Architecture Program Report

Institution: Bowling Green State University

Date: September 7, 2022

NAAB

National Architectural Accrediting Board, Inc.

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	<u>**Bowling Green State University**</u>
Name of Academic Unit	Department of Architecture and Environmental Design

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☐ <u>Bachelor of Architecture</u>
	
	   Track:
	
	☒ <u>Master of Architecture</u>
	
	   Undergraduate degree with architecture major + 52 graduate semester credit hours
	
	☐ <u>Doctor of Architecture</u>
	
	   Track:
	
	   Track:

Application for Accreditation	**First Term of Continuing Accreditation**
Year of Previous Visit	2019
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Administrator	Dr. Arsenio Rodrigues
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Jennie Gallimore
Chief Academic Officer of the Institution	Dr. Joe B. Whitehead, Jr.
President of the Institution	Dr. Rodney K. Rogers
Individual submitting the APR	Dr. Arsenio Rodrigues
Name and email address of individual to whom questions should be directed	Dr. Arsenio Rodrigues atrodri@bgsu.edu

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

Supplemental Material
(Use Dropbox link provided below to access all Dropbox files listed in APR)
https://www.dropbox.com/sh/akusw14siknmwgn/AADrFSUOcppyWGRYzldp5jOta?dl=0

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

II.1.1 C2 Integrated Evaluations and Decision-Making Design Process

Visiting Team Report [2019]:

Evidence of student achievement at the prescribed level was not found in student work across all team room evidence nor in the courses listed in the matrix ARCH 6220 Graduate Design Studio 2 and ARCH 6310 Graduate Design Studio 3.

Program Activities in Response [Year of previous visit [2019] – Year of APR [2022]]:

Under the 2014 NAAB Conditions, *C2 Integrated Evaluations and Decision-Making Design Process* is defined as *"Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation."* The 2020 NAAB Conditions intends to capture *C2 Integrated Evaluations and Decision-Making Design Process* under *Student Criteria - SC.5 Design Synthesis*. Under the 2020 NAAB Conditions, *SC.5 Design Synthesis* is defined as *"Ability to make design decisions within an-architectural project while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design."*

Beginning spring semester 2020, the following two courses – *ARCH 6220 Graduate Design Studio 2* and *ARCH 6320 Graduate Design Studio 4* were selected to "Meet" *SC.5 Design Synthesis.* A careful synchronization of course expectations and learning outcomes has occurred in both these courses and adjustments to studio project deliverables were made so that faculty members teaching these courses are rigorously applying *SC.5 Design Synthesis* in their pedagogy and teaching methodology with all students. Based on discussions at regular departmental meetings, the faculty collectively emphasized the need and focus for students to meaningfully engage in design decisions within their architectural projects while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

In spring semester 2020, *SC.5 Design Synthesis* was integrated in *ARCH 6220 Graduate Design Studio 2* and in *ARCH 6320 Graduate Design Studio 4* by the faculty (Patrick Hansford) in their pedagogy and teaching methodology as follows:
- The pedagogy followed the design process used in the profession. Assignments related closely to pre-design, schematic design, and design development phases. Students researched and documented recently constructed buildings that addressed similar programmatic issues (College Educational Facility: Advanced Manufacturing). The AIA COTE's ten sustainability measures served to inform the design process and guide the required graphics and written narratives for the studio. Building code research and analysis was required to be completed by each student. Written and graphic depiction of important code issues were required as part of the final project.

In spring semester 2021, *SC.5 Design Synthesis* was integrated in *ARCH 6220 Graduate Design Studio 2* by the faculty (Patrick Hansford) in their pedagogy and teaching methodology as follows:
- Students researched and documented projects that recently were honored with the AIA's Top 10 COTE awards. The AIA COTE's ten sustainability measures served to inform the design process and guide the required graphics and written narratives for the studio. Building code research and analysis was required to be completed by each student. Written and graphic depiction of important code issues were required as part of the final project. After final reviews, students modified their work as suggested during reviews and developed a basic set of technical drawings to supplement their final presentation documents.

In spring semester 2021, *SC.5 Design Synthesis* was integrated in *ARCH 6320 Graduate Design Studio 4* by the faculty (Andreas Luescher) in their pedagogy and teaching methodology as follows:
- The studio was organized to provide students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific topic and building program. The emphasis of the teaching relied on bridging the gap between conceptual design thinking and the constructability of buildings.

In spring semester 2022, *SC.5 Design Synthesis* was integrated in *ARCH 6220 Graduate Design Studio 2* by the faculty (Linda Beall) in their pedagogy and teaching methodology as follows:
- The studio was organized according to modules that each presented differing aspects of exploration. A project site was chosen in Toledo to encourage the physical exploration of a local site as well as the availability of local professional resources, including the Toledo Design Collective, to encourage the students to explore professional data analysis, regulation, and documentation. Building upon the successful integration of the AIA COTE project case studies in Spring 2021, the studio continued with the AIA COTE studies and augmented these external analyses with a site visit to a LEED platinum project similar in characteristics to the theme of the studio in suburban Detroit. A particular theme of the studio was the development of parallel thinking: while pursuing the main concept of the project, the students were asked to explore a wide variety of topics and processes both within and without the traditional architectural and urban design context. The contextual models ranged from systematic models from bio-morphism to representational models from still-life painting, with a particular emphasis upon design development and the role of monumentality, design at varying scales, in the incorporation of and development of systems to further design intent.

In spring semester 2022, *SC.5 Design Synthesis* was integrated in *ARCH 6320 Graduate Design Studio 4* by the faculty (Patrick Hansford) in their pedagogy and teaching methodology as follows:
- Students were required to submit and present a 3-5 page position paper on the first day of class. A project site and program were created/selected. Program, site analysis and case studies (precedents) were completed by the beginning of the third week. Building code research and analysis were required to be completed by each student. Written and graphic depiction of important code issues were required as part of the final project. Zoning issues, if applicable to the student's project, were documented and addressed. Multiple design concepts were developed for small group review. A concept was selected/modified leading to the schematic design stage. A formal review of schematic design work was conducted mid-term. Students developed their designs to a Design Development level indicating both graphically and in writing how systems were being integrated, and how sustainability and

regulatory issues were addressed. After final reviews, students had an additional two weeks to resolve any issues arising out of their review and to refine their designs. A 10-15 page position paper, assigned earlier in the term, accompanied final drawings.

II.1.1 C3 Integrative Design

Visiting Team Report [2019]:

The team found the integrated design skills, such as site conditions and analysis, structural systems and environmental system integration were not consistently found in all design projects in the design studios. There was evidence in some individual projects, but it needs to be seen in the student work across all projects.

Program Activities in Response [Year of previous visit [2019] – Year of APR [2022]]:

Under the 2014 NAAB Conditions, *C3 Integrative Design* is defined as "*Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*" The 2020 NAAB Conditions intends to capture *C3 Integrative Design* under *Student Criteria – SC.6 Building Integration*. Under the 2020 NAAB Conditions, *SC.6 Building Integration* is defined as "*Ability to make design decisions within an architectural project while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.*"

Beginning spring semester 2020, the following three courses – *ARCH 6210 Graduate Design Studio 1, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4* were selected to "Meet" *SC.6 Building Integration.* A careful synchronization of course expectations and learning outcomes has occurred in all three courses and adjustments to studio project deliverables were made so that faculty members teaching these courses are rigorously applying *SC.6 Building Integration* in their pedagogy and teaching methodology with all students. Based on discussions at regular departmental meetings, the faculty collectively emphasized the need and focus for students to meaningfully engage in design decisions within their architectural projects while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

In spring semester 2020, *SC.6 Building Integration* was integrated in *ARCH 6320 Graduate Design Studio 4* by the faculty (Patrick Hansford) in their pedagogy and teaching methodology as follows:
- Instructor-led lectures and discussion on building systems integration was supplemented by a desk review with each student meeting with professional engineers and designers from a leading MPE firm with a national reputation as being a leader in Net Zero design. A similar process was used in exploring structural and building envelope systems with the instructor leading critical discussions both to the entire studio and during desk critiques.

In fall semester 2020, *SC.6 Building Integration* was integrated in *ARCH 6210 Graduate Design Studio 1* and *ARCH 6310 Graduate Design Studio 3* by the faculty (Andreas Luescher) in their pedagogy and teaching methodology as follows:
- Integrated Systems was introduced through weekly lectures and group discussions to illustrate the structural and building envelope systems including, fundamental

performance, aesthetics, moisture transfer, durability, and energy and material resources.

In spring semester 2021, *SC.6 Building Integration* was integrated in *ARCH 6320 Graduate Design Studio 4* by the faculty (Andreas Luescher) in their pedagogy and teaching methodology as follows:
- Studio lectures were given on a specific topic each week. The course was structured to present the integration of building systems (e.g., structural, environmental, life safety, MEP systems, façade systems) into a holistic process of design thinking.

In fall semester 2021, *SC.6 Building Integration* was integrated in *ARCH 6210 Graduate Design Studio 1* by the faculty (Yong Huang + Patrick Hansford) in their pedagogy and teaching methodology as follows:
- The theme of integrative studio focused on the exploration of tectonics and architectonic expression. The research-based design process not only developed the understanding of concepts, but also built up design skills in integrating building structural systems, building envelope systems and assemblies, environmental control systems and life safety systems into meaningful and innovative designs. The studio combined both inductive and deductive methods to generate experimental concepts and approaches, as well as to apply emerging guiding principles to the design. Topics on climate change and sustainability were investigated based on the diversity of cultural, social, technological, and environmental contexts. Equity and inclusion in design were also thoughtfully addressed in the studio.

In fall semester 2021, *SC.6 Building Integration* was integrated in *ARCH 6310 Graduate Design Studio 3* by the faculty (Andreas Luescher) in their pedagogy and teaching methodology as follows:
- The pedagogy of the course was driven by the student's own research to utilize in the appropriate selection of building types, styles and settings based on design decision-making process including problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

In spring semester 2022, *SC.6 Building Integration* was integrated in *ARCH 6320 Graduate Design Studio 4* by the faculty (Patrick Hansford) in their pedagogy and teaching methodology as follows:
- Instructor-led lectures and discussion on building systems integration was supplemented by a desk review with each student meeting with professional engineers and designers from a leading MPE firm with a national reputation as being a leader in Net Zero design. A similar process was used in exploring structural and building envelope systems with the instructor leading critical discussions both to the entire studio and during desk critiques.

Similarly, in fall semester 2022, *SC.6 Building Integration* will be integrated in *ARCH 6210 Graduate Design Studio 1* and *ARCH 6310 Graduate Design Studio 3* by the faculty in their pedagogy and teaching methodology in ways that students are able to meaningfully engage in design decisions within their architectural projects while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

II.2.2 Professional Degrees and Curriculum

Visiting Team Report [2019]: The M. Arch curriculum description, for the BGSU pre-professional degree plus 52 graduate credit hours, provided in the *APR-IA rev. 6 September 2019* indicates 37 credit hours of design studio and professional core, with 15 hours of technology, business and history/theory core. With additional information it was understood only nine of the total graduate

credit hours were considered optional. Per the *2014 Conditions for Accreditation* all professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests by taking additional courses not required within the curriculum. The program is in the process of revising the curriculum to reflect ten hours of optional study to be in effect beginning in Spring 2020.

Program Activities in Response [Year of previous visit [2019] – Year of APR [2022]]:

Per the *2014 Conditions for Accreditation* - *"All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the professional studies curriculum."* The *2014 Conditions* specifically stipulated that a total of 10 credit hours of optional studies were required in the curriculum.

Upon the completion of the NAAB visit in 2019, the program faculty immediately began deliberations and revised the curriculum to reflect a total of 10 credit hours of optional studies in the M.Arch. curriculum as required by the *2014 Conditions*. During the same time period, NAAB formally published the new *2020 Conditions*. Per the *2020 Conditions*, there is no longer the "minimum 10-credit hr." requirement for optional studies. Rather, the *2020 Conditions* leaves the decision for minimum number of credit hours for optional studies at the discretion of each program. Within the context of the new *2020 Conditions*, the Program Faculty sought clarification from NAAB (*see Dropbox File 1 - NAAB Clarification - Optional Studies Credit Hours*), reviewed all options and subsequently decided to provide students with the flexibility of taking upto 10 credit hours of optional studies in the M.Arch. curriculum. Within this context, students are now afforded the opportunity to take a total of 21 credit hours as electives at the undergraduate level. At the graduate level, students are able to take an additional 10 credit hours as electives, for a total maximum count of 31 credit hours as optional studies, as they seamlessly transition from the 4-year Bachelor of Science in Architecture degree to the 2-year Master of Architecture degree.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

The *2014 Conditions* were revised by NAAB with the formal establishment of the new *2020 Conditions*. As a response to this change, the Program faculty re-aligned the NAAB Matrix with all architecture-related courses (in the Bachelor of Science in Architecture degree program and Master of Architecture degree program) to more accurately reflect the new "Program Criteria" and "Student Criteria" prescribed in the *2020 Conditions*.

In addition, as a result of changes in the Conditions that now require a greater emphasis on assessment modalities at all levels, the Program has ratified and continued with its rigorous evaluation methods and processes for continual improvement purposes, including: 1) Course Self-Assessment; 2) End-of-Semester Faculty Walk-Thru Assessment; 3) Graduating Student Exit Assessment; and 4) Program Goals Assessment.

NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:

History and Mission of the Institution:

Bowling Green State University (BGSU) is classified as a major public research university – one of 14 state-assisted, public universities in the State of Ohio. The Carnegie Classification of Institutions of Higher Education classifies BGSU as a "Doctorate-Granting Research University" with high research activity. The 1,338-acre main academic and residential campus is located 15 miles south of the City of Toledo.

The Institution was granted a Charter in 1910 as a normal school, specializing in teacher training and education. This was part of the Lowry Normal School Bill that authorized two new normal schools in the State of Ohio. Over the university's history, it developed from a small rural school into a comprehensive public university. BGSU held its first classes in 1914. However, it was not until the following year that the first two buildings (now University Hall and Williams Hall) were ready for use. Student enrollment for that initial year totaled 304, with a faculty of 21. The first bachelor's degrees were awarded in 1917.

In 1929, the functions of BGSU were expanded to provide two four-year degree programs – the College of Education and the College of Liberal Arts. The College of Business Administration and graduate programs were added in 1935, the year in which the Institution attained full university status. In 1947, the Graduate School was formed, and BGSU awarded its first doctorate in English in 1963. In the 1970's, three new colleges were added to the University's curricular offerings. In 1973, the College of Health and Human Services was established and in 1975, the Graduate School became the Graduate College. The University Honors Program was established in 1978 and designated as an Honors College in 2013.

The University has been continuously accredited by the Higher Learning Commission (HLC) since 1916. Each of the major areas of study at Bowling Green State University holds high and explicit expectations for student learning; these expectations are embodied in learning outcomes for each of the majors. Even though the learning outcomes are necessarily different from major to major, all share fundamental educational values, which are described by the University Learning Outcomes: 1) Intellectual and Practical Skills [including: a) Critical and Constructive Thinking - Inquiry, Examining Values, Solving Problems Creatively; b) Communication - Writing, Presenting; and c) Engaging Others in Action - Participating, Leading]; 2) General and Specialized Knowledge; 3) Personal and Social Responsibility; and 4) Integrate, Apply and Reflect.

At present, the University's enrollment exceeds 19,000 with an 20:1 student-faculty ratio (https://www.bgsu.edu/admissions/academics.html). Students come from throughout the United States as well as more than 70 countries. The University leverages this spirit of diversity to help define education in the 21st century and to forge leaders empowered with the knowledge and dedication to build our shared future. BGSU's strategic and foundational objectives (FORWARD) are as follows:(https://www.bgsu.edu/forward.html)

1) *Driving Public Good Through Redefining Student Success;*
2) *Creating Public Good Through Research, Creative Activities, Partnerships and Engagement;*
3) *Powering Public Good Through Our People and Community; and*
4) *Supporting Public Good Through Efficient and Effective Processes, Structures and Technologies.*

History and Mission of the Program:

The College of Technology, Architecture, and Applied Engineering (CTAAE) Program in Architecture began with a few drafting courses offered in the late 1950s and early 1960s by the Department of Industrial Arts and Engineering Drawing, the forerunner of the current College of Technology. The Department of Industrial Arts became a School in 1983 and was then converted into the College of Technology in 1985. After considerable expansion, the College became the distinguished College of Technology, Architecture, and Applied Engineering in 2010. The Architecture Program shifted direction in 1990 towards a more comprehensive educational model by offering a Bachelor of Science Degree in Technology with Architecture Major. The offering then evolved into an Architecture & Environmental Design Studies degree, under the auspices of the Department of Visual Communication and Technology Education (VC&TE). The growth in faculty as well as in architectural community support paralleled the growth of the academic unit. From two full-time faculty in the early 1990's, the program witnessed an increase to four in 2002, and is now at eight full-time faculty.

In early 2001, planning began for a Master of Architecture degree at BGSU. To support this initiative, major revisions to the existing curriculum were made, resulting in a pre-professional, four-year tier to prepare and seamlessly transition students into the graduate curriculum. The revisions, which became operational in the fall of 2003, featured a new design studio sequence structured around six-credit hour, third and fourth-year studios augmented with professional courses in history, theory, technology, and computing. Three consecutively occurring events marked the rapid growth of the Program in the last ten years. In spring 2008, the Ohio Board of Regents approved BGSU's request to offer the degree of Bachelor of Science in Architecture to replace the previous Bachelor of Science in Technology. In the spring of 2009, the University Board of Trustees approved the Architectural Program's request to create the Department of Architecture and Environmental Design; the Department became operational the same year. The culminating event occurred with the formal approval of the Master of Architecture degree by the Chancellor of the University System of Ohio and the Ohio Board of Regents in March 2010.

In October 2017, the Department of Construction Management and the Department of Architecture and Environmental Design were united to form the School of the Built Environment. This re-organization brought together two units with established histories, collaborations, and synergies. Uniting design, technical, and management education, the School aims to be a model of academic excellence with the overarching mission of creating exemplary places, structures, and systems. The pedagogical values of the new School revolve around interdisciplinary collaboration and synergistic interaction between the fields of architecture and construction management. The core-values of the School highlight the impact and significance of architectural practice and construction management on the user, the environment, and the broader socio-economic context (*see Dropbox File 2 - SBE Proposal*).

The College of Technology, Architecture & Applied Engineering (CTAAE) aspires to be a global model for innovative and impactful teaching, scholarship and applied research (https://www.bgsu.edu/technology-architecture-and-applied-engineering/college-overview/college-mission-and-vision.html). The CTAAE offers an individualized mix of innovative and distinctive undergraduate programs, focused master's degree programs, and is a partner in a PhD consortium program. With an emphasis on a hands-on approach to education, students in all programs in CTAAE are required to complete multiple semester-long paid Cooperative Education

experiences. Most programs in CTAEE are accredited by Accreditation Board for Engineering and Technology, Inc. (ABET), Association of Technology, Management, and Applied Engineering (ATMAE) or American Council for Construction Education (ACCE).

The mission of the Architecture Program is to pursue the convergence of technical and liberal arts to inspire and empower students to enhance the built environment. Discovery, teaching, engagement, and service is well defined in the Program's curriculum and is aligned with the University's and College's mission to provide educational experiences inside and outside the classroom as well as providing a culture of applied research and professional service. The Program strives to balance the development of technical knowledge and skills with the cultivation of professional values and leadership abilities necessary for success in our knowledge and innovation-based economy. The Program utilizes a quality-driven approach for graduate and undergraduate education – a pedagogical model that is structured to cultivate professional competency through advanced studies and research in the areas of history/theory, structures, environmental and construction technology, urbanism, sustainable design, digital media and entrepreneurship as equally important components of the discipline. This approach is based on learning outcomes and the conviction that broad-based inquiry and analysis yield the greatest benefit for our community and profession as well as our students.

Master of Architecture degree seeking students in the Program develop knowledge and skills through five primary curricular areas: 1) design studios; 2) technology courses; 3) professional practice and business courses; 4) research seminars; and 5) applied entrepreneurial experience. Design studios explore the discipline's focus on cultural and physical environments, including the design problem-solving process. Technology courses investigate the materialization and digitalization of architectural design. Professional practice and business courses enhance students' understanding of economic and societal implications of design project delivery and entrepreneurial opportunities. Research seminars facilitate the integration of varied methods of inquiry and ways of knowing in the discipline. Lastly, applied entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Students thereby observe, analyze, and develop their own entrepreneurial business models.

The Architecture Program strives to use design thinking and creative problem solving to address the issues faced by contemporary society. We integrate this approach into how we teach our students, the research that we produce, and the services that we provide to our communities. Within this context, the Bachelor of Science in Architecture (pre-professional) degree and Master of Architecture (professional) degree embody a curriculum that is focused on a combination of project-based learning as well as traditional lecture-test environments. The Bachelor of Science degree provides the common ground for studies in architecture. It is intended to cover the basic content for the preparation of an educated architect and to lead to the professional degree at the graduate level. The Master of Architecture degree prepares students for roles in the profession of architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architectural practice and design. The required curriculum for the Master of Architecture degree has 52 minimum credit hours, 27 of which are design studios. The remaining 25 credits are distributed between professional, technology, and theory courses, including electives. The Department does not offer any off-campus Architecture-related Programs and/or degrees, or the use of massive open online courses (MOOCs). In this vein, the Bachelor of Science in Architecture degree and the Master of Architecture degree are both offered via the "on-campus" modality.

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

Program Response:

The Program's Benefit to the Institution:

The renovated Architecture building, completed in 2015, secured Silver LEED certification and serves as an expression of the creativity and culture within. The Architecture Program benefits the School, the College, and the University as a whole through the global student demographic it attracts to campus, the depth of knowledge the students have, which supports undergraduate and graduate learning, and by bringing students who are passionate about their culture, profession, and key issues affecting the built environment. These students contribute in the classroom, in student organizations, and in student leadership positions across the University.

Program faculty play key roles and make significant contributions to the Construction Management Department housed within the School, including other departments in the College and the University. Within this context, the Program's contributions are critical to the success of the University as a whole. The Program benefits the University through its publicly advertised and publicly accessible Architecture Lecture Series. The Program invites a diverse mix of professionals, academics, and public figures to campus under the auspices of these public lectures. In addition, faculty are frequent contributors to the formulation of research grants, support the evaluation of grant proposals, and have been instrumental in steering several study-abroad programs on behalf of the University.

Benefits of the Institution to the Program:

The University contributes to the education of students in the Department in multiple ways. BGSU serves a diverse student population. This is widely understood by students and prospective applicants in the Program who know they will be able to find a supportive community when they arrive on campus, in addition to a high-quality education. These elements are a distinct advantage to the Graduate Program as it recruits applicants from the global community. The University's rigor, high expectations and diligence at all levels of faculty review towards tenure and promotion is also an advantage to the Program – it assures the presence of highly qualified faculty and serves as an invaluable aid in recruiting applicants to the Program. In addition, the University's unique location (15 miles south of the City of Toledo) affords architectural students several distinct opportunities. The University is situated in a rural context which engenders a unique educational environment, somewhat isolated from urban complexity. Yet, given its proximity to Toledo, the connection to an urban architectural context remains easily accessible.

The architecture faculty, staff, and students interact with, and benefit from many services provided by several BGSU departments that support faculty excellence and student success. For instance, the Department continually receives support in myriad ways, ranging from central administrative management of program marketing, program development, assistance with recruitment and admissions, centralized information technology services, centralized facilities management, centralized student advising and a library system that is fully integrated to provide instructional support for faculty, staff, and students. Examples of major centralized institutional hubs include: 1) Center for Faculty Excellence (CFE) which supports faculty, staff, and teaching assistants who strive to achieve excellence in teaching through innovation, collaboration and creative solutions; 2) Office of Sponsored Programs and Research which assists faculty, staff and students as well as regional partners to manage the research funding process; 3) Academic Advising and Planning which comprises of academic advisors and planners who assist students make informed decisions about course selection, understand university curriculum, build an academic schedule, and connect with academic and career resources to be successful throughout their time at BGSU and beyond; and 4) Office of Academic Assessment (OAA) which facilitates the assessment of university and programmatic learning outcomes, coordinates institutional and program assessment, and provides ongoing support services for academic assessment.

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In addition, BGSU's Division of Student Affairs promotes student learning, and collaborates across the University to implement innovative and student-centered programs, practices, and services to support student success. It offers orientation to comprehensive programs and services that range from health and wellness to student housing and dining services. In doing so, it fosters student development in a safe, healthy, and inclusive learning environment by focusing on the student experience and intentionally developing learners, engaged citizens, and social change leaders during their years at BGSU while promoting the public good.

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

Program Response:

Encouraging Holistic Development:

The holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture has become an integral part of both the College and the University. The College of Technology, Architecture, and Applied Engineering reflects the importance of the Department of Architecture and Environmental Design as a key stakeholder in the College. The M.Arch. is the first professional degree program on campus and has become a model for further development of professional degrees in other fields. Within this context, the curriculum of the Program is designed to build a cumulative educational experience over four plus two years in order to establish a broad and deep foundation of knowledge in architecture in relation to current developments in the sciences, arts, and technology. The curriculum stresses the importance of architecture as a humanistic discipline concerned with the design and construction of habitats in diverse social and ecological conditions, along with corresponding requirements for sustainability and ethical responsibility. In addition, the curriculum, via the design representation course (ARCH 1050), also enriches BGSU's students (seeking majors in other disciplines) on campus. Such contributions reflect a conviction by the Architecture Program that successful careers require a wide range of skills and knowledge based on holistic development.

BGSU's general education program (BG Perspective) provides the foundation for a premier liberal arts education so that architecture graduates are fully prepared for self-reliant learning throughout their lives and capable of effectively participating in a democratic society. Ethical integrity, reflective thinking, and active social engagement are characteristics of a liberally educated person. The BG Perspective program emphasizes student-centered active learning so that students acquire both broad intellectual skills and a sufficient breadth of knowledge to be more successful in the architecture major and their future career paths. These intellectual skills include the ability to think critically and communicate effectively; the ability to understand different cultures, modes of thought, and multiple values; and the ability to investigate forces that shape the social, scientific, and technological complexities of contemporary culture. Within this context, the seven BG Perspectives learning outcomes for each knowledge and skill domain are as follows: 1) English Composition and Oral Communication; 2) Quantitative Literacy; 3) Humanities and the Arts; 4) Social and Behavioral Sciences; 5) Natural Sciences; 6) Cultural Diversity in the United States; and 7) International Perspective.

With an emphasis on practicum-based learning, the Program capitalizes on the Cooperative Education Program which was founded in 1968, requiring practical work experience to be integrated with classroom instruction. Architecture majors are required to complete two 15-week, full-time, paid work assignments. The cooperative education experience allows students to receive a grounded and well-rounded holistic experience, in a professional setting, as they learn proper procedures and methods to be employed full time upon graduation. This hands-on

learning not only offers invaluable practical experience, but in many cases, may lead to the student's first permanent job. The Cooperative Education Program is accredited by the Accreditation Council for Cooperative Education and provides an effective measure for keeping the Architecture Program and its faculty in close contact with current trends and developments in the profession. During the site/virtual visit, as a component of students' cooperative education, faculty representatives have opportunities to observe changes and trends in collaboration and leadership, design, profession, stewardship of the environment, and community and social responsibility *(see Dropbox File 3 - 2022 NAAB Co-op Summary Report).*

As of this writing, the School of the Built Environment has successfully attracted a diverse faculty body (with relevant industry-related experience) from several countries outside the United States including, but not limited to Iran, Egypt, Palestine, India, China, and Switzerland. Given the relatively small faculty body that comprises the Architecture Program, the high percentage of international faculty serves as a tremendous resource in terms of offering richness and diversity to the educational experience of students in the Program. Students are able to benefit from, and glean a plethora of diverse perspectives as a result of this rich mix of international faculty. Further, students in the Program are provided with the opportunity to enroll in a wide range of liberal arts and architecture related courses. As of this writing, the Bachelor of Science in Architecture requires students to complete a total minimum of 122 credit hours, of which 71 credit hours are architecture related. The remaining 51 credit hours are comprised of University core curriculum courses (BGP courses) as well as electives. The required curriculum for the Master of Architecture degree has 52 minimum credit hours, 27 of which are design studios. The remaining 25 credits are distributed between professional, technology, and theory courses, including electives.

The final studio (ARCH 6320 Graduate Design Studio 4) at the graduate level enables each student to articulate the unique nature, scope, supporting scholarship, case studies, goals, and criteria that underpin work to be completed during the final semester. As part of the 9-credit hour graduate studio, the students act as project managers, and project designers, to design and develop their proposed project according to self-specified goals and criteria. It is through this process that the full resources of the Program and University are brought to bear. At the end of the semester, the students present their design projects to all faculty and students in the Architecture Program, including industry professionals. This process highlights and emphasizes the intensity, rigor, and holistic base of knowledge required for successful completion of the Master of Architecture degree.

The Architecture and Construction Management Programs within the School of the Built Environment have established a double major option that allows students to simultaneously secure the Bachelor of Science in Architecture as well as the Bachelor of Science in Construction Management. In addition, students in the School actively participate in the several distinct student organizations including, but not limited to: 1) American Institute of Architecture Students (AIAS); 2) National Organization of Minority Architecture Students (NOMAS); 3) Student Construction Management Association (SCMA); 4) Purple Hard Hats (PHH); and 5) Women in Technology (WIT). Within the context of the newly formed School of the Built Environment, the vision to provide a more holistic pedagogical model synergizing the realms of design, technical, and management education, resonates deeply with a "systems thinking" approach – one that is deeply rooted in a multi-disciplinary education centered on a critical approach to integrative design, entrepreneurial thinking, creative problem solving, effective management practices, and environmental stewardship.

Beginning Fall 2021, all incoming first year students in the program (as part of a University-wide initiative) will be provided the opportunity to enroll in BGSU 1910 Life Design at BGSU. As part of this initiative, each first year student will be paired with a Design Coach who will work alongside the student throughout their college career to guide them and also help them use Life Design tools to design their way forward. This first-year seminar course empowers students to make the

most out of college by equipping them with a framework and tools to design academic, career and life experiences that align with who they are, what they value, and what they want to do in life. Taught by Design Coaches, each section is limited to 22 students, which provides new students the opportunity to engage with other first-year students in a dynamic, small class setting (https://www.bgsu.edu/life-design/BGSU-1910.html#benefits).

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

With a spirit of innovation, BGSU is a premier, inclusive learning community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery. As a public University, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic, and social vitality of the region, the state of Ohio, the nation, and the world. Within the context of this vision, BGSU's mission is to provide holistic and comprehensive educational experiences that enhance the lives of students, stakeholders, and the many publics that are served. BGSU's graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit all (https://www.bgsu.edu/focus-on-the-future.html).

Within the context of twenty-first century higher education in the United States, the University seeks to provide a high quality educational experience for students who, upon completion of the Bachelor of Science in Architecture and/or Master of Architecture degrees possess self-sufficiency and professional competences. This experience is imbued by the Institution's core values including, but not limited to: 1) Intellectual and Personal Growth; 2) Creativity, innovation and entrepreneurism; 3) Diversity and inclusion; 4) Collaboration with each other and our partners; and 5) Excellence in all we do.

NAAB

2—Shared Values of the Discipline and Profession

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

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

Program Response:

The Architecture Program at BGSU seeks to address each of the shared values of the discipline and profession as defined by the *2020 NAAB Conditions* via its "Long Range Plan 2021-2026". The six shared values, as listed: 1) *Design;* 2) *Environmental Stewardship and Professional Responsibility;* 3) *Equity, Diversity, and Inclusion;* 4) *Knowledge and Innovation;* 5) *Leadership, Collaboration, and Community Engagement;* and 6) *Lifelong Learning* are each addressed and assessed through the modalities of Curriculum, Faculty/Scholarship, Facilities and Equipment, Recruitment and Retention, Development/Advancement, and Assessment (*see Dropbox File 4 - Long Range Plan - 2022*).

Within the context of twenty-first century architectural education in the United States, the Bachelor of Science in Architecture and Master of Architecture degrees in the School of the Built Environment structure the design studios around three inter-related core values including, but not limited to:
1. Creating Leaders: The future of the built environment will be determined by the leaders created today. Leadership requires responsibility, accountability, determination, and tenacity. The Program provides resources for the students and fosters responsibility and accountability through explicit requirements within the curriculum. Determination and tenacity are recognized and rewarded annually at the College Awards Ceremony that honors exemplary and high performing students.
2. Primacy of Knowledge: Knowledge and creativity are the currency of the twenty-first century. Information has become ubiquitous through the proliferation of technology. Knowledge is the practical application of information. The Program focuses its course of study on the use of information in the creation of knowledge. Design decisions are based on knowledge, which is created through critical thinking that employs available information.
3. Situational Experience: The embodied experience is the foundation of the design studio. Through experience, the studio develops knowledge in the multiple facets of architecture. Students are required to assimilate information into knowledge and make design decisions based upon it. This is done in a structured and positive environment in which students are allowed to learn from both successes and failures.

The Program is committed to a professional design culture that values the distinctiveness, diversity, and dignity of each of its students. The professional culture of the studio and classroom encourages curiosity, initiative, and disciplined resolution of project propositions. The faculty model lifelong learning behaviors through the currency of the content and sources they bring to discussions, lectures, presentations, and critiques. Students in the Program are provided with a strong foundation of processes related with "design thinking" in conjunction with the theory and practice of architecture. As a studio-based curriculum, the Program centers on architecture design as the foundation for integrating all knowledge. In 2019, the Architecture program was listed by *DesignIntelligence* (DI) in the "*Top Ten Architecture Programs Most Hired From*" for under 20 graduating students (*see Dropbox File 5 - Architectural Record*).

A key component in design instruction in the Program is the explicit illustration that highlights the clarity of the design process based on cognitive phenomenon, evolving from balanced combinations of creative, critical, and practical thinking domains. All design syllabi integrate clear roadmaps which expose the process and design methodologies. Design-research is another key component embedded in the studio pedagogy. Within this context, the Program adopts research-based design investigations to best address the inherent complexities of designing in the built environment. Students draw evidence from facts, figures, and expert knowledge which forces out issues embedded within sites and contexts.

The Bachelor of Science in Architecture (pre-professional) degree and Master of Architecture (professional) degree, taken together require students to complete a total of ten design studios, beginning with Design Studio I (i.e., introduction to architecture and environmental design problem solving, anthropometrics, human-environment interaction, principles of form, style, order, proportion, scale and balance; concepts of programming and diagramming) to Graduate Design Studio 4 (i.e., a thesis studio that constitutes the realization of the investigation and exploration initiated in the prior design studios). Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

Courses in technical systems provide students with sufficient knowledge of structural concepts and materials, including their behavior and limitations. Other curriculum objectives acquaint the students with the principles of electrical and mechanical use in buildings. Issues of health, safety, accessibility, and human needs in general, including compliance with relevant codes and standards, are incorporated into design projects. The critical element of ethical responsibility of the professional architect is discussed in the professional practice/entrepreneurship course and in design courses. Most poignantly, these issues are regularly highlighted and discussed in design juries. Within the design studio setting/ classrooms, emphasis is placed on the individual student and his/her particular needs, and students are supported by a strong commitment to academic counseling, teaching and other direct involvement between students and faculty. In addition, efforts are consistently made in the design studios to enrich the explorative and reflective aspect of architecture courses as a way of balancing the strong practical, technical and factual aspects inherent in the lecture components of the Program. Faculty are diligent in assigning projects which challenge students with theoretical investigations as well as with actual situations. This is done to ensure that students experience a range from the abstract and theoretical to the grounded and practical. In addition, the faculty are engaged in various design research, practice, or service activities which model for the student both scholarly and professional behaviors.

Since the previous NAAB accreditation visit in 2019, two students in the BGSU Architecture Program won design awards for projects completed as part of the design studios. In fall semester 2020, an urban design project completed by Mr. Max Koensparger in ARCH 4210 Design Studio 4, won an Honorable Mention in the 2021 AIA Ohio Student Design Awards Category (https://aiaohio.secure-platform.com/a/gallery/rounds/78/details/9089). In addition, in December 2021, Ms. Grace Link, a first-year M.Arch. student, won an Honorable Mention (AIA Dayton Bi-annual Design Awards) for her design for the new College of Technology Building she completed during spring semester 2021 in ARCH 6620 Graduate Design Studio 2 (*See Dropbox File 6 - AIA Dayton Design Award*). Most recently, in summer 2022, Mr. Trevor Hibbs and Ms. Megan Daly, two undergraduate students, received an Honorable Mention (Design a New White House – An ARCH OUT LOUD Student Design Competition) for their design project completed under the guidance of Prof. Yong Huang and Dr. Salim Elwazani (https://www.archoutloud.com/white-house-results.html).

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As

Program Response:

The Architecture Program emphasizes protection of, and an acute responsibility to keep the planet and its environment safe. Sustainability is a key component that is emphasized and taught in multiple ways throughout the curriculum. By providing broad based studies, students understand that every subject they encounter represents a concept that will help them understand ecological design practices and the large impact it has on environmental factors. This modality provides students with a systems-based approach to designing for sustainability in the built environment. The curriculum focuses on developing a comprehensive understanding of the built environment, the natural environment and the social environment as an interdependent ecology. Coursework is designed to develop the critical thinking skills, technical skills, and community engagement skills required for the ecologically responsible practice of architecture and related disciplines.

ARCH 6220 Graduate Design Studio 2 (the second in the graduate design studio sequence), focuses on the development of design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. This studio emphasizes contemporary practices and research in sustainability as a resource to be incorporated into guided design practice, where students work on both independent and group projects based on theoretical and actual current regional initiatives. In addition, the AIA COTE's ten sustainability measures typically serve to inform the design process and guide the required graphics and written narratives for ARCH 6320 Graduate Design Studio 4. Students develop their designs while indicating both graphically and in writing how systems are being integrated, and how sustainability and regulatory issues are addressed. Further, instructor-led lectures and discussion on building systems integration are supplemented by a desk review with each student meeting with professional engineers and designers from a leading MPE firm with a national reputation as being a leader in Net Zero design.

A course entitled Sustainability Systems (ARCH 6510) provides students with an understanding of ecological design practices and the larger impact of environmental factors such as climate, energy, and biodiversity. Students in the Program also frequently avail of sustainability-related electives offered within the School of the Built Environment – LEED and Lean Fundamentals (CONS 4000) and Advanced Lean and LEED Construction (CONS 5400). More importantly, design studios at all levels, focus on sustainability as a core learning component, where students are encouraged to bring together and apply all knowledge related with environmental stewardship. Most recently, two BGSU Architecture Program faculty – Dr. Andreas Luescher and Prof. Yong Huang (in collaboration with Dr. Sujata Shetty of University of Toledo) developed a course proposal titled – *Acclimatizing to Heat in a Legacy City: Urban Heat Islands, Segregation and Social Connections in Toledo, Ohio*, which was awarded the Association of Collegiate Schools of Architecture (ACSA) *2022 Course Development Prize in Architecture, Climate Change, and Society* (https://www.acsa-arch.org/resource/2022-course-development-prize/2022-course-development-prize-winners/#bowling).

The University has been a proud signatory of the American College & University Presidents' Climate Commitment since October 2012. The Architecture Program acknowledges and is in support of a sustainable campus in the 21st century that operates economically and efficiently and produces net zero greenhouse gas emissions. Setting this standard of environmental stewardship benefits the wider community and enable students to become leaders in sustainability in their chosen professions. The architecture faculty, staff, and students aid the university plan to support a more sustainable campus by using resources more wisely and economically.

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

Program Response:

As a public research University, BGSU has clear guidelines with regard to all aspects of equity, diversity, and inclusion. The University's Division of Diversity and Belonging (https://www.bgsu.edu/equity-diversity-and-inclusion.html) monitors compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. To ensure compliance, all faculty and staff search committees are required to complete appropriate orientation and workshops prior to the start of the search process (https://www.bgsu.edu/equity-diversity-and-inclusion/workshops.html). These processes ensure that all faculty and staff hiring searches conform to equal opportunity and affirmative action policies, as well as adhere to the Program's dedication to diversity in filling faculty and staff appointments. In addition, all applicants are now required to submit a "Diversity Statement" as part of the application package (https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices.html). In a memo dated April 13, 2021, the University re-affirmed its focus and commitment to elevating diversity and belonging efforts, so each student, faculty and staff member belongs and is enriched by an inclusive community (*see Dropbox File 7 - Diversity and Inclusion Memo*). In addition to administrative measures and policies, the Architecture Program works closely with BGSU's Office of Multicultural Affairs (https://www.bgsu.edu/multicultural-affairs.html) and the Diversity and Belonging Resource Hub (https://www.bgsu.edu/its/test/diversity-and-belonging-resource-hub.html) to create a healthy culture of diversity in terms of promoting awareness, appreciation, understanding and skill building around issues concerning disability, age, race/ethnicity, culture, sexual orientation, socioeconomic class, gender, religion, and other forms of human variation.

The Architecture Program adheres to all BGSU guidelines related with diversity planning, accountability, advocacy, and incentives. The Program is an active participant in growing the diverse academic culture of BGSU. All outreach and diversity endeavors are led centrally by the Dean in collaboration with the School Director, and Assistant Dean including faculty and staff in the College. Via collaborative efforts, these individuals assist in recruiting students, faculty, and staff, organize focused events, and keep the constant efforts at establishing a diverse faculty, student, and staff community visible. The University's (current) strategic plan for diversity initiatives is explicitly defined in "Goal 3: Powering Public Good Through Our People and Community" (https://www.bgsu.edu/forward.html). Via this strategic goal, the University – "*aspires to be an engaged learning community where each member belongs and is inspired to achieve excellence. For us to become the community we aspire to be, we must become more diverse, inclusive and curious*". Within this context, "*Initiative 9: Culture of Inclusion, Respect and Curiosity*" aptly captures this goal – "*We will create the culture that we aspire to be by intentionally educating all members of our community regarding diversity, inclusion and democracy. This will allow us to recruit, retain and support a diverse community of students, faculty and staff so that all belong.*" The existential context for this goal derives from the modality that to be a strong, thriving, competitive university, BGSU must ensure that all members of the faculty, staff, and administration have the opportunity to achieve excellence in their work. And as an employer, BGSU must be as diverse as the communities it serves (https://events.bgsu.edu/calendar). At the College level, equity, diversity and inclusion is highlighted and emphasized as part of CTAAE Goal 6 (*see Dropbox File 8 - CTAAE Strategic Goals*).

The Architecture Program is fully committed to equity, diversity, and inclusion as outlined in a series of University policies including: Sexual Harassment; BGSU Freedom of Expression; Accommodating Student Pregnancy; Anti Hazing Policy; Disability/Reasonable Accommodation Policy; Religious Accommodation; Violence in the Workplace; and Non-Discrimination in Employment and Education among others (https://www.bgsu.edu/general-counsel/university-policies.html). The Program also fully embraces a Code of Ethics and Conduct Policy that values the promotion of ethnic and racial diversity in the academic programs and activities and in the composition of the student body, faculty, and staff (*see Dropbox File 9 - Code of Ethics and Conduct Policy*). Failure to provide an education with cross cultural experiences and insights would inhibit graduates from functioning to their fullest potential in a pluralistic society. To realize this academic interest, BGSU engages in positive efforts to promote racial and ethnic diversity in the classrooms, in the curricula, and in all other activities that are designed to further the educational experience of students.

The Program fosters a culture that embraces a positive and respectful learning environment for all, while maintaining rigorous levels of academic and professional integrity. In alignment with the University's core values, the Program fosters and encourages respect, collaboration, self-engagement, innovation, and excellence. This value system provides the framework for the studio culture policy in the Department of Architecture and Environmental Design at BGSU. In addition, collaborative and cross-disciplinary learning, shared knowledge, and the practice of architecture that expands and deepens the horizons of the discipline are highly valued. Syllabi for all courses taught in the Program contain all University and Department policies, including academic integrity, attendance policies, and conformance with the Americans with Disabilities Act. The BGSU Student Handbook publicly displays Codes of Conduct and Policies and Procedures to help students become responsible members of the BGSU community (https://www.bgsu.edu/student-handbook.html).

The University's commitment to foster an environment that reflects and celebrates diversity, promote tolerance and civility, encourage inclusion, embrace healthy interdependence, and promise to all members a learning community free of discrimination is also reflected via the Equal Opportunity Compliance Committee (https://www.bgsu.edu/faculty-senate/committees/equal-opportunity.html). The Program also benefits from the University's Disability Services Office which provides equal access and opportunity to qualified students with disabilities and to fully integrate those students into the academic unit. This policy includes the provisions of ADA compliance for all facilities used by the Department and, in cooperation of the Disability Services Office, the accommodations and academic adjustments, including adaptive technology, assistive listening devices, captioning/interpreter services, course substitution, exam accommodations, materials in alternative format, and note taking assistance. All these services are offered with a protection of student privacy rights (https://www.bgsu.edu/accessibility-services.html).

In 2020, Bowling Green State University announced the receipt of a transformational $1 million gift from the Owens Corning Foundation to create scholarships for underrepresented students in the School of the Built Environment within BGSU's College of Technology, Architecture and Applied Engineering. The Owens Corning Scholars Program will support students studying architecture and construction management in the School of the Built Environment (https://www.bgsu.edu/news/2020/11/owens-corning-foundation-announces-one-million-gift-to-create-scholarships-for-bgsu-students.html). Most recently, two core courses in the architecture curriculum (ARCH 3310 and ARCH 6800) underwent substantial curriculum changes that resulted in their inclusion in the "2020-2022 ACSA Equity Course List" – *Courses Addressing Justice, Equity, Diversity, and Inclusion in the Built Environment* (https://www.acsa-arch.org/resource/acsa-architecture-and-equity-course-list/).

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge

Program Response:

The Program emphasizes the articulation of design through innovative connections, based on a broad curriculum that is grounded on creative problem solving. Curiosity is emphasized in order to understand the past and present to better be able to solve design problems in the future. The process of searching for design within the discipline of architecture and its related liberal arts curriculum provides the Program with a strong connection to the core principles of the profession and allows the student to think outside the box, which in-turn empower students to assist in raising innovative awareness regarding the built environment.

Students enrolled in the Architecture Program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing social and economic challenges through design and responsible professional practice; to understand the ethical implications of their decisions; to effectively reconcile interests and differences between the architect's obligation to the client and the general public; and to foster an ethos of civic engagement, including a commitment to professional and public service.

The Program continues to advocate design in the public interest as a core value in the design studios and provides disciplinary and interdisciplinary opportunities for students to develop knowledge and innovation in these critical areas. This is accomplished in the studio setting via specific project-based research and learning. The courses consistently emphasize conservation, well-being, urban design, and environmental response, in addition to design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities. Various strategies are utilized to expose students in the Program to cutting-edge knowledge in architecture including, the AIAS Lecture Series with global and public interest dimensions, a diverse set of studio project offerings that facilitate meaningful interactions with diverse stakeholders, and the development of innovative knowledge and solutions in response to a broad range of public and client needs. Further, the location of the University in close proximity to Toledo has offered design studios the opportunity to use the City as a lab that tests the theoretical concepts within the context of real-world problems. In collaboration with the Toledo Design Center (Toledo, Ohio) students are provided with opportunities to work in a variety of social and economic situations, often dealing with real problems and actual clients who participate and provide critiques of the students' work.

The College of Technology, Architecture, and Applied Engineering at Bowling Green State University has embarked on a bold plan to transform its programs and facilities to better prepare graduates for new knowledge and innovation in the Built Environment. The School of the Built Environment is poised to leverage the natural synergies of Architecture and Construction Management by renovating the existing Park Avenue building to also house its construction management program and elevate its learning spaces and technologies, as well as its opportunities in design-build innovation within the school. To realize this goal, a new facility will be constructed adjacent to the existing Park Avenue building, which houses architecture programs at the undergraduate and graduate level. Being in proximity will allow students in both programs to receive a more interdisciplinary and comprehensive education in their fields through greater knowledge and awareness of the diverse elements, and the profession will benefit from more knowledgeable and sophisticated graduates. This integrated, state-of-the-art facility will feature a state-of-the art Innovation lab, including digital classrooms and a Material and Soils Lab in addition to other program supporting components and will allow for dynamic growth, provide real-world experiences, and prepare for evolving technology and processes that will be more adaptable and cohesive in the future.

The architecture course ARCH 3360 Architectural Materials and Systems offered every fall semester is provided with a research grant funded by the National Concrete Masonry Association (NCMA). Students in the course pursue the integration of a research-focused and innovative design/build exercise, which focuses on the creative opportunities that come with the application of concrete masonry units. The exercise with CMU's causes interesting interplay interaction, interpretation, and integration, providing students the opportunity to break away from compartmentalization, while offering a unique forum for testing pedagogies about making. Students in the course are encouraged and expected to exploit the endless possibilities of expression through spontaneous, coherent and innovative incorporation of CMU's. Collaboration among students gives them a valuable occasion to realize a design in built form as mock-ups that cannot be duplicated in any other format (*see Dropbox File 10 - NCMA Grant Report*).

Students in the Program are able to graduate with University Honors. A significant part of the Honors College curriculum is the Honors Project experience that all students who aspire to graduate with University Honors must conceive and execute. The Honors Project is a self-designed, capstone experience intended to showcase the breadth and depth of a student's learning within a fairly narrowly-defined area of interdisciplinary study. The Honors Project can be a "traditional" thesis, but it also can take on a number of other, different forms that suit an individual student's interests, areas of expertise, and dominant learning style(s). Examples include senior recitals in music, juried arts shows, screen-/stage plays, book manuscripts, and service learning projects (https://www.bgsu.edu/honors-college/current-students/honors-project.html).

The College has an established Da Vinci Research Scholarship, by means of which students are eligible for funding to advance their research agenda (*see Dropbox File 11 - Da Vinci Research Scholarship*). In addition, there are several programs at the University-level in which students can participate to showcase their design knowledge and innovative skills, such as the Hatch program (https://www.bgsu.edu/business/centers-and-institutes/center-for-entrepreneurial-leadership/e-week/the-hatch.html), and the Center for Undergraduate Research and Scholarship (http://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship.html), among others.

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

Program Response:

Bowling Green State University is dedicated to excellence in teaching, research, and service. Its activities include a range of academic programs encompassing undergraduate and graduate education in six distinct Colleges. Together, the Colleges at the University offer bachelors, masters, and doctoral degrees in over 185 majors and fields of study. The University conducts basic and applied research in its colleges as well as through a number of centers. In keeping with available collaborative resources across the University, students enrolled in the Architecture Program are prepared to understand the diverse and collaborative roles assumed by architects in practice, and to understand the diverse and collaborative roles and responsibilities of related disciplines.

The Program emphasizes shared ideals at all levels, manifested through a collaborative teaching, working, and learning environment. This, in turn, creates a close-knitted design and architecture community. The importance of collaboration establishes a synthesis between technology and the liberal arts where synergy is created and nurtured. The Program provides leadership through guidance and mentoring. It also provides a vision through partnering, not only within the University's various colleges on campus, but also outside, in the industry and

profession. In the end, where the goal is to support leadership and collaboration, the sum of the parts becomes greater than the whole. For instance, group assignments enhance student interaction; many courses are taken with other Architecture, Interior Design, Visual Communication Technology, Engineering, Construction Management and related majors providing an opportunity to interact, communicate, and collaborate with students beyond architecture majors, both informally as well as in the context of group exercises.

Primarily, the Program supports pedagogy that strives for collaboration-conducive learning environments. The pedagogy of the Program assimilates, challenges, and problematizes architecture beyond its disciplinary boundaries to promote academic resiliency, individual responsibility and leadership. The progressive curriculum and extracurricular activities bear witness to this statement. Students in the Program acquire discipline-specific as well as multi-disciplinary perspectives in order to be successful in a collaborative future. The curriculum nurtures students' global awareness, allowing for critical reflection and professional engagement as they learn to effectively present themselves, their work, their experience and their ideas in the digitalized world. Specifically, in this context, multi-disciplinary learning helps build students' resiliency by enabling them to not only adapt to a profession in constant flux, but also to develop entrepreneurial strategies in order to imagine and reinvent alternative career paths.

Students in the Architecture Program participate fully in University, College, School and Departmental governance and leadership efforts through representation on various committees and councils. Student leaders belonging to AIAS and NOMAS organizations attend Departmental and School meetings to foster collaboration between faculty and students. Along with activities of active chapters of the AIAS and NOMAS, students in the Department participate in many formal and informal university opportunities. These include student government, fraternities, sororities, and many sports and social activities. Student participation in these organizations augment the collaborative vitality of the Program by providing special activities, thereby opening avenues for personal growth and offering opportunities for the development of leadership qualities.

The Architecture Program offers core curriculum courses for the entire University. These include History of Architecture I and History of Architecture II. These courses, bring a number of students from outside the Architecture Program. Within this context, students from the Architecture Program are provided the opportunity to interact and collaborate with these students in a classroom setting. Students in the Architecture Program also actively collaborate with students and faculty from other programs, departments, and colleges on campus through many requests for design help, including academic and research efforts. In addition, students in the Program have collaborated extensively with students from other programs in the CTAAE, particularly the Construction Management Program, in terms of participatory efforts related with student competitions, student presentations, job fairs, and other student-related events. Such collaborative and leadership efforts on the part of students in the Program are fostered and encouraged by all faculty, staff, and administrators in the College.

Civic and community engagement is supported and encouraged by Bowling Green State University as demonstrated by its recently established "Civic Engagement in the C. Raymond Marvin Center for Student Leadership" (https://www.bgsu.edu/center-for-public-impact.html). Community engagement is a primary focus of several courses. For example, at the graduate level, ARCH 6210 has been taught with a specific emphasis on service projects involving regional constituencies. At the undergraduate level, ARCH 4210, as a studio, engages in project-based urban design studies in close collaboration with the "Toledo Design Collective" (https://toledodesigncollective.org/about). Similarly, CONS 2350 integrates a service-learning component and has collaborated and been actively engaged with Habitat for Humanity. Additionally, architecture students are actively engaged in a variety of university-sponsored

community service projects. For instance, students support Architecture faculty in hosting the annual Rendering Day to help high school students perfect their designs for the AIA Toledo Design High School Design Competition which is currently in its 72nd year. The courses involved with community service provide valuable hands-on experience as well as contributing much-needed experience to the organizations served. Most recently, in 2021, a built design project - *The Franklin House*, a shelter for domestic violence survivors and homeless individuals in Troy, Ohio, designed by Prof. Patrick Hansford (Program faculty) was featured and highlighted in BGSU news (https://www.bgsu.edu/news/2021/06/maggies-house-a-labor-of-love-and-a-lesson-in-social-impact.html).

Each year, regional American Institute of Architecture Students (AIAS) conferences take place annually in the Northeast, South, Midwest and West Quadrants. These gatherings, known as Quad Conferences, are hosted by local AIAS chapters who have been selected to organize the event by their Quad. The AIAS Quad is the largest architecture conference in the Midwest quadrant of the United States, offering students the opportunity to learn about issues facing architectural education and the profession, to meet and network with other students and professionals with common interests, and to interact with today's leading architects. In 2020, the BGSU AIAS Chapter was selected via a competitive process to host the conference for the very first time (https://www.aias.org/chapter/bowling-green-state-university/).

Each year the National American Institute of Architecture Students (AIAS) honors individuals and groups for their exemplary work in areas such as leadership, collaboration, scholarship and service. The AIAS Honor Awards were developed to publicly recognize outstanding achievements by students, educators, and practitioners who have exhibited an exemplary commitment to the education and development of architecture students. In 2020, Ms. Gabriella Spatz, a Bowling Green State University senior majoring in architecture, was awarded the AIAS Chapter Leader Honor Award (https://www.aias.org/aias-announces-2020-honor-awards-winners/). In addition, Ms. Baili Null, a Bowling Green State University senior majoring in architecture, was chosen to serve on the American Institute of Architecture Students (AIAS) National Board of Directors as Midwest quad director for 2021-2022 (https://www.bgsu.edu/news/2021/03/architecture-major-named-to-aias-national-board-of-directors.html). Since the prior NAAB visit in 2019, two School faculty have succeeded in winning prestigious AIA awards, including: 1) Dr. Salim Elwazani – 2021 Architect of the Year Award by the AIA Toledo Chapter (https://www.aia.org/articles/6394976-2021-aia-toledo-architect-of-the-year); and 2) Prof. Linda Beall – 2021 AIA Toledo Emerging Professional of the Year (https://www.aia.org/articles/6394994-2021-aia-toledo-emerging-professional-of-t). In addition, Dr. Arsenio Rodrigues (Director of the School of the Built Environment at BGSU) was recently appointed AIA Ohio Schools Director on the AIA Ohio Board (https://www.aiaohio.org/directors/).

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

Program Response:

BGSU's general education program, BG Perspective: 21st Century Liberal Studies, was created with the intention to provide students with a coherent combination of courses in which active learning strategies are the norm and in which pedagogies are guided, in part, by regular, formal assessment of general education learning outcomes, thereby preparing students with a solid foundation for holistic and for life-long learning. During the completion of general education requirements, students hone their intellectual skills that include the ability

to think critically and communicate effectively; the ability to understand different cultures, modes of thought, and multiple values; and the ability to investigate forces that shape scientific and technological complexities of contemporary culture. This fundamental approach contributes to lifelong learning for all BGSU students.

The BG Perspective program features sets of general education learning outcomes, which are measurable and closely aligned with "Ohio Transfer 36" – formerly known as Ohio Transfer Module Guidelines (https://www.ohiohighered.org/Ohio-Transfer-36). The program contains only courses that are offered on a regular basis. To fulfill their general education requirements, all BGSU students must take a minimum of 36 credit hours, successfully completing courses within the domains of English Composition and Oral Communication, Quantitative Literacy, Humanities and the Arts, Social and Behavioral Sciences, and Natural Sciences, which are domains required by the state; additionally, students must complete courses which fulfill BGSU's requirements for Cultural Diversity in the U.S. and for International Perspective.

The ability for students in the Program to take optional studies in other disciplines also amplifies lifelong learning at BGSU. Students in the Program are afforded the opportunity to take a total of 21 credit hours as electives at the undergraduate level. At the graduate level, students are able to take an additional 10 credit hours as electives, for a total maximum count of 31 credit hours as optional studies, as they seamlessly transition from the 4-year Bachelor of Science in Architecture degree to the 2-year Master of Architecture degree. In addition, undergraduate architecture students have a variety of possibilities to select a minor at BGSU in areas such as art, art history, entrepreneurship, management, and sustainability, among others, to gain extra knowledge and credentials (https://www.bgsu.edu/new-catalog/areas-of-study/list-of-minors.html). The requirements for completing a minor varies between the colleges or schools but is at least an average of 15 to 20 credit hours. All minors are designed for students not majoring in these fields and are designed for students who have an interest in a particular specialization. In addition, undergraduate architecture students also have the opportunity to pursue a dual degree in architecture and construction management. The dual degree typically takes an extra year to complete.

BGSU's Architecture Program emphasizes a world of unbounded design that provides a healthy culture for investigation. It allows for a search for one's uniqueness through the exploration of how new design forms and tools are being developed, produced and marketed. It builds on the conceptual thinking which happens through brainstorming, mind mapping and free association. These tools of questioning and generating require experimentation and risk-taking to seek answers to the challenges of the daily application of design inventions. These tools rely on a willingness on the students' part to be open-minded in order to naturally achieve the greatest possible self-determination. One way this is accomplished is by capturing myriad variations that occur during the design process and studying them in order to extrapolate; the students can then fashion something new and unimagined to demonstrate their problem-solving design skills. In this manner, students are prepared to develop the habit of lifelong learning related with the creative process of design.

Significant and emerging issues of the social responsibility of architects are emphasized in the curriculum. Upper level design studios specifically focus on significant and emerging issues of community development, including the social responsibility of architects as core lifelong learning components. Faculty and student professional development and lifelong learning is also targeted through the Program's AIAS Lecture Series in collaboration with AIA Toledo, which invites external speakers to discuss a variety of relevant topics, ranging from sustainable design, new material applications, innovation in architecture to techniques and tactics related to how architecture can work towards the common good of societies and bring social change.

Preparation for joining the profession is a high priority for the Architecture Program. Students enrolled in the Program are prepared: to emerge as leaders in the academic setting and the profession; to practice in a global economy; to understand the breadth of professional opportunities; to respect client expectations; to make thoughtful, deliberate, and informed choices upon graduation; and to contribute to the growth and development of the profession. Within this context, the Program endeavors to provide education of high quality which, when supplemented by practical experience, will enable the graduate to practice architecture with a high level of competence and responsibility.

The Architecture Program offers various opportunities to inform and prepare students for lifelong learning, including the transition to professional realms, internships and licensure. A curricular means to this end is the Co-Op courses required of all undergraduates and an entrepreneurial experience in the architecture and design field for the graduate students. Through this platform, students gain real-world perspectives about professional practice and hands-on knowledge regarding constructability of projects. In addition, graduate students are required to take professional core courses through which they receive wide-ranging and critical exposure to a range of issues related to licensure, registration, and innovative career paths. The Department has a designated NCARB Architectural Experience Program (AXP) Coordinator who advises students on internship requirements and opportunities in meeting AXP requirements. In addition, annual presentations by staff of the Ohio Architects Board serve to expose students to issues related to professional practice.

The curriculum is intended to provide a comprehensive understanding of the knowledge and abilities required for professional practice as a licensed architect. Various facets of professional responsibilities and opportunities are woven into the design studios and lecture courses. In the Professional Practice/Entrepreneurship class, issues of ethics, professional conduct, internship requirements, and licensure are discussed both by the professor and by invited guest lecturers. This course taught by a lead practitioner, sets a standard of professional interest. Graduate and upper level design studios reinforce the regulatory discussion in lecture classes making evidence of compliance with accessibility, life safety, and other regulatory frameworks required in the professional practice of architecture.

The AIA groups in the region and the AIAS organization are systematically working in partnership to offer extracurricular activities and resources for students and emerging professionals. These include, but are not limited to: career mentoring, portfolio/resume review sessions, and professional networking opportunities. In addition, students travel to, and participate in the national conferences, including NOMAS and AIAS conferences. Studio courses in the Program are also partnered with professional communities in the region who frequently engage in the students' training; they also participate in guiding the design studios. Practicing architects regularly participate on juries, give topic lectures, provide desk feedback, offer career workshops and critically observe final reviews. They also sit-in on the Architecture Advisory Board and provide their professional perspective for coursework across the curriculum (i.e. codes, legal issues, etc.) which help students in preparation for entering the professional field. The fully functioning gallery also provides professional opportunities to exhibit work by regional, national, and international practitioners as well as academicians. Hosting and curating such exhibitions are another way the Program links and engages with the professional community at large and informs the public about its vision and mission.

The inherently diverse composition of faculty and student population within the Program creates, in the first instance, a community with dynamic thinking born of multiple ethnicities, experiences, values, and ideas. This diversity is an invaluable resource that stimulates and challenges the students in developing an appreciation of the differences in our changing society. Further, through constant association with practitioners, participation in research, interaction with educators and close affiliation with the many organizations representing and governing the profession, the Program seeks to reflect the evolving role of the architect in

society. In this sense, the students are prepared for lifelong learning to envision and emplace themselves in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected.

3—Program and Student Criteria

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

The BGSU Architecture Program is designed as a seamless progression from years one through six with students achieving the Bachelor of Science in Architecture degree at the end of their senior-year and thereafter progressing into the Master of Architecture professional degree program. The matrix displaying program criteria and student criteria, including shared values within the context of the Bachelor of Science in Architecture and Master of Architecture degrees, including non-curricular activity is available at *Dropbox File 12 - BGSU NAAB 2020 Matrix*.

NAAB Program Criteria and Student Criteria Assessment Activities:

At the School-level, the BGSU Architecture Program engages in the assessment of each NAAB program criterion and student criterion on a recurring basis, via four overarching assessment processes. All NAAB program criteria and student criteria, including components such as student satisfaction, teaching effectiveness, student career plans, etc., are assessed regularly and rigorously as follows (see Dropbox Files listed below):
- *Dropbox File 13 - Institutional Graduation Survey Data* (assessment activity occurs every semester)
- *Dropbox File 14 - Graduating Student Exit Assessment Reports* (assessment activity occurs every spring semester
- *Dropbox File 15 - Course Self-Evaluation Assessment Reports* (assessment activity occurs every semester
- *Dropbox File 16 - End-of-Semester Walk-Thru Assessment Reports* (assessment activity occurs every semester)

At the individual course-level, work produced by students in the Program is assessed regularly by faculty. Methods of assessing student work utilize project-based learning as a central pedagogic tool. Assessment of graded assignments are both quantitative and qualitative. These activities utilize individual critiques and formal reviews, with internal and external reviewers, in which the conceptual and functional aspects of a proposed solution are valuated in the content of the visual, graphical, and oral presentation of that solution. In general, assessment of student work at the individual course-level is based on the following:
- Quantitative Assessment: Based on success in meeting specific technical parameters and requirements for each assignment and also performance on the quizzes.
- Qualitative Assessment: Based upon professional evaluation of the assignments and presentations as well as the extent to which the student meet's the stated parameters for the project.

Design studios utilize external juries or outside critics in conjunction with internal faculty during the semester and during final design reviews. Regular design studio reviews are intended to encourage students to improve on a continuous basis. In addition, regular feedback provides students with the opportunity to envision their academic performance in relation with their fellow peers, with the overarching goal of becoming self-critical. Students are recognized for strengths displayed in their work and are provided with constructive and balanced criticism, all the while encouraging them to perform at a higher level. The assessment of student work encompasses a thorough discussion of theoretical and practical applications related with the pedagogy of architecture, and includes both commendation and recommendation. In this manner, the faculty ensures that student work is assessed in a fair, equitable and unbiased manner, through constructive criticism and open dialogue. This

methodology provides an overview of the academic abilities of students, including an in-depth understanding of learning effectiveness in the Program. While the process of reviewing student work is seen as an opportunity to evaluate and grade specific course deliverables, it is also an effective way to assess pedagogical underpinnings and learning goals in relation to the overall curriculum.

In the final analysis, assessment of student work is integral to course-specific learning outcomes and is an intrinsic part of all architectural courses and the Program curriculum; it is accomplished both incrementally (e.g.: weekly; monthly) and comprehensively (e.g.: midterm evaluation, periodic critiques; final review). Procedures, activities, and other specific details such as, course objectives, learning outcomes, assessment methods, assessment benchmarks, relative weight of individual assessment tools, topics covered and amount of time devoted to each topic can be traced directly to individual course syllabi relative to each NAAB program criterion and student criterion.

<u>Related Modifications to Curricular and/or Associated Program Structure:</u>

Based on findings from the assessment activities listed above (since the prior NAAB accreditation visit in 2019), the Program has enacted the following modifications, relative to the NAAB program criteria and student criteria:

1) Total credit-hours for co-op courses – TECH 2890 and TECH 3890 were reduced from 4 credit-hours to 1 credit-hour each. This resulted in an additional 6 credit-hours of coursework being added to electives (*see Dropbox File 17 - Co-op Curriculum Changes*).
2) Career electives were increased from 3 credit-hours to 6 credit-hours, as a result of the reduction to the total co-op credit-hours (*see Dropbox File 17 - Co-op Curriculum Changes*).
3) Technical electives were increased from 9 credit-hours to 12 credit hours, as a result of the reduction to the total co-op credit-hours (*see Dropbox File 17 - Co-op Curriculum Changes*).
4) A total of three new courses were added to the list of career electives (*see Dropbox File 17 - Co-op Curriculum Changes*) in the curriculum, including :
   - ECET 2050 Renewable Energy and Energy Sustainability
   - ID 1160 Introduction to Interior Design
   - SYE 2010 Engineering Economics
5) A total of fifteen new courses were added to the list of technical electives (*see Dropbox File 17 - Co-op Curriculum Changes*) in the curriculum, including:
   - ARTS 3940 Installation and Performance
   - ARTS 3950 Furniture and Object Design
   - ARTS 3931 3D Digital Fabrication & Rapid Prototyping
   - ENGT 3250 Sustainable Technologies
   - ENVS 4130 Applications in Environmental Geographic Information Systems
   - GEOG 4250 Applied Geographic Information Systems--Human Dimensions
   - ID 4180 History of Interiors
   - ID 4070 Green, Sustainable, and Universal Design for the Built Environment
   - QS 3610 Quality Management System Audits
   - QS 3710 Six Sigma Overview
   - QS 3550 Lean Systems of Manufacturing and Service Applications
   - SYE 3020 Workplace Design
   - SEES 3000 Geospatial Science
   - SEES 4100 Geographic Information Systems
   - SEES 4500 Remote Sensing
6) Currently, there are eight (8) courses listed in bold (matriculation courses) on the B.S. Arch. check-sheet. These courses are required to meet the PRE-BSCM matriculation requirements. Beginning fall 2023, the Program has proposed eliminating matriculation from the B.S. Arch. degree. In lieu of matriculation, the Program has determined

prerequisites required for 3000 and 4000 level classes. This will enable students to more efficiently progress through the sequential order of courses in the curriculum (*see Dropbox File 18 - Matriculation Removal*).

7) In spring 2020, a new core course, ARCH 1080 Architecture Design Fundamentals was added to the curriculum to strengthen the "Architecture Foundation" sequence of course offerings (*see Dropbox File 19 - B.S. Arch. Checksheet*).

8) Currently, ARCH 6320 Graduate Design Studio 4 is a 9 credit-hour course. Beginning Fall 2023, the Program has proposed splitting this 9 credit-hour course into two components comprising of 3 credit-hours and 6 credit hours. The 6 credit-hour component will become the final design studio course (offered in spring semester), whereas the 3 credit-hour component will become an independent course for final studio preparation, offered the prior fall semester.

9) Beginning Fall 2022, the Program faculty agreed to further integrate and intensify design studio coordination at all levels, via the assignment of design studio coordinators at each level, to achieve greater synthesis and consistency in terms of assignments, project types, project scope, and overall design studio outcomes and course deliverables (see *Dropbox File 80 - Design Studio Coordination*).

10) Based on the *End-of-Semester Walk-Thru Assessment Reports* (see Dropbox File 16), the faculty now collectively emphasize the need and focus for integrating *principles of life-safety and accessibility standards*, as applicable across design studios. To further reinforce and integrate *Life Safety* and *Accessibility Standards* in the curriculum, a checklist is provided every semester to all students in design studios (*see Dropbox File 20 - Checklist - Life Safety + Accessibility Standards*).

11) Most recently, two core courses in the architecture curriculum (ARCH 3310 and ARCH 6800) underwent substantial curriculum changes. In both instances, the course goals and objectives, topics covered, and prescribed textbook/learning resources were revised thoroughly to strengthen and reinforce topics on equity, diversity, and inclusionary practices relative to emerging socio-political and environmental agendas of architecture. These curriculum changes resulted in the inclusion of both courses in the "2020-2022 ACSA Equity Course List" – *Courses Addressing Justice, Equity, Diversity, and Inclusion in the Built Environment* (https://www.acsa-arch.org/resource/acsa-architecture-and-equity-course-list/).

12) At the individual faculty level, with the goal of ongoing and continual improvement relative to each core course in the Bachelor of Science in Architecture degree and the Master of Architecture degree, *Dropbox File 15 - Course Self-Evaluation Assessment Reports* provides a summary of individual faculty reflections relative to course offerings each semester, while identifying areas of pedagogical and curriculum improvements, for future planning of course offerings in subsequent semesters.

3.1 Program Criteria (PC)

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

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

Program Response:

The criterion *PC.1 Career Paths* is achieved via the following curricular and extracurricular offerings/activities:

- TECH 2890 Cooperative Education
    - Work and study in business, industry, service or government agency in college-approved, paid, full-time position related to student's intended areas of

concentration. A minimum of 520 hours of employment during one semester is required (see Dropbox files listed below):
- *Dropbox File 21 - Co-op Syllabus*
- *Dropbox File 22 - Co-op Learning Outcomes*
- *Dropbox File 23 - TECH 2890 Student Report Template*

- TECH 3890 Cooperative Education
  - Work and study in business, industry, service or government agency in college-approved paid, full-time position related to student's area of concentration. A minimum of 520 hours of employment during one semester is required (see Dropbox files listed below):
    - *Dropbox File 21 - Co-op Syllabus*
    - *Dropbox File 22 - Co-op Learning Outcomes*
    - *Dropbox File 24 - TECH 3890 Student Report Template*

- ARCH 6610 Professional Practice/Entrepreneurship
  - Essential course framework focuses on issues of Professional Practice of Architecture related to the field of Entrepreneurship are discussed and studies in depth. Topics include firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

- ARCH 6620 Business Innovation by Design
  - This course explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice. It recognizes the importance of the relationship between architecture and management, specifically offers opportunity for students in Architecture and Business Administration to be involved in a joint venture.

- ARCH 6630 Applied Entrepreneurship
  - This practical course allows graduate students the opportunity to engage architecture and design directly in the professional field. Learning occurs through both theory and active involvement in design-build project, design fabrications and/or similar settings.

- Annual Job and Career Fair
  - Annual Co-op Job Fairs are collectively organized by the BGSU AIAS and NOMAS chapters (see Dropbox files listed below):
    - *Dropbox File 25 - 2021 Co-op Fair Flyer*
    - *Dropbox File 26 - 2021 Co-op Fair Schedule*
    - *Dropbox File 27 - 2022 Co-op Fair Flyer*
    - *Dropbox File 28 - 2022 Co-Op Fair Schedule*

- AXP Workshops
  - Dr. Stan Guidera (architect and full-time faculty member), within his role as the designated Architect Licensing Advisor for the Program, coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice, including the importance of professional architectural experience in the development of an architect (see Dropbox files listed below):
    - *Dropbox File 29 - Designing your Future Creating Value in Your Career*

- *Dropbox File 30 - Fall 2019 AXP Info Sessions*
- *Dropbox File 31 - AXP+ARE Virtual Discussion Forum*
- *Dropbox File 32 - NCARB & You AXP + ARE + Certification*
- *Dropbox File 33 - Architectural Experience Program Guidelines*
- *Dropbox File 34 - AXP Communication Samples*

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.1 Career Paths* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.2 Design* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 1050 Design Representation I
    - Fundamental freehand and machine-assisted drawing principles necessary to the investigation, visualization and presentation of design ideas. Drafting methods and techniques including the principles of orthographic projection, paraline and perspective drawing.

- ARCH 1080 Architectural Design Fundamentals
    - Introduction to theory, rationale, practice, and societal impact of architectural design; design process, critical issues, relationship to the built environment. Emphasis on interpretive, analytical, and generative uses of design thinking skills to solve problems creatively.

- ARCH 2050 Design Representation II
    - Freehand and machine-assisted drawing principles necessary to the investigation, visualization and presentation of design ideas. Paraline and perspective drawing methods, shade and shadow, rendition of value and content, sketching and architectural presentation techniques.

- ARCH 2220 Design Studio I
    - Introduction to architecture and environmental design problem solving. Topics include anthropometrics, human-environment interaction, principles of form, style, order, proportion, scale and balance; concepts of programming and diagramming.

- ARCH 3210 Design Studio 2
    - Studio course focusing on formal, theoretical, technical, and legal issues in architecture related to site design, interior and exterior spatial relationships, and building form with an emphasis on the influence of site and topography on architectural form.

- ARCH 3220 Design Studio 3
  - Formal design studio focusing on the design of moderately complex structures emphasizing programming and adjacency analysis, the relationship of building envelope and structure, and the relationship between built form and site.

- ARCH 4210 Design Studio 4
  - The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- ARCH 4220 Design Studio 5
  - This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

- ARCH 6220 Graduate Design Studio 2
  - The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

- ARCH 6620 Business Innovation by Design
  - This course explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice. It recognizes the importance of the relationship between architecture and management, specifically offers opportunity for students in Architecture and Business Administration to be involved in a joint venture.

- ARCH 6310 Graduate Design Studio 3
  - Third design studio in the four course graduate studio sequence. The course focus is on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

- AIAS/AIA Toledo Lecture Series
  - Faculty and student professional development and lifelong learning is also targeted through the Program's AIAS Lecture Series in collaboration with AIA Toledo, which invites external speakers to discuss a variety of relevant topics, ranging from sustainable design, new material applications, innovation in architecture to techniques and tactics related to how architecture can work towards the common good of societies and bring social change (see Dropbox files and web hyperlink listed below):
    - *Dropbox File 35 - 2019 AIAS-AIA Lecture Series*
    - *Dropbox File 36 - 2020 AIAS-AIA Lecture Series*
    - *Dropbox File 37 - 2021 AIAS-AIA Lecture Series*
    - *Dropbox File 38 - 2022 AIAS-AIA Lecture Series*
    - https://www.aiasbgsu.com/gallery

- Study Abroad and Domestic Excursions
  - Since the previous NAAB accreditation visit in 2019, the Program has engaged in two study abroad travel opportunities for students, including one domestic excursion (see Dropbox files listed below):
    - *Dropbox File 39 - 2019 Spain Study Abroad Program*
    - *Dropbox File 40 - 2020 West Coast Domestic Excursion Program*
    - *Dropbox File 41 - 2020 Mexico Study Abroad Program*

- Freedom by Design (AIAS Community Service)
  - Organized and coordinated by the BGSU AIAS chapter (see Dropbox file and web hyperlink listed below):
    - *Dropbox File 42 - 2020 AIAS Freedom By Design*
    - https://www.aiasbgsu.com/gallery

- AIA Ohio Design Competition
  - Since the previous NAAB accreditation visit in 2019, two students in the BGSU Architecture Program won design awards for projects completed as part of the design studios. In fall semester 2020, an urban design project completed by Mr. Max Koensparger in ARCH 4210 Design Studio 4, won an Honorable Mention in the 2021 AIA Ohio Student Design Awards Category (https://aiaohio.secure-platform.com/a/gallery/rounds/78/details/9089. In addition, in December 2021, Ms. Grace Link, a first-year M.Arch. student, won an Honorable Mention (AIA Dayton Bi-annual Design Awards) for her design for the new College of Technology Building she completed during spring semester 2021 in ARCH 6620 Graduate Design Studio 2 (*See Dropbox File 6 - AIA Dayton Design Award*). Most recently, in summer 2022, Mr. Trevor Hibbs and Ms. Megan Daly, two undergraduate students, received an Honorable Mention (Design a New White House – An ARCH OUT LOUD Student Design Competition) for their design project completed under the guidance of Prof. Yong Huang and Dr. Salim Elwazani (https://www.archoutloud.com/white-house-results.html).

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.2 Design* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.3 Ecological Knowledge and Responsibility* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 2360 Mechanical and Electrical Building Systems I
    - Mechanical and electrical building systems including review of scientific principles used in system design. Topics include equipment description and selection, system types, system components and basic design.

- ARCH 3210 Design Studio 2
    - Studio course focusing on formal, theoretical, technical, and legal issues in architecture related to site design, interior and exterior spatial relationships, and building form with an emphasis on the influence of site and topography on architectural form.

- ARCH 3220 Design Studio 3
    - Formal design studio focusing on the design of moderately complex structures emphasizing programming and adjacency analysis, the relationship of building envelope and structure, and the relationship between built form and site.

- ARCH 3370 Mechanical and Electrical Building Systems II
    - A laboratory course investigating applications of mechanical and electrical building systems. Analysis of existing systems, system design, system modeling and report writing. Topics include water and sanitary waste systems, electrical distribution systems, HVAC systems and lighting design.

- ARCH 4210 Design Studio 4
    - The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- ARCH 4220 Design Studio 5
    - This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

- ARCH 6220 Graduate Design Studio 2
    - The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

- ARCH 6510 Sustainability Systems

- This lecture/seminar course investigates the environmental, social, and economic dimensions of sustainability and reviews leading initiatives applications as relating to the building industry. Approaching sustainability as an interdisciplinary field undergoing fast-growing theories, standards, and applications, the course employs an existing built-environment of a manageable size as a laboratory for student analysis and assessment of sustainability systems.

- AIAS/AIA Toledo Lecture Series
  - Faculty and student professional development and lifelong learning is also targeted through the Program's AIAS Lecture Series in collaboration with AIA Toledo, which invites external speakers to discuss a variety of relevant topics, ranging from sustainable design, new material applications, innovation in architecture to techniques and tactics related to how architecture can work towards the common good of societies and bring social change (see Dropbox files and web hyperlink listed below):
    - *Dropbox File 35 - 2019 AIAS-AIA Lecture Series*
    - *Dropbox File 36 - 2020 AIAS-AIA Lecture Series*
    - *Dropbox File 37 - 2021 AIAS-AIA Lecture Series*
    - *Dropbox File 38 - 2022 AIAS-AIA Lecture Series*
    - https://www.aiasbgsu.com/gallery

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.3 Ecological Knowledge and Responsibility* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.4 History and Theory* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 2330 History of Architecture I
  - Ancient and medieval Western architecture and traditional non-Western architecture in cultural, aesthetic, and technical aspects.

- ARCH 2340 History of Architecture II
  - Western architecture from renaissance to present and recent developments in global architecture in cultural, aesthetic, and technical aspects.

- ARTH 3630 Modern Architecture
  - Architecture of 19th and 20th centuries with a principal focus on Western Europe and America. Secondary focus on international influences.

- ARCH 3310 Theory in Architectural Design
  - Lecture and panel discussion sessions on topics in architectural design theory.

- ARCH 6800 Seminar in Architecture and Design
  - Course addressing topics, trends, and developments in architecture and design, including theory, technology, and professional practice in the education of design professionals in architecture and allied fields.

- Study Abroad and Domestic Excursions
  - Since the previous NAAB accreditation visit in 2019, the Program has engaged in two study abroad travel opportunities for students, including one domestic excursion (see Dropbox files listed below):
    - *Dropbox File 39 - 2019 Spain Study Abroad Program*
    - *Dropbox File 40 - 2020 West Coast Domestic Excursion Program*
    - *Dropbox File 41 - 2020 Mexico Study Abroad Program*

- Freedom by Design (AIAS Community Service)
  - Organized and coordinated by the BGSU AIAS chapter (see Dropbox file and web hyperlink listed below):
    - *Dropbox File 42 - 2020 AIAS Freedom By Design*
    - https://www.aiasbgsu.com/gallery

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.4 History and Theory* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.5 Research and Innovation* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 6610 Professional Practice/Entrepreneurship
  - Essential course framework focuses on issues of Professional Practice of Architecture related to the field of Entrepreneurship are discussed and studies in depth. Topics include firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

- ARCH 6620 Business Innovation by Design
  - This course explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice. It recognizes the importance of the relationship between architecture and management, specifically offers opportunity for students in Architecture and Business Administration to be involved in a joint venture.

- ARCH 6630 Applied Entrepreneurship

- This practical course allows graduate students the opportunity to engage architecture and design directly in the professional field. Learning occurs through both theory and active involvement in design-build project, design fabrications and/or similar settings.

- AIAS/AIA Toledo Lecture Series
    - Faculty and student professional development and lifelong learning is also targeted through the Program's AIAS Lecture Series in collaboration with AIA Toledo, which invites external speakers to discuss a variety of relevant topics, ranging from sustainable design, new material applications, innovation in architecture to techniques and tactics related to how architecture can work towards the common good of societies and bring social change (see Dropbox files and web hyperlink listed below):
        - *Dropbox File 35 - 2019 AIAS-AIA Lecture Series*
        - *Dropbox File 36 - 2020 AIAS-AIA Lecture Series*
        - *Dropbox File 37 - 2021 AIAS-AIA Lecture Series*
        - *Dropbox File 38 - 2022 AIAS-AIA Lecture Series*
        - https://www.aiasbgsu.com/gallery

- Study Abroad and Domestic Excursions
    - Since the previous NAAB accreditation visit in 2019, the Program has engaged in two study abroad travel opportunities for students, including one domestic excursion (see Dropbox files listed below):
        - *Dropbox File 39 - 2019 Spain Study Abroad Program*
        - *Dropbox File 40 - 2020 West Coast Domestic Excursion Program*
        - *Dropbox File 41 - 2020 Mexico Study Abroad Program*

- Freedom by Design (AIAS Community Service)
    - Organized and coordinated by the BGSU AIAS chapter (see Dropbox file and web hyperlink listed below):
        - *Dropbox File 42 - 2020 AIAS Freedom By Design*
        - https://www.aiasbgsu.com/gallery

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.5 Research and Innovation* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.6 Leadership and Collaboration* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 4210 Design Studio 4

- The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- ARCH 3310 Theory in Architectural Design
  - Lecture and panel discussion sessions on topics in architectural design theory.

- ARCH 4220 Design Studio 5
  - This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

- ARCH 6620 Business Innovation by Design
  - This course explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice. It recognizes the importance of the relationship between architecture and management, specifically offers opportunity for students in Architecture and Business Administration to be involved in a joint venture.

- ARCH 6630 Applied Entrepreneurship
  - This practical course allows graduate students the opportunity to engage architecture and design directly in the professional field. Learning occurs through both theory and active involvement in design-build project, design fabrications and/or similar settings.

- AXP Workshops
  - Dr. Stan Guidera (architect and full-time faculty member), within his role as the designated Architect Licensing Advisor for the Program, coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice, including the importance of professional architectural experience in the development of an architect (see Dropbox files listed below):
    - *Dropbox File 29 - Designing your Future Creating Value in Your Career*
    - *Dropbox File 30 - Fall 2019 AXP Info Sessions*
    - *Dropbox File 31 - AXP+ARE Virtual Discussion Forum*
    - *Dropbox File 32 - NCARB & You AXP + ARE + Certification*
    - *Dropbox File 33 - Architectural Experience Program Guidelines*
    - *Dropbox File 34 - AXP Communication Samples*

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.6 Leadership and Collaboration* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials

3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

Development of the learning and teaching culture has been a priority and ongoing process for design faculty and student leaders at BGSU and is based on the premise that much of professional behavior is molded and modeled in the design studio. The Learning and Teaching Culture Policy for the Architecture Program was developed and is maintained with input from students and faculty. The policy has gone through several iterations. The most recent was initiated and refined during spring semester 2022 (see Dropbox files listed below):
- *Dropbox File 43 - 2019 Edition - Learning and Teaching Culture Policy*
- *Dropbox File 44 - 2022 Edition - Learning and Teaching Culture Policy*
During the revision period, the Program invited architecture students and faculty to consider, comment, and offer updates and revisions to the policy. The policy document is distributed to all incoming students and is posted in all design studios. It is also made available to all students and faculty via the Department's website
https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/resources.html

The criterion *PC.7 Learning and Teaching Culture* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 1050 Design Representation I
  - Fundamental freehand and machine-assisted drawing principles necessary to the investigation, visualization and presentation of design ideas. Drafting methods and techniques including the principles of orthographic projection, paraline and perspective drawing.

- ARCH 1080 Architectural Design Fundamentals
  - Introduction to theory, rationale, practice, and societal impact of architectural design; design process, critical issues, relationship to the built environment. Emphasis on interpretive, analytical, and generative uses of design thinking skills to solve problems creatively.

- ARCH 2050 Design Representation II
  - Freehand and machine-assisted drawing principles necessary to the investigation, visualization and presentation of design ideas. Paraline and perspective drawing methods, shade and shadow, rendition of value and content, sketching and architectural presentation techniques.

- ARCH 2220 Design Studio I
  - Introduction to architecture and environmental design problem solving. Topics include anthropometrics, human-environment interaction, principles of form, style, order, proportion, scale and balance; concepts of programming and diagramming.

- ARCH 3210 Design Studio 2

- Studio course focusing on formal, theoretical, technical, and legal issues in architecture related to site design, interior and exterior spatial relationships, and building form with an emphasis on the influence of site and topography on architectural form.

- ARCH 3220 Design Studio 3
  - Formal design studio focusing on the design of moderately complex structures emphasizing programming and adjacency analysis, the relationship of building envelope and structure, and the relationship between built form and site.

- ARCH 4210 Design Studio 4
  - The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- ARCH 4220 Design Studio 5
  - This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

- ARCH 6220 Graduate Design Studio 2
  - The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

- ARCH 6310 Graduate Design Studio 3
  - Third design studio in the four course graduate studio sequence. The course focus is on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

- AXP Workshops
  - Dr. Stan Guidera (architect and full-time faculty member), within his role as the designated Architect Licensing Advisor for the Program, coordinates and advises

students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice, including the importance of professional architectural experience in the development of an architect (see Dropbox files listed below):
- *Dropbox File 29 - Designing your Future Creating Value in Your Career*
- *Dropbox File 30 - Fall 2019 AXP Info Sessions*
- *Dropbox File 31 - AXP+ARE Virtual Discussion Forum*
- *Dropbox File 32 - NCARB & You AXP + ARE + Certification*
- *Dropbox File 33 - Architectural Experience Program Guidelines*
- *Dropbox File 34 - AXP Communication Samples*

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.7 Learning and Teaching Culture* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

Program Response:

The criterion *PC.8 Social Equity and Inclusion* is achieved via the following curricular and extracurricular offerings/activities:

- ARCH 2330 History of Architecture I
  - Ancient and medieval Western architecture and traditional non-Western architecture in cultural, aesthetic, and technical aspects.

- ARCH 2340 History of Architecture II
  - Western architecture from renaissance to present and recent developments in global architecture in cultural, aesthetic, and technical aspects.

- ARCH 4210 Design Studio 4
  - The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- ARTH 3630 Modern Architecture
  - Architecture of 19th and 20th centuries with a principal focus on Western Europe and America. Secondary focus on international influences.

- ARCH 3310 Theory in Architectural Design
  - Lecture and panel discussion sessions on topics in architectural design theory.

- ARCH 6800 Seminar in Architecture and Design

- Course addressing topics, trends, and developments in architecture and design, including theory, technology, and professional practice in the education of design professionals in architecture and allied fields.

- Annual Job and Career Fair
  - Annual Co-op Job Fairs are collectively organized by the BGSU AIAS and NOMAS chapters (see Dropbox files listed below):
    - *Dropbox File 25- 2021 Co-op Fair Flyer*
    - *Dropbox File 26 - 2021 Co-op Fair Schedule*
    - *Dropbox File 27 - 2022 Co-op Fair Flyer*
    - *Dropbox File 28 - 2022 Co-Op Fair Schedule*

Detailed/comprehensive evidence to demonstrate the achievement of the objectives relative to *PC.8 Social Equity and Inclusion* is provided for each component listed above, via supporting materials as follows:
1) Course Syllabus + Schedule
2) Instructional Materials
3) Policy Documents
4) Event Posters
5) Email Documentation
6) Web Hyperlinks

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

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

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

Program Response:

The criterion *SC.1 Health, Safety and Welfare in the Built Environment* is achieved via the following curricular offerings:

- ARCH 2360 Mechanical and Electrical Building Systems I
  - Mechanical and electrical building systems including review of scientific principles used in system design. Topics include equipment description and selection, system types, system components and basic design.

  - Learning Outcome 1:
    The Student will be able to describe the three tier approach to sustainable design of heating, cooling, and lighting.
    - Tier 1: Basic building design.
    - Tier 2: Passive systems.
    - Tier 3: Mechanical equipment.

    Assessment Method:
    - Reading.
    - Homework and assignments.

  - Learning Outcome 2:
    The student will understand the basic principles for using passive and active sustainable design methods to reduce energy usage in buildings.

Assessment Method:
- Reading.
- Homework and assignments.

- Learning Outcome 3:
The student will be able to describe the basic attributes of active mechanical, electrical, and plumbing systems and their integration into a building design.

  Assessment Method:
  - Reading.
  - Homework and assignments.

- ARCH 3210 Design Studio 2
  - Studio course focusing on formal, theoretical, technical, and legal issues in architecture related to site design, interior and exterior spatial relationships, and building form with an emphasis on the influence of site and topography on architectural form.

  - Learning Outcome 1:
  The student will understand the role of design in shaping the built environment, and convey the methods by which design integrates multiple factors, in different settings and scales of development.

    Assessment Method:
    - Pre-design reviews.

  - Learning Outcome 2:
  The student will develop a holistic understanding of the dynamic between built and natural environments and be able to responsibly mitigate climate change by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

    Assessment Method:
    - Analysis and presentations.

  - Learning Outcome 3:
  The student will participate in developing a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among the members of its faculty, student body, administration, staff, and the profession.

    Assessment Method:
    - Class participation, reviews, presentations.

  - Learning Outcome 4:
  The student will understand the role of the built environment in human health, safety, and welfare at multiple scales.

    Assessment Method:
    - Case studies.

  - Learning Outcome 5:
  The student will develop an understanding of how structure functions as a generator and as a determinant of form.

Assessment Method:
- Pre-design reviews.

- ARCH 3360 Architectural Materials and Systems
  - Materials technical properties and construction methods and systems, incorporating expressive and sustainable design objectives.

    • Learning Outcome 1:
    The student will create clear technical drawings.
      Assessment Method:
      - Drawing and detail submissions.

    • Learning Outcome 2:
    The student will prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for building design.

      Assessment Method:
      - Quizzes.
      - Midterm.
      - Final exam.

    • Learning Outcome 3:
    The student will apply basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

      Assessment Method:
      - Drawing and detail submissions.

    • Learning Outcome 4:
    The student will paraphrase construction manuals, fabrication, methods, processes, etc.

      Assessment Method:
      - Drawing and detail submissions.
      - Quizzes and exams.

- CONS 3360 Structural Design
  - Introduction of the principles of Statics and Strength of Materials. Standard methods of comparing actual stresses to allowable stresses will be used to size structural members. Emphasis on floor framing systems, columns and connections in steel and wood per design codes.

    • Learning Outcome 1:
    The student will develop an understanding of basic structural concepts.

      Assessment Method:
      - Written examinations.
      - Structural system presentation.

    • Learning Outcome 2:
    The student will demonstrate the ability to use applied mechanics for building design.

Assessment Method:
- Structural system project (physical model).

- ARCH 3220 Design Studio 3
  - Formal design studio focusing on the design of moderately complex structures emphasizing programming and adjacency analysis, the relationship of building envelope and structure, and the relationship between built form and site.

  - Learning Outcome 1:
    Programming and adjacency analysis.
    - The student will be able to review and analyze an architectural program and subsequently develop a responsive building design.

      Assessment Method:
      - Task: Pre-design analysis.
      - Project: Application in design project.
        - Concept development.
        - Rough design.
        - Refined design.

  - Learning Outcome 2:
    Relationship of building envelope and structure.
    - The student will be able to conduct preliminary research on structural systems and select a structural system for their building design.
    - The student will be able to conduct preliminary research on building envelope systems and select a system for their building design.

      Assessment Method:
      - Task: Systems research.
      - Project: Application in design project.
        - Concept development.
        - Rough design.
        - Refined design.

  - Learning Outcome 3:
    Relationship of built form and site.
    - The student will be able to analyze a building site and identify issues that will affect the placement of the building on the site, as well as the design of the building, to be responsive to both environmental issues and contextual issues.
    - The student will develop an understanding of how a building should relate to not only its immediate site, but to the larger context of its surrounding environment.

      Assessment Method:
      - Task: Pre-design analysis.
      - Projects: Application in design project.
        - Concept development.
        - Rough design.
        - Final design.

- ARCH 3370 Mechanical and Electrical Building Systems II
  - A laboratory course investigating applications of mechanical and electrical building systems. Analysis of existing systems, system design, system modeling

and report writing. Topics include water and sanitary waste systems, electrical distribution systems, HVAC systems and lighting design.

- Learning Outcome 1:
  The student will comprehend established and emerging building systems.

  Assessment Method:
  - System configuration assignments.

- Learning Outcome 2:
  The student will identify and select building systems based on performance and design criteria context.

  Assessment Method:
  - System performance and selection assignments.

- Learning Outcome 3:
  The student will acquire insights into mitigating climate change by developing principles for sustainable design, efficient building performance, adaptation, and resilience.

  Assessment Method:
  - Climate change mitigation studies (daylighting).
  - System performance and selection assignments.

- Learning Outcome 4:
  The student will be able to apply the profession's societal responsibilities (codes and regulations) that pertain to health, safety, and welfare when solving design problems.

  Assessment Method:
  - An HSW study (health, safety, and welfare).

- CONS 3380 Steel, Concrete and Masonry Design
  - Sizing and massing techniques to assist the design professional in preliminary layout and design. The course will present design concepts and supplement the design process with tables and charts. Expose students to computer application used in the industry for design of structural steel, structural concrete and masonry - load and non-load bearing walls.

  - Learning Outcome 1:
    The student will develop an understanding of basic structural concepts.

    Assessment Method:
    - Written examinations.

  - Learning Outcome 2:
    The student will demonstrate the ability to use applied mechanics for building design.

    Assessment Method:
    - Written examinations.

- ARCH 4210 Design Studio 4

- The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

- **Learning Outcome 1:**
  The student will identify, select, and integrate a full range of available information in designing urban spaces.

  Assessment Method:
  - Case studies.

- **Learning Outcome 2:**
  The student will analyze concepts and issues related to urban morphologies (e.g. urban patterns, physical, spatial, and social structures, and historical processes of change over time).

  Assessment Method:
  - Case studies – macro to micro exploration.

- **Learning Outcome 3:**
  The student will study public life and its interactions with urban spaces through rigorous research methodologies, systematic observation, documentation, and representation.

  Assessment Method:
  - Case studies – macro to micro exploration.

- **Learning Outcome 4:**
  The student will apply urbanism tools guiding design of cities (e.g. master planning and design charrettes).

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- **Learning Outcome 5:**
  The student will formulate abstract relationships by comprehending people, places, and urban contexts.

  Assessment Method:
  - Desk critiques and juries.

- **Learning Outcome 6:**
  The student will evaluate precedents of urban projects, and history and contemporary developments of cities.

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- **Learning Outcome 7:**
  The student will design a city for well-functioning interactions between life and space while embracing different needs of clients, communities, and the society.

  Assessment Method:

- Final project: Government Center Toledo, OH.

- **Learning Outcome 8:**
  The student will collaborate in a caring and productive manner inside project groups and with those involved in the planning and design process.

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- **Learning Outcome 9:**
  The student will expand prior knowledge and skills to foster continued development of graphic representation and communication skills.

  Assessment Method:
  - Final project: Government Center Toledo, OH.
  - Course documentation - literary and graphic sketchbook.

- ARCH 4220 Design Studio 5
- This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

  - **Learning Outcome 1:**
    The student will categorize the essential steps of the architectural design process.

    Assessment Method:
    - Course documentation (sketchbook, etc.).
    - Presentations.
    - Readings.

  - **Learning Outcome 2:**
    The student will develop an awareness of the relationship between architecture and human behavior: social, spatial, emotional, etc.

    Assessment Method:
    - Urban analysis and assessment assignments.
    - Design case study assignments.
    - Readings.

  - **Learning Outcome 3:**
    The student will develop a vocabulary of design in order to be able to articulate form, space, and hierarchy.

    Assessment Method:
    - Design case study assignments.
    - Project.

  - **Learning Outcome 4:**
    The student will demonstrate an ability to represent his/her own design ideas to be presented both graphically and verbally.

    Assessment Method:

- Desk critiques.
- Project presentations.

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

  - Learning Outcome 1:
    The student will develop research skills as to explore contemporary urban design issues and urban design methods based on an integrative research and prototyping process.
    - Visit the city in which project (prototyping project) is to be located.
    - Research the city to determine various areas and sites within areas of the city for location of project(s).
    - Use conducted research to select single area of the city for location of project and select singular site for project.
    - Conduct research into issues of cultural diversity and inclusion for project area.

    Assessment Method:
    - Urban research and analysis, analysis drawings and modeling, and program analysis.
    - Project #1: Prototype project for urban farming pavilion.
    - Project #2: ACSA timber in the city competition.

  - Learning Outcome 2:
    The student will develop research skills as to explore contemporary architectural design issues and design methods based on an integrative research and prototyping Process.
    - Research use of mass timber in architectural design.
    - Research computational design methods.
    - Conceptualize structural systems and assemblies.

    Assessment Method:
    - Architectural program analysis, site analysis, and research of structural and tectonic issues.
    - Project #1: Prototype project for urban farming pavilion.

  - Learning Outcome 3:
    The student will demonstrate how prototyping process provides guidance to developing the final project.

    Assessment Method:
    - Diagrams and research outlined from project #1 as supportive documentation for final project solution.
    - Project #2: ACSA timber in the city competition.

  - Learning Outcome 4:
    The student will understand various regulatory codes and apply them in their design solution.

    Assessment Method:
    - Written code analysis and graphic depiction of compliance.
    - Research into community planning regulations affecting project.

- Accessibility review.
- Project #1: Prototype project for urban farming pavilion.
- Project #2: ACSA timber in the city competition.

- **Learning Outcome 5:**
  The student will demonstrate how building systems are integrated into their design.

  Assessment Method:
  - Structural plan and sections.
  - Written description of MPE systems.
  - Graphic depiction of MPE systems in final design.
  - Detailed building and wall sections.

- ARCH 6220 Graduate Design Studio 2
- The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

  - **Learning Outcome 1:**
    The student will be able to explain their design process from the urban scale to their site to their building and the inter-relationships of the varying scales.

    Assessment Method:
    - Review existing master plans and the master planning process.
    - Develop extra-architectural techniques to inform the design process.
    - Perform case study analyses and appropriate precedent research.
    - Develop and present site analyses, planning and programming analyses and formal place making approaches using models and drawings.
    - Desk critiques and presentations of the above.

  - **Learning Outcome 2:**
    The student will be able to conduct research into emerging sustainable technologies.

    Assessment Method:
    - Case study and analysis of a selected AIA Top 10 COTE project from past three calendar years.

  - **Learning Outcome 3:**
    The student will be able to apply and explain the sustainable technologies and design strategies used in their design.

    Assessment Method:
    - Graphic and written depiction of systems being utilized under AIA COTE criteria.

  - **Learning Outcome 4:**
    The student will understand various regulatory codes and apply them in their design solution.

Assessment Method:
- Written code analysis and graphic depiction of compliance.
- Accessibility review.
- Energy modeling and analysis.

- **Learning Outcome 5:**
  The student will be able to demonstrate how building systems are integrated into their design.

  Assessment Method:
  - Structural plan and sections.
  - Written description of MPE systems.
  - Graphic depiction of MPE systems in final design.
  - Detailed building and wall sections.

- ARCH 6310 Graduate Design Studio 3
  - Third design studio in the four course graduate studio sequence. The course focus is on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

  - **Learning Outcome 1:**
    The student will categorize the essential steps of the architectural design process.

    Assessment Method:
    - Studio work documentation (digital).

  - **Learning Outcome 2:**
    The student will develop an awareness of the relationship between architecture and human behavior: Social, spatial, emotional, etc.

    Assessment Method:
    - Place study/analysis.
    - Site study/analysis.
    - Structure study/analysis.
    - MEP study/analysis.
    - Sustainability/Landscape study/analysis.
    - Interior study/analysis.

  - **Learning Outcome 3:**
    The student will demonstrate an ability to represent his/her own design ideas to be presented both graphically and verbally.

    Assessment Method:
    - Desk critiques and juries.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

- Learning Outcome 1:
  The student will demonstrate research skills to explore contemporary design issues proposed in their thesis statement.

  Assessment Method:
  - Written thesis proposal: 10-15 page position paper.
  - Written thesis position paper: 10-15 page position paper.
  - Precedence - case studies.
  - Schematic design.

- Learning Outcome 2:
  The student will demonstrate research skills to explore contemporary architectural design issues and design methods.

  Assessment Method:
  - Architectural program analysis.
  - Site analysis.
  - Precedence - case studies.
  - Schematic design.

- Learning Outcome 3:
  The student will demonstrate research skills and delineate the various regulatory codes and apply them in their thesis design solution.

  Assessment Method:
  - Written code analysis and graphic depiction of compliance.
  - Research into community planning regulations affecting the project.
  - Accessibility review.
  - Sustainability review.
  - Final Project presentation.

- Learning Outcome 4:
  The student will demonstrate how building systems are integrated into their design.

  Assessment Method:
  - Research of structural and tectonic issues.
  - Structural plans and sections.
  - Written description of MPE systems.
  - Graphic depiction of MPE systems in final design.
  - Detailed building and wall sections.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.1 Health, Safety and Welfare in the Built Environment* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes

relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

The criterion *SC.2 Professional Practice* is achieved via the following curricular offerings:

- ARCH 6610 Professional Practice/Entrepreneurship
  - Essential course framework focuses on issues of Professional Practice of Architecture related to the field of Entrepreneurship are discussed and studies in depth. Topics include firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

    - Learning Outcome 1:
      The student will understand a multitude of career paths & opportunities; understand business principles that promote vitality, viability, efficiency and growth.

        Assessment Method:
        - Assignments, guest speakers, class discussions, examination.

    - Learning Outcome 2:
      The student will engage in research & evaluate innovations; learn marketing, branding business development theory and its applications.

        Assessment Method:
        - Primary source material, assignments, class discussions, examination.

    - Learning Outcome 3:
      The student will understand how culture, context and background informs better outcomes in the built environment.

        Assessment Method:
        - Reading and media that explores diversity, research within assignments.

    - Learning Outcome 4:
      The student will understand the legally defined role of the architect, licensure, legal responsibilities of practice and organizational structure.

        Assessment Method:
        - Primary source material, assignments, guest speakers, media and discussions, examination.

    - Learning Outcome 5:
      The student will learn professional ethics, business principles and financial management.

        Assessment Method:
        - Primary source reading, assignments, class discussions, examination.

- **Learning Outcome 6:**
  The student will understand building codes, legal issues, insurance and the regulatory environment impacting the profession.

  Assessment Method:
  - Guest speakers, primary source material, assignments, discussions, examinations.

- ARCH 6530 Codes and Regulations
  - Codes and regulations cover broad topics of ethics, code history, specialty codes, importance of code compliance, and code compliance implementation. Student will explore the difference between codes, laws and regulations through interactive projects. The coursework will also be connected to Architect Registration Examination content to form integration with examine preparation.

    - **Learning Outcome 1:**
      The student will be able to identify the primary national, state, and local building codes governing design and delivery of buildings and structures.

      Assessment Method:
      - Textbook readings and lectures.
      - Midterm and final exam.
      - Homework assignment 1.
      - Guest lectures by area building officials.

    - **Learning Outcome 2:**
      The student will be able to demonstrate understanding of construction types, use groups, and occupancy as defined by standardized building codes.

      Assessment Method:
      - Textbook readings and lectures.
      - Midterm and final exam.
      - Homework assignment 1.
      - Semester-long analysis and documentation.
      - Project.

    - **Learning Outcome 3:**
      The student will be able to demonstrate understanding of life-safety concepts relating to egress, required fire resistance ratings, and permissible building areas.

      Assessment Method:
      - Textbook readings and lectures.
      - Guest lectures by area building officials.
      - Homework assignment 3.
      - Semester-long analysis and documentation.
      - Project.

    - **Learning Outcome 4:**
      The student will be able to demonstrate understanding of the construction document submission and approval process.

      Assessment Method:
      - Guest lectures by area building officials.

- **Learning Outcome 5:**
  The student will be able to demonstrate understanding of zoning concepts and how zoning regulations inter-relate with building code concepts.

  Assessment Method:
  - Zoning lectures, zoning analysis assignment (homework 2)

- **Learning Outcome 6:**
  The student will be able to demonstrate knowledge of accessibility regulations and requirements.

  Assessment Method:
  - Textbook readings and lectures.
  - Semester-long analysis and documentation.
  - Project.
  - Homework assignment 4.

- **Learning Outcome 7:**
  The student will be able to produce life safety documentation for a project.

  Assessment Method:
  - Textbook readings and lectures.
  - Guest lecturer.
  - Semester-long analysis and documentation.
  - Project.

- **Learning Outcome 8:**
  The student will be able to synthesize and apply their understanding of the concepts identified in 1 through 7 in assessing and revising a project in order to bring that project in code compliance.

  Assessment Method:
  - Semester-long analysis and documentation.
  - Project.

- ARCH 6620 Business Innovation by Design
  - This course explores the intersection of business and design, moving beyond form and function, design thinking, and transforming experiences and organizations as they affect practice. It recognizes the importance of the relationship between architecture and management, specifically offers opportunity for students in Architecture and Business Administration to be involved in a joint venture.

    - **Learning Outcome 1:**
      The student will outline different career opportunities within the field of architecture and design including licensure.

      Assessment Method:
      - Graphic protocol.
      - Assignments #1 and #2.

    - **Learning Outcome 2:**
      The student will develop an awareness of the relationship between the role of architecture, design, and human behavior: Social, spatial, emotional, etc.

Assessment Method:
- Readings (quizzes).
- Graphic protocol.
- Assignments #1, #2, and #3.

- Learning Outcome 3:
  The student will categorize problems, criteria, solutions, and implementation within applied research methodologies.

  Assessment Method:
  - Readings (quizzes).
  - Graphic protocol.
  - Assignments #2 and #3.

- Learning Outcome 4:
  The student will define different relationships within team settings and the basic principles of a firm's business practices.

  Assessment Method:
  - Readings (quizzes).
  - Graphic protocol.
  - Assignments #2 and #3.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.2 Professional Practice* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)

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

Program Response:

The criterion *SC.3 Regulatory Context* is achieved via the following curricular offerings:

- ARCH 4210 Design Studio 4
  - The study of urbanism in the holistic context of environmental design in relationship to urban design, architecture, landscape architecture and city planning. The study of cities as a multidiscipline process integrating physical, social, economic, political and sustainable factors.

  - Learning Outcome 1:
    The student will identify, select, and integrate a full range of available information in designing urban spaces.

    Assessment Method:
    - Case studies.

- Learning Outcome 2:
  The student will analyze concepts and issues related to urban morphologies (e.g. urban patterns, physical, spatial, and social structures, and historical processes of change over time).

  Assessment Method:
  - Case studies – macro to micro exploration.

- Learning Outcome 3:
  The student will study public life and its interactions with urban spaces through rigorous research methodologies, systematic observation, documentation, and representation.

  Assessment Method:
  - Case studies – macro to micro exploration.

- Learning Outcome 4:
  The student will apply urbanism tools guiding design of cities (e.g. master planning and design charrettes).

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- Learning Outcome 5:
  The student will formulate abstract relationships by comprehending people, places, and urban contexts.

  Assessment Method:
  - Desk critiques and juries.

- Learning Outcome 6:
  The student will evaluate precedents of urban projects, and history and contemporary developments of cities.

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- Learning Outcome 7:
  The student will design a city for well-functioning interactions between life and space while embracing different needs of clients, communities, and the society.

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- Learning Outcome 8:
  The student will collaborate in a caring and productive manner inside project groups and with those involved in the planning and design process.

  Assessment Method:
  - Final project: Government Center Toledo, OH.

- Learning Outcome 9:
  The student will expand prior knowledge and skills to foster continued development of graphic representation and communication skills.

Assessment Method:
- Final project: Government Center Toledo, OH.
- Course documentation - literary and graphic sketchbook.

- ARCH 6610 Professional Practice/Entrepreneurship
- Essential course framework focuses on issues of Professional Practice of Architecture related to the field of Entrepreneurship are discussed and studies in depth. Topics include firm organizational models, innovative business and marketing concepts, legal and ethical implications pertaining to firms, traditional and non-traditional office/company models as well as creative start up business techniques and project delivery methodology.

- Learning Outcome 1:
  The student will understand a multitude of career paths & opportunities; understand business principles that promote vitality, viability, efficiency and growth.

  Assessment Method:
  - Assignments, guest speakers, class discussions, examination.

- Learning Outcome 2:
  The student will engage in research & evaluate innovations; learn marketing, branding business development theory and its applications.

  Assessment Method:
  - Primary source material, assignments, class discussions, examination.

- Learning Outcome 3:
  The student will understand how culture, context and background informs better outcomes in the built environment.

  Assessment Method:
  - Reading and media that explores diversity, research within assignments.

- Learning Outcome 4:
  The student will understand the legally defined role of the architect, licensure, legal responsibilities of practice and organizational structure.

  Assessment Method:
  - Primary source material, assignments, guest speakers, media and discussions, examination.

- Learning Outcome 5:
  The student will learn professional ethics, business principles and financial management.

  Assessment Method:
  - Primary source reading, assignments, class discussions, examination.

- Learning Outcome 6:
  The student will understand building codes, legal issues, insurance and the regulatory environment impacting the profession.

Assessment Method:
- Guest speakers, primary source material, assignments, discussions, examinations.

- ARCH 6530 Codes and Regulations
- Codes and regulations cover broad topics of ethics, code history, specialty codes, importance of code compliance, and code compliance implementation. Student will explore the difference between codes, laws and regulations through interactive projects. The coursework will also be connected to Architect Registration Examination content to form integration with examine preparation.

- Learning Outcome 1:
  The student will be able to identify the primary national, state, and local building codes governing design and delivery of buildings and structures.

  Assessment Method:
  - Textbook readings and lectures.
  - Midterm and final exam.
  - Homework assignment 1.
  - Guest lectures by area building officials.

- Learning Outcome 2:
  The student will be able to demonstrate understanding of construction types, use groups, and occupancy as defined by standardized building codes.

  Assessment Method:
  - Textbook readings and lectures.
  - Midterm and final exam.
  - Homework assignment 1.
  - Semester-long analysis and documentation.
  - Project.

- Learning Outcome 3:
  The student will be able to demonstrate understanding of life-safety concepts relating to egress, required fire resistance ratings, and permissible building areas.

  Assessment Method:
  - Textbook readings and lectures.
  - Guest lectures by area building officials.
  - Homework assignment 3.
  - Semester-long analysis and documentation.
  - Project.

- Learning Outcome 4:
  The student will be able to demonstrate understanding of the construction document submission and approval process.

  Assessment Method:
  - Guest lectures by area building officials.

- Learning Outcome 5:
  The student will be able to demonstrate understanding of zoning concepts and how zoning regulations inter-relate with building code concepts.

Assessment Method:
- Zoning lectures, zoning analysis assignment (homework 2)

- Learning Outcome 6:
The student will be able to demonstrate knowledge of accessibility regulations and requirements.

    Assessment Method:
    - Textbook readings and lectures.
    - Semester-long analysis and documentation.
    - Project.
    - Homework assignment 4.

- Learning Outcome 7:
The student will be able to produce life safety documentation for a project.

    Assessment Method:
    - Textbook readings and lectures.
    - Guest lecturer.
    - Semester-long analysis and documentation.
    - Project.

- Learning Outcome 8:
The student will be able to synthesize and apply their understanding of the concepts identified in 1 through 7 in assessing and revising a project in order to bring that project in code compliance.

    Assessment Method:
    - Semester-long analysis and documentation.
    - Project.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.3 Regulatory Context* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)

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

Program Response:

The criterion *SC.4 Technical Knowledge* is achieved via the following curricular offerings:

- ARCH 2710 Computer-Aided Design for Architecture
    - Intermediate course emphasizing the role of 3D computer applications, including parametric modeling and Building Information Modeling in architectural design, presentation, and professional practice.

- Learning Outcome 1:
  The student will understand basic concepts underlying Building Information Modeling and the fundamental concepts of Object-oriented and Parametric design processes.

    Assessment Method:
    - Textbook readings and videos.
    - Supplemental readings and quiz.

- Learning Outcome 2:
  The student will be able to apply basic concepts of constraints and "dimension-driven" geometry manipulation.

    Assessment Method:
    - Building project with associated video tutorials.

- Learning Outcome 3:
  The student will be able to use model-centric design development processes to generate 2-D and 3-D representations of architectural proposals.

    Assessment Method:
    - Building project with associated video tutorials.

- Learning Outcome 4:
  The student will be able to embed and extract basic information from a BIM model using material take-offs and cost estimates.

    Assessment Method:
    - Building project with associated video tutorials.

- Learning Outcome 5:
  The student will be able to apply basic concepts and knowledge related to construction assemblies including material dimensions and material selections when creating a Revit Building Information Model.

    Assessment Method:
    - Building project with associated video tutorials.

- Learning Outcome 6:
  The student will understand and use Revit massing families to produce 3-D representations of architectural form, including Model massing and conceptual modeling.

    Assessment Method:
    - Completion of in-class massing assignment.

- CONS 2350 Introduction to Construction
    - Basic concepts of construction management and technology, including office organization, building construction techniques, surveying, building materials, plan reading and estimating.

    - Learning Outcome 1:
      The student will perform utility lab projects.

        Assessment Method:

- Constructing electrical, plumbing, and piping lab activities.

- **Learning Outcome 2:**
  The student will design and build structural building components and evaluate them for compliance with code parameters.

  Assessment Method:
  - Concrete cylinder making labs and compression labs, data extraction.

- **Learning Outcome 3:**
  The student will apply basic principles in assemblies of building construction, technologies, systems, and methods of design and construction.

  Assessment Method:
  - Tests and exams.

- **Learning Outcome 4:**
  The student will practice building construction assemblies, technologies, emerging systems, and methods of design and construction.

  Assessment Method:
  - Lab assignments and submissions.

- ARCH 2360 Mechanical and Electrical Building Systems I
  - Mechanical and electrical building systems including review of scientific principles used in system design. Topics include equipment description and selection, system types, system components and basic design.

  - **Learning Outcome 1:**
    The Student will be able to describe the three tier approach to sustainable design of heating, cooling, and lighting.
    - Tier 1: Basic building design.
    - Tier 2: Passive systems.
    - Tier 3: Mechanical equipment.

    Assessment Method:
    - Reading.
    - Homework and assignments.

  - **Learning Outcome 2:**
    The student will understand the basic principles for using passive and active sustainable design methods to reduce energy usage in buildings.

    Assessment Method:
    - Reading.
    - Homework and assignments.

  - **Learning Outcome 3:**
    The student will be able to describe the basic attributes of active mechanical, electrical, and plumbing systems and their integration into a building design.

    Assessment Method:
    - Reading.
    - Homework and assignments.

- ARCH 3360 Architectural Materials and Systems
  - Materials technical properties and construction methods and systems, incorporating expressive and sustainable design objectives.

  - Learning Outcome 1:
    The student will create clear technical drawings.

      Assessment Method:
      - Drawing and detail submissions.
  - Learning Outcome 2:
    The student will prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for building design.

      Assessment Method:
      - Quizzes.
      - Midterm.
      - Final exam.

  - Learning Outcome 3:
    The student will apply basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

      Assessment Method:
      - Drawing and detail submissions.

  - Learning Outcome 4:
    The student will paraphrase construction manuals, fabrication, methods, processes, etc.

      Assessment Method:
      - Drawing and detail submissions.
      - Quizzes and exams.

- CONS 3360 Structural Design
  - Introduction of the principles of Statics and Strength of Materials. Standard methods of comparing actual stresses to allowable stresses will be used to size structural members. Emphasis on floor framing systems, columns and connections in steel and wood per design codes.

  - Learning Outcome 1:
    The student will develop an understanding of basic structural concepts.

      Assessment Method:
      - Written examinations.
      - Structural system presentation.

  - Learning Outcome 2:
    The student will demonstrate the ability to use applied mechanics for building design.

      Assessment Method:
      - Structural system project (physical model).

- ARCH 3370 Mechanical and Electrical Building Systems II
  - A laboratory course investigating applications of mechanical and electrical building systems. Analysis of existing systems, system design, system modeling and report writing. Topics include water and sanitary waste systems, electrical distribution systems, HVAC systems and lighting design.

    - Learning Outcome 1:
      The student will comprehend established and emerging building systems.

      Assessment Method:
      - System configuration assignments.

    - Learning Outcome 2:
      The student will identify and select building systems based on performance and design criteria context.

      Assessment Method:
      - System performance and selection assignments.

    - Learning Outcome 3:
      The student will acquire insights into mitigating climate change by developing principles for sustainable design, efficient building performance, adaptation, and resilience.

      Assessment Method:
      - Climate change mitigation studies (daylighting).
      - System performance and selection assignments.

    - Learning Outcome 4:
      The student will be able to apply the profession's societal responsibilities (codes and regulations) that pertain to health, safety, and welfare when solving design problems.

      Assessment Method:
      - An HSW study (health, safety, and welfare).

- CONS 3380 Steel, Concrete and Masonry Design
  - Sizing and massing techniques to assist the design professional in preliminary layout and design. The course will present design concepts and supplement the design process with tables and charts. Expose students to computer application used in the industry for design of structural steel, structural concrete and masonry - load and non-load bearing walls.

    - Learning Outcome 1:
      The student will develop an understanding of basic structural concepts.

      Assessment Method:
      - Written examinations.

    - Learning Outcome 2:
      The student will demonstrate the ability to use applied mechanics for building design.

      Assessment Method:
      - Written examinations.

- ARCH 4220 Design Studio 5
  - This intensive studio course represents the culmination and recapitulation of all previous courses in the undergraduate degree program: a capstone. This design course pursues a holistic and integrated approach to architectural design. Emphasis is placed on the development by each individual student of a selected design problem.

  - Learning Outcome 1:
    The student will categorize the essential steps of the architectural design process.

    Assessment Method:
    - Course documentation (sketchbook, etc.).
    - Presentations.
    - Readings.

  - Learning Outcome 2:
    The student will develop an awareness of the relationship between architecture and human behavior: social, spatial, emotional, etc.

    Assessment Method:
    - Urban analysis and assessment assignments.
    - Design case study assignments.
    - Readings.

  - Learning Outcome 3:
    The student will develop a vocabulary of design in order to be able to articulate form, space, and hierarchy.

    Assessment Method:
    - Design case study assignments.
    - Project.

  - Learning Outcome 4:
    The student will demonstrate an ability to represent his/her own design ideas to be presented both graphically and verbally.

    Assessment Method:
    - Desk critiques.
    - Project presentations.

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

  - Learning Outcome 1:
    The student will develop research skills as to explore contemporary urban design issues and urban design methods based on an integrative research and prototyping process.
    - Visit the city in which project (prototyping project) is to be located.
    - Research the city to determine various areas and sites within areas of the city for location of project(s).
    - Use conducted research to select single area of the city for location of project and select singular site for project.

- Conduct research into issues of cultural diversity and inclusion for project area.

    Assessment Method:
    - Urban research and analysis, analysis drawings and modeling, and program analysis.
    - Project #1: Prototype project for urban farming pavilion.
    - Project #2: ACSA timber in the city competition.

- Learning Outcome 2:
    The student will develop research skills as to explore contemporary architectural design issues and design methods based on an integrative research and prototyping Process.
    - Research use of mass timber in architectural design.
    - Research computational design methods.
    - Conceptualize structural systems and assemblies.

    Assessment Method:
    - Architectural program analysis, site analysis, and research of structural and tectonic issues.
    - Project #1: Prototype project for urban farming pavilion.

- Learning Outcome 3:
    The student will demonstrate how prototyping process provides guidance to developing the final project.

    Assessment Method:
    - Diagrams and research outlined from project #1 as supportive documentation for final project solution.
    - Project #2: ACSA timber in the city competition.

- Learning Outcome 4:
    The student will understand various regulatory codes and apply them in their design solution.

    Assessment Method:
    - Written code analysis and graphic depiction of compliance.
    - Research into community planning regulations affecting project.
    - Accessibility review.
    - Project #1: Prototype project for urban farming pavilion.
    - Project #2: ACSA timber in the city competition.

- Learning Outcome 5:
    The student will demonstrate how building systems are integrated into their design.

    Assessment Method:
    - Structural plan and sections.
    - Written description of MPE systems.
    - Graphic depiction of MPE systems in final design.
    - Detailed building and wall sections.

- ARCH 6220 Graduate Design Studio 2
    - The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable

technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

- Learning Outcome 1:
  The student will be able to explain their design process from the urban scale to their site to their building and the inter-relationships of the varying scales.

    Assessment Method:
    - Review existing master plans and the master planning process.
    - Develop extra-architectural techniques to inform the design process.
    - Perform case study analyses and appropriate precedent research.
    - Develop and present site analyses, planning and programming analyses and formal place making approaches using models and drawings.
    - Desk critiques and presentations of the above.

- Learning Outcome 2:
  The student will be able to conduct research into emerging sustainable technologies.

    Assessment Method:
    - Case study and analysis of a selected AIA Top 10 COTE project from past three calendar years.

- Learning Outcome 3:
  The student will be able to apply and explain the sustainable technologies and design strategies used in their design.

    Assessment Method:
    - Graphic and written depiction of systems being utilized under AIA COTE criteria.

- Learning Outcome 4:
  The student will understand various regulatory codes and apply them in their design solution.

    Assessment Method:
    - Written code analysis and graphic depiction of compliance.
    - Accessibility review.
    - Energy modeling and analysis.

- Learning Outcome 5:
  The student will be able to demonstrate how building systems are integrated into their design.

    Assessment Method:
    - Structural plan and sections.
    - Written description of MPE systems.
    - Graphic depiction of MPE systems in final design.
    - Detailed building and wall sections.

- ARCH 6310 Graduate Design Studio 3

- Third design studio in the four course graduate studio sequence. The course focus is on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

- **Learning Outcome 1:**
  The student will categorize the essential steps of the architectural design process.

  Assessment Method:
  - Studio work documentation (digital).

- **Learning Outcome 2:**
  The student will develop an awareness of the relationship between architecture and human behavior: Social, spatial, emotional, etc.

  Assessment Method:
  - Place study/analysis.
  - Site study/analysis.
  - Structure study/analysis.
  - MEP study/analysis.
  - Sustainability/Landscape study/analysis.
  - Interior study/analysis.

- **Learning Outcome 3:**
  The student will demonstrate an ability to represent his/her own design ideas to be presented both graphically and verbally.

  Assessment Method:
  - Desk critiques and juries.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

  - **Learning Outcome 1:**
    The student will demonstrate research skills to explore contemporary design issues proposed in their thesis statement.

    Assessment Method:
    - Written thesis proposal: 10-15 page position paper.
    - Written thesis position paper: 10-15 page position paper.
    - Precedence - case studies.
    - Schematic design.

  - **Learning Outcome 2:**
    The student will demonstrate research skills to explore contemporary architectural design issues and design methods.

    Assessment Method:

- Architectural program analysis.
- Site analysis.
- Precedence - case studies.
- Schematic design.

- **Learning Outcome 3:**
  The student will demonstrate research skills and delineate the various regulatory codes and apply them in their thesis design solution.

  Assessment Method:
  - Written code analysis and graphic depiction of compliance.
  - Research into community planning regulations affecting the project.
  - Accessibility review.
  - Sustainability review.
  - Final Project presentation.

- **Learning Outcome 4:**
  The student will demonstrate how building systems are integrated into their design.

  Assessment Method:
  - Research of structural and tectonic issues.
  - Structural plans and sections.
  - Written description of MPE systems.
  - Graphic depiction of MPE systems in final design.
  - Detailed building and wall sections.

- ARCH 6510 Sustainability Systems
- This lecture/seminar course investigates the environmental, social, and economic dimensions of sustainability and reviews leading initiatives applications as relating to the building industry. Approaching sustainability as an interdisciplinary field undergoing fast-growing theories, standards, and applications, the course employs an existing built-environment of a manageable size as a laboratory for student analysis and assessment of sustainability systems.

  - **Learning Outcome 1:**
    The student will grasp sustainability principles and develop ability in applying them independently by analyzing sustainability in existing buildings and recommending adaptations.

    Assessment Method:
    - Studies: Using AIA measures of sustainable design.

  - **Learning Outcome 2:**
    The student will grasp emerging wellness aspects and apply them independently by analyzing wellness in existing buildings and recommending adaptations.

    Assessment Method:
    - Studies: Using the petals/imperatives of the Living Building Challenge 4.0.

  - **Learning Outcome 3:**

The student will grasp the concept and areas of resilience and develop skills in analyzing case studies of sites and urban areas for such hazards as fire, flooding, and landslides.

Assessment Method:
- Studies: Using resilience design by the American Institute of Landscape Architects (ASLA).

- Learning Outcome 4:
The student will grasp the systems, methods and assemblies in historic buildings.
Assessment Method:
- Assignment 1: Preservation premises.
- Assignment 2: Measured survey.
- Assignment 3: The visual reference.

- Learning Outcome 5:
The student will grasp the technical development methods and preservation standards and will be able to evaluate building features for rehabilitation.

Assessment Method:
- Assignment 4: Materials and systems investigation.
- Assignment 5: Rehabilitation intervention.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.4 Technical Knowledge* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)

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

Program Response:

The criterion *SC.5 Design Synthesis* is achieved via the following curricular offerings:

- ARCH 6220 Graduate Design Studio 2
  - The second in the graduate design studio sequence, this course continues to develop design skills while introducing the integration of passive and sustainable technologies as fundamental components of design development. Lectures and guest lecturer will bring in contemporary practices and research in sustainability as a resource to be incorporated into guided design practice. Students will work both independent and group projects based on theoretical and actual current regional initiatives.

  - Learning Outcome 1:
    The student will be able to explain their design process from the urban scale to their site to their building and the inter-relationships of the varying scales.

Assessment Method:
- Review existing master plans and the master planning process.
- Develop extra-architectural techniques to inform the design process.
- Perform case study analyses and appropriate precedent research.
- Develop and present site analyses, planning and programming analyses and formal place making approaches using models and drawings.
- Desk critiques and presentations of the above.

- Learning Outcome 2:
The student will be able to conduct research into emerging sustainable technologies.

  Assessment Method:
  - Case study and analysis of a selected AIA Top 10 COTE project from past three calendar years.

- Learning Outcome 3:
The student will be able to apply and explain the sustainable technologies and design strategies used in their design.

  Assessment Method:
  - Graphic and written depiction of systems being utilized under AIA COTE criteria.

- Learning Outcome 4:
The student will understand various regulatory codes and apply them in their design solution.

  Assessment Method:
  - Written code analysis and graphic depiction of compliance.
  - Accessibility review.
  - Energy modeling and analysis.

- Learning Outcome 5:
The student will be able to demonstrate how building systems are integrated into their design.

  Assessment Method:
  - Structural plan and sections.
  - Written description of MPE systems.
  - Graphic depiction of MPE systems in final design.
  - Detailed building and wall sections.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

    - Learning Outcome 1:
    The student will demonstrate research skills to explore contemporary design issues proposed in their thesis statement.

      Assessment Method:

- Written thesis proposal: 10-15 page position paper.
- Written thesis position paper: 10-15 page position paper.
- Precedence - case studies.
- Schematic design.

- **Learning Outcome 2:**
  The student will demonstrate research skills to explore contemporary architectural design issues and design methods.

    Assessment Method:
    - Architectural program analysis.
    - Site analysis.
    - Precedence - case studies.
    - Schematic design.

- **Learning Outcome 3:**
  The student will demonstrate research skills and delineate the various regulatory codes and apply them in their thesis design solution.

    Assessment Method:
    - Written code analysis and graphic depiction of compliance.
    - Research into community planning regulations affecting the project.
    - Accessibility review.
    - Sustainability review.
    - Final Project presentation.

- **Learning Outcome 4:**
  The student will demonstrate how building systems are integrated into their design.

    Assessment Method:
    - Research of structural and tectonic issues.
    - Structural plans and sections.
    - Written description of MPE systems.
    - Graphic depiction of MPE systems in final design.
    - Detailed building and wall sections.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.5 Design Synthesis* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)
4) Student Work

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

Program Response:

The criterion *SC.6 Building Integration* is achieved via the following curricular offerings:

- ARCH 6210 Graduate Design Studio 1
  - Comprehension of architectural design methods through topical investigation and studio project that address diverse cultural, social, behavioral, and physical needs and problems.

  - Learning Outcome 1:
    The student will develop research skills as to explore contemporary urban design issues and urban design methods based on an integrative research and prototyping process.
    - Visit the city in which project (prototyping project) is to be located.
    - Research the city to determine various areas and sites within areas of the city for location of project(s).
    - Use conducted research to select single area of the city for location of project and select singular site for project.
    - Conduct research into issues of cultural diversity and inclusion for project area.

      Assessment Method:
      - Urban research and analysis, analysis drawings and modeling, and program analysis.
      - Project #1: Prototype project for urban farming pavilion.
      - Project #2: ACSA timber in the city competition.

  - Learning Outcome 2:
    The student will develop research skills as to explore contemporary architectural design issues and design methods based on an integrative research and prototyping Process.
    - Research use of mass timber in architectural design.
    - Research computational design methods.
    - Conceptualize structural systems and assemblies.

      Assessment Method:
      - Architectural program analysis, site analysis, and research of structural and tectonic issues.
      - Project #1: Prototype project for urban farming pavilion.

  - Learning Outcome 3:
    The student will demonstrate how prototyping process provides guidance to developing the final project.

      Assessment Method:
      - Diagrams and research outlined from project #1 as supportive documentation for final project solution.
      - Project #2: ACSA timber in the city competition.

  - Learning Outcome 4:
    The student will understand various regulatory codes and apply them in their design solution.

      Assessment Method:
      - Written code analysis and graphic depiction of compliance.
      - Research into community planning regulations affecting project.
      - Accessibility review.

- Project #1: Prototype project for urban farming pavilion.
- Project #2: ACSA timber in the city competition.

- **Learning Outcome 5:**
  The student will demonstrate how building systems are integrated into their design.

    Assessment Method:
    - Structural plan and sections.
    - Written description of MPE systems.
    - Graphic depiction of MPE systems in final design.
    - Detailed building and wall sections.

- ARCH 6310 Graduate Design Studio 3
  - Third design studio in the four course graduate studio sequence. The course focus is on the integration of structural systems and materials exploration within a design studio project. Emphasis will be placed upon the relationship of structure to building enclosure, structure to form, and the detailed investigation of building connections and exterior/interior enclosure systems. This course is also intended to provide a foundation for understanding the protocols of architectural design by following a project from schematic design through construction.

    - **Learning Outcome 1:**
      The student will categorize the essential steps of the architectural design process.

        Assessment Method:
        - Studio work documentation (digital).

    - **Learning Outcome 2:**
      The student will develop an awareness of the relationship between architecture and human behavior: Social, spatial, emotional, etc.

        Assessment Method:
        - Place study/analysis.
        - Site study/analysis.
        - Structure study/analysis.
        - MEP study/analysis.
        - Sustainability/Landscape study/analysis.
        - Interior study/analysis.

    - **Learning Outcome 3:**
      The student will demonstrate an ability to represent his/her own design ideas to be presented both graphically and verbally.

        Assessment Method:
        - Desk critiques and juries.

- ARCH 6320 Graduate Design Studio 4
  - This thesis studio constitutes the realization of the investigation and exploration initiated in the previous design studios. Specifically, it offers students the opportunity to execute an independent thesis within the structure of a supervised studio devoted to the investigation of a specific program.

    - **Learning Outcome 1:**

The student will demonstrate research skills to explore contemporary design issues proposed in their thesis statement.

   Assessment Method:
   - Written thesis proposal: 10-15 page position paper.
   - Written thesis position paper: 10-15 page position paper.
   - Precedence - case studies.
   - Schematic design.

- Learning Outcome 2:
  The student will demonstrate research skills to explore contemporary architectural design issues and design methods.

   Assessment Method:
   - Architectural program analysis.
   - Site analysis.
   - Precedence - case studies.
   - Schematic design.

- Learning Outcome 3:
  The student will demonstrate research skills and delineate the various regulatory codes and apply them in their thesis design solution.

   Assessment Method:
   - Written code analysis and graphic depiction of compliance.
   - Research into community planning regulations affecting the project.
   - Accessibility review.
   - Sustainability review.
   - Final Project presentation.

- Learning Outcome 4:
  The student will demonstrate how building systems are integrated into their design.

   Assessment Method:
   - Research of structural and tectonic issues.
   - Structural plans and sections.
   - Written description of MPE systems.
   - Graphic depiction of MPE systems in final design.
   - Detailed building and wall sections.

Detailed/comprehensive evidence to demonstrate the achievement of the learning objectives relative to *SC.6 Building Integration* is provided for each course listed above, via supporting materials as follows:
1) Course Syllabus (including, *assessment benchmarks* and *relative weight of each assessment tool*)
2) Course Schedule (including, *topics covered* and *amount of time devoted to each topic*)
3) Instructional Materials (as applicable, *summary of required readings, lecture materials, field trips,* and *workshops*)
4) Student Work

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

A copy of the most recent letter from the Higher Learning Commission, a commission of the North Central Association regarding Bowling Green State University's term of accreditation, is available at *Dropbox File 45 - Institutional Accreditation Letter*.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

Program Response:

The distribution of required professional studies courses for the Master of Architecture degree (including undergraduate preparatory courses) is available at *Dropbox File 46 - Master of Architecture Degree Courses*. Documentation related to course distribution for the Bachelor of Science in Architecture degree and the Master of Architecture degree is publicly available to all students on the College website as follows:

> Bachelor of Science in Architecture:
> (https://www.bgsu.edu/content/dam/BGSU/catalog/Fall-2022/technology/Arch-Env-Design-Studies.pdf)

> Master of Architecture:
> (https://www.bgsu.edu/technology-architecture-and-applied-engineering/graduate-programs/master-of-architecture.html#core)

The following professional studies courses are required for all students:
ARCH 1050 Design Representation I
ARCH 1080 Architectural Design Fundamentals
ARCH 2050 Design Representation II
ARCH 2220 Design Studio I
ARCH 2330 History of Architecture I (BGP)
ARCH 2340 History of Architecture II (BGP)
CONS 2350 Introduction to Construction

ARCH 2360 Mechanical and Electrical Building Systems I
ARCH 2710 Computer-Aided Design for Architecture
TECH 2890 Co-op
ARCH 3210 Design Studio 2
ARCH 3220 Design Studio 3
ARCH 3310 Theory in Architectural Design
ARCH 3360 Architectural Materials and Systems
CONS 3360 Structural Design
ARCH 3370 Mechanical and Electrical Building Systems II
CONS 3380 Steel, Concrete, and Masonry Design
ARTH 3630 Modern Architecture
TECH 3890 Co-op
ARCH 4210 Design Studio 4
ARCH 4220 Design Studio 5
ARCH 6210 Graduate Design Studio 1
ARCH 6220 Graduate Design Studio 2
ARCH 6310 Graduate Design Studio 3
ARCH 6320 Graduate Design Studio 4
ARCH 6510 Sustainability Systems
ARCH 6530 Codes & Regulations
ARCH 6610 Professional Practice/Entrepreneurship
ARCH 6620 Business Innovation by Design
ARCH 6800 Seminar in Architecture and Design

Total credits for professional studies courses listed above amount to 113 credit hours.

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

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

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

Program Response:

The institutional regional accreditor (Higher Learning Commission) requires the University to maintain a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model (https://www.hlcommission.org/Policies/assumed-practices.html).

All candidates for a baccalaureate degree at Bowling Green State University must take at least 36 credit hours from the BG Perspective curriculum. The BG Perspective curriculum provides a liberal studies foundation, preparing BGSU students for self-reliant learning throughout life and effective participation in a democratic society. BG Perspective classes, taken by all students at BGSU, reflect a deep conviction by the BGSU learning community

and leaders in all professions that successful, satisfying lives require a wide range of skills and knowledge. Ethical integrity, reflective thinking, and social responsibility are characteristics of a liberally-educated person. Through active learning experiences, the BG Perspective curriculum provides students a solid foundation in both vital intellectual skills and breadth of knowledge to be successful in their major areas of study and later, in their chosen professions. These intellectual skills include the ability to think critically and communicate effectively; the ability to understand different cultures and modes of thought; and the ability to investigate forces that shape the social, artistic, scientific, and technological complexities of our contemporary culture and society.

The BG Perspective curriculum is defined by particular intellectual skills integral to all courses: critical thinking and effective communication, investigating and problem solving, and participation and leadership through active learning and engagement. Achievement of these skills is central to all courses in the following domains: English Composition and Oral Communication, Quantitative Literacy, Humanities and the Arts, Social and Behavioral Sciences, Natural Sciences, as well as Cultural Diversity in the United States, and International Perspective (https://www.bgsu.edu/catalog/academic-policies/bg-perspective.html).

The distribution of general studies courses for the Master of Architecture degree (including undergraduate preparatory courses) is available at *Dropbox File 46 - Master of Architecture Degree Courses*. The following general studies courses are typically taken by students in the Bachelor of Science in Architecture degree program:

    WRIT 1110 Seminar in Academic Writing (BGP)
    WRIT 1120 Seminar in Research Writing (BGP)
    MATH 1220 College Algebra II (BGP)
    MATH 1230 Mathematics for Architecture/Construction (BGP)
    ECON 2000 Introduction to Economics (BGP)
    PHYS 2010 College Physics I (BGP)
    Natural Sciences (By Advisement – BGP)
    Cultural Diversity (By Advisement – BGP)
    Course (By Advisement – BGP)

The two courses - *ARCH 2330 History of Architecture I* and *ARCH 2340 History of Architecture II* are required professional studies courses for all students in the Bachelor of Science in Architecture degree program. However, both ARCH 2330 and ARCH 2340 also qualify for "International Perspective" under BGSU's general education program (BG Perspective). Total credits for general studies courses therefore amount to 38 credit hours, including ARCH 2330 and ARCH 2340. In this vein, ARCH 2330 and ARCH 2340 account for an additional 6 credit hours of general studies, but are only counted once in the total degree credit hour requirements.

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

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

Program Response:

The distribution of optional studies courses for the Master of Architecture degree (including undergraduate preparatory courses) is available at *Dropbox File 46 - Master of Architecture*

Degree Courses. The list below displays optional studies courses taken by students in the Bachelor of Science in Architecture degree and the Master of Architecture degree programs:

Undergraduate Career Elective #1 (By Advisement)
Undergraduate Career Elective #2 (By Advisement)
Undergraduate Technical Elective #1 (By Advisement)
Undergraduate Technical Elective #2 (By Advisement)
Undergraduate Technical Elective #3 (By Advisement)
Undergraduate Technical Elective #4 (By Advisement)
Undergraduate Business Elective (By Advisement)
Graduate Elective #1 (By Advisement)
Graduate Elective #2 (By Advisement)
Graduate Elective #3 (By Advisement)
*Graduate Elective #4 (By Advisement)
> (*Beginning spring semester 2020, students may either choose ARCH 6630 Applied Entrepreneurship or any 1 credit-hour elective course)

Students in the Program are afforded the opportunity to take a total of 21 credit hours as electives at the undergraduate level. At the graduate level, students are able to take an additional 10 credit hours as electives, for a total maximum count of 31 credit hours as optional studies, as they seamlessly transition from the 4-year Bachelor of Science in Architecture degree to the 2-year Master of Architecture degree.

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

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

Program Response:

The Department of Architecture and Environmental Design offers the following two degrees:
1) Master of Architecture (professional degree in architecture)
2) Bachelor of Science in Architecture (pre-professional degree in architecture)

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

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

Program Response:

(Not Applicable)

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

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professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The distribution of required professional studies courses, general studies courses, and optional studies courses for both the Bachelor of Science in Architecture (pre-professional degree in architecture) and Master of Architecture (professional degree in architecture) is available at *Dropbox File 46 - Master of Architecture Degree Courses*.

The Bachelor of Science in Architecture degree is composed of 124 semester credit hours, distributed as follows:

Architecture Concentration:	69 credit hours
BG Perspective:	32 credit hours (38 including *ARCH 2330 & *ARCH 2340)
Business Elective:	3 credit hours
Career Electives:	6 credit hours
Technical Electives:	12 credit hours
Cooperative Education:	2 credit hours

The distribution of minimum number of semester credit hours for the Bachelor of Science in Architecture degree is as follows:

Year 1:
16	credit hours	Fall Semester
17	credit hours	Spring Semester

Year 2:
14	credit hours	Fall Semester
15	credit hours	Spring Semester
1	credit hour	Summer Semester

Year 3:
15	credit hours	Fall Semester
15	credit hours	Spring Semester
1	credit hour	Summer Semester

Year 4:
15	credit hours	Fall Semester
15	credit hours	Spring Semester

A detailed list of course sequencing per semester for the Bachelor of Science in Architecture degree is available at: *Dropbox File 47 - B.S. Arch. Degree Plan*.

The Master of Architecture degree is composed of 52 credit hours, distributed as follows:

Design Studios:	27 credit hours
Professional:	9 credit hours
Technology:	3 credit hours
Theory:	3 credit hours
Electives:	10 credit hours

The distribution of minimum number of semester credit hours for the Master of Architecture degree is as follows:

Year 1:

12	credit hours	Fall Semester
15	credit hours	Spring Semester
1	credit hour	Summer Semester

Year 2:

12	credit hours	Fall Semester
12	credit hours	Spring Semester

A detailed list of course sequencing per semester for the Master of Architecture degree program is available at: *Dropbox File 48 - M. Arch. Degree Plan*.

Bowling Green State University offers the 52 credit hour Master of Architecture (professional) degree to all students who have met the standards of admission and who have completed a pre-professional degree in architecture, such as the B.S. in Architecture offered at BGSU. When combined with the 124 credit hours in the undergraduate program, the BGSU 4+2 offering totals 176 credit hours. Together, the total credit hours of the BGSU undergraduate and graduate coursework exceed the NAAB minimum requirement of 168 semester credit hours.

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

Program Response:

(Not Applicable)

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

The Department of Architecture and Environmental Design is committed to a thorough and equitable process to evaluate prospective students applying for admission into the M. Arch. Program. The BGSU Master of Architecture (52 credit hour) program is designed as a seamless progression from years one through six with students achieving the Bachelor of Science in Architecture degree at the end of their senior-year and thereafter progressing into the Master of Architecture professional degree program.

The BGSU Master of Architecture program is for students who have met the standards of admission and holding the four-year Bachelor of Science degree with a major in architecture from BGSU, or an equivalent pre-professional degree from a domestic or international institution recognized by BGSU. Those holding an equivalent pre-professional degree with a major in architecture from a domestic or international institution, including students holding a degree in any field other than architecture, may be admitted to the Master of Architecture program with limited standing until specific prerequisite courses have been completed. Students admitted to the Master of Architecture program with limited standing are duly informed of the extended length of time required for graduation prior to acceptance into the program.

Applicants seeking admission to the graduate program in Master of Architecture must follow the instructions outlined in the Graduate Admission section of the Graduate Catalog (https://www.bgsu.edu/graduate/admissions.html). Admission decisions are based on a minimum academic performance of a 3.0 grade point average on the scale of a 4.00 system. TOEFL, IELTS, MELAB, PTE, or DET scores for applicants whose native language is not English are required. All applicants are reviewed on specific Program requirements that include:

- A statement of intent, outlining the applicant's reasons for applying to the Program and why his/her application should be accepted (limited to one page).
- Three letters of recommendation from previous professors and/or employers.
- An electronic portfolio that highlights a minimum of five projects with a range of complexity representing work over the student's undergraduate career and professional experience, if applicable. Each project should include a summary of the applicant's process as well as brief descriptive captions (i.e., dates, courses, supervisions, goals, etc.). The number of pages and the format are left to the discretion of the applicant. The portfolio must be submitted in PDF format, and is limited to 10MB.

A standard test, such as the GRE, is not required. The architecture portfolio is considered by the Department to be a superior measure of an applicant's aptitude in harmony with the design nature of the Program. Within this context, the submission of the architecture portfolio replaces the requirement for GRE scores.

The Department Chair serves as the Graduate Coordinator and is responsible for managing and coordinating the review process with the support of a Graduate Admissions Committee composed of the current Architecture faculty. The review process is competitive and considers a wide range of criteria, including the applicant's general knowledge related to design and representation, creativity, theoretical engagement, and a sensibility towards community and the environment.

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

Program Response:

Almost all of the students admitted into the M. Arch. program complete their pre-professional education through the BGSU B.S. Arch program. Graduates of pre-professional programs in Architecture elsewhere who apply for admission into the M. Arch. professional program can be required to complete additional coursework if there are no previous PC and/or SC match. In all instances, students must submit transcripts, course descriptions, and a portfolio, in addition to other admission documents, for review by the Department Chair and Graduate Admissions Committee; the content of transfer courses must align with course offerings in the Department that meet required PC and/or SC as defined by NAAB. When a student's record

indicates that prior coursework does not satisfy given PC and/or SC, the student is directed to enroll in program courses that will satisfy the missing criteria. In this manner, the evaluation of these documents by the program will determine placement in the curriculum and which, if any, additional courses must be taken by the student in order to complete the program. Within this context, graduates of pre-professional programs in Architecture elsewhere who apply for admission into the M. Arch. professional program are evaluated individually, and such students have curricula tailored to their specific situation.

Admission to the two-year Master of Architecture program is term-specific. Students are typically admitted to Fall semester; however, there are cases where a student might be permitted to commence study in a different term, such as when needing to make up for background course deficiencies.

The Department maintains and archives folders on all current enrolled graduates which includes a BGSU admissions application, transcripts, three letters of recommendation, a statement of intent, a portfolio, the GRE score if provided, TOFEL, IELTS, MELAB, PTE, or DET score if required, including an analysis of the NAAB PC and SC Matrix, which determines placement in the curriculum.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Bowling Green State University requires a high school record that includes four units each of English and Mathematics; three units of Science and Social Studies; two units of a Foreign Language; and one unit of Visual or Performing Arts (https://www.bgsu.edu/admissions.html). Freshmen applicants who do not meet the academic standards for admission may be offered admission to the University Program for Academic Success – UPAS (https://www.bgsu.edu/residence-life/Test).

The University admission system has six different categories: Freshmen Undergraduate, Transfer Undergraduate, Returning Undergraduate, Non-traditional Student, International Student, and Multi-cultural Student. Freshmen application is considered on the basis of four criteria:
- High school coursework/curriculum
- Cumulative grade point average
- Official ACT or SAT results
- Class ranking

Undergraduate applicants entering the Bachelor of Science in Architecture (B.S. Arch.) Program must apply concurrently to the University and to the Program. Students can enter the B.S. Arch. Program through one of two ways:
- By applying directly for the B.S. Arch. major as a graduate of a senior high school or equivalency through the General Educational Development (GED) or international baccalaureate diploma or certificate.
- By applying for the B.S. Arch. major internally from another major at BGSU, or as a transfer from another institution. Transfer credits from appropriately accredited institutions are evaluated through a transcript review process; credits recognized by the University are then evaluated against the University, College, Department, and Program requirements. Questions and evaluations concerning architectural course work completed at other institutions are resolved by the Department Chair or School Director through detailed review of transcripts, course descriptions, syllabi, and studio work. On

an as-needed basis, an ad-hoc committee advises the Department Chair or School
Director concerning the course content in question that might be applicable to NAAB PC
and/or SC criteria for appropriate BGSU architecture courses.

The program clearly articulates the evaluation process for all applicants to the M. Arch.
degree (related to the admissions process), including the fact that a candidate
understands the evaluation process and its implications for the length of the professional
degree program (before accepting an offer of admission) via publicly available
information on the BGSU M. Arch. program website (https://www.bgsu.edu/technology-
architecture-and-applied-engineering/graduate-programs/master-of-architecture.html).

5—Resources

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

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

Program Response:

The President of the University is the chief executive officer of the University and subject to the control of the Board of Trustees. The President fosters and promotes education, research, and service as the primary aims of the University. The Provost and Senior Vice-President for Academic Affairs reports directly to the University President as the institution's second-in-command, and has the chief responsibility for advancing the academic mission of the University as an educational leader for the faculty and the administrators of academic areas.

The Dean of the College of Technology, Architecture, and Applied Engineering is the primary administrative and academic officer for the College and is responsible for all human resources and the budgetary and fiscal management of the College. SECTION C (Responsibilities of the Dean of an Undergraduate College) of ARTICLE IX (The Undergraduate Colleges) of the Academic Charter provides a detailed explanation of the responsibilities of the Dean of the College of Technology, Architecture, and Applied Engineering (https://www.bgsu.edu/faculty-senate/academic-charter.html). The academic programs of the College are organized into two departments and one school as follows: 1) School of the Built Environment; 2) Engineering Technologies; and 3) Visual Communication and Technology Education. The School of the Built Environment is composed of the Department of Architecture and Environmental Design and the Department of Construction Management. A detailed organizational chart emphasizing the hierarchal structure of the School and the Department of Architecture and Environmental Design within the College of Technology, Architecture, and Applied Engineering is available at: *Dropbox File 49 - Administrative Organizational Structure*.

The Director of the School of the Built Environment is administratively responsible for all activities of the School. The Director is responsible to the Dean of the College of Technology, Architecture, and Applied Engineering and through the Dean to the Provost. Through this administrative line, the Director derives the authority to execute the Director's responsibilities. Further, the Director is the primary representative of the School faculty with authority and responsibility, by virtue of election, to represent its views and to promote its best interests as a School. SECTION D (Responsibilities of the Director of a School) of ARTICLE XI (Schools) of the Academic Charter provides a detailed explanation of the responsibilities of the Director of the School of the Built Environment (https://www.bgsu.edu/faculty-senate/academic-charter.html).

The Chair of the Department of Architecture and Environmental Design is a Bargaining Unit Faculty Member (BUFM) who is covered by the Collective Bargaining Agreement. As a non-administrative faculty member, the Chair is responsible for assisting the School Director with class scheduling, identifying adjuncts, curriculum-related changes, and serving as undergraduate and graduate program coordinator. The Chair may be assigned other minor responsibilities/coordination efforts as assigned/delegated by the School Director. The faculty of the Department of Architecture and Environmental Design are individuals that hold full-time academic appointments or rank and are responsible for effective teaching, scholarly or creative work, and service to the University and profession. The staff of the Department of

Architecture and Environmental Design are people who do not hold academic rank and relieve the supervisor (School Director) of routine administrative tasks.

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

Program Response:

Within the Academic Charter (https://www.bgsu.edu/faculty-senate/academic-charter.html) under Article II (The University Community, Section G: Shared Responsibilities), the following principles guide overall opportunities for involvement in governance by faculty, staff, and students in the accredited program:

Certain responsibilities are shared in varying degrees by all of the basic groups of persons within the University Community. These include:

1) helping to define and further the missions and goals of Bowling Green State University (BGSU);
2) providing the means for interchange of information and ideas;
3) providing forums for the discussion of problems facing higher education in general and BGSU in particular;
4) providing opportunities for increased understanding of the University and the professional development of its staff through participation in the University's operation; and
5) reviewing and making advisory recommendations about the annual budget to be recommended to the Board of Trustees through the President.

At BGSU, the governance of a department is guided by the University Academic Charter in Article XII (*see Dropbox File 50 - Academic Charter*). Other forms and mechanisms of governance are defined by the Collective Bargaining Agreements and signed Memoranda of Understanding (*see Dropbox File 51 - Collective Bargaining Agreement*). A precise and formal structure for faculty involvement in governance at the Department, School, College, and Institution level is accordingly defined and accomplished at various levels (https://www.bgsu.edu/provost/faculty-affairs/collective-bargaining-agreement.html). The Department recognizes and vehemently acknowledges that both undergraduate and graduate students provide a collective voice on issues and policies affecting the entire architecture student body. Within this context, formal governance opportunities are available for students through AIAS and NOMAS student chapters, including the BGSU Graduate Student Senate. Student representatives are invited to participate in all Departmental, School, and Architecture Advisory Board meetings, including other strategic planning efforts (*see Dropbox File 52 - Shared Governance and Participation*). Further, students are represented on important search committees (such as the search committee for the dean's position in 2018). In addition, since 2019, the AIAS Chapter has actively lead efforts to organize a prolific mix of talks, symposiums, and workshops for the Program.

As described in the University Academic Charter, the College Dean is responsible for undergraduate degrees, while the Graduate Dean is responsible for graduate degrees. The College Dean functions as the principle administrative officer and is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. All processes include the appropriate involvement of the faculty and college committees or councils. The College Dean also coordinates between the College and the Graduate College in matters related to modifying the graduate curriculum within departments, scheduling graduate courses, recruiting and scheduling graduate faculty, and clarifying the financial impact of graduate courses on the college budget. Within this context, any new courses or the modification or discontinuance of existing courses may originate with an individual faculty, a group of faculty members, or with the administration. Thereafter, a curricular proposal and

its assessment is submitted to the Department Chair or School Director for review and approval. The Department Chair or School Director subsequently forwards the proposal and supporting material to the appropriate Curriculum Council of the College for approval and for onward transmittal to the College Dean. Upon approval, the Dean returns the proposal and supporting material to the proposal initiators, who then transmit the proposal and supporting material either to the Undergraduate or Graduate Council (*see Dropbox File 53 - Curriculum Development Flow Chart - Undergraduate + Graduate*). An overview of the involvement of various stakeholders at the University in the undergraduate and graduate curriculum proposal process is publicly available at the Faculty Senate website (https://www.bgsu.edu/faculty-senate/CurriculumFlowchart.html). Graduate curriculum development routing information and relevant forms are publicly available at the Graduate College website, as follows:

1. https://www.bgsu.edu/graduate/documents-and-forms/GraduateCollegeCurriculumModificationRouting.html
2. https://www.bgsu.edu/graduate/documents-and-forms/curriculum-development-forms.html

Undergraduate curriculum development information and relevant forms are publicly available at the Academic Affairs website as follows:

1. https://www.bgsu.edu/provost/academic-affairs/curriculum-modification-blue-sheets.html
2. https://www.bgsu.edu/provost/academic-affairs/curriculum-modification-blue-sheets/undergraduate-curriculum-deadlines.html

5.2 Planning and Assessment

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

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

Program Response:

The Program's Long-range plan was developed within the larger context of the University's strategic (FORWARD) goals (https://www.bgsu.edu/forward.html), including the College's Strategic Goals (see *Dropbox File 8 - CTAAE Strategic Goals*). The planning process involved a continuous evaluation to improve the Program mission and culture through identification of multi-year strategic goals within the context of the Institution and the College (*see Dropbox File 4 - Long Range Plan - 2022*). The Long-range plan serves as a blueprint for developing initiatives as well as to measure and analyze progress. It is continually assessed at annual faculty retreats and departmental meetings.

In keeping with BGSU's vision to be a premier learning community, and a national model, for developing individuals and shaping the future through learning, discovery, collaboration and personal growth, the Program strives to balance the development of technical knowledge and skills with the cultivation of professional values and leadership abilities necessary for success in our knowledge and innovation-based economy. The Program utilizes a quality-driven approach for graduate and undergraduate education that is structured to address the multiplicity of the profession of architecture - design, technology, communication media, theory and history, practice, and entrepreneurship - as equally important components of the discipline. This approach is based on the conviction that broad-based inquiry and analysis yield the greatest benefit for all stake-holders. An alignment of the University Objectives, College Goals, and Department Focus Areas is available at *Dropbox File 79 - Strategic Goals – Mapping*.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Based on institutional goals that fall into four strategic areas, the Department's Long-range Plan aligns and harmonizes with that of the University. The four strategic and foundational objectives of the University include: 1) Driving Public Good Through Redefining Student Success; 2) Creating Public Good Through Research, Creative Activities, Partnerships and Engagement; 3) Powering Public Good Through Our People and Community; and 4) Supporting Public Good Through Efficient and Effective Processes, Structures and Technologies. Each of the four strategic and foundational objectives listed above is further extrapolated via relevant and specific initiatives (https://www.bgsu.edu/forward.html#obj1).

The Program's Long-range Plan comprises of six objectives and six areas of focus. The six objectives are founded on "NAAB's Shared Values of the Discipline and Profession" and continue to guide the Department as it enters its twelfth year: (1) Design; (2) Environmental Stewardship and Professional Responsibility; (3) Equity, Diversity, and Inclusion; (4) Knowledge and Innovation; (5) Leadership, Collaboration, and Community Engagement; and (6) Lifelong Learning. The six areas of focus are used as a tool to fully integrate the six goals into the Long-range Plan. The Department seeks to continually analyze and measure the outcomes of the six objectives against the areas described below. Within the six areas, there are specific initiatives and activities designed to move the Program forward in terms of continuous improvement: (1) Curriculum; (2) Faculty/Scholarships; (3) Facilities & Equipment; (4) Recruitment & Retention; (5) Development/Advancement; and (6) Assessment.

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

Program Response:

The first Long-range Plan was developed by the Department in March 2017 and thereafter, revised in October 2017 (*see Dropbox File 54 - Long Range Plan - 2017*). Thereafter, in April 2018, the Long-range plan was rigorously evaluated by the Department for levels of completion/implementation relative to each goal (*see Dropbox File 55 - Long Range Plan Assessment Survey*). This assessment also provided the opportunity for respondents to highlight high priority goals for the Department via qualitative feedback. Subsequently, with data gathered, a Long Range Plan Assessment Report was produced and shared with all stakeholders (*see Dropbox File 56 - Long Range Plan Assessment Report*). Thereafter, in the spirit of continual assessment and improvement, the Long Range Plan was revisited and revised in October 2018 using data from the assessment report (*see Dropbox File 57 - Long Range Plan - 2018*). The Long Range Plan - 2018 articulated goals that were completed, including those that were in progress. Finally, in spring semester (April) 2022, the Department reviewed and developed a new Long Range Plan, comprising of the six objectives aligned with "NAAB's Shared Values of the Discipline and Profession" (*see Dropbox File 4 - Long Range Plan - 2022*). The Long Range Plan – 2022, articulates short-term and long-term goals in color coded detail ("1-2 years", "3-4 years", and "5-7 years"). The Long Range Plan - 2022 also identifies each goal with either an "x" or "xp" designation ("x" = is achieved and/or regularly performed; and "xp" = in advanced progress).

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

Program Response:

A respectful environment and broad appreciation for each other's talents, opinions, and contributions has led to a unique culture in the School. Major strengths of the program include: 1) small class sizes; 2) curricular emphasis on entrepreneurship; 3) diverse student population; 4) active student organizations - AIAS and NOMAS; 5) diverse and highly qualified faculty; 6) adjunct faculty with strong professional backgrounds; 7) silver LEED

certified architecture facility; 8) co-op experiences as part of the educational curriculum; 9) curricular synergy and collaboration with the construction management program; 10) strong support from the architecture advisory board; 11) active engagement with local organizations, such as the Toledo Design Collective; and 12) strong sense of community within the School, and interaction with the profession.

A major strength of the Architecture Program is its commitment to diversity, equity and inclusion, relative to minority and under-represented students. In 2020, Bowling Green State University announced the receipt of a transformational $1 million gift from the Owens Corning Foundation to create scholarships for underrepresented students in the School of the Built Environment within BGSU's College of Technology, Architecture and Applied Engineering. The Owens Corning Scholars Program will support students studying architecture and construction management in the School (https://www.bgsu.edu/news/2020/11/owens-corning-foundation-announces-one-million-gift-to-create-scholarships-for-bgsu-students.html).

A major strength, but also a potential challenge for the Program is its growing enrollment in both, the undergraduate and graduate degree program relative to spatial constraints. Enrollment capacity in the Architecture program is primarily controlled by dedicated design studio desks allocated to architecture students. Given the potential to add a few additional studio desks in each studio space, the maximum total desks for each studio space would be:
- Freshmen Studios = 96 (given student rotation of desk usage)
- Sophomore Studios = 66 (potential)
- Junior Studios = 48 (potential)
- Senior Studios = 45 (potential)
- Graduate Studio (Year 1) = 16 (potential)
- Graduate Studio (Year 2) = 16 (potential)

Given typical student attrition rates over the 4 + 2 year period, the freshmen studio space can accommodate a maximum of 96 students (including Interior Design majors enrolled in ARCH 1050). Within this context, the freshmen architecture student enrollment would need to be capped at around 80-84 students and the new incoming graduate student enrollment would need to be capped at 16 students.

In terms of future opportunities, the School of the Built Environment has embarked on a bold plan to transform its programs and facilities to better prepare graduates for the jobs of tomorrow. The School of the Built Environment is poised to leverage the natural synergies of Architecture and Construction Management by renovating the existing Park Avenue building to also house its construction management program and elevate its learning spaces and technologies, as well as its opportunities in design-build within the School. To realize this goal, a new facility is currently being constructed adjacent to the existing Park Avenue building, which houses architecture programs at the undergraduate and graduate level. Being in proximity will allow students in both programs to receive a more comprehensive education in their fields through greater knowledge and awareness of the diverse elements, and industry will benefit from a more highly trained and sophisticated workforce. This integrated, state-of-the-art facility will feature a state-of-the art Innovation lab, including digital classrooms and a Material and Soils Lab in addition to other program supporting components and will allow for dynamic growth, provide real-world experiences, and prepare for evolving technology and processes that will be more adaptable and cohesive in the future for both fields – architecture and construction management (https://www.bgsu.edu/news/2022/03/school-of-built-environments-new-home-will-be-named-kokosing-hall.html).

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Department of Architecture and Environmental Design receives continual feedback and is supported and guided externally by a volunteer advisory board, known as the Architectural Advisory Board (*see Dropbox File 58 - Architecture Advisory Board Membership*). The Advisory Board was formed to foster a partnership between all areas of the architectural profession and the Department of Architecture and Environmental Design. This partnership seeks to provide valuable resources to advance the Department of Architecture and Environmental Design, guide curriculum to adapt and evolve with the latest trends and needs of the architectural profession and connect a network of profession leaders with past, present, and future students (*see Dropbox File 59 - Architecture Advisory Board Operational Guidelines*). Specific objectives of the Architectural Advisory Board include:

a) Accreditation Support: AAB may provide Student Performance Criteria (NAAB) assessment and accreditation support.
b) Scholarship Resources: AAB may assist with resources to respond to the financial needs of the architecture and environmental design students.
c) Equipping and Furnishing Instructional Facilities: AAB may advise on new facilities or equipment that are being contemplated and may facilitate the donation or funding of needed facilities or equipment.
d) Changes in Curriculum: AAB may recommend enhancements in the degree plan based upon new technology or changes in Architecture, Engineering and Construction (A/E/C) Industry practices. The scope and sequence of courses may also be reviewed, as needed to align with industry trends.
e) Providing Speakers: AAB may arrange for inspiring and stimulating speakers from the A/E/C Industry for various classes and/or meetings.
f) Field Trips: AAB may assist in organizing and planning educational field trips for classes and student organizations.
g) Recruiting Faculty: AAB may assist in identifying qualified persons as prospective instructors and administrators.
h) Recruiting Students: AAB may assist the program by participating in high school information sessions, by participating in high school college career day activities and by communicating with high school counselors.
i) Employment of Students/Graduates: AAB may assist students and graduates with placement opportunities in summer employment, co-operative programs and permanent positions.
j) Faculty Development: AAB may assist the faculty by providing opportunities for faculty enrichment activities or training, summer internship and applied research.
k) Program Development: AAB may assist the faculty by participating in program enhancement projects and reviews, such as professionals in the classroom and juror reviews.
l) Informing the Public: AAB may notify the A/E/C industry and the public of the latest programs and A/E/C industry education information.
m) Community Relations and Public Outreach: AAB may assist by:
   1. Arranging visits to A/E/C industry facilities for instructors, counselors, administrators and students.
   2. Participating in career day activities at schools.
   3. Serving as speakers for school and program functions.
   4. Arranging for publicity for the program through news media.
n) Encouraging Donations: AAB may facilitate financial and material assistance for the program from the profession.
o) Research for Profession: AAB may help identify potential topics in architecture and environmental research and be a resource for program research efforts.

Upon formal completion of classes every semester, a department-wide End-of-Semester (EOS) Walk-Thru Assessment event is held. Faculty from the Architecture Department, Construction Management Department, including members of the Architecture Industry Advisory Board participate in this event. The walk-thru includes the presentation of design

studio work completed by students during the semester by faculty responsible for teaching design studios. Student work displayed per studio is evaluated in relation to specific NAAB program criteria and student criteria aligned with the course via an End-of-Semester - Walk-Thru Assessment Survey (*see Dropbox File 60 - EOS Faculty Walk-Thru Assessment Survey*). In addition to the NAAB program criteria and student criteria, principles of life safety and accessibility standards are also evaluated. This process has allowed for faculty and external reviews, including the advisory board members to provide comments and feedback for continuous improvements in terms of pedagogy and student work produced. Data collected via the End-of-Semester - Walk-Thru Assessment is developed into assessment reports (*see Dropbox File 16 - EOS Walk-Thru Assessment Reports*) and shared with all faculty and external reviewers, including advisory board members. Via this review process, faculty are able to continually improve on their teaching skills and focus on NAAB program criteria and student criteria assigned to individual courses. This assessment strategy is repeated every semester.

In 2018, 2020, and 2021, the Program prepared and submitted Institutional-level assessment reports to, and subsequently received positive feedback from the Student Achievement Assessment Committee (*see Dropbox File 61 - SAAC Reports*) at Bowling Green State University. In 2019, the program was exempt from submitting this assessment report due to the achievement of NAAB Initial Accreditation. This institutional-level assessment process is expected to be repeated every year.

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

Program Response:

Several processes have been implemented by the Department in terms of generating formal metrics for evaluation, assessment, and curricular development relative to promoting student and faculty success, including: 1) Graduating Student Exit Assessment; 2) Course Self-Evaluation Assessment; and 3) End-of-Semester Walk-Thru Assessment. Formal metrics and qualitative feedback generated via these assessment processes have enabled the faculty to effect curricular improvements through dialectic and collaborative processes.

The Department Chair holds review meetings with the faculty and staff on a bi-weekly basis to relay changes and expectations from the School, College, and University as well as to receive faculty input on curricular issues, enrollments and admissions, policy, and to assess, discuss, and propose revisions to the curriculum and pedagogy. In addition, the Director of the School holds meetings at regular intervals during the academic year with faculty and staff from both Departments to assess and discuss challenges and opportunities related with overall initiatives within the School. As part of these meetings, the faculty collectively provide input and feedback on all matters relevant to the Department, its interests, the curriculum and overall governance.

Listed below are changes and adjustments relative to promoting student and faculty success, since the prior NAAB accreditation visit in 2019:
1) Total credit-hours for co-op courses – TECH 2890 and TECH 3890 were reduced from 4 credit-hours to 1 credit-hour each. This resulted in an additional 6 credit-hours of coursework being added to electives (*see Dropbox File 17 - Co-op Curriculum Changes*).
2) Career electives were increased from 3 credit-hours to 6 credit-hours, as a result of the reduction to the total co-op credit-hours (*see Dropbox File 17 - Co-op Curriculum Changes*).
3) Technical electives were increased from 9 credit-hours to 12 credit hours, as a result of the reduction to the total co-op credit-hours (*see Dropbox File 17 - Co-op Curriculum Changes*).

4) A total of three new courses were added to the list of career electives (*see Dropbox File 17 - Co-op Curriculum Changes*) in the curriculum, including :
   - ECET 2050 Renewable Energy and Energy Sustainability
   - ID 1160 Introduction to Interior Design
   - SYE 2010 Engineering Economics
5) A total of fifteen new courses were added to the list of technical electives (*see Dropbox File 17 - Co-op Curriculum Changes*) in the curriculum, including:
   - ARTS 3940 Installation and Performance
   - ARTS 3950 Furniture and Object Design
   - ARTS 3931 3D Digital Fabrication & Rapid Prototyping
   - ENGT 3250 Sustainable Technologies
   - ENVS 4130 Applications in Environmental Geographic Information Systems
   - GEOG 4250 Applied Geographic Information Systems--Human Dimensions
   - ID 4180 History of Interiors
   - ID 4070 Green, Sustainable, and Universal Design for the Built Environment
   - QS 3610 Quality Management System Audits
   - QS 3710 Six Sigma Overview
   - QS 3550 Lean Systems of Manufacturing and Service Applications
   - SYE 3020 Workplace Design
   - SEES 3000 Geospatial Science
   - SEES 4100 Geographic Information Systems
   - SEES 4500 Remote Sensing
6) Currently, there are eight (8) courses listed in bold (matriculation courses) on the B.S. Arch. check-sheet. These courses are required to meet the PRE-BSCM matriculation requirements. Beginning fall 2023, the Program has proposed eliminating matriculation from the B.S. Arch. degree. In lieu of matriculation, the Program has determined prerequisites required for 3000 and 4000 level classes. This will enable students to more efficiently progress through the sequential order of courses in the curriculum (*see Dropbox File 18 - Matriculation Removal*).
7) In spring 2020, a new core course, ARCH 1080 Architecture Design Fundamentals was added to the curriculum to strengthen the "Architecture Foundation" sequence of course offerings (*see Dropbox File 19 - B.S. Arch. Checksheet*).
8) Currently, ARCH 6320 Graduate Design Studio 4 is a 9 credit-hour course. Beginning Fall 2023, the Program has proposed splitting this 9 credit-hour course into two components comprising of 3 credit-hours and 6 credit hours. The 6 credit-hour component will become the final design studio course (offered in spring semester), whereas the 3 credit-hour component will become an independent course for final studio preparation, offered the prior fall semester.
9) Beginning Fall 2022, the Program faculty agreed to further integrate and intensify design studio coordination at all levels, via the assignment of design studio coordinators at each level, to achieve greater synthesis and consistency in terms of assignments, project types, project scope, and overall design studio outcomes and course deliverables (see *Dropbox File 80 - Design Studio Coordination*).
10) Based on the *End-of-Semester Walk-Thru Assessment Reports* (see Dropbox File 16), the faculty now collectively emphasize the need and focus for integrating *principles of life-safety and accessibility standards*, as applicable across design studios. To further reinforce and integrate *Life Safety* and *Accessibility Standards* in the curriculum, a checklist is provided every semester to all students in design studios (*see Dropbox File 20 - Checklist - Life Safety + Accessibility Standards*).
11) Most recently, two core courses in the architecture curriculum (ARCH 3310 and ARCH 6800) underwent substantial curriculum changes. In both instances, the course goals and objectives, topics covered, and prescribed textbook/learning resources were revised thoroughly to strengthen and reinforce topics on equity, diversity, and inclusionary practices relative to emerging socio-political and environmental agendas of architecture. These curriculum changes resulted in the inclusion of both courses in the "2020-2022

ACSA Equity Course List" – *Courses Addressing Justice, Equity, Diversity, and Inclusion in the Built Environment* (https://www.acsa-arch.org/resource/acsa-architecture-and-equity-course-list/).

12) At the individual faculty level, with the goal of ongoing and continual improvement relative to each core course in the Bachelor of Science in Architecture degree and the Master of Architecture degree, *Dropbox File 15 - Course Self-Evaluation Assessment Reports* provides a summary of individual faculty reflections relative to course offerings each semester, while identifying areas of pedagogical and curriculum improvements, for future planning of course offerings in subsequent semesters.

13) Beginning Fall 2021, all incoming first year students in the program (as part of a University-wide initiative) will be provided the opportunity to enroll in BGSU 1910 Life Design at BGSU. As part of this initiative, each first year student will be paired with a Design Coach who will work alongside the student throughout their college career to guide them and also help them use Life Design tools to design their way forward. This first-year seminar course empowers students to make the most out of college by equipping them with a framework and tools to design academic, career and life experiences that align with who they are, what they value, and what they want to do in life. Taught by Design Coaches, each section is limited to 22 students, which provides new students the opportunity to engage with other first-year students in a dynamic, small class setting (https://www.bgsu.edu/life-design/BGSU-1910.html#benefits).

14) In spring 2022, a new student council titled, "Director's Student Advisory Council" was established in the School of the Built Environment, charged with providing council and advise to the School Director. The students who serve on this council collectively provide input and feedback on all matters relevant to the Department, its interests, the curriculum and overall governance. The council is represented by two student leaders from all four student organizations (American Institute of Architecture Students, National Organization of Minority Architecture Students, Students Construction Management Association, and Purple Hart Hats) in the School including, one graduate student representative from the M.Arch. and MTM-CM program (*see Dropbox File 62 - Directors Student Advisory Council).*

15) In spring 2022, an Ad-hoc faculty committee was formed to review and propose changes to the existing School of the Built Environment, Re-appointment, Tenure and Promotion Policy to recognize and promote faculty success. Proposed changes include elevating the realm of creative design activities and relevant design-related awards as leading accomplishments in terms of meeting tenure and promotion criteria requirements.

16) In early fall 2022, a School Curriculum Advancement Committee, comprising of six faculty members from both departments in the School was formed to further review the existing curriculum and propose unique and innovative opportunities for advancement, greater collaboration, and meaningful crossover between the fields of architecture and construction management (see *Dropbox File 52 - Shared Governance and Participation*).

5.3 Curricular Development

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

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

Program Response:

Bowling Green State University was named to the 2017 Class of Excellence in Assessment for its achievement and commitment to student learning outcomes assessment (https://www.bgsu.edu/news/2017/10/bgsu-named-to-the-2017-class-of-excellence-in-assessment.html). This University designation will last through 2022. The University is one of just five designees in the national Excellence in Assessment program aimed at recognizing universities conducting a comprehensive assessment of student learning outcomes as a means

to drive internal improvement and advance student success. The Architecture Program at BGSU is required to comply with the following reporting, monitoring, and engagement systems: Office of Academic Assessment (https://www.bgsu.edu/institutional-effectiveness/office-of-academic-assessment.html), and University Learning Outcomes (https://www.bgsu.edu/catalog/general-information/the-univeristy/university-learning-outcomes.html).

The Architecture Program recognizes the importance of self-assessment and utilizes several strategies, in addition to University-level assessment procedures, to collect data and initiate positive changes based on results. The following overarching self-assessment procedures are adopted by the Department: (1) Establish criteria and strategies for assessment purposes; (2) Assess the preparation of students and performance of the Program against established criteria via rigorous data collection and formal metrics; (3) Generate results and findings in the form of formal assessment reports for dissemination purposes; (4) Effect improvements through dialectic and collaborative processes based on assessment results and findings; and (5) Continually improve assessment processes for improved results and effects. Within this context, assessment within the Program begins with the student assessment of teaching and course effectiveness (every course, every semester, quantitatively and qualitatively) that becomes part of the BGSU mandatory performance evaluation (Merit Review) of every faculty every year. The Department Chair holds review meetings with the faculty and staff on a bi-weekly basis to relay changes and expectations from the School, College, and University as well as to receive faculty input on curricular issues, enrollments and admissions, policy, and to assess, discuss, and propose revisions to the curriculum and pedagogy. In addition, the Director of the School holds meetings at regular intervals during the academic year with faculty and staff from both Departments to assess and discuss challenges and opportunities related with overall initiatives within the School. As part of these meetings, the faculty collectively provide input and feedback on all matters relevant to the Department, its interests, the curriculum and overall governance.

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

Program Response:

Curricular assessment and development relative to the Architecture Program have been articulated within the framework of the University Student Learning Outcomes that address four overarching areas: (1) intellectual and practical skills; (2) general and specialized knowledge; (3) personal and social responsibilities; and (4) integration, application and reflection. The M.Arch. curricular assessment and development, in particular, has been advanced around knowledge and skills relative to five primary components: (1) design studios; (2) technology courses; (3) professional practice and business courses; (4) research seminars; and (5) applied entrepreneurial experience. Design studios explore the discipline's focus on cultural and physical environments, including design problem-solving processes. Technology courses investigate the materialization and digitalization of architectural design. Professional practice and business courses enhance students' understanding of the economic and societal implications of design project delivery and entrepreneurial potential. Research seminars facilitate the integration of varied methods of inquiry and ways of knowing in the discipline. And, applied entrepreneurship requires an internship in an organization with significant ongoing entrepreneurial initiatives. Several processes have been implemented by the Department in terms of generating formal metrics for evaluation, assessment, and curricular development, including: 1) Graduating Student Exit Assessment; 2) Course Self-Evaluation Assessment; and 3) End-of-Semester Walk-Thru Assessment. Formal metrics and qualitative feedback generated via these assessment processes have enabled the faculty to effect curricular improvements through dialectic and collaborative processes.

The assessment of learning culture of the Architecture Program leans heavily on performance evaluations of students in the program, particularly in the NAAB's Program Criteria (PC) and Student Criteria (SC). Within this context, BGSU has an institutional process for gathering post-graduation employment data coordinated by the Office of Academic Assessment. Students are surveyed at the time of commencement. Students who responded at the time of commencement that they were "looking for a job" are then sent a follow-up survey six months post commencement. Students are included in the follow-up data if they "complete" the Graduation Survey. Those students who responded to the follow-up survey are included in the data set. Those who do not respond to the follow-up survey are excluded from the data set (*see Dropbox File 13 - Institutional Graduation Survey Data*). This University-level assessment process occurs every semester.

To supplement the institutional graduation data, all graduating students are required to complete a "Graduating Student Exit Survey" at the Departmental level, prior to the graduation ceremony (*see Dropbox File 63 - Graduating Student Exit Survey*). Thereafter, results of the survey (*see Dropbox File 14 - Graduating Student Exit Assessment Reports*) are utilized to influence the structure and agenda of Departmental and School meetings. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are identified and plans for improvement are developed. This School-level assessment process occurs every spring semester.

Each semester, faculty members complete and submit a "Course Self-Assessment" survey (*see Dropbox File 64 - Course Self-Assessment Survey*) for each required course in the Architecture Program. The survey serves as an important self-assessment tool for faculty to reflect on pedagogical attributes related with the preparation of students in alignment with the NAAB program criteria and student criteria. Via qualitative data in the survey, faculty members are encouraged to reflect and identify areas that require pedagogical improvement and plan accordingly for the upcoming semester. Subsequently, upon collection of data, assessment reports are prepared and shared with all faculty (*see Dropbox File 15 - Course Self-Evaluation Assessment Reports*). This assessment strategy is repeated every semester.

Upon formal completion of classes every semester, a department-wide End-of-Semester (EOS) Walk-Thru Assessment event is held. Faculty from the Architecture Department, Construction Management Department, including members of the Architecture Industry Advisory Board participate in this event. The walk-thru includes the presentation of design studio work completed by students during the semester by faculty responsible for teaching design studios. Student work displayed per studio is evaluated in relation to specific NAAB program criteria and student criteria aligned with the course via an End-of-Semester - Walk-Thru Assessment Survey (*see Dropbox File 60 - EOS Faculty Walk-Thru Assessment Survey*). In addition to the NAAB program criteria and student criteria, principles of life safety and accessibility standards are also evaluated. This process has allowed for faculty and external reviews, including the advisory board members to provide comments and feedback for continuous improvements in terms of pedagogy and student work produced. Data collected via the End-of-Semester - Walk-Thru Assessment is developed into assessment reports (*see Dropbox File 16 - EOS Walk-Thru Assessment Reports*) and shared with all faculty and external reviewers, including advisory board members. Via this review process, faculty are able to continually improve on their teaching skills and focus on NAAB program criteria and student criteria assigned to individual courses. This assessment strategy is repeated every semester.

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

Program Response:

Overall, the curricular assessment and development process in its entirety involves various stakeholders within the University community (*see Dropbox File 65 - Curricular Assessment and Development*). The Board of Trustees recognizes that there are five groups within this community: students, faculty, administrators, administrative staff and classified staff. As it reads in the Academic Charter, there are some basic principles that guide the curricular process. The primary responsibility for the development and maintenance of the University's academic programs belongs to the faculty. There must be faculty participation within the academic governance structure of the University, and student participation when deemed appropriate for discussion of academic problems and policies at all levels within the University. Several external groups also guide and advise the Program in the curricular assessment process, including the Architecture Advisory Board, Ohio Architects Board, and local and state-wide chapters of AIA.

As described in the University Academic Charter, the College Dean is responsible for undergraduate degrees, while the Graduate Dean is responsible for graduate degrees. The College Dean functions as the principle administrative officer and is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. All processes include the appropriate involvement of the faculty and college committees or councils. The College Dean also coordinates between the College and the Graduate College in matters related to modifying the graduate curriculum within departments, scheduling graduate courses, recruiting and scheduling graduate faculty, and clarifying the financial impact of graduate courses on the college budget. Within this context, any new courses or the modification or discontinuance of existing courses may originate with an individual faculty, a group of faculty members, or with the administration. Thereafter, a curricular proposal and its assessment is submitted to the Department Chair or School Director for review and approval. The Department Chair or School Director subsequently forwards the proposal and supporting material to the appropriate Curriculum Council of the College for approval and for onward transmittal to the College Dean. Upon approval, the Dean returns the proposal and supporting material to the proposal initiators, who then transmit the proposal and supporting material either to the Undergraduate or Graduate Council (*see Dropbox File 53 - Curriculum Development Flow Chart - Undergraduate + Graduate*). An overview of the involvement of various stakeholders at the University in the undergraduate and graduate curriculum proposal process is publicly available at the Faculty Senate website (https://www.bgsu.edu/faculty-senate/CurriculumFlowchart.html).

5.4 Human Resources and Human Resource Development

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

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

Program Response:

The Department of Architecture and Environmental Design has a diverse and energetic faculty. Given its unique symbiotic relationship with the Construction Management Department in the School of the Built Environment and the proximity of the Department to the City of Toledo, the Program is able to combine a powerful and effective mix of academics and professionals. As of this writing, the Department comprises of fourteen instructional faculty (full-time + part-time) teaching in the Program. Of these, eight are full-time faculty, while six are hired on a part-time basis (i.e., Adjunct Faculty). Of the eight full-time faculty, three are Full Professors, two are Assistant Professors, two are Teaching Professors, and one is an

Assistant Teaching Professor. Within this group of full-time faculty, three are tenured, two are on tenure-track, and three are renewable non tenure-track faculty. All full-time faculty possess terminal degrees in Architecture – four have Masters' degrees and four have Doctoral degrees. In addition, six of the eight full-time faculty are Registered Architects in the United States. Instructional faculty in the Department include:

- Andreas Luescher, Professor
- Salim Elwazani, Professor
- Stan Guidera, Professor
- Yong Huang, Assistant Professor
- Gerard Nadeau, Assistant Professor
- Kerry Fan, Teaching Professor
- Scot MacPherson, Teaching Professor
- Patrick Hansford, Assistant Teaching Professor
- Jake Miley, Adjunct
- Heidi Reger, Adjunct
- Lyndsey Stough, Adjunct
- John Missell, Adjunct
- Alex Shrinel, Adjunct
- Lindsey Brusoe, Adjunct

In addition to the fourteen instructional faculty who teach in the Architecture program, the Department also draws on four faculty from the Construction Management Department, including one faculty from the School of Art. These include:

- Andrew Hershberger, Professor (School of Art)
- Shirley Tandoh, Assistant Professor (Construction Management)
- Joseph Lavalette, Associate Teaching Professor (Construction Management)
- Linda Beall, Assistant Teaching Professor (Construction Management)
- Lisa Schaller, Adjunct (Construction Management)

The faculty who teach in the Program is both diverse and experienced, combining both scholarly work and professional practice (*see Dropbox File 66 - Faculty Resumes*).

Tenure-track and tenured faculty are expected to teach 9 credit hours per semester, whereas non-tenure-track faculty are expected to teach 12 credit hours per semester. In addition, full-time faculty maintain a full schedule of service on Department, School, College and University committees. Faculty contracts are for nine months. All courses in the Department are offered Monday through Friday. Faculty may gain release time from teaching for professional development, research, and other activities (https://www.bgsu.edu/provost/resources/fil.html). Details related to faculty improvement leave are available in *Article 22* of the *Collective Bargaining Agreement* (*see Dropbox File 51 - Collective Bargaining Agreement*).

Tenure-track and tenured faculty are expected to engage in scholarship relevant to the current architectural milieu through research, publications, grants. Additionally, faculty are encouraged to pursue creative work through professional practice, design competitions, and public exhibitions. All creative work and scholarly activities are assessed through annual merit reviews, annual performance reviews, enhanced performance reviews, and promotion and tenure reviews, as applicable to faculty. Merit reviews can result in merit raises for faculty (*see Dropbox File 67 - SBE Merit Policy*). Both full-time and adjunct faculty remain current in their knowledge of the changing demands of the discipline by:

- keeping up with continuing education requirements for licensure;
- reading, reviewing, and writing articles and scholarly papers;
- participating in the AIAS Lecture Series held in the School;
- attending and participating in conferences, symposia, workshops, and exhibitions at universities and other cultural institutions around the world;

- contributing and participating actively in the local and state-wide chapter of AIA;
- interacting with practitioners through participation in design studio critiques;
- participating in municipal boards;
- participating in pedagogy training and development offered by BGSU's Center for Faculty Excellence;
- participating in design competitions;
- pursuing profession and industry-related certifications;
- applying for, and securing Faculty Improvement Leave.

In accordance with University policies, re-appointments for "tenure-track faculty", including renewable "qualified rank faculty" are made by the Provost upon the recommendation of the College Dean, School Director, College Review Committees, and School Review Committees (*see Dropbox File 68 - SBE RTP Policy*).

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

Program Response:

The Architect Licensing Advisor has been an integral part of the Program – Dr. Stan Guidera, a full-time faculty member, currently serves in this capacity. Dr. Guidera is a licensed architect in the State of Ohio and a tenured faculty (full professor) in the Department. In addition to Dr. Guidera's high-level practice experience, his professional work is widely acknowledged and appreciated by the faculty and students. Dr. Guidera, within his role as the designated Architect Licensing Advisor, coordinates and advises students on internship requirements and the opportunities to utilize co-op assignments in meeting AXP requirements. In addition, Dr. Guidera coordinates and organizes annual presentations by the staff of the Ohio Architects Board to expose students to issues related to professional practice, including the importance of professional architectural experience in the development of an architect.

In 2019, an NCARB licensure presentation titled – "*Designing your Future: Creating Value in Your Career*" was held on April 10 for students in the Architecture Program (*see Dropbox File 29 - Designing your Future Creating Value in Your Career*). The presenter for this session was Michelle Cohn (AIA, Assistant Vice President of Examination, NCARB). During the same year, three additional informational sessions on AXP for students in the Architecture Program were held on October 28, November 6, and November 19 (*see Dropbox File 30 - Fall 2019 AXP Info Sessions*). The presenters for these sessions included Chris Mowen (AIA Ohio AXP Coordinator) and Shannon Himes (Executive Director, Ohio Architects Board). In March 2021, AIA Toledo held a series for forums related to AXP and the ARE. All BGSU architecture students were informed of this opportunity and encouraged to attend these no-cost events (*see Dropbox File 31 - AXP+ARE Virtual Discussion Forum*).

Recently, the Department of Architecture and Environmental Design in collaboration with AIA Toledo planned and organized an informative presentation on a range of licensure topics relevant to students and aspiring architects titled - "*NCARB & You: AXP, ARE, & Certification*" (*see Dropbox File 32 - NCARB & You AXP + ARE + Certification*). The event was held in Park Avenue at BGSU on April 7, 2022 and was attended by students in the Architecture Program, including others. NCARB presenters included, Jeremy Fretts (AIA, M.A. Ed., Assistant Vice President, NCARB Experience + Education) and Emily Anderson (AIA, Outreach Manager, NCARB Experience + Education). The presentation reviewed the

steps necessary to achieve licensure to become an architect and other programs to get the most out of a career in architecture.

In his capacity as Architect Licensing Advisor, Dr. Guidera is in constant communication with students in the Architecture program relative to AXP guidelines and requirements (*see Dropbox File 33 - Architectural Experience Program Guidelines*). Other communication regarding AXP information is also continually shared with students in the Architecture Program (*see Dropbox File 34 - AXP Communication Samples*). Dr. Guidera is scheduled to attend the 2022 National Council of Architecture Registration Boards (NCARB) Region 4 Educator Symposium to be held in Detroit, Michigan on October 22, 2022. This symposium will provide a forum for important exchange between educators and regulators of the architecture profession. Within this context, Dr. Guidera devotes his time to outlining the specifics of the NCARB AXP process as well as providing necessary information and links to students in the Program.

As of this writing, the Department of Architecture and Environmental Design and NCARB are in communication regarding a potential opportunity to host a regional retreat for licensing advisors at the BGSU campus (*see Dropbox File 69 - Regional Retreat for Licensing Advisors*).

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

Program Response:

Bowling Green State University supports professional development for all faculty and staff (https://www.bgsu.edu/human-resources/professional-development/professional-development-training.html). The Center for Faculty Excellence (CFE) is the University's lead resource for teaching and learning support for faculty, staff, and graduate students (https://www.bgsu.edu/center-for-faculty-excellence.html). The CFE provides professional development workshops, consultations, web resources, learning communities, and more—all designed to help those involved in teaching to create an engaged and articulate learning experience for all BGSU students. As of this writing, more than fifty different workshops are offered by the CFE centered around the following categories (https://www.bgsu.edu/center-for-faculty-excellence/find-a-workshop1.html):

1) *Expectations:* Develop and disseminate resources that assist faculty in the crucial task of articulating clear and challenging expectations (learning outcomes).
2) *Support, Academic Support Technologies:* Coordinate and promote university resources that assist faculty in creating supportive environments for students both inside and outside the classroom.
3) *Engagement:* Support faculty to develop and utilize pedagogical strategies that actively engage students in learning and academic success. Encourage and sustain the advancement of student and faculty engagement in High Impact Practices (HIP).
4) *Feedback and Assessment:* Assist faculty and other instructional personnel to develop, utilize, and analyze the effectiveness of formative and summative assessment methods and strategies with the goal of increasing student academic performance and success.
5) *Inclusive Pedagogy:* BGSU Missions to "build a campus and community that fosters diversity and inclusion".

In addition, the BGSU *Teaching & Learning Certificate Program*, administered by the Center for Faculty Excellence, is intended to assist instructors in planning a systemized path to professional development. Open to all BGSU faculty/instructors, graduate students, administrative and classified staff. The program provides opportunities to interact with colleagues across campus and to explore current, innovative, and effective teaching strategies that support student success (https://www.bgsu.edu/center-for-faculty-excellence/certificate-programs/teaching---learning-certificate.html).

Through Bowling Green State University's institutional membership, all faculty, staff, graduate students, and postdoctoral scholars have access to the National Center for Faculty Development & Diversity (NCFDD), which provides professional development, training, and mentoring activities (https://www.bgsu.edu/center-for-faculty-excellence/just-in-time-resources/national-center-for-faculty-development-and-diversity--ncfdd-.html). The NCFDD is dedicated to faculty success throughout a career lifespan and is an excellent resource for support, for increasing productivity, for learning effective time management, and for living a balanced and healthy life.

In 2018, Bowling Green State University earned a National Science Foundation (NSF) grant of $984,484 to support the "BGSU ALLIES: Building Inclusive Leadership Practices and Policies to Transform the Institution" project (https://www.bgsu.edu/news/2018/09/bgsu-receives-nearly-1-million-nsf-grant-for-faculty.html). This award is given to qualifying institutions demonstrating a desire for social and institutional reform. The award is granted through NSF's Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) program. The mission of ADVANCE is to develop systemic approaches to include, enhance, and highlight the contributions of women in academic STEM careers. ADVANCE works to identify and eliminate organizational barriers that inhibit the full participation and advancement of diverse faculty in academic institutions.

The College of Technology, Architecture, and Applied Engineering is committed to faculty development and professional growth through all means available and supports faculty travel and participation in professional development opportunities to every extent possible. The College provides monetary support to all levels of faculty to participate in seminars, workshops, conferences, symposia, presentations, exhibitions and training both nationally and internationally. This includes travel, lodging, meals, and registration expenses. Tenure-track and tenured faculty are eligible to receive an amount of $1,000 per year to attend conferences. In addition, non-tenure-track faculty are also eligible to receive $500 per year for professional development opportunities. Within this context, faculty (regardless of their tenure-status or rank) may receive additional funding, greater than the amounts specified above, by submitting a proposal to the Dean of the College (*see Dropbox File 70 - RFP for CTAAE Funding*).

The Department also supports faculty in order to invite guest critics to their design studios and spend time in a less formal venue to establish a connection for further engagement. BGSU's Office of Sponsored Programs and Research has several funding programs which are designed to facilitate faculty research and creative activities across a wide range of disciplinary fields, including internal grant programs such as the *Building Strength Grants* (https://www.bgsu.edu/research-economic-development/office-of-sponsored-programs-and-research/funding.html). The dual goals of this program are: 1) to promote early-phase activities leading to the submission of major external grant proposals; and 2) to support activities in areas that do not require the support of large external grants. In addition, there are specific funds available for focused projects, for instance, the Marvin Center for Student Leadership and Civic Engagement that supports faculty who have interest in creating and implementing specific service-learning courses with professional development money as well as community-based learning course development grants (https://www.bgsu.edu/marvin-center/Resources/faculty-resources.html).

Faculty research is driven by full-time instructional faculty who are actively engaged in scholarly production and creative activities including, but not limited to: computer modelling, community and preservation design, theory, practice and design entrepreneurship. The faculty are also active members of professional organizations as diverse as their areas of teaching, practice, and research interests. These professional organizations include the American Institute of Architects, the Association of Collegiate Schools of Architecture, the Association for Computer Aided Design in Architecture, the American Society for Engineering

NAAB

Education, the International Council on Monuments and Sites, and the Society of Architectural Historians. A representative selection of faculty research, scholarship, and creative activities by full-time instructional faculty, including membership in professional organizations is available at: *Dropbox File 66 - Faculty Resumes*.

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

Program Response:

Student support services include academic and personal advising, mental well-being, career guidance, internship/job placement, and more. These services are provided at three levels: departmental, college, and university. At the Departmental level, full-time faculty members serve as mentors. Mentoring involves, but is not limited to, offering emotional support and encouragement as needed, career-related guidance and advice, pointing out opportunities, resources, and tips that transcend a course (and indeed, their own immediate knowledge) and providing connections into the world outside the classroom. Faculty mentors also assist students with graduate school inquiries. The Chair of the Architecture Program serves as Graduate Coordinator and meets with graduate students during the registration period each semester and is available throughout the term through office hours or by appointment. The Department maintains records for all graduate students.

At the College level, all undergraduate students in the Architecture Program are assigned to professional full-time academic advisors and planners. The academic advisors serve as primary counselors to students and help students make informed decisions about course selection, understand university curriculum, build an academic schedule, and connect with academic and career resources to be successful throughout their time at Bowling Green State University and beyond (https://www.bgsu.edu/academic-advising.html). The advisors explain courses in the architecture major, provide hints and tips for success in the courses, and offer strategies for a path to graduation within the accepted timeframe for the Bachelor of Science in Architecture degree. As of this writing, all undergraduate students in the Architecture Program have access to three full-time academic advisors, assigned to the College. Ancillary student support resources are also available to students in the College via the Undergraduate Student Services Office (https://www.bgsu.edu/technology-architecture-and-applied-engineering/current-students/undergraduate-services-office.html).

Overall, student performance is formally reviewed at least once a semester for freshmen, when students are required to meet with the academic advisors and planners for course selection for the upcoming semester. Sophomores through seniors are not required to meet with their advisors every semester, but are encouraged to do so. All students can meet with their advisors during weekly walk-in advising sessions or by scheduling an individual appointment via the "Navigate Student App" (https://www.bgsu.edu/provost/academic-affairs/guide.html). Through the MyBGSU and Student Center portals, students may, at any time, access a real time degree audit and their grades. This allows students to self asses their progress at any time. Once a review with the advisor is complete and their registration date has arrived, students can use their Student Center to register online for the following semester. Undergraduate students receive mid-semester grades which, if deficient, trigger a formal assessment with an academic advisor. In this manner, the academic advisors and planners, in conjunction with the Program faculty, guide students through the process of managing their degree plans, scheduling courses, and dealing with all issues related to academic life.

Students in the Architecture Program are required to complete two co-ops as part of their degree requirement. Both, college assigned planning specialists and students in the

Architecture Program work closely with the Associate Director for Cooperative Education in the College to educate and assist in finding co-op/internship opportunities for students (https://www.bgsu.edu/technology-architecture-and-applied-engineering/cooperative-education-program.html). The Associate Director for Cooperative Education, provides assistance in locating and securing internship opportunities as well as approving all internships *(see Dropbox File 3 - 2022 NAAB Co-op Summary Report).* The BGSU Chapter of AIAS organizes and holds two career fairs for Architecture students every year – one in fall and one in spring.

The Northwest Ohio Chapter of the AIA maintains a healthy relationship with the Department of Architecture and Environmental Design as well as with the BGSU Chapter of AIAS. Practicing architects regularly participate on juries and also sit in on the Department Advisory Board. Criteria related to professional practice integrated into coursework across the curriculum (Codes and Regulations, Professional Practice/Entrepreneurship, Business Innovation by Design, Applied Entrepreneurship, etc.) also supports students in preparing for the professional environment that builds a foundation for the architect licensing advisor.

Beginning Fall 2021, all incoming first year students in the program (as part of a University-wide initiative) will be provided the opportunity to enroll in BGSU 1910 Life Design at BGSU. As part of this initiative, each first year student will be paired with a Design Coach who will work alongside the student throughout their college career to guide them and also help them use Life Design tools to design their way forward. This first-year seminar course empowers students to make the most out of college by equipping them with a framework and tools to design academic, career and life experiences that align with who they are, what they value, and what they want to do in life. Taught by Design Coaches, each section is limited to 22 students, which provides new students the opportunity to engage with other first-year students in a dynamic, small class setting (https://www.bgsu.edu/life-design/BGSU-1910.html#benefits).

At the University level, both undergraduate and graduate students have access to a variety of resources. For instance, the Learning Commons is located inside BGSU's Jerome Library; this collaborative learning environment provides free tutoring, academic coaching, study skills classes, as well as math and writing tutors (https://www.bgsu.edu/learning-commons.html). There is also a Career Center where staff members are available to help students explore career and major options, identify and secure cooperative education and internship experiences, and search for job and graduate school opportunities (https://www.bgsu.edu/career-center.html). In addition, if a student is struggling with personal issues, or if a student is experiencing negative treatment, threats or more subtle forms of oppression because of race or ethnicity, sexual orientation, gender identity, religious affiliation, political affiliation, country of origin or other aspects of student identity, BGSU has a Counseling Center (https://www.bgsu.edu/counseling-center.html).

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that

diversity has not always been understood or embraced in our society, yet, at BGSU, we seek to strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that all individuals are treated with dignity. As a community, we are committed to advancing this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff and administration (https://www.bgsu.edu/equity-diversity-and-inclusion.html).

As a public university for the public good, BGSU's bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong. This commitment is reflected in the distribution of its human, physical and financial resources on campus including, but not limited to:

1) Accessibility Services
   (https://www.bgsu.edu/accessibility-services.html)
2) Office of the Dean of Students
   (https://www.bgsu.edu/dean-of-students.html)
3) Center for Women and Gender Equity
   (https://www.bgsu.edu/womens-center.html)
4) Office of Multicultural Affairs
   (https://www.bgsu.edu/multicultural-affairs.html)
5) Counseling Center
   (https://www.bgsu.edu/counseling-center.html)
6) Psychological Services Center
   (https://www.bgsu.edu/arts-and-sciences/psychology/services/psychological-services-center.html)
7) Center for Violence Prevention and Education
   (https://www.bgsu.edu/womens-center/resources-and-services/violence-prevention.html)
8) Impact Solutions
   (https://www.bgsu.edu/human-resources/benefits/work-life-balance.html)
9) LGBTQ+ Resource Center
   (https://www.bgsu.edu/equity-diversity-and-inclusion/lgbt-resource-center.html)
10) Wellness Connection
    (https://www.bgsu.edu/recwell/wellness-connection.html)
11) International Programs and Partnerships
    (https://www.bgsu.edu/international-programs-and-partnerships.html)
12) Office of Title IX
    (https://www.bgsu.edu/equity-diversity-and-inclusion/title-ix.html)

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

Program Response:

The Architecture Program adheres to all BGSU guidelines related with diversity planning, accountability, advocacy, and incentives. The Program is an active participant in growing the diverse academic culture of BGSU. All outreach and diversity endeavors are led centrally by the Dean in collaboration with the School Director and Assistant Dean, including faculty and staff in the College. Via collaborative efforts, these individuals assist in recruiting students, faculty, and staff, organize focused events, and keep the constant efforts at establishing a diverse faculty, student, and staff community visible. The University's (current) strategic plan for diversity initiatives is explicitly defined in "Goal 3: Powering Public Good Through Our

People and Community" (https://www.bgsu.edu/forward.html). Via this strategic goal, the University – "*aspires to be an engaged learning community where each member belongs and is inspired to achieve excellence. For us to become the community we aspire to be, we must become more diverse, inclusive and curious*". Within this context, "Initiative 9: Culture of Inclusion, Respect and Curiosity" aptly captures this goal – "*We will create the culture that we aspire to be by intentionally educating all members of our community regarding diversity, inclusion and democracy. This will allow us to recruit, retain and support a diverse community of students, faculty and staff so that all belong.*" The existential context for this goal derives from the modality that to be a strong, thriving, competitive university, BGSU must ensure that all members of the faculty, staff, and administration have the opportunity to achieve excellence in their work. And as an employer, BGSU must be as diverse as the communities it serves (https://www.bgsu.edu/equity-diversity-and-inclusion/division-newsletter.html). At the College level, equity, diversity and inclusion is highlighted and emphasized as part of CTAAE Goal 6 (*see Dropbox File 8 - CTAAE Strategic Goals*).

Within the context of "Goal 3: Powering Public Good Through Our People and Community", strategic objectives were created to provide greater clarity on ways to enhance campus culture to support diversity and belonging. These goals are intended to guide each member of the University community in a collective effort to improve the experiences of individuals, and inspire all individuals to improve the conditions of this region and world.
1) Each BGSU student will graduate with the cultural competence necessary to live a meaningful and productive life in a diverse world.
2) We will equip students from all identities with the tools and support necessary to overcome personal and societal barriers, graduate, and achieve success.
3) Through our strategies, we will enhance our culture to support diversity and belonging from our hiring practices, to our recruitment and retention initiatives.
4) Faculty, staff, and students will feel a sense of belonging with the BGSU community as a whole.

Objectives 3 and 4 (listed above) relate directly with maintaining or increasing the diversity of its faculty and staff.

Over the course of multiple meetings, the Diversity and Belonging Council at BGSU reached consensus on five thematic strategies and the plan for action captured under each theme. These strategies will guide the University through 2023 (https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html).

Strategy 1
ADVOCACY: Advocate for just and equitable policies and practices to ensure a safe and inclusive community where each person feels empowered and supported.
a. Monitor university policies for negative/adverse diversity and inclusion impacts
b. Review university assessment practices to ensure commitment to equity, diversity, and inclusion processes (e.g., disaggregating data) and outcomes (e.g., persistence, graduation) for diverse populations
c. Develop a system to provide continuous feedback and suggestions
d. Explore incentives for faculty and staff participation in ally and advocate training workshops
e. Encourage participation of faculty, staff, and graduate students in affinity groups
f. Assess current onboarding practices and training needs for new staff members
g. Establish a network of Faculty and Staff Diversity Advocates who will serve as liaisons between campus community, various divisions and units

Strategy 2
EDUCATION AND DEVELOPMENT: Deliver impactful social justice and cultural competency professional development opportunities and trainings to enhance faculty, staff, and students' capacity.
a. Review extant literature to develop cultural competency standards for faculty, staff,

and students
  b. Establish university-wide learning and developmental outcomes related to diversity and inclusion that can be used for programming and assessment purposes
  c. Offer professional development resources to educate staff on issues related to diversity, equity, inclusion, and social justice (e.g., share current articles; form book club; tiered training workshops; webinars/webcasts; share information about campus, regional, and national opportunities)
  d. Offer train-the-trainer sessions for a variety of diversity, equity, inclusion, and social justice workshops to build a network of approved co-facilitators

Strategy 3

PROGRAMMING: Implement high-quality educational and engagement opportunities for university faculty, staff, and students.
  a. Conduct an audit of programming based on the mission, vision, values, etc. of the university
  b. Move beyond satisfaction-only assessment methods to assess the effectiveness of faculty, staff, and student learning
  c. Update university-wide learning and developmental outcomes related to student learning, development, and success that can be used for programmatic and assessment purposes to expand on Personal and Social Responsibility to diversity and inclusion

Strategy 4

COMMUNITY: Leverage campus and community partnerships to create a diverse community of belonging.
  a. Survey current and forecasted internal and external collaborations and partnerships
  b. Explore funding opportunities with current and new partners
  c. Develop a campus and community partner communication plan
  d. Form cross-campus coalitions that connect students, faculty, staff, and community members

Strategy 5

ACCOUNTABILITY: Demonstrate the positive impact of Diversity and Belonging initiatives to campus climate.
  a. Track, measure, assess, and report progress for the strategic plan
  b. Form or continue assessment committees to support and provide accountability for unit-level initiatives related to goals and metrics
  c. Communicate assessment results
  d. Explore the appointment of a President-designated administrator responsible for diversity, inclusion, and belonging efforts for faculty (i.e., Vice Provost for Faculty Diversity and Inclusion)

Since the prior NAAB accreditation visit in 2019, the School has successfully hired and retained four full time under-represented faculty (Yong Huang, Linda Beall, Shirley Tandoh, and Lisa Schaller), including three under-represented adjunct faculty (Heidi Reger, Lyndsey Stough, and Lindsey Brusoe). As we move into the next accreditation cycle, and within the context of these strategic goals, the College and Department will identify diversity, equity, inclusion, and belonging goals specific to faculty and staff recruitment, retention, career achievement and advancement, and climate (*see Appendix C of Dropbox File 71 - Diversity and Belonging Comprehensive Strategy and Plan*). A comparison of faculty, staff, and student demographics is publicly and readily available on the Division of Diversity and Belonging website (https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html).

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

Program Response:

Bowling Green State University is committed to diversity and inclusion relative to its student body (https://www.bgsu.edu/admissions/student-diversity-hub.html). Within the context of "Goal 3: Powering Public Good Through Our People and Community" (https://www.bgsu.edu/forward.html), strategic objectives were created to provide greater clarity on ways to enhance campus culture to support diversity and belonging. These goals are intended to guide each member of the University community in a collective effort to improve the experiences of individuals, and inspire all individuals to improve the conditions of this region and world.

1) Each BGSU student will graduate with the cultural competence necessary to live a meaningful and productive life in a diverse world.
2) We will equip students from all identities with the tools and support necessary to overcome personal and societal barriers, graduate, and achieve success.
3) Through our strategies, we will enhance our culture to support diversity and belonging from our hiring practices, to our recruitment and retention initiatives.
4) Faculty, staff, and students will feel a sense of belonging with the BGSU community as a whole.

All four objectives (listed above) relate directly with maintaining or increasing the diversity of students. The "BGSU 1910 Life Design" initiative, is expected to meaningfully contribute to all four objectives and will empower students to make the most out of college by equipping them with a framework and tools to design academic, career and life experiences that align with who they are, what they value, and what they want to do in life (https://www.bgsu.edu/life-design/BGSU-1910.html#benefits).

The five thematic strategies (as described previously): 1) Advocacy; 2) Education and Development; 3) Programming; 4) Community; 5) Accountability, and the plan for action captured under each theme as developed by the Diversity and Belonging Council at BGSU will guide the University and the Architecture Department through 2023, in terms of maintaining or increasing the diversity of students (https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html).

In 2020, the University received a transformational $1 million gift from the Owens Corning Foundation to create scholarships for underrepresented students in the School of the Built Environment. The Owens Corning Scholars Program will support students studying architecture and construction management in the School of the Built Environment (https://www.bgsu.edu/news/2020/11/owens-corning-foundation-announces-one-million-gift-to-create-scholarships-for-bgsu-students.html). The first cohort of six Owens Corning Scholars joined the School in fall 2021. As of this writing, the second cohort of six Owens Corning Scholars will begin in fall 2022.

Minority and underrepresented students in the Architecture Program are supported and actively participate in distinct student organizations (housed within the School and the College) dedicated to diversity and inclusion, including: 1) National Organization of Minority Architecture Students (NOMAS); 2) Purple Hard Hats (PHH); and 3) Women in Technology (WIT). In addition, most recently, two core courses in the architecture curriculum (ARCH 3310 and ARCH 6800) underwent substantial curriculum changes that resulted in their inclusion in the "2020-2022 ACSA Equity Course List" – *Courses Addressing Justice, Equity, Diversity, and Inclusion in the Built Environment* (https://www.acsa-arch.org/resource/acsa-architecture-and-equity-course-list/). Both courses are required to be taken by students in the Architecture Program at either the undergraduate and/or graduate level.

For six consecutive semesters (fall 2020, spring 2021, fall 2021, spring 2022, fall 2022, spring 2023) the Architecture Program has received Graduate College support in the form of funding for Graduate Scholarships and Assistantships to recruit minority and underrepresented

students in the Master of Architecture degree program. As a result of this "Graduate Enrollment Enhancement Pool" initiative, the Architecture Program has successfully recruited five female students in the Master of Architecture degree program for the past three years. Two of the five female students are international students. Details regarding student demographics at the institutional level are publicly and readily available on the Division of Diversity and Belonging website (https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html). Student demographics relative to the Architecture Program (as of this writing) are available at *Dropbox File 72 - Program Annual Report - 2021*.

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

Program Response:

As a public research University, BGSU has clear guidelines with regard to all aspects of equity, diversity, and inclusion. The University's Division of Diversity and Belonging (https://www.bgsu.edu/equity-diversity-and-inclusion.html) monitors compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. To ensure compliance, all faculty and staff search committees are required to complete appropriate orientation and workshops prior to the start of the search process (https://www.bgsu.edu/equity-diversity-and-inclusion/workshops.html). These processes ensure that all faculty and staff hiring searches conform to equal opportunity and affirmative action policies, as well as adhere to the Program's dedication to diversity in filling faculty and staff appointments. In addition, all applicants are now required to submit a "Diversity Statement" as part of the application package (https://www.bgsu.edu/human-resources/careers/bgsu-hiring-practices.html). In a memo dated April 13, 2021, the University re-affirmed its focus and commitment to elevating diversity and belonging efforts, so each student, faculty and staff member belongs and is enriched by an inclusive community (*see Dropbox File 7 - Diversity and Inclusion Memo*). In addition to administrative measures and policies, the Architecture Program works closely with BGSU's Office of Multicultural Affairs (https://www.bgsu.edu/multicultural-affairs.html) and the Diversity and Belonging Resource Hub (https://www.bgsu.edu/its/test/diversity-and-belonging-resource-hub.html) to create a healthy culture of diversity in terms of promoting awareness, appreciation, understanding and skill building around issues concerning disability, age, race/ethnicity, culture, sexual orientation, socioeconomic class, gender, religion, and other forms of human variation.

The Architecture Program is fully committed to equity, diversity, and inclusion as outlined in a series of University policies including: Sexual Harassment; BGSU Freedom of Expression; Accommodating Student Pregnancy; Anti Hazing Policy; Disability/Reasonable Accommodation Policy; Religious Accommodation; Violence in the Workplace; and Non-Discrimination in Employment and Education among others (https://www.bgsu.edu/general-counsel/university-policies.html). The Program also fully embraces a Code of Ethics and Conduct Policy that values the promotion of ethnic and racial diversity in the academic programs and activities and in the composition of the student body, faculty, and staff (*see Dropbox File 9 - Code of Ethics and Conduct Policy*). Failure to provide an education with cross cultural experiences and insights would inhibit graduates from functioning to their fullest potential in a pluralistic society. To realize this academic interest, BGSU engages in positive efforts to promote racial and ethnic diversity in the classrooms, in the curricula, and in all other activities that are designed to further the educational experience of students. Recently (in 2021), the University produced a comprehensive report containing two years' worth of information about the Division of Diversity and Belonging, and the Diversity and Belonging

Council (*see Dropbox File 73 - Diversity and Inclusion Biennial Report*). The report also highlights other key contributors who have been champions of diversity and belonging at Bowling Green State University. The report is publicly and readily available on the Division of Diversity and Belonging website (https://www.bgsu.edu/equity-diversity-and-inclusion/comprehensive-strategy-plan.html).

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

Program Response:

The Program fosters a culture that embraces a positive and respectful learning environment for all, while maintaining rigorous levels of academic and professional integrity. In alignment with the University's core values, the Program fosters and encourages respect, collaboration, self-engagement, innovation, and excellence. This value system provides the framework for the studio culture policy in the Department of Architecture and Environmental Design at BGSU. In addition, collaborative and cross-disciplinary learning, shared knowledge, and the practice of architecture that expands and deepens the horizons of the discipline are highly valued. Syllabi for all courses taught in the Program contain all University and Department policies, including academic integrity, attendance policies, and conformance with the Americans with Disabilities Act. The BGSU Student Handbook publicly displays Codes of Conduct and Policies and Procedures to help students become responsible members of the BGSU community (https://www.bgsu.edu/student-handbook.html).

The University's commitment to foster an environment that reflects and celebrates diversity, promote tolerance and civility, encourage inclusion, embrace healthy interdependence, and promise to all members a learning community free of discrimination is also reflected via the Equal Opportunity Compliance Committee (https://www.bgsu.edu/faculty-senate/committees/equal-opportunity.html). The Program also benefits from the University's Disability Services Office which provides equal access and opportunity to qualified students with disabilities and to fully integrate those students into the academic unit. This policy includes the provisions of ADA compliance for all facilities used by the Department and, in cooperation of the Disability Services Office, the accommodations and academic adjustments, including adaptive technology, assistive listening devices, captioning/interpreter services, course substitution, exam accommodations, materials in alternative format, and note taking assistance. All these services are offered with a protection of student privacy rights (https://www.bgsu.edu/accessibility-services.html).

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

BGSU's physical resources underwent a positive change – as of January 1, 2016, the Architecture Program moved into a state-of-the-art learning environment based on the conversion of a 31,000 sf circa 1973 warehouse (*see Dropbox File 74 - Floor-plan of Current Facility*). The design and construction of the facility resulted in flexible, spacious, well-lit spaces for production, presentation, collaboration and display including a 60-seat lecture hall, a 20-seat conference room, 10 faculty offices, administrative offices, a small conference room, studio spaces for 175 students, a public gallery, a design-shop, and restrooms.

The disposition of the studios provides a step-wise progression from north to south as one moves through the degree program, with the senior studio being visually prominent adjacent to the main entrance. All of the studio spaces open to public spaces with no doors or physical barriers to restrict access. The studio spaces are defined by either low partition walls or review walls for displaying student work. This openness provides opportunities for faculty and students at all levels to roam the building freely in order to see the work of their colleagues. The Department provides all freshmen and sophomore students with a 3'x4' desktop surface, whereas junior, senior, and graduate students are provided with a 2.5'x5' desktop surface. All students are provided with a seat. Each desk in the sophomore, junior, senior and graduate studios is combined with a low-profile movable locker for materials, supplies, and other storage needs. In addition to this, parallel bars are mounted to the desktops of students in the freshmen and sophomore studios.

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

Program Response:

The Architecture Program has several spaces dedicated to supporting and encouraging didactic and interactive learning (*see Dropbox File 74 - Floor-plan of Current Facility*). The 60-seat lecture hall contains projection and audio equipment, including dry erase boards. In addition to courses with high enrollment, the Department uses this space for large scale meetings with students and for guest lectures and speaker presentations. The furniture in this space allows the room to be configured in a variety of different ways to accommodate different types of learning. In addition, 3 digital projectors and several dry erase boards are provided on the east wall of the building. Dry erase boards and 2 digital projectors are also provided in the freshmen studios. A similar set-up of dry erase boards and digital projectors are also provided in the graduate studios. Both conference rooms are also equipped with digital projectors and dry erase boards. Several computer stations (in groups of 2, 5, or 6) coupled with printers are distributed across studio spaces for student and faculty use. This set-up of dry erase boards, digital projectors, computer stations, and printers allows for an intense interactive learning environment and meaningful collaboration between students in the studio environment from freshmen to graduate level.

As of this writing, the College of Technology, Architecture, and Applied Engineering has embarked on a bold plan to transform its programs and facilities to better prepare graduates for new knowledge and innovation in the Built Environment. The School of the Built Environment is poised to leverage the natural synergies of Architecture and Construction Management by adding a new facility to the existing building to elevate its learning spaces and technologies (*see Dropbox File 75 - Renderings of Kokosing Hall*). The new facility with the existing building, in its entirety – named Kokosing Hall, will allow students in both programs – Architecture and Construction Management to receive a more interdisciplinary and comprehensive education in their fields through greater knowledge and awareness of the diverse elements (*see Dropbox File 76 - Kokosing Hall*). The new integrated, state-of-the-art facility will feature an Innovation Lab, including two Digital Classrooms and a Material and Soils Lab in addition to other program supporting components and will allow for dynamic growth, provide real-world experiences, and prepare for evolving technology and processes that will be more adaptable and cohesive in the future (*see Dropbox File 77 - Floor-plan of New Facility Addition*). The projected date of completion of construction for the new facility is end of fall semester 2022. The Architecture Program does not anticipate any issues or problems that will impact student learning relative to the addition and construction of the new facility.

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

Program Response:

As of this writing, faculty offices are located in a free-standing block adjacent to the freshmen studios (*see Dropbox File 74 - Floor-plan of Current Facility*). Each full-time faculty member has a dedicated office space within the building. Part-time faculty receive a dedicated office as space allows. When all offices are occupied, part-time faculty have access to a shared office space. Each office is furnished with a computer, desk, phone, storage, and seating for at least two individuals. These offices provide private space for faculty to advise students, conduct research, and prepare for their classes.

With the addition of the new facility (and upon completion of construction), all faculty offices will be relocated to the new facility (*see Dropbox File 77 - Floor-plan of New Facility Addition*). The space previously occupied by faculty offices adjacent to the freshmen studios, will thereafter be transformed into additional studio space for sophomore students (*see Dropbox File 78 - Floor-plan of Current Facility with Extra Studio*).

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

Program Response:

An east/west "axis-of-presentation" extends through the middle of the school from the landscaped west plaza through the flexible space(s) of the gallery and the pivot-walls to the 300' crit-wall on the east. Informal collaboration and interaction is encouraged throughout. The student lounge, the project work zone at the north end of the central circulation spine, and the design-shop (complete with laser cutters, plotters, and paint booth) are specifically intended to enable student performance at the highest level.

As of this writing, the architecture faculty, staff, and students also have access to two high-end computer labs as well as to a woodshop housed next door in the College of Technology Building. The two 30-seated computer labs are maintained and managed by Information Technology Services (ITS). The woodshop is operated by the Department of Construction Management with the support of the College Assistant Director of Laboratories and Facilities. The College has its own Tech Store that provides valuable services for all architecture faculty, staff, and students, such as 3d printing, power tools, survey equipment, and photography equipment, just to name a few. With the addition of the new facility, students, faculty, and staff in the Architecture Program will have access to a state-of-the-art Innovation Lab (housing CNC routers, laser cutters, overhead crane, and other equipment) including two Digital Classrooms and a Material and Soils Lab (*see Dropbox File 77 - Floor-plan of New Facility Addition*).

The program is also part of the Toledo Design Center (TDC), a multi-disciplinary coalition of professional architects and planners that advocate design and planning excellence in service of Toledo's urban communities. It provides the Department, at no charge, a presence in the City of Toledo with an informal satellite space to conduct design seminars and research projects. At the same time, it aids the TDC mission of exploring, assisting, and supporting opportunities for urban growth and revitalization through resource preservation and adaptive re-use augmented by new architectural and landscape conceptualization. The goal is to create a beautiful and livable community guided by sustainable growth and a high quality of life (https://toledodesigncollective.org).

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

Program Response:
(Not Applicable)

5.7 Financial Resources

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

Program Response:

Allocation of financial resources is not solely based on the professional degree offered, but is based more on how critical a department's purpose is to the University mission, its size, and the way budget requests are communicated. Departmental financial resources are divided into three categories: personnel, fringe benefits, and operating. The personnel and operating categories have permanent and one-time funding. Permanent funding is budget dollars that increase or decrease a departmental budget for the current fiscal year and all years going forward. A one-time budget is for a temporary personnel or operating expense. The one-time budget affects only the current year, but if not spent in the current year, can be carried forward to the next fiscal year. Fringes are centrally allocated; actual fringes charged to departments for things such as health and dental insurance, retirement benefits, and other fringe benefits are funded on a monthly basis to offset cost incurred. Any increase in permanent or one-time funding may be requested from the Dean or the Provost Reserve (unallocated College or Academic Affairs funds) or from Central Administration. In addition to requesting an increase in a departmental budget from reallocation of College, Division or Central Administration, an increase in funding can also be requested in the annual budget process from the Board. The Office of Capital Planning is responsible for providing for facilities and space for the respective academic unit.

School of the Built Environment Operating Budget						
Operating Budget - SBE		**FY21**		**FY22**		**FY23**
Communication	$	7,000	$	7,000	$	7,000
Miscellaneous	$	1,000	$	1,000	$	1,000
Supplies	$	13,000	$	13,000	$	13,000
Travel	$	4,000	$	4,000	$	4,000
Total Operating	**$**	**25,000**	**$**	**25,000**	**$**	**25,000**
Personnel Budget -SBE		**FY21**		**FY22**		**FY23**
Faculty	$	1,013,107	$	1,044,055	$	1,209,055
Fringes - faculty 35%	$	354,587	$	365,419	$	423,169
PT Faculty	$	40,000	$	40,000	$	40,000
Fringes - part-time 16.5%	$	6,600	$	6,600	$	6,600
Classified Staff	$	68,150	$	69,024	$	69,024
Fringes - classified staff 41%	$	27,942	$	28,299	$	28,299
Graduate Assistant Stipends	$	121,896	$	133,879	$	133,879
Student Employees	$	4,200	$	4,200	$	4,200
Fringes - GA and Students 2.5%	$	3,152	$	3,452	$	3,452
Stipends	$	25,000	$	25,000	$	25,000
Total Personnel Budget	**$**	**1,664,635**	**$**	**1,719,928**	**$**	**1,942,678**
Grand Total - Operating/Personnel - SBE	**$**	**1,689,635**	**$**	**1,744,928**	**$**	**1,967,678**

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Note: The operating budget load is based on a fiscal year allocation. Full-time faculty, part-time faculty, and graduate assistant salaries are allocated on an academic year of nine months along with fringe benefits for each group. Staff salary, student employee salary along with fringes are based on a fiscal year allocation.

At BGSU, the administrative Chairs and Directors of academic departments do not have control over personnel budgets, especially salaries for full time faculty and staff. Chairs and Directors also do not have control over fringes, especially for those personnel funded by Educational and General (E&G), by tuition revenue and State Share of Instruction (SSI). The Architecture Department does have control over operating expenditures such as supplies, travel and entertainment, faculty professional development, and a carry-forward budget. The Architecture Department also has access to other funding sources outside of E&G funding allocations, such as course fees, program fees, foundation accounts, or grants and revenue generated from services to external customers. Depending on the restrictions of the resources received from other sources, the Architecture Department has minor influence over revenues and transfers obtained outside of E&G allocations.

The scholarship, fellowship, and grant funds that support the Program are explained in detail as follows. For graduate students, the Provost has E&G permanent budget allocation for graduate assistantships. This includes scholarships (fee waivers) and stipends. Graduate scholarships and stipends are allocated to the colleges by the Dean of the Graduate College and each college Dean allocates those resources among academic departments depending on the number of graduate students and the level of scholarship awarded to each student. For FY 2021-22, a total of eleven graduate assistants received both stipends and scholarships in the Department.

The College of Technology, Architecture, and Applied Engineering has several scholarship opportunities available to qualified Architecture students. Specifically, four scholarships are available exclusively to Architecture students as listed below:
- The Collaborative Scholarship
- SSOE Group Architecture Scholarship
- Biolosky Cleveland Scholarship
- The Owens Corning Scholarship

There are seven general scholarships that are open to all majors in the College as follows:
- Ardanall B. Mason Memorial Scholarship
- Dr. Frank Dick Technology Book Award
- Frederick C. Stone Memorial Scholarship
- Gedeon Memorial Scholarship
- Invenergy – Building Our Clean Energy Future Scholarship
- Laimbeer Family Scholarship
- Savage Family Leadership Scholarship

A non-endowed fund titled Architecture Advancement Program was created to enhance student and faculty activities, not otherwise funded by the Department operating budget. Expenses tied to this fund could include (but are not limited to) equipment, supplies, student recruitment and retention, travel and professional development for faculty, staff, and students, alumni activities and other general Program expenses. Funding for the Advancement fund comes from donations to the Program.

The Da Vinci Society Fund was established by the College to support undergraduate and graduate research. Through an application and proposal process, students can apply for funding.

At the graduate level, graduate students in Architecture can apply for the Winifred O. Stone and Presidential Graduate Diversity Scholarship which are merit-based awards designed to promote diversity within the graduate student population at BGSU.

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The AIA Ohio Foundation awards funding to the Architecture Program on an annual basis. This award provides scholarships to one or more BGSU architecture student(s) to facilitate the connection between the profession and future leaders. The Program has an established set of rules, procedures, and criteria for the selection of students that receive this award.

There are no pending reductions or increases in personnel and/or operating budgets that the Program is aware of.

All types of faculty compensation are addressed in the Collective Bargaining Agreement (CBA). For any changes to occur, it would need to be approved by the University and University Faculty Association-American Association of University Professors.

Institutional development campaigns are managed by the BGSU Foundation. In addition to institutional development, the College and the School also set fund raising campaign goals in order to contribute to the Foundation accounts.

5.8 Information Resources

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

Program Response:

BGSU students may access materials in a timely manner by borrowing print materials through OhioLINK, a consortium of 118 academic libraries distributed among 90 different Ohio college and university libraries that work together to provide Ohio students, faculty and researchers with the information resources they need for teaching and research (https://www.bgsu.edu/library/services/request.html). These materials include print and electronic books, serials, databases, and audiovisual media. OhioLINK materials may be requested and picked up at the researcher's home institution, or at any of the participating libraries through OhioLINK's Pick-Up Anywhere program. For BGSU employees and students living outside of Ohio, but inside the United States, they can request print material be sent to them by mail by contacting ill@bgsu.edu to initiate their request. Recipients are expected to return the item by the assigned due date and pay for return shipping. Together, OhioLINK member libraries provide access to more than 46 million books and materials, 136 research databases, 29 million electronic journal articles, 181,000 e-books, 103,000 images, video and sound files, and more than 93,000 full text, openly accessible theses and dissertations published by Ohio students. In addition to robust statewide OhioLINK offerings, BGSU makes local purchases of materials and subscribes to additional sources of information to support the curriculum.

Current Architecture and design indexing and abstracting resources include Avery Index to Architectural Periodicals. The Avery Index to Architecture Periodicals indexes more than 4600 publications. Any requests for articles from the majority of journals indexed will need to be provided by Interlibrary Loan. In almost all instances, materials are provided at no cost to the requestor. Art Full Text & Art Index Retrospective, Oxford Art Online Dissertations & Theses (ProQuest) are available as well. Additional materials may be found in Web of Science, JStor, in EBSCO databases such as Academic Search Complete, Humanities International Complete, Environment Complete, and the Bibliography of the History of Art (BHA), including Répertoire international de la littérature de l'art (RILA) (a closed file covering materials published from 1975 – 2007). ARTSTOR includes several hundred thousand images on architecture and city planning. A variety of other databases that cover humanities and social science topics also support the Architecture and Environmental Design Program. These can be accessed on and off campus through authentication at https://www.bgsu.edu/library and https://libguides.bgsu.edu/az.php?s=100211. In addition to our current journal subscription

content, our Interlibrary Loan Department (https://www.bgsu.edu/library/services/interlibrary-loan.html) provides timely articles by request at no cost to students and faculty.

The University Libraries also supports ScholarWorks@bgsu.edu, an openly accessible repository for scholarly content should the School of Physical Therapy program ever need a place to showcase and make available material created by faculty or students (https://scholarworks.bgsu.edu/). This platform also supports the creation of online textbooks and peer reviewed journals.

Books:

The University Libraries' book collection in the Library of Congress Classification NA (Architecture) amounts to 6,321 titles, as of June 2022. Factoring in the additional books available in the Classification TH (Building Construction) and Classification NK (Decorative Arts/Interior Design) which might also be of use to architecture students, the total comes to 11,236. (See table 1 below.) We actively weed print collections, removing dated and seldom-used materials to make the more current and relevant titles easier to identify. The counts below include older items that have been moved to the Ohio Depository Catalog (OHDep) and are housed in the Northwest Ohio Regional Book Depository. These books are owned by University Libraries and are available to library users upon request via OhioLINK's courier service.

The University Libraries contribute to e-book purchases for the OhioLINK Electronic Book Center. These include imprints of publishers such as Springer, Sage, Wiley, and Oxford as well as university press content from Yale University Press, University of Chicago Press, MIT Press, University of California Press, New York University Press, and Princeton University Press. The university community also has access to e-books from JSTOR, the EBSCO Academic Subscription Collection, Project Muse, Ebrary, NetLibrary, and other sources. Currently, at least 1,633 e-books support the Architecture and Environmental Design program and are available at anytime, anywhere to any university authenticated user. In addition to e-books counted in Table 1, we have access to O'Reilly Safari Books -- more than 35,000 ebooks and manuals on the use of technology in all fields, including computer-aided design for architecture.

Table 1. Print Books and Electronic Books

Call Number Range	Jerome Library	BGSU titles in OHDep	E-books	Grand total
Grand total	7,299	2,304	1,633	11,236
NA -- Architecture	4,481	947	893	6,321
NK -- Decorative Arts	2,752	987	213	3,952
TH -- Building Construction	66	370	527	963

There has been some growth in the number of print books classified in NA, NK, and TH purchased since the last accreditation report. (See Table 2 below.) During the years 2020 and 2021 the library's print approval plan was shut down in favor of a Demand Driven Acquisition (DDA) plan for e-books. (A DDA plan makes many e-books available, while the library purchases only those titles which are used.) This change was due to the COVID-19 pandemic; the library was closed for part of 2020, and there was a greater need for e-books during the following year. The library's materials budget for FY20-21 was cut by 12%, offset partially by use of contingency funds, which called for cost-cutting measures. In 21-22 the library's budget was restored, and as of Spring 2022 the print approval plan has been renewed, operating along with the e-book DDA plan to bring in a mix of formats.

NAAB

Table 2. Print Book Purchases, January 2019 through June 2022

Totals	NA --Architecture	NK -- Decorative Arts	TH -- Building Construction
249	158	90	1
$10,797	$6,891	$3,735	$171

Our faculty and students also have access to the architecture collections at Ohio State University, Kent State University, Miami University and the University of Cincinnati – as well as colleges and universities throughout Ohio via OhioLINK borrowing. Students and faculty in the Architecture and Environmental Design Program can rely on strong architecture holdings among OhioLINK libraries.

Images and Video:

Electronic art and architecture images are available to the Architecture and Environmental Design Program from ARTStor image database.

University Libraries makes every effort to acquire and host video content that is requested by faculty for classroom use. These videos are then made available to members of the class who can stream the video content anytime, anywhere. Additionally, the library has set up a mediated acquisitions plan with Kanopy Video Streaming to supply streamed video content. The Kanopy collection includes more than 300 videos that will support the Architecture and Environmental Design Program; individual titles may be requested by faculty for classroom use. Once purchased, these Kanopy videos may be streamed at anytime, anywhere, to any university authenticated user. Also, videos in DVD format may be borrowed from some OhioLINK member libraries.

Journals:

Bowling Green State University has access to more than 300 journals on architecture, decorative arts, design, architectural engineering, and landscape architecture. Holdings vary, depending on the source – local subscriptions, the OhioLINK Electronic Journal Center, JSTOR, Art Fulltext, or other EBSCO databases. Current issues may be embargoed by the publisher for some titles that are made available in Art Fulltext, JSTOR, or via EBSCO databases. The 35 titles in the OhioLINK Electronic Journal Center are paid subscriptions by OhioLINK member libraries; access to current issues is not embargoed.

OhioLINK libraries collectively have deep collections in architecture. Copies of articles from journals not accessible at BGSU can be delivered quickly via Interlibrary Loan.

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

Program Response:

All students, faculty, and staff of BGSU have access to library materials, either in-person access at the library or online with electronic books, online databases, and streaming media (where available). Therefore, the University Libraries (UL) provides access to both our in-person and distance students, faculty, and staff. The UL also provides research and other library-related assistance to all members of the BGSU community through access in-person, text messaging, Ask a Librarian chat, email, and phone reference services provided by reference and instruction librarians. While the library is open an average of 110 hours a week, the Research and

Information desk (as well as online chat) is staffed 80 hours per week, including evenings and weekend service.

In addition, the University Libraries' instructional services actively integrate information literacy into the curricula and facilitate students' acquisition of critical thinking and information-seeking skills. Librarians in the STEM and Health Sciences Team serve the College of Technology, Architecture and Applied Engineering. These librarians work specifically with students and faculty in the Department of Architecture and Environmental Design to provide instruction, reference, and research assistance. They do so through both live and recorded research instruction, virtually or in the classroom, and through IRA's (Individual Research Appointments). Librarians also provide online research guides for both the program and individual courses using LibGuides (ex. https://libguides.bgsu.edu/architecture). Librarians also work closely with faculty in the Department of Architecture and Environmental Design to develop a collection of materials that support the department's teaching, learning and research needs.

The University Libraries also houses the Learning Commons (https://www.bgsu.edu/learning-commons.html). This collaborative learning environment provides BGSU students with FREE tutoring, academic coaching, and supplemental instruction services. Additionally, the Falcon Learning Your Way (FLY) Program is a fee-based service for undergraduate and graduate students with specific learning disabilities and/or ADHD.

Both undergraduate and graduate students can receive Mathematics and Statistics tutoring on a drop-in basis and schedule one-on-one sessions with a Writing Consultant for all writing projects. Course-based tutoring and Supplemental Instruction (SI) sessions are available to support undergraduate students with many challenging classes. Academic coaching appointments are also available for undergraduate and graduate students to assist with developing effective study and time management strategies. The Learning Commons is certified by the College Reading and Learning Association (CRLA) and is accredited by The International Center for Supplemental Instruction at the University of Missouri-Kansas City.

The library is administered by Sara A. Bushong, Dean of University Libraries, sbushon@bgsu.edu.

Architecture Subject Librarians:

> Edith Scarletto, Assistant Professor and Reference & Instruction Librarian
> University Libraries
> Library Teaching and Learning Department, Suite 152
> Phone: 419-372-7923
> Email: ediths@bgsu.edu

> Chris Robinson-Nkongola, Assistant Professor and Reference & Instruction Librarian
> University Libraries
> Library Teaching and Learning Department, Suite 152
> Phone: 419-372-9412
> Email: audrecr@bgsu.edu

Report prepared by:

> Eileen Bosch, UL Associate Dean
> Julie Rabine, UL Collections Coordinator, and
> Edith Scarletto, UL STEM Library Instruction Team Leader
> June 13, 2022
> (https://www.bgsu.edu/library.html)

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

Statement on NAAB-Accredited Degrees:

> https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

Conditions for Accreditation, 2020 Edition:

> https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Conditions for Accreditation in Effect at the Time of the Last Visit, 2014 Edition:

> https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Procedures for Accreditation, 2020 Edition:

> https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Procedures for Accreditation in Effect at the Time of the Last Visit, 2015 Edition:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.3 Access to Career Development Information

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

Program Response:

Access to Career Development Information:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

Program Annual Reports + Interim Progress Reports (Since the Last Team Visit):

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

(Note: Since the Program is recently accredited (Initial Accreditation), Interim Progress Reports are not required and/or applicable per the NAAB).

NAAB Responses to any Plan to Correct + NAAB Responses to any Program Annual Reports (Since the Last Team Visit)

(Note: Since the Program is recently accredited (Initial Accreditation), NAAB Responses to Plan to Correct and NAAB Responses to Program Annual Reports are not required and/or applicable per the NAAB).

2019 Decision Letter from the NAAB:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

2019 Architecture Program Report:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

2019 Visiting Team Report:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Program's (Optional) Response to the 2019 Visiting Team Report:

(Note: Not Applicable – the Program did not submit any responses to the 2019 Visiting Team Report).

Plan to Correct (If Applicable):

(Note: Since the Program is recently accredited (Initial Accreditation), Plan to Correct is not required and/or applicable per the NAAB).

NCARB ARE Pass Rates:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Statements and Policies on Learning and Teaching Culture:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

Statements and Policies on Diversity, Equity, and Inclusion:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.5 Admissions and Advising

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

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

c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

Admissions and Advising:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Financial Aid Resources:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

Cost of Attendance and Estimates:

https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html