social change model, which approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. This philosophy is integrated throughout all areas of the design studio culture through active participation in peer critique, the production of compelling work, maturity in design studio discourse, the display of personal integrity, and interactions with members of the college and professional communities. Students are empowered to develop not only their capacity to lead, but to actively make a difference in their world through a range of leadership opportunities both in the department and across campus.

Diversity – The department promotes the college-wide effort at creating opportunities for students to challenge bias by promoting sustained dialogues around individual differences and to prepare students to be respectful, engaged and effective citizens in an increasingly global society. The design studio seeks to foster a learning environment which recognizes and embraces the value and creative opportunity that diversity brings to the educational experience, and promotes cultural understanding and respect with regard to the educational, professional backgrounds of students and faculty, as well as their sexual orientation, national origin, ethnicity, religious beliefs, and political preference.

Community – Alfred State College seeks to create an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance. Students are expected to act with integrity. Dishonesty, fraud, and failure to respect the rights of others cannot be tolerated in a community which is dedicated to the development of responsible individuals. In the design studio, individual work habits, methods, and production should not inhibit other student's design process, encroach on their production, or interfere with the use of design studio space for dialogue and critique. In keeping with the college's commitment to sustainable practices, the department promotes sustainable material practices through both recycling and reuse programs, and the control of hazardous material use.