SCHOOL OF ARCHITECTURE

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Marywood
UNIVERSITY

March 26, 2012

Ms. Andrea Rutledge, CAE
Executive Director
NAAB
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Rutledge:

We are pleased to submit herewith our Annual *Program Report for Initial Candidacy (APR-IC)* for Marywood University's Bachelor of Architecture Program.

This submission has followed the NAAB *2009 Conditions for Accreditation* and the NAAB *Procedures for Accreditation (2011 Edition)*, and is based on our earlier *Candidacy Application* of November, 2011.

We appreciate the extension granted for this submission and look forward to preparing for the NAAB Site Visit being scheduled for fall, 2012.

We look forward to working with you during the process toward full accreditation.

Sincerely yours,

Gregory K. Hunt, FAIA
Founding Dean

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Table of Contents

Part Three – Progress Since the Last Site Visit (not required for APR-IC)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Part One (I): Section 1— Identity and Self-Assessment
I.1.1 History and Mission

I.1.1 A University History
Marywood was founded in the spirit of dedicated service characteristic of the Sisters, Servants of the Immaculate Heart of Mary. This religious congregation was established in 1845; a Redemptorist missionary, Louis Florent Gillet, C.S.S.R., and an African American sister, Teresa Maxis Duchemin, IHM founded the Congregation in Monroe, Michigan. The Congregation undertook its ministry in Northeast Pennsylvania in 1858, operating schools and social services facilities throughout the region.

As educators who were concerned with the needs of women in Northeast Pennsylvania, the sisters began plans for a women's liberal arts college in Scranton. The idea, conceived by Mother M. Cyril Conway and endorsed by the Most Reverend Michael J. Hoban, D.D., bishop of Scranton, was realized by Mother M. Germaine O'Neill, who formally opened Marywood College in September 1915.

In 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania and approved to grant three degrees: Bachelor of Arts, Bachelor of Music and Bachelor of Science in Home Economics. Marywood became a charter member of the Middle States Association of Colleges and Schools in 1921.

Amendments to the first charter enabled the University to grant the degrees of Master of Arts (1922), Bachelor of Science in Education (1922), Bachelor of Science and Master of Science (1928), Bachelor of Science in Library Science (1937), Master of Social Work (1969), Bachelor of Social Work (1974), Master of Public Administration (1975), Bachelor of Science in Nursing (1978), Master of Business Administration (1980), Master of Fine Arts and Bachelor of Fine Arts (1981), Master of Arts in Teaching (1985), Master of Health Services Administration (1995), Doctor of Philosophy (1995), Master of Education, (2000), Doctor of Psychology (2000), and Educational Specialist (2005).

Marywood further was empowered to educate students as school librarians (1929), vocational home economics teachers (1936), guidance counselors (1938), public school psychologists (1942), and teachers of the mentally retarded (1948) and to grant graduate certificates in theology (1953).

The University Board of Trustees approved plans to open the region's first School of Architecture in Fall, 2008. The School of Architecture offers a pre-professional degree, Bachelor of Environmental Design in Architecture (B.E.D.A.), and two professional degree programs, the five-year Bachelor of Architecture (B.Arch.) and the six- year Master of Architecture (M.Arch.).

A revision of the bylaws was made in 1968, establishing a new Board of Trustees to include both religious and lay members as Marywood's governing body, while retaining ownership by the members of the corporation, namely, the congregation administrator and the other officers of the congregation. During the 1960s, the graduate education activities of the College were formalized in the establishment of a Graduate School of Arts and Sciences and a School of Social Work.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

From 1981 to 1990, the Gillet School extended Marywood's services in baccalaureate, non-degree and non-credit/continuing education at the undergraduate level.

Men have attended the graduate schools since their establishment, and have been enrolled in undergraduate programs since the 1970s.

In 1990 the Undergraduate School was restructured to provide residence for men as well as women. All the degree-granting units of the College were fully coeducational, with residence opportunities for all students. At that time, non-credit and continuing professional educational programs were offered to a wide variety of publics through the School of Continuing Education, which replaced the Gillet School.

Marywood's continued growth brought another dramatic change in 1997, when the Pennsylvania Department of Education, recognizing the institution's academic excellence as well as its significant contributions in research, cultural activities, educational outreach, service and importance to the community, granted university status. Marywood College became Marywood University, which now consists of four colleges and one free-standing school: the College of Liberal Arts and Sciences; the College of Health and Human Services; the Insalaco College of Creative and Performing Arts (formerly called the Insalaco College of Creative Arts and Management; the Reap College of Education and Human Development; and the School of Architecture.
(Reference: http://www.marywood.edu/academics/ugcatalog/overview.html#history)

I.1.1.B Accreditations and Approvals

Regional . Marywood University is accredited by the **Middle States Commission on Higher Education**, 3524 Market Street, Philadelphia, PA 19104. Phone: 1-267-284-5000 The Commission on Higher Education is the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations abroad.

Professional . The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Committee on Education for the Physician Assistant**, 12000 Findley Road, Suite 240, Duluth, GA. Phone: 1-770-476-1224

The Graduate Art Therapy Program of the Department of Art is accredited by the **American Art Therapy Association, Inc.**, 5999 Stevenson Ave., Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-212-2238

The Didactic Program, Coordinated Program, and Internship and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the **Commission on Accreditation for Dietetics Education, American Dietetic Association**, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606. Phone: 1-312-899-4817 ext. 5400

The Undergraduate Music Therapy Program is accredited by the **American Music Therapy Association, Inc.**, 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910. Phone: 1-301-589-3300

The Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 10801 Rockville Pike, Rockville, MD 20852. Phone: 1-800-498-2071

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System Degrees at the Graduate Level are accredited by the **Association of Collegiate Business Schools and Programs**, 7007 College Boulevard, Suite 420, Overland Park, KS 66211. Phone: 1-913-339-9356

The Athletic Training Program in the Health and Physical Education Department is accredited by the **Commission on Accreditation of Athletic Training Education**, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. Phone: 1-512-733-9700

Counseling Programs in Elementary Counseling, Secondary School Counseling and Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 5999 Stevenson Avenue, Alexandria, VA 22304. Phone: 1-703-823-9800 ext. 301

The Master's and Bachelor of Social Work degree programs in the School of Social Work are accredited by the **Council on Social Work Education**, 1725 Duke Street, Suite 500,Alexandria, VA 22314. Phone: 1-703-683-8080

Programs in Art and Design of the Department of Art are accredited by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Phone: 1-703-437-0700

Programs in Music are accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Phone: 1-703-437-0700

Programs for the preparation of elementary, secondary, K-12, and special education teachers and for the preparation of other school personnel including school psychologists, guidance counselors, principals, superintendents, librarians, reading specialists, speech and language pathologists, home school visitors, and supervisory personnel are accredited by the **National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave NW, Suite 500, Washington, DC 20036. Phone: 1-202-466-7496

The Graduate and Undergraduate Department of Nursing is accredited by the **National League for Nursing Accrediting Commission**, 61 Broadway, 33rd Floor, NewYork, NY 10006. Phone: 1-800-669-1656

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology by the **American Psychological Association (APA)**, Office of Program Consultation and Accreditation, 750 First Street, NE,Washington, DC 20002-4242. Phone: 1-202-336-5979

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

I.1.1.C University Mission Statement

A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and interdependent world.
(Reference: http://www.marywood.edu/academics/ugcatalog/overview.html#mission)

I.1.1.D University Goals

1. Provide a values-based context for university experiences.
2. Foster an awareness and appreciation of the pluralistic nature of contemporary society.
3. Provide a supportive and welcoming environment to a diverse academic community.
4. Prepare people for socially responsible leadership roles.
5. Provide a challenging instructional program.
6. Inspire a sense of personal responsibility for responding to social justice issues.
(Reference: http://www.marywood.edu/academics/ugcatalog/overview.html#goals)

I.1.1.E University Core Values

1. **Catholic Identity.** A commitment to spiritual, ethical, and intellectual values in the context of faith community.
2. **Respect for Each Person.** Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.
3. **Empowerment.** Education to enable access and to empower the underserved to take a full role in the life of the broader society.
4. **Service.** Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.
5. **Commitment to Excellence.** The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of the mission of Marywood.
(Reference: http://www.marywood.edu/academics/ugcatalog/overview.html#core)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

I.1.1.F Program History, Rationale and Mission

History

In January, 2007, Sister Mary Reap, IHM, Ph.D., then the 10th President of Marywood University (1988-2007), requested that the Dean of the Insalaco College of Creative Arts and Management (today the Insalaco College of Creative and Performing Arts) form a small Exploration Committee to examine the feasibility of establishing a new School of Architecture at Marywood. Created in 1997, Marywood's College of Creative Arts and Management had been experiencing steady increases in enrollments, especially in the Art Department [1]. Collectively, the demonstrated excellence of the program's faculty, the impressive output of the students in both the fine and applied arts, and the state-of-the-art facilities of the Insalaco Center for Studio Arts (opened in 2001) were strong indications that a new school of architecture might be an appropriate addition to the University's successful programs in this College. Importantly, there were then no schools of architecture in northeast Pennsylvania.

After its preliminary research, the College's Exploration Committee recommended a consultant be retained to explore various aspects of curriculum development, accreditation concerns, scheduling, facility needs, etc. Gregory K. Hunt, FAIA, an experienced architectural educator and the former dean of Catholic University's School of Architecture and Planning, was hired in this capacity by Dr. Peter Cimbolic, Provost, with the approval of Sister Anne Munley, IHM, Ph.D., Marywood's 11th President. After visiting the campus, meeting with various constituencies (including the President, Provost, Vice President for Business Affairs, faculty, students, University administrators, and local practitioners) and researching procedural issues, Mr. Hunt produced a report, "Establishing a Professional Architecture Degree Program at Marywood University". Submitted to President Munley in January, 2008, this report became a guiding document for further efforts to establish a school of architecture at Marywood. Mr. Hunt was then hired as a full-time Special Assistant to the Provost in 2008 (and was later named Founding Dean of the School).

Meetings involving members of the university administration, the Exploration Committee, and the Director of Physical Plant followed, and the local architecture firm of hemmler + camayd architects was engaged to work with the consultant to develop a space program and schematic design sketches for the renovation of the underutilized Health and Physical Education (HPE) Building in the heart of the campus. In April, 2008, a preliminary design concept and curriculum outlines were presented to the University President and Provost, followed by presentations to members of the Art Department and to the Academic Affairs Committee of the University's Board of Trustees. The Academic Affairs Committee enthusiastically endorsed both the concept and preliminary design for the new school, and supported the recommendation that the School of Architecture offer three different degree tracks: the B.E.D.A pre-professional degree; the five-year B.Arch. professional degree; and the M.Arch professional degree.

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[1] From Fall, 2003 to Fall, 2007 UG and GR enrollments in the Art Department increased 18% (Marywood 2007-2008 Factbook)

Upon further development of the building design by the architects and more defined degree curricula by the Special Assistant to the Provost, the Finance and Building and Grounds Committees of the Board met on July 21, 2008 and unanimously approved recommending to the full Board of Trustees the opening of a School of Architecture.

After several additional meetings with, and presentations to, the Faculty Senate, Art Department, Undergraduate Core Curriculum Committee, Undergraduate and Graduate Curriculum Committees, and a Faculty Forum, a final " Proposal for a New School of Architecture at Marywood University" was developed and presented to the University's Board of Trustees on October 17, 2008, at which time the proposal for establishing a new School of Architecture at Marywood University was unanimously approved.

In the fall of 2009, after an extensive renovation of a portion of the former Health and Physical Education Building, one tenure-track architecture faculty member and two additional adjunct studio faculty were hired to teach the first cohort of Architecture students. In addition, the Interior Architecture program moved from the Insalaco College of Creative Arts into the School of Architecture and 49 students became the first cohort to enter Marywood's new Architecture Program.

Program's Benefit to the Institution

New regional professional school. Marywood's new School of Architecture and the new Commonwealth Medical School in Scranton both opened in the fall of 2009. These new schools and the professional programs, faculty and students they have introduced to the local communities and the region as a whole are undeniably significant to the growth and future of northeast Pennsylvania (plans to created a new law school at Wilkes University in nearby Wilkes-Barre have been temporarily suspended because of funding challenges within the current economy).

Environmental Stewardship. By founding the region's first school of architecture, Marywood University has exercised creative vision, provided new educational opportunities, and has had a highly positive effect on the local economy. Furthermore, because of the School of Architecture's strong emphasis on environmental stewardship throughout its program, the University has significantly enhanced its commitment to social responsibility, service, and the improvement of contemporary society.

LEED "Gold" Certification. Phase I of our building renovation earned a LEED "Gold" Certification and has been an active "learning laboratory" for area faculty, students, professionals and the general public. With our "living roof", rainwater harvesting systems, geothermal/passive cooling system, recycling program, and other sustainable design strategies employed throughout the school, we have already become an educational laboratory for scores of visitors, as several of our building's sustainable design features are unique to northeastern Pennsylvania.

We expect to earn LEED "Silver" for our recently-completed Phase II building renovation.

 Increased University Enrollments. During the 2009-2010 and 2010-2011 academic years, freshman enrollments (architecture students only) were 49 students and 48 students respectfully. These first two cohorts were over twice the number of freshmen we had anticipated in our original pro forma.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Moreover, because the Interior Architecture/Design program was moved from the College of Creative and Performing Arts to the new School of Architecture when it opened in fall, 2009, Interior Architecture/Design enrollments have also increased significantly. By combining these two related disciplines, the School of Architecture is able to offer an enriching educational synergy involving two interrelated professions.

Community Relationships. In the seven semesters of our existence, we have been very actively involved in the community through a number of activities and events. Our Lecture Series — opened to the public as well as the entire campus —have brought a number of educators and design professionals to the University and have been well attended by area design professionals, students and faculty. The Board of the Northeast Pennsylvania Chapter of the AIA has established a $6K AIA Scholarship Fund for architecture students from the Lackawanna Valley area, and these are now available to Marywood students (who compete with other architecture students from the region served by the Chapter.

In the past three and a half years, Interior Architecture/Design and Architecture students have worked on design projects involving the Everheart Museum, Marley's Mission, The Lackawanna Heritage Society, and Friendship House (Please see **Section I.1.3 "Response to the Five Perspectives,"** *Holistic Education of Architects*, Community Engagement for additional information on these projects).

During the 2011-2012 academic year, students and faculty have been involved with projects involving: the design of an outdoor garden/play space at St. Joseph's Center, a local outpatient facility serving individuals and families with special needs; design and production of an *Architectural Guide* for a Centennial Celebration with the Church of the Good Shepherd in Scranton; the design of an outdoor reading garden for the new North Pocono Library in Moscow, Pa; and work on a residential project in Wilkes-Barre, Pa for a local Habitat for Humanity chapter.

Faculty and Students. Inevitably, new schools of architecture in university settings introduce highly active, uniquely creative environments for design exploration; intense enthusiasm and commitment on the part of students; experimental teaching pedagogies and diverse research interests by faculty; and an underlying optimism toward the meaningful improvement of our built environment. Faculty and students have brought this and more to Marywood in the short time we have existed, and there is every indication that their work will continue to set exemplary standards of achievement.

Events. During the past three and a half years, we have:
- organized and sponsored five different **public lecture series** open to all faculty, students and area professionals
- co-hosted, with the local AIA Chapter, a book signing related to the work and life of Jane Jacobs, writer, activist, urbanist and a Scranton native
- held an **inaugural exhibition** of architectural drawings and models by architect Alessandro Ayuso of New York
- conducted several building tours for various professional and community groups interested in the sustainable design strategies incorporated into our building renovations (Phases I and II)
- held the inaugural exhibition of **Witness to Hunger**, a photography project documenting hunger and poverty in Philadelphia and Scranton and launched by U.S. Senator Bob Casey and his wife, Mrs. Therese Casey

- exhibited models and drawings from the Office of Brian Healy, Architects of Boston, titled: ***Places of living, performance and prayer*** (October 20, 2011 to February 6, 2012)
- organized a Gallery Talk by Mr. Healy related to the exhibition of his work
- hosted the 2012 IIDA (International Interior Design Association) Specifiers Showcase, a trade show featuring industry representatives from over 30 manufacturers of architectural products for industry professionals (this fourth annual Showcase hosted 44 vendors at the School and was well attended by area professionals, faculty and students
- and organized several meetings with, and for, area design professionals (architects and interior designers).

These numerous events and activities have increased the exposure of the University to the public and have been used to showcase our building design as well as the work of our faculty, students and design professionals. Collectively, they demonstrate our commitment to be actively involved in civic engagement as well the education of the public in matters related to both our program and University mission.

Interdisciplinary Collaborations. The proximity of the Center for Architectural Studies with the College of Creative and Performing Art's Visual Arts Center has already produced collaborative events such as shared lectures and seminars. With time, we expect to develop more collaborative projects, joint exhibitions and lectures by visiting artists and architects. In the fall of 2011, we hosted an exhibition of artwork by one the College's faculty members in our first floor Hawk Gallery and plan to have other such exhibits in the future. Our Foundation Design studios have also taken advantage of the College's Maslow Collection Study Gallery (adjacent to our building) for one of their early studio projects related to the work of artist Chuck Close.

As more of our architecture students pursue studies in Studio Art with the faculty of the College of Creative and Performing Arts, they will introduce unique creative perspectives to both faculty and students through their studio explorations, providing enriched learning environments to many students in the College. When our future advanced studios (fifth and sixth year) are implemented, it is expected that the teaching/research interests of both faculty and students will lead to collaborative, inter-disciplinary efforts with other departments in the University (for example, with Environmental Science and Sociology).

The Center For Architectural Studies. Because of its location within the campus plan, the original Health and Physical Education Building (newly renovated to become The Center for Architectural Studies) traditionally served as a "shortcut" connecting the upper and lower levels of the campus. We elected to maintain this passage through the building both to recognize its historic role in campus circulation and to enable those passing through the building to observe students at work on their projects and to expose them to changing exhibitions of student work displayed along this place of passage (The Hawk Gallery) (for a plan of the campus, please see page 12).
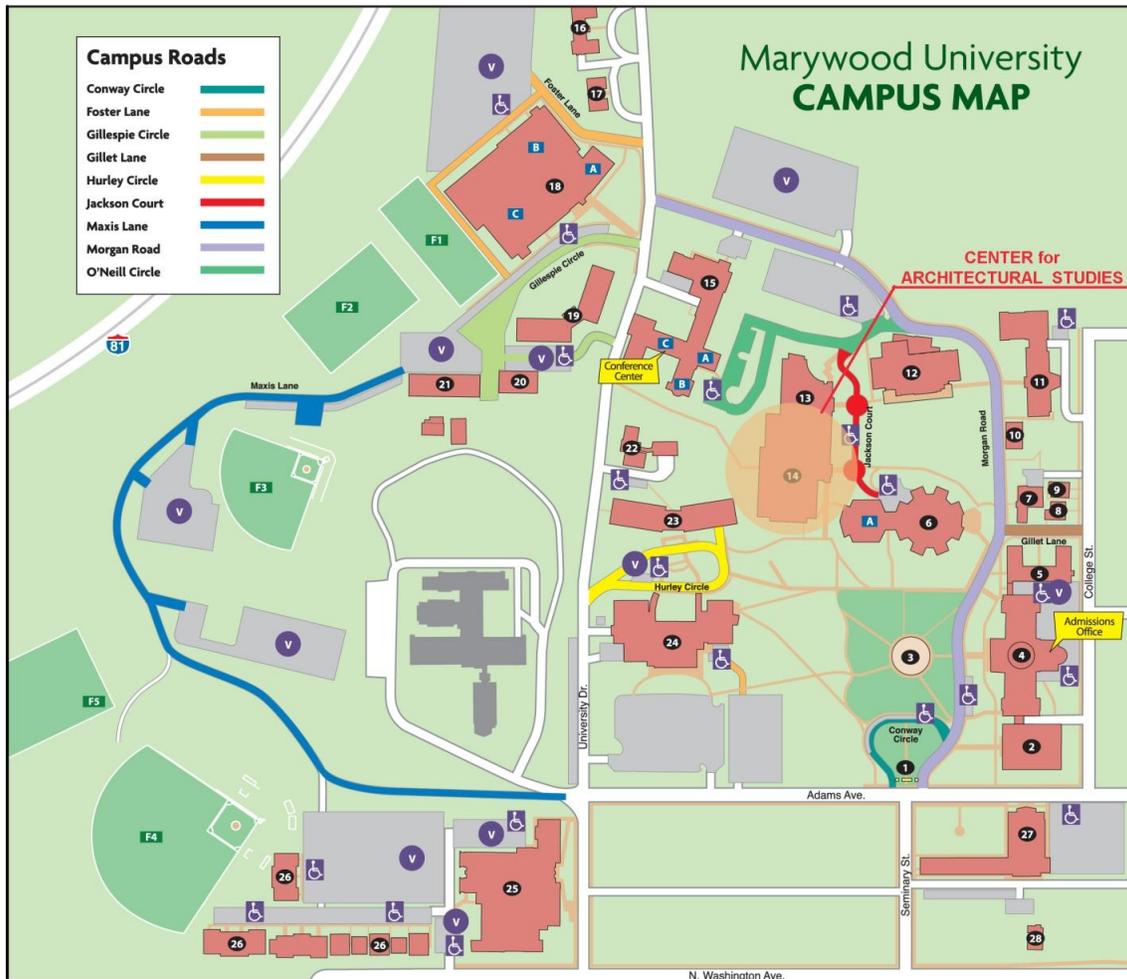
Institution's Benefit to the Program

The University has clearly provided several benefits to the founding of the School, including its Mission and Core Values, its strong Liberal Arts Core Curriculum, and the success of the Art Program within the College of Creative and Performing Arts.

Mission and Core Values. Marywood's *Mission Statement* stresses a values-based education, recognition of the pluralistic nature of contemporary society, and preparation for socially responsible leadership roles. In this sense, the University's *Mission Statement* is well formulated and articulated to serve a new architecture program. Students pursuing their studies at the School of Architecture are educated to both understand and respect the important leadership roles they will assume as design professionals. At the undergraduate and graduate levels, our curricula are designed to reinforce this social responsibility. For our graduates to deal effectively with the many future challenges they will inevitably confront, our programs include study of the importance of the intellectual, cultural and historical antecedents of the disciplines and their application to the needs of contemporary society.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Liberal Arts Core Curriculum. The School offers curricula that are both values-based and professional in their objectives and content. While students are exposed to courses necessary in their individual disciplines, their programs of study also include a core curriculum of Liberal Arts courses to provide a well-rounded professional education. These core courses augment the student's professional studies and collectively furnish a broader context in which to better understand the societal role of the contemporary architect. With its long history of developing its core curriculum, the University provides a broad range of course offerings that benefit the education of liberally-educated architects (see discussion of core curriculum areas below). **APPENDIX A** outlines the University's Core Curriculum.

Free-Standing School. Because the new School of Architecture is a free-standing professional school, it enjoys unique status within the University. With its unique studio culture, curricula, mission, and student-faculty working relationships, the School has introduced a different administrative structure in its governance, as well as new pedagogies and curriculum structures. As a free-standing school with its own dean and internal administrative structure, the School of Architecture has been able to be quite nimble and experimental in its early stages of growth and development — a distinct advantage in forging our educational premises and their ultimate maturation.

Conversion of an Underutilized Building. With the completion of a new athletic and wellness facility (the Mellow Center) in 2009, the former Health and Physical Education (HPE) Building no longer had to serve as the University's sole facility for athletics, and it was available for a new use. Although the HPE's swimming pool needed to remain online until the construction of a new Aquatics Center (completed in 2011), the University believed that the building's gymnasium, dance studio and other ancillary spaces might be suitable to house a new architecture program. Phase I of the HPE Building's renovation was approved by the Board of Trustees and was completed in the fall of 2009, opening as The Center for Architectural Studies.

The reuse of a solid, 1950's masonry-and-steel structure, centrally located on the University's campus and its transformation into a School of Architecture was highly appropriate for a program focusing on the principles of **environmental stewardship and sustainable design practices**. The University has been highly commended for funding a building conversion fittingly demonstrating the concept of *adaptive use* of an existing structure.

Benefit to Area Practitioners. From the beginning, the local architectural community has strongly supported the addition of this School in the region. Area practitioners will employ our graduates as intern architects and they have already proven to be an excellent source of experienced adjunct faculty to teach in the School. We have been well-supported by area practitioners.

Program Mission and Description

Opened in 2009, Marywood's School of Architecture is the University's newest professional school and the first school of architecture established in northeast Pennsylvania. The School was established to further the University's mission of service and excellence in education by preparing its graduates to make significant contributions to improving the quality of our built and natural environment. The cornerstone of our various degree tracks is the firm belief that all design professionals must address the earth's diminishing natural resources, build sustainably, and confront our present and future environmental challenges with creative effectiveness.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Above all, we strive to educate individuals that will assume leadership roles in the creation of inspiring, socially-responsible, and sustainable interiors, buildings and communities for all citizens.

Nationally, population shifts, increasing numbers of aging seniors, burgeoning healthcare needs, environmental degradation, industrial and commercial growth, and outmoded transportation infrastructure pose mounting challenges to the design professions—but most especially to architects. By continuing Marywood's tradition of serving the underserved, the School of Architecture's primary mission is to produce graduates prepared to help the citizens of this region and beyond to deal more effectively with these contemporary conditions and their physical and environmental challenges.

Consistent with the University's tradition of educating students to live responsibly in an interdependent world, Marywood's School of Architecture has been created to produce a new generation of architects — **environmental stewards** who will assume major responsibilities for the built environment of the region, the nation, and the world.

Architects shape the physical environments in which we live, work, worship, play and shop*.*
They design physical worlds that directly impact people at many different scales and in many different contexts — interiors, houses, buildings, plazas, and streetscapes, as well as consumer products, graphics and digital environments. As licensed practitioners, they are entrusted with the health, safety and welfare of those they serve. Architecture, then, is a profession that is explicitly bound to social responsibility and societal well-being.

Architects must be educated to think critically, to assess holistically, to synthesize comprehensively, and to design with environmental responsibility. The School's programs — in both Architecture and Interior Architecture/Design — recognize that architecture, both as a discipline and as a profession, engages the realms of art and science. Buildings and physical spaces created by architects involve design and aesthetics, along with laws of gravity, environmental systems, and the requirements of constructability. Architects design unique and inventive realities that emphasize spatial organization, proportion and beauty, while also addressing materials, budgets, codes and structural/environmental systems.

Within Marywood, a university with a strong Liberal Arts Core Curriculum for all undergraduate students, the School of Architecture is the newest professional school and one whose program has been developed to take full advantage this Liberal Arts tradition while equipping its students with knowledge of the profession and the skills needed to contribute meaningfully to its advancement.

Relationship of Architecture and Interior Architecture Programs

While this plan to achieve initial accreditation is limited to the professional degrees in architecture, it is also important to note that the University moved the Interior Architecture/Design programs (B.FA./I.A. and M.A./I.A.) from the Insalaco College of Creative and Performing Arts to the School of Architecture when the School opened in 2009. We have intentionally merged the two programs in such a way that all incoming first-year Architecture and Interior Architecture/Design students take a common, two-semester Foundation Design Studio. In addition, Interior Architecture students also take several courses with the Architecture students, including *Architectural Mathematics*, *Design Thinking*, *History of Architecture I and II*, and *Digital Media I, II*.

Architecture Program Report for Initial Candidacy (APR-IC)

Bachelor of Architecture Degree

As the Architecture program continues to accept new cohorts, we would like to develop cross-program design studio projects to better reflect the working relationship of these two disciplines within professional practice. Additional linkages between Architecture and Interior Architecture/Design may well be explored at the graduate level of these respective disciplines.

I.1.2 Learning Culture and Social Equity

Learning Culture

Our learning culture is based on the belief that architecture education must seek, generate, transfer and question knowledge with breadth and imagination. We believe that the Design Studio remains the fulcrum of an architect's education— a "creative laboratory" structured to foster hypothesis, testing and synthesis. It is the place of individual and group exploration, of research and discovery, and the testing of ideas, theories, and concepts. At Marywood, the design studio is positioned to be the center of holistic learning.

It is here that students research precedents and case studies, analyze building sites, examine building programs, test design approaches and ultimately present their conclusions in the form of physical design and planning proposals. We stress the importance of craft in whatever the student undertakes; we support the idea of students learning both the pencil and the computer as tools of discovery and presentation; and we stress the importance of "material imagination" in the design process, acknowledging that material and material properties constitute an important creative wellspring for architects.

Because these concepts are so omnipresent, they constitute, and continue to shape, our Studio Culture. Faculty and students actively take part in the genesis of these concepts and will continue to be actively involved in their evolution. Learning and understanding come from trial and failure as much as from the validation of the expected.

Through a sequence of studio projects, students develop means of critical thinking and a design process that enables them to effectively address various design issues — from problem-solving and aesthetics to building assemblies and environmental systems.

We aspire to create an educational environment based on the notion of *quilted knowledge* — the idea that individuals learn most effectively when concepts – abstract and otherwise - are woven together with their meaningful applications. Where possible, classroom learning and studio learning should be integrated and interdependent. Ultimately, it is the obligation of the student to make meaningful connections between knowledge and its ultimate application. Faculty may strive to enable such connections, but they are typically most effective when they are self-generated and structured through individual student initiatives.

We continue to design and configure our learning environments based on optimism, sharing, imaginative engagement, and innovation. Our diverse faculty are committed to creating studio environments in which individual design explorations are nurtured, "out-of-the-box" thinking is encouraged, and student self-discovery is paramount.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Central to our learning culture is the innovative, award-winning, dynamic nature of The Center for Architectural Studies—a renovated building that clearly demonstrates the advantages of adaptive use rather than ground-up building on a university campus when circumstances warrant it. The Center has been functioning as a highly versatile learning environment for our students and our faculty.
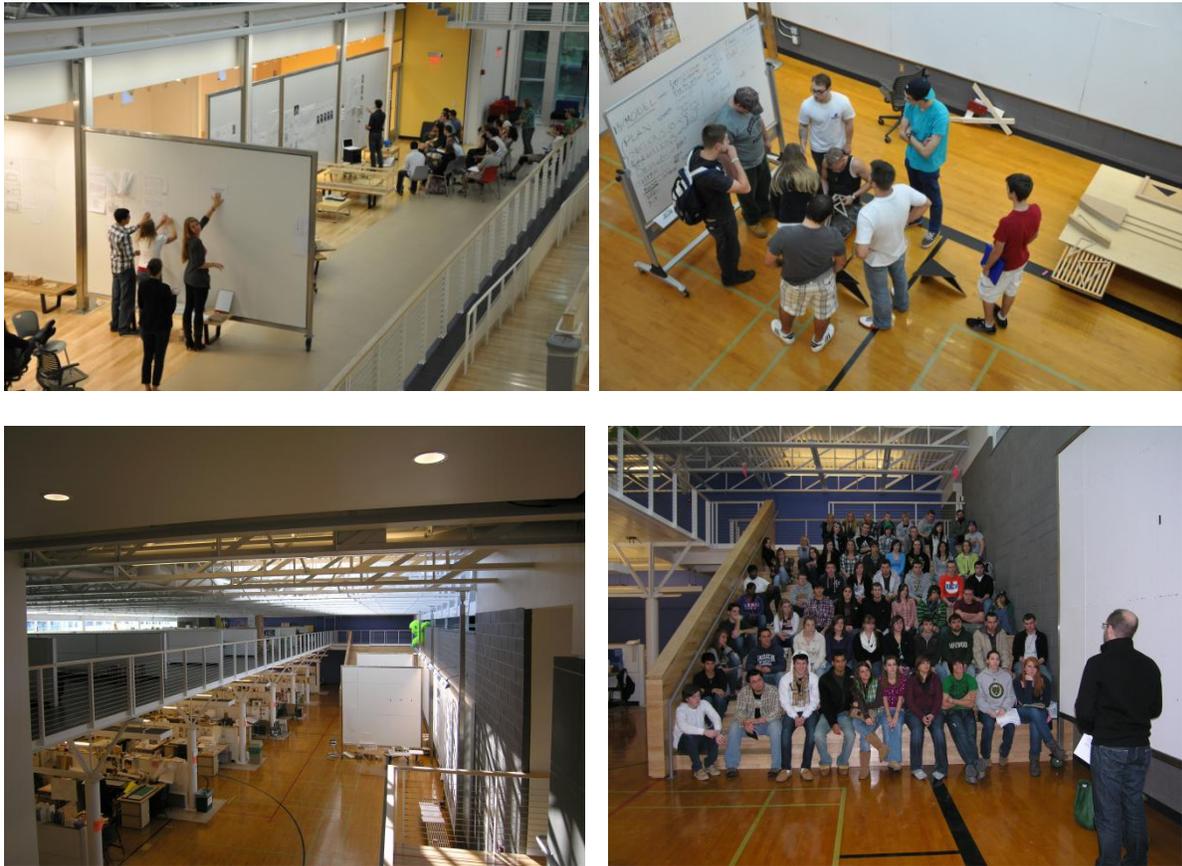
 For a more detailed description of this learning environment, please see Section I.2.3 *Physical Resources* (p.33)*.*

Social Equity

One of the University's core values is **Respect for each Person**—*respect for the value of each human being, for diversity in the context of a vibrant community, and for the earth and all creation.*
The School of Architecture provides a culturally rich educational environment within which faculty, staff and students may pursue their individual goals regardless of their race, ethnicity, gender, age, physical ability, or sexual orientation.
Students, staff and faculty with mobility or documented learning disabilities are accommodated as the need arises (example: extra test-taking time or individual environments for test-taking; learning facilities have ADA-compliant bathrooms and classroom seating, etc.). These accommodations are organized and monitored by the University's Office of Student Support Services.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

In the context of the University's mission, Catholic identity, and core values, the <u>Student Life Division</u> complements the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development. (see: http://mymarywood.com/home/student-life/)

Diversity of Students, Faculty, and Staff

The Office of Diversity Efforts at Marywood University has two objectives:
- To promote an **appreciation for diversity** on campus
- To assist the local community in **addressing diversity concerns** and developing intercultural awareness

The office works to ensure that students, faculty, and staff are prepared to function effectively as members of diverse local, national, and global communities. It is committed to promoting diversity awareness and sensitivity to human differences.

It values the contributions made by diverse groups, which benefit the personal, academic, and professional growth of members of the Marywood community. Its institutional commitment is to create opportunities for all members of the Marywood community to interact with understanding, tolerance, and respect for others. The Office of Diversity Efforts organizes eight to ten events each year, from celebrations of various cultures to efforts to address problems like racism and sexism. Our programs range from musical, theatrical, and scholarly presentations to diversity training sessions for area professionals.

These efforts are enhanced by collaborations with regional organizations such as the Lackawanna Bar Association, the African American Arts Alliance, the Lackawanna County Diversity Coalition, and regional colleges, universities, and school districts. (see http://www.marywood.edu/diversity/)

Because it is so new, the School of Architecture has yet to formulate a *Strategic Plan* to guide the School's overall growth and development. When such a plan is formulated, it will address the issue of diversity related to student admissions and faculty/staff hiring. We have hired one female pro rata faculty member (50% appointment) who will join the School of Architecture starting in the fall 2012 semester.

Harassment and Discrimination

Anytime a member of the Marywood University community believes s/he has been the victim of or witness to discrimination, harassment, or assault by any member of the University community on University property or any property controlled by the University, there specific procedures are in place and are to be followed.   Any individual who believes s/he has been subject to discrimination on the basis of disability should file a grievance consistent with Marywood's Disability Grievance Procedures. Confidentiality is expected of all persons involved in the process.
(Reference:http://www.marywood.edu/facultyhandbook/detail.html?id=179189&crumbTrail=Civil%20Rights%20Policy&pageTitle=Faculty%20Handbook:%20Civil%20Rights%20Policy)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

These University policies are described in the **Calendar and Student Handbook** distributed to all incoming students. The University has a Title IX Coordinator to oversee related policies and procedures dealing with harassment and discrimination. (see: http://www.marywood.edu/studenthandbook/letter-from-vp.html)

Academic Integrity

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.
(Reference:http://www.marywood.edu/policy/detail.html?id=167071&crumbTrail=Academic%20Honesty&pageTitle=Policies%20and%20Procedures%20Manual:%20Academic%20Honesty)

All students are expected to know and adhere to the University's *Academic Honesty Policy*. All course syllabi are required to include the definition of cheating and plagiarism. This policy is described in the **Calendar and Student Handbook** distributed to all incoming students.

I.1.3 Response to the Five Perspectives

The University's Strategic Plan and the Five Perspectives

The School of Architecture's degree programs have been created in full alignment with the University's *2010-2015 Strategic Plan.* (see: http://www.marywood.edu/policy/preliminaries/strategic-plan.html)

 The Plan cites the major goals and accompanying objectives that should guide each academic unit in its individual academic plans and outcomes. It is most appropriate, therefore, to address the Five Perspectives with consideration of this *Plan*.
The *Plan's* overarching goals specifically address three areas: academic and physical infrastructure; exposure to a culturally diverse, global educational experience; and the alignment of resources to focus on environmental stewardship.

The specific institutional goals of the Plan are as follows:

Goal 1: Create both academic and physical infrastructure to provide a learning environment that enables students to succeed academically and professionally.

  A. Enhance the quality of the Marywood educational experience.
  B. Enhance and promote Marywood University's academic reputation.
  C. Continue to expand research opportunities for faculty and students.
  D.   Improve physical environment for delivering instruction, conducting research, and
         accommodating alternative learning styles

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Goal 2: Create a culturally diverse and global educational experience to educate students to live responsibly in a diverse and interdependent world.

   A. Increase the number of culturally diverse students, faculty and staff.
   B. Enhance curriculum to reflect the current global perspective.
   C. Develop more sensitive and positive attitudes and behaviors toward cultural diversity by faculty, staff and students, including attention to providing a welcoming and supportive campus.
   D. Increase opportunities for study abroad and other cultural exchange experiences for students and faculty.

Goal 3: Align resources to achieve institutional goals, with a focus on environmental stewardship.

   A. Improve information services and access for students, faculty, staff, and external audiences.
   B. Improve financial position through revenue enhancement activity.
   C. Improve the quality and efficiency of infrastructure.
   D. Align human resource initiatives to institutional goals.
   E. Create a campus-wide initiative to implement Sustainable Design Practices in all building and campus maintenance and operation, building renovations, and new construction.

As our three degree tracks develop, the number of students, faculty and staff increase, and our facilities grow, these goals will remain central to our ability to address NAAB's Five Perspectives. Each academic unit (School and Colleges) submits a *Report to the Board of Trustees* outlining the ways in which its programs are actively supporting the goals of the University *Strategic Plan* (these are submitted in October, January and April of each year). These Reports provide good "progress checks" for each academic unit's activities relative to the goals of the Plan.

A. Architecture Education and the Academic Community

Following the AAUP belief that membership in the academic profession carries with it special responsibilities, Marywood's **Faculty Handbook** includes a *Statement of Professional Ethics* setting forth standards assumed by members of the teaching profession. (I) The *Statement* covers a range of subjects, including encouraging the free pursuit of learning in their students; maintaining high standards of scholarly and ethical standards of their discipline; practicing intellectual honesty; avoiding discrimination against, or harassment of, colleagues or students; maintaining critical self-discipline; fostering honest academic conduct; and serving students as intellectual guides and counselors.
(see:http://www.marywood.edu/facultyhandbook/detail.html?id=174427&crumbTrail=Tenure&pageTitle=Faculty%20Handbook:%20Tenure)

Each full-time, tenure-track member of our Architecture faculty (currently three as of fall, 2011) is expected to engage in **Teaching**, **Scholarship** and **Service**.

Teaching. Teaching remains a highly important factor in matters of rank and tenure at the University, and student Course Evaluations at the end of each semester are of great importance in evaluating teaching effectiveness.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

In 2008, revisions to the expected workload of each University faculty member reduced the typical course load from 24 credits/year to 21 credits/year. This course load reduction was initiated to enable faculty to engage in more scholarly work and creative work. For the Architecture faculty, this typical course load equates to one 6-credit design studio and one 3-credit course per semester, or 18 credits per year, a teaching load comparable that of Art faculty members teaching drawing, painting, sculpture, and other such studios plus 3-credit courses (due to the 12-hour contact time required for teaching a 6-credit studio).

Scholarship and Creativity. *All members of the faculty must be persons of scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in training students in scholarly methods, and their participation and leadership in professional associations and in the editing of professional journals. Attainment may be in the realm of scientific investigation, in the realm of constructive contributions, or in the realm of the creative arts.*
(Reference:http://www.marywood.edu/policy/detail.html?id=172977&crumbTrail=Evaluation%20of%20Faculty%20Members&pageTitle=Evaluation%20of%20Faculty%20Members)

When appropriate, faculty members are encouraged to engage students in such activities in order to expand their awareness of the role of scholarship and creativity to the profession they will enter. At the graduate level, we believe that student research projects, for example, can serve as effective means for the generation of new knowledge within the academy.

Service. It is expected that each member of the faculty engages in service to the department, the University and the community beyond the University. Service remains one of the best means of engaging faculty and students in socially-responsible projects directed toward assisting others.
In addition, engagement in professional organizations and civic organizations or events is highly encouraged in the School of Architecture and across the University.

Annual Evaluations. (II) Annual evaluations of all full-time and *pro rata* faculty are conducted each year to assess teaching performance and effectiveness; to recognize the contributions of the individual faculty member; and to promote the excellence of the University. This evaluative process serves as the basis for decisions on remuneration (merit raises), promotion and retention.

Holistic Education of Architects

The Learning Community. (III) Because our programs are based on both values-based and professional content, we have attempted to create an academic community that is **holistic** in outlook; **practical** through the acquisition of relevant skill sets (conforming to NAAB's *Student Performance Criteria*); and **cognizant** of the importance of a liberal arts education within a professional program. Again, the student's core curriculum and the designated courses they must take within their respective degree tracks enable our programs to prepare well-rounded, engaged individuals who have an increased awareness of the important societal roles that the contemporary architect may assume when entering the profession.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Community Engagement. (IV) Along with the University's firm belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.

As an educational institution, Marywood's culture strongly supports the idea of faculty and student engagement with the community. At Marywood, Campus Ministry, student clubs, and graduate and undergraduate organizations are committed to engaging students in community projects from food drives and service-learning projects abroad to working with local orphanages and Habitat for Humanity building projects. From the very beginning, architecture students understand the value of such projects to citizens and the community.

To date, Architecture and Interior Architecture students have: created site plans for Marley's Mission (a local organization for abused children); developed conceptual drawings for potential expansion plans for the Everheart Museum in Scranton; designed and built Christmas toys for children at Friendship House (a local shelter); created a "growing" Christmas Tree for the Scranton Ballet Company's Christmas *Nutcracker* performance; designed an outdoor "healing park" at St. Joseph's Center (to be built this spring); participated as student judges at the 2012 Northeast Pennsylvania Bridge Building Competition for area high school students; and worked on local projects with Habitat for Humanity. Importantly, these projects have all involved the active participation of our faculty.

B. Architecture Education and Students

One of the primary goals of Marywood's current *2010-2015 Strategic Plan* is the creation of a culturally diverse and global educational experience that will educate students to "live responsibly in a diverse and interdependent world". Again, required liberal arts core courses in history, sociology, foreign language, world literature, environmental science, along with courses in the history of architecture and the history and theories of urban form, will introduce students to global perspectives and cultural diversity.

Study- Abroad. (V) The School's Study-Abroad Florence Program (commenced in Spring, 2012) places students in a foreign setting (with classes given at The International Studies Institute (ISI) housed in Alberti's Palazzo Rucellai) that is educationally and culturally enriching. The Study-Abroad portion of the curriculum has been designed so that students will have opportunities to take courses unique to their foreign experience while being pertinent to their growth and maturation as architects and designers. In time, the Study-Abroad experience for our students will most likely expand to other venues in other geographic locales.

15 students (Architecture and Interior Architecture) are presently studying in Florence (spring, 2012), and we anticipate that there will be 12-15 students participating in fall, 2012.

New Ideas, Places. (VI) As a new School, we are very aware of the importance of student exposure to ideas, designs, viewpoints and projects occurring beyond the confines of the campus. Because our programs are not located within a large urban area, we are committed to bringing people and ideas to the Marywood campus while we also introduce our students to new urban/cultural experiences.

Our many exhibitions, guest critics, visiting faculty, field trips, and yearly public lectures constantly expose our students and faculty to new points of view, other cities (New York, Baltimore, and Philadelphia thus far), different building designs, differing theoretical positions, and a wide range of professional achievements.

Together, they heighten the students' awareness of urban and building designs, as well as the type and breadth of professional challenges and opportunities they will encounter upon graduation.

C. Architecture Education and the Regulatory Environment

In September, 2009, when our School first opened, staff from the NCARB visited the School and gave a presentation to faculty and students on major issues affecting architecture education, the IDP process, and state licensing procedures. Because our first cohort of freshman students had literally just entered the School, the workings of the IDP program seemed quite complex to the students. In response to the NAAB concerns that have been received to date (as a result of the NAAB Site Visit for determination of Candidacy Status), we have appointed Assistant Professor Joseph Gluba, R.A., to serve as the School's IDP Coordinator. He plans to invite NCARB representatives to visit the School next month to present the IDP process to our students.

(VII) The transition from internship and licensure within the context of regulatory environments will be addressed mainly in the fifth year of study, when all students in the B.Arch. professional degree track will take ARCH 462, *Professional Practice*. In the M.Arch. program, Arch 562, *Professional Practice with Office Practicum*—currently in an embryonic state of development—will incorporate an added practice component that may well address additional areas of the IDP for graduate students. We will be studying various options related this degree program, as it will ultimately affect faculty hires for these two degree programs.

Building codes, zoning issues, ADA concerns, etc. are introduced in 3rd-year design studios. With the commencement of the 4th-year studios this coming fall, culminating in the Comprehensive Building Studio in the spring semester, we will directly reinforce student exposure to these regulatory mechanisms in our studio projects, making them an integral concern for all building design. As students take on design projects of greater size and complexity in the design studios, they must internalize a variety of regulatory forces in order to understand their impact on building design, safety and performance.

Courses such as ARCH 420, *The Comprehensive Building Studio*, ARCH 422, *Building Assemblies*, and ARCH 451, *The Art and Craft of Building*, will provide excellent opportunities in which students will be exposed to the diversity of building regulations (U.S. versus foreign, for example) and their impact on building and urban design.

Our curricula are designed to prepare our graduates for both the IDP and eventual licensure. At each year of their schooling from the second year on, we strongly encourage our students to work with practicing architects during their summers. While many students have been attempting to do so, the current economy has not provided many opportunities for their employment in firms.

D. Architecture Education and the Profession

<u>**Accelerated Change**</u>. (VIII) Forces including global economics; digital fabrication; computer applications for design, project delivery and management; the advent of mega-scale urban building projects, etc. are rapidly altering the landscape of conventional architectural practice. Rapid model prototyping (means)

and custom standardization (end), along with other such developments in the industry, will continue to alter facets of practice at what will most likely be exponential rates. Accordingly, the content of many of our professional courses will have to be flexible to provide the most current knowledge to our students. This will be a challenge for those of us in education—but one that also holds much promise for the academy.

Collaboration. (IX) To fully absorb these rapid changes and to most effectively respond to their impact on the profession, our students must be prepared to work collaboratively. Collaborative learning and doing expands the capacity to absorb, to analyze, and to respond most effectively. In studio settings, collaborative undertakings by students often fail, owing to the students' frequent preference to work alone and not share authorship. In light of the collaborative realities of the profession, we feel that this rationale must be now be questioned, the academy must challenge the notion of sole authorship in order to appropriately prepare students for contemporary practice. Collaborative undertakings (including case studies and studio mural productions) are undertaken by our students as early as the first semester of studies.

Environmental Stewardship. (X) As we continue to witness the effects of global warming, diminishing fossil fuel reserves, air and water pollution, water scarcity, and other environmental challenges world-wide, architects have a particularly important leadership role to assume.

Buildings, for example, remain the largest single consumers of electric power in the U.S. The American Institute of Architects – the national organization of licensed architects in the U.S. - is committed to the idea of carbon-neutral buildings by 2030 (thereby significantly reducing air pollution- a known cause of global warming). Indeed, the notion of designing buildings capable of generating more energy than they consume is presently being pursued by some architects and designers. Household and institutional re-cycling of waste materials, the use of motion sensors to extinguish lights in unused offices, and the utilization of geothermal cooling systems and photovoltaic roof panels at various scales are quickly becoming "standard energy-saving" approaches in our buildings.

Teaching Professionals. (XI) A major objective of our programs is to actively engage local practitioners in the studios and classrooms. Their involvement both exposes students to the ideas and skill sets of practicing professionals and brings their perspectives and experience directly to the students. Concurrently, the practitioners we have engaged in our programs are stimulated and gain new insights from both students and other members of the faculty. It is a creative and reciprocal relationship. Local practitioners, along with a number of regional and national practitioners, have also served as invited jurors for design reviews throughout the academic year, and the School has created a budget line to cover expenses for visiting critics from out-of-town.

Special faculty meetings involving full-time faculty and adjunct faculty are held each semester and provide opportunities for discussions focusing on student learning, project formulations, class assignments, etc. Adjunct faculty are provided with a shared office space adjacent to full-time faculty offices.

The Center for Architectural Studies. (XII) Awarded LEED "Gold" Certification by the USGBC (US Green Building Council), the new School of Architecture has employed a number of sustainable design features in its design.

The dean, faculty, and students of the School continually share information on these features with area professionals, students and members of the public through building tours and public presentations.

Mission Statement. (XIII) Marywood University's "Mission Statement" reveals a strong commitment to shaping the lives of students so that they become "leaders in service to others" and to preparing them for socially responsible roles within society.

 To differentiate Marywood's architecture program from that of other competing institutions, we are focusing on **environmental stewardship**[5] as a pivotal educational concept in our programs—one that we feel permeates the mission, ethos, and pedagogy of the school.

University 2010-2015 Strategic Plan. As noted previously, Goal III of the University's *2010-2015 Strategic Plan* states: ***Align Resources to achieve institutional goals, with a focus on environmental stewardship***. Importantly, the concept of environmental stewardship is to permeate the University as a whole. It should be noted that Marywood University is a member of the USGBC. It is also a member of the Association for the Advancement of Sustainability in Higher Education (AASHE). The Dean of the School serves on the Steering Committee of the local chapter within the Central Pennsylvania Chapter of the USGBC.

E.   Architecture Education and the Public Good

(XIV) With the University's goal that students become leaders in service to others and the profession's expectation that architects are responsible for the health, safety and welfare of those that they serve, students (and faculty) of the School of Architecture have a clear mandate to serve the public good. Through our emphasis on community service, we strongly advocate student participation in projects that serve local organizations, civic institutions, and communities that seek the guidance and expertise of the students and faculty of our School. However, in cases when these entities request that the School provide essentially free "architectural services", we refrain from undertaking such projects. Students and faculty of the School must undertake such projects only as "learning projects" and not in competition with local professional firms.

By being involved in appropriate projects, students should become inspired to become active and engaged citizens within their community. This kind of civic engagement will ultimately permeate our school as a professional and academic "value" when our faculty develop studio projects or class assignments in this particular light. Civic engagement should become an expectation in our School, for it so aptly embraces the University's Mission and its emphasis on service leadership.

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[5] As defined by the Innovation Action Council of the United States Environmental Protection Agency:

Environmental Stewardship is the responsibility for environmental quality shared by all those whose actions affect the environment.
Everyday more than 300 million Americans make countless choices that can impact our environment. By being an active environmental steward you can reduce those impacts and make a difference in the kind of world we live in today and pass to future generations.
(Reference: http://www.epa.gov.stewardship)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

LEED Accreditation. (XV) Taken in the fifth year, ARCH 452, <u>LEED Accreditation</u> is a 3-credit required course focused on preparing students to take the GA (Green Associates) exam and become accredited. Although not required, we will strongly encourage students to take the GA exam and will stress the importance of LEED accreditation for emerging professionals and their responsibilities to the public related to sustainable design practice in general. We believe that students will want this accreditation as an advanced credential when they enter office practice and pursue licensure.

The NAAB Five Perspectives. The diagram that follows summarizes the relationship between student learning goals and development and the NAAB's Five Perspectives. The Roman numerals in each of the the "NAAB Five Perspectives" columns refer to those in the preceding text sections.

Summary: Responses to the Five NAAB Perspectives	NAAB Five Perspectives				
Opportunities for Student Learning and Development **Related to the Five Perspectives**	**B. Academic Community**	**C. Education** **D. and Students**	**C. Education and the Regulatory Environment**	**E. Education and** **F. the Profession**	**F. Education and** **G. the Public Good**
1. Foster commitment to the principle of environmental stewardship	I	XII XIII		X	IV X
2. Pursue a values-based, holistic curriculum	I II	III V,VI		IX	IV XIV
3. Understand factors causing accelerated change within the profession		VIII			
4. Acquire the knowledge and skills needed for professional licensure			XV	VII VIII	
5. Develop an appreciation for new ideas and challenging viewpoints	III	VI		XI	

I.1.4 Long-Range Planning

Within our University setting, the School of Architecture adheres to the *University Mission*, the *2010-2015 Strategic Plan*, and other campus-wide planning processes. Each College and the School of Architecture must submit a *Board Report* to the University's Board of Trustees three times each academic year (in October, January, and April).

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

The purpose of these periodic reports is to have each academic unit succinctly outline those specific activities that address the goals and objectives of the University's *2010-2015 Strategic Plan*:

GOAL I: Create both academic and physical infrastructure to provide a learning environment that enables students to succeed academically and professionally.

GOAL II: Create culturally diverse and global educational experience to educate students to live responsibly in a diverse and interdependent world.

Goal III: Align resources to achieve institutional goals, with a focus on environmental stewardship

Since the current *2010-2015 Strategic Plan* is an outgrowth of the *University Mission*, the Board Reports serve as an ongoing means of demonstrating each academic unit's progress toward fulfilling the goals and objectives of the *Strategic Plan*. At the same time, if a unit's resources, for example, do not permit achievement of institutional goals, this non-alignment can be specifically addressed when annual unit budgets are being considered. Because Board Reports are prepared by individual deans and department chairs (program directors in the case of the School of Architecture), they become an internal means by which a program may evaluate its alignment with the *Strategic Plan* through its various actions and achievements.

Objectives for Continuous Improvement

Our objectives for continuous improvement will focus on the following:
1. Assessment and modification of our curricula as enrollments increase, new faculty are hired, and NAAB requirements are realized
2. Alignment of our program goals with those of the *University Mission* and *Strategic Plan*
3. Maintenance of currency of knowledge and requisite faculty expertise to meet the educational challenges arising from changes in the building industry, regulatory requirements and the complexion of the profession as a whole
4. Assessment of how well our students are being prepared for their professional roles as environmental stewards

School Strategic Plan. The School will soon develop its own internal Strategic Plan. This will have the active participation of students and faculty and should be based on the objectives for continuous improvement noted above. We tentatively plan to begin developing a School Strategic Plan by the spring of 2013.

Advisory Board. The School will form an Advisory Board consisting of individuals who can bring creative thinking and proposals to discussions relevant to the *School Strategic Plan* and our objectives for continuous improvement. This Board, for example, could examine new relationships between the academy, the profession, and the community and generate creative goals and objectives so that our programs examine their ultimate directions and impact broadly, meaningfully, and creatively.

Data and Information Sources. The University's Office of Planning and Institutional Research continually tracks information on *Fall Headcount and FTE Enrolled by College*, *Fall Headcount Enrollment by College and Ethnicity*, *Headcount Enrollment by College and Gender*, etc.

While this and other institutional data related to attrition rates, for example, is helpful, we are also interested in tracking information such as: the nature of internal transfers; why external transfers are coming to our program; why our students are leaving the program, etc. This University can be useful, but we also need to know more of the reasons the statistics are the way they are for it to be of maximum utility to our planning.

Recruiting and Admissions. In the area of student recruiting and admissions, we would like to track the geographic range of student inquiries, as well as the ratio of inquiries to conversions. In addition, we need to be more proactive in improving our Website and learning more about its effectiveness in the recruiting process.
The University Admissions Office continues to do an excellent job recruiting for our degree programs, and we must stay actively involved in the process. Given the workloads of our faculty, this is a demanding challenge of increasing complexity.

Outcomes Assessment Process. As the University develops campus-wide strategies through its *Outcomes Assessment Program* (it now has a new Director of Program Assessment), we will be in a better position to have annual assessments of Program Learning Outcomes. As will be described in Section I.1.5, *Self-Assessment Procedure* of this Report, we feel we are making progress in our internal outcomes assessment process. We feel we are now better prepared to undertake such a process.

NAAB APRs. Finally, our *NAAB Annual Program Reports* will enable us to generate information and provide us with a means by which we can effectively track the nature and effectiveness of our own program goals and objectives.

I.1.5 Self-Assessment Procedures

The first three years of our program's existence have focused on public relations, student enrollments, faculty recruitment, curriculum development, and extensive building renovation. Collectively, these have been intense action modes to get the School up and running. We are developing an Outcomes Assessment Process as part of a University-wide endeavor. With this APR-IC and because an overall institutional self-assessment process is currently being formulated in response to a request by the Middle States Commission on Higher Education (the Institution's accrediting body), the School of Architecture has developed Preliminary Assessment Matrix for its B.Arch. program.

We are now better positioned to assess how our programs are progressing toward their goals and how effectively our own objectives relative to our curriculum goals have been formulated. This will be an on-going process.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

A *Preliminary Assessment Matrix* outlining the B.Arch. Program's curriculum goals, anticipated outcomes, and means of assessment is presented below:

	School of Architecture: Curriculum Goals, Outcomes, and Assessment Matrix									
Goals	**Subject Addressed**	**Course**	**Assignment**	**Assessment**	**Average Grade Target**	**Scored by**	**Who Collects Data**	**When Collected**	**How Analyzed**	**Dissemin-ation**
G1	Critical Thinking	ARCH 110, 111, 120, 210, 212, 213, 220, 222, 223, 224, 310, 320, 410, 420, 450, 451, 452, 453, 460	Design Project / Exam / Presentation / Paper	Rubric / Answer Key / Rubric / Rubric	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review / % Score / Periodic Review Chart	Fac. Mtg.
G 2	Representation	ARCH 110, 111, 120, 210 212, 220, 222, 310, 320 410, 420, 450, 460	Design Project / Paper	Rubric / Rubric	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review	Fac. Mtg.
G 3	Integration	ARCH 210, 220, 310, 320, 410, 420, 450, 451, 452, 460	Design Project / Presentation	Rubric / Rubric	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review	Fac. Mtg.
G 4	Technical Skills & Systems	310, 312, 320, 322, 410, 411, 412, 420, 421, 422, 450, 451, 460	Design Project / Presentation / Exam	Rubric / Rubric / Answer Key	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review / % Score	Fac. Mtg.
G 5	Professional Responsibilities	ARCH 410, 420, 462	Design Project / Exam	Rubric / Answer Key	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review / % Score	Fac. Mtg.
G 6	Societal Responsibilities	ARCH 213, 223 , 452, 453	Exam / Paper	Answer Key / Rubric	B	Instructor	Instructor	End of Semester Fall, Spr.	Periodic Review	Fac. Mtg.

This Matrix is based on the current *NAAB Student Performance Criteria (SPC)* and the courses that specifically address them in our B.Arch. curriculum (Please see **APPENDIX B**), along with course outcomes, the assignment to be assessed, and the means of assessment (rubric, answer key, etc.). It also includes the average targeted grade, how the data gets analyzed, and so forth. For purposes of this Matrix, we have grouped the *SPC* into six categories in order to have them relate to our program goals. These categories are:
- Critical Thinking
- Representation
- Integration
- Technical Skills and Systems
- Professional Responsibilities
- Societal Responsibilities

Individual Course Assessments. As part of our assessment process, we have also looked at each course offered over the first four semesters of the program (the first two years) and have listed the following for each course:
- Catalog Description
- NAAB Student Criteria Addressed
- Course Goals

- Learning Outcomes
- Assessment Rubric
- Grade Distribution

These Course Forms will become the basis for the assessment process we will begin this fall semester. Course Forms for the 2011-2012 academic year are being gathered as this Report is being written.

Grading Patterns. As part of our assessment process, we have collected data on the grade distribution the Architecture courses given in 2010-2011. Aware of the potential problems associated with grade inflation, we will track these distributions for all of courses in the B.Arch. track.

Student Course Evaluations. These evaluations continue to be very important factors in rank and tenure considerations for full-time faculty; the re-hiring and rank advancement of part-time (adjunct) faculty; and merit raise considerations. They form a substantive part of each faculty member's annual *Faculty Activity Report (FAR)*. Student course evaluations provide opportunities for students to comment on strengths and weaknesses of the teacher and the course material, organization and relevance.

Student Program Assessment. We are presently exploring the possibility of having each fourth-year, fifth-year and sixth-year student participate in a program assessment process at the completion of their respective programs. This idea will be major topic of discussion for the Faculty Retreat we will be implementing at the conclusion of the Spring, 2012 semester.

This may provide us with an additional lens through which to view program curricula in their entirety so that we may address any curriculum shortcomings (as well as noted strengths) that have not been recognized.

Use of Assessment Results. Ultimately, these various means of assessment will enable us to observe teaching effectiveness, to note the appropriateness of course assignments, to gather data related to grade inflation, and to gather pertinent information relevant to the *NAAB Student Performance Criteria*. Collectively, these self-assessment activities will be very useful in informing our curriculum development, and the goals of our long-range planning.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Part One (I): Section 2— Resources
I.2.1 Human Resources and Human Resource Development

I.2.1A University Policies

EEO/AA Policy Initiatives. Marywood University is an Equal Opportunity and Affirmative Action Employer. All *Applications for Employment* at Marywood include the following statement:

Marywood University is an equal opportunity employer that does not discriminate on the basis of race, creed, religion, sex, national origin, age, disability, liability for service in the United states armed forces, ancestry, or any other characteristic protected by federal, state or local law in the administration of any of its educational programs or activities; including admissions, or with respect to employment. Marywood University will make a reasonable accommodation to known physical or mental limitations of a qualified applicant or employee with a disability unless the disability would impose an undue hardship on the operation of the University.
(Reference: http://www.marywood.edu/about/employment/info.html)

Faculty Appointment, Promotion, and Tenure.

For Appointment policies and procedures, see:
http://www.marywood.edu/facultyhandbook/detail.html?id=178816&crumbTrail=Contractual%20Agreements%20with%20Faculty%20Members&pageTitle=Faculty%20Handbook:%20Contractual%20Agreements%20with%20Faculty%20Members

For Rank and Tenure policies and procedures, see:
http://www.marywood.edu/policy/detail.html?id=166948&crumbTrail=Administrators%20with%20Rank%20and%20Tenure&pageTitle=Policies%20and%20Procedures%20Manual:%20Administrators%20with%20Rank%20and%20Tenure

I.2.1B Architecture Program: Faculty

During the summer of 2009, the Founding Dean of the School of Architecture conducted a national search for the first tenure-track member of the architecture faculty. This process also involved the input of two full-time (*per annum*) faculty in the Interior Architecture/Design Program—the degree program that was moved to the School of Architecture when it opened.

With the hiring of our first tenure-track faculty member in Architecture, and two adjunct faculty members, we welcomed our first cohort of 49 Architecture freshmen in fall, 2009. Because of the nature of the curriculum, our staffing needs were then limited to the Foundation Design studios, as all other courses (core curriculum courses) were taught by faculty in the college of Liberal Arts and Sciences. One of the full-time faculty who had been teaching in the Interior Architecture/Design Program also taught one of the sections of the Foundation Design studio.

Architecture Program Report for Initial Candidacy (APR-IC)

Bachelor of Architecture Degree

In the summer of 2010, two additional tenure-track architecture faculty were hired, along with additional adjunct faculty, to teach Design Studios and courses in Digital Media. For the current 2011-2012 academic year, we have increased the number of adjuncts to teach both design studios and courses. We are currently in the process of hiring new full-time, tenure-track faculty member for the 4th-year, as well as two new pro-rata (50%) Assistant Professors to teach in the Architecture Program. Importantly, these new faculty hires will enable us to reduce faculty advising loads (currently excessive), increase our presence on University committees, and heighten our involvement in regional, national and international conferences. These new positions again demonstrate the University Administration's strong financial commitment to the School as we structure new educational opportunities for our students.

As our students require professional courses in *Structures*, *Environmental Systems*, and *Building Assemblies*, we will continue to add adjunct faculty members to teach these courses (unless they are covered by full-time or *pro rata* faculty.

In accordance with our original *pro forma*, resources will be available for us to hire a minimum of one new tenure-track faculty member in Architecture for each of the next two years to coordinate the fifth-year design studios, as well as the M.Arch. program. We will also have need of additional adjunct faculty to staff both studios and courses.

Because our original *pro forma* was based on an incoming class of 20-30 freshmen Architecture students and we enrolled 49 students in Architecture for our inaugural class, our revenue stream has been more than what was anticipated. Consequently, institutional resources for our program (in addition to monies spent on Phase I and Phase II of our building renovation) have been strong and consistent.

IDP Coordinator. Assistant Professor Joseph Gluba, R.A. has recently been appointed the School's IDP Corridinator, and he will be organizing information sessions on the program in spring, 2012.

Faculty Workloads. Tenure-track faculty in the School of Architecture typically teach one 6-credit design studio and one 3-credit course each semester. Six-credit studios (all above the first year) meet three afternoons per week, for an equivalent of 12 hours/week. We have created a studio structure in which faculty engage students in one-on-one tutorials, small group discussions, and studio-wide pin-ups to review work. This structure has spawned active student engagement in the exchange of ideas, resulting in students becoming involved participants in their education. The Director of the Architecture Program (and that of the Interior Architecture Program) is given a course reduction in recognition of his/her administrative workload.

With courses such as ARCH 211, *Statics and Strength of Materials*, we have switched to smaller classes meeting twice a week in order to promote more versatile and effective teaching/learning options for teachers and students. We currently plan to continue this format in later courses such as *Environmental Systems I* and *Environmental Systems II* in the 4th year.

Faculty Development. The University maintains a **Faculty Development Fund** to support faculty development activities. Once a faculty member submits an application for funding, it is reviewed by a Faculty Development Committee, and funding (in varying amounts) may be awarded if the faculty

proposal is deemed meritorious. Individual academic units typically augment these awards from department funds. Conference presentations are more highly subsidized than conference attendance. Financial support for exhibition preparation, travel for research, etc. has also been awarded from this Fund.

Recognizing the importance of funding faculty travel to, and participation in, conferences and meetings for presentations, seminars or continuing education, is highly important for faculty development. The School of Architecture continues to provide additional resources to faculty when they have been requested to support such activities.

Financial support for faculty projects (particularly those involving research with students) is also available through the **Marywood University Planning Advisory Council (MPAC)**.

Greater Expectations Program. In the spring semester of their first year of service at Marywood, all tenure-track faculty are required to participate in a 14-week "Greater Expectations" program for three hours per week.

Faculty from various University departments (many from the Reap College of Education and Human Development) hold workshops and seminars on subjects ranging from "Writing Across the Curriculum" and "Outcomes Assessment Procedures" to "Improving Student Critical Thinking Skills". New faculty are given a one-course reduction to participate in this faculty development program. This experimental program has been funded with MPAC money.

Additional opportunities for faculty development include:
- the annual submission and review of *Faculty Activity Reports* with the Dean
- participation in computer workshops given by University Office of User Support Services (these are given throughout the academic year, including the summer, and provide presentations on: the Microsoft Office Suite; web page development tools; specialized art, business, education, music and science software; SPSS (the statistical package); and Moodle and other teaching programs.

I.2.1C Architecture Program: Staff

Administrative Assistants. While the search for our first tenure-track faculty member in Architecture was underway, we opened a search for an Administrative Assistant who would serve as the initial staff person in the School. She currently serves as the Dean's Assistant, but has also assumed many clerical responsibilities to serve all faculty and students in the School. With completion of Phase II of our building conversion, growing enrollments, and increased faculty in the School, we now have a new first-floor front office supervised by a secretary/receptionist, a recent hire to expand our staff support for both students and faculty. In time, we will most likely move all administrative staff and student records to this central location.

The hiring of this new receptionist has been a major step forward. In addition to this receptionist, we may soon need an additional administrative assistant to serve our two Program Directors as enrollments grow and we add more faculty.

Shop Manager. Our shop facilities are now three times as large as they were before the completion of Phase II of our building renovation. With this increase in space and accompanying equipment, along with a growing student body, the Vice-President for Academic Affairs supported our hiring a new staff person to serve as Shop Manager/Technician.

Because we encourage student use of the shop facilities as an important means of design and material investigation, student use of these new spaces has increased significantly, requiring more stringent oversight, safety procedures and training on individual machines. Hired over the past summer, our new Shop Manager has been a major addition to our School.   As this year's 3rd-year design studios have pursued a Design –Build project in the fall, this new staff hire is timely. However, as mentioned in the NAAB's Report issued after its first visit for candidacy, we need to consider hiring a second person to monitor the shop and extend its hours if operation to safeguard increased shop safety.

I.2.1D Architecture Program: Students

Student Admissions. Most students enrolling as first year students do so in the fall semester, are recent secondary school graduates, and apply for admission between the completion of the junior year in high school and before completion of the senior year (usually in the fall of their senior year). Marywood has rolling admissions and applications may be made at any time, but consideration of an application received after March 1st is influenced by the space available in the class and in the residence halls.

Applications for admissions to the School of Architecture are sent directly to the University's Office of Admissions. The following materials are required for admissions:
- An official transcript, including the candidate's class rank when possible
- One letter of recommendation from the candidate's guidance counselor. Additional letters from teachers, friends, family members, or other individuals familiar with the candidate's background/work are welcomed
- Official scores from the College Board's SAT or from the American College Testing Program's ACT. The candidate should take the SAT or ACT in the spring of their junior year and/or in the autumn/winter of the senior year
- An official report of the scores from the General Education Development Test (GED) if applicable

If the primary language of the candidate is not English and previous formal education was not in English, an official score report of the Test of English as a Foreign Language (TOEFL) or the English language Testing System (IELTS) is required. For additional admissions procedures, see http://mymarywood.com/home/apply.html. For general admissions to graduate programs, please see: http://gogradmarywood.com/home/applying/applying-masters.html

The Office of Admissions does invite prospective students to visit the campus. Although it does not require an admission interview, it strongly encourages them. Most prospective students for the School of Architecture choose to visit the campus and tour the School with a member of our faculty. Given the nature of our new facilities and our programs, such a visit is typically very beneficial with regard to our enrollments.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Architecture Program Admissions and Matriculation Requirements. For entering freshmen, a minimum SAT score (Math and Critical Reading) of 1000 and a QPA of 3.0 (on a 4.0 scale) are generally required for admission to the B.E.D.A. program. A portfolio of creative work may be submitted, but it is not currently required for entering first-year students. A minimum QPA of 2.50 is required in any of these degree tracks for any student to be in good academic standing. In addition to fulfilling general admissions requirements, **candidates seeking admission to the School of Architecture must meet special admissions standards that have been established since the School was founded**. These include: minimum SAT scores of 500 in both Critical Reading and Math, a GPA of 3.0, and an academic ranking in the upper half of their high school class.

Transfer students. Students who have demonstrated satisfactory performance at another college or university may apply for admission as a transfer student. Academic courses presented for transfer must be assessed by the School's Director of the Architecture Program in the case of students seeking an Architecture degree, or the Director of the Interior Architecture/Design Program in the case of students seeking an Interior Architecture/Design degree.

In these cases, the Program Directors assess the course content and objectives when reviewing those courses for which transfer credits are being requested. All transfer students must meet Marywood's Core Curriculum requirements. For additional information, please see: http://www.marywood.edu/academics/ugcatalog/admission.html#transfer)

Students who wish to transfer into the B.E.D.A. degree track from another program within Marywood or from other institutions must have a 3.0 overall QPA on a minimum of 12 credits. If accepted, the student must complete a "Change of Major" form available from the Office of Academic Records. Individuals holding Associate Degrees that wish to enter the B.E.D.A. degree track must have a 3.0 overall QPA on a minimum of 12 credits, submit a portfolio of their design work, and meet with the Director of the Architecture Program. Placement within the B.E.D.A. program depends on the applicant's transcripts and portfolio; course credits are approved for transfer only if they are considered to be equivalent to those required by the School of Architecture's curriculum.

Student Support Services. *In keeping with Marywood's mission, Catholic identity, and core values, the University's Student Life Division complements the University's academic goals by engaging students through and integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development*.
(See http://cwis.marywood.edu/Disabilities/disabilityservices.html)

Architecture students have a number of support services ranging from in-house advising and CAD LAB facilities to campus-wide University services, including computing facilities, the Learning Resources Center, the Career Services Office, the Center for Student Activities and Leadership Development, the Counseling/Student Development Center, and the Student Government Association.

Academic Advising. All students in the School of Architecture are assigned an academic advisor at the beginning of their studies at Marywood. Architecture faculty serve in this capacity and have the responsibility of assisting students with programs of study which will meet student needs, interests and capabilities as well as all program requirements in the student's selected degree track.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Faculty advisors meet with students each semester to develop their schedules of courses prior to registration for the forthcoming semester. In addition, faculty advisors play an important role in providing direction, support and referrals for specialized assistance when appropriate. Additional academic advising support is available to international students and students with disabilities.

When possible, we advocate the idea of having students retain the same advisors from the time they enter until the time they graduate.

School of Architecture Lecture Series. Beginning in spring, 2010 we have held the following lecture series. These are open to all university students and the public.

Spring, 2010 Lecture Series

- **Timothy McDonald**, Partner, Onion Flats, Philadelphia; *Physical Work* (February 18, 2010)
- **William Braham**, Interim Director of Design, University of Pennsylvania, Philadelphia; *Maximum Power, or the Temptations of Survivalism* (March 11, 2010)
- **Ro Spankie**, Interim Director, Interior Architecture, University of Westminster, London; *Drawing Out the Interior* (March 18, 2010)
- **Mark Bacon**, Architect, Bohlin Cywinski Jackson Architects, Wilkes Barre, Pennsylvania; *Hand and Machine* (March 25, 2010)
- **Michael Fifield**, Professor of Architecture, University of Oregon; "New Directions in American Housing" (April 8, 2010)
- **Dr. Matthew Mindrup**, Assistant Professor, School of Architecture, Marywood University, Scranton, PA; *Drawing Desire* (April 15, 2010)

Fall, 2010 Lecture Series

- **Joe Gluba**, Office of Small Architecture, Assistant Professor of Architecture, Marywood University, Scranton, PA; *Small Architecture* (October 14, 2010)
- **Robert Dunay and Joseph Wheeler,** Professors, School of Architecture + Design , Virginia Tech, Blacksburg, VA; *Lumenhaus* (October 21, 2010)
- **Evin Angstadt & Stephen Mileto**, Architects, Qb3 Philadelphia, PA; *Qb3: Recent Work* (November 11, 2010)
- **Brian Healy**, Brian Healy Architects, Boston, MA; *Commonplaces* (November 18, 2010)
- **Robert Miller**, Architect; Partner, Bohlin Cywinski Jackson Architects, Seattle, WA; *Ballard Public Library* (December 2, 2010)

Spring, 2011 Lecture Series

- **David Jameson**, Principal, David Jameson FAIA, Architect, Alexandria, VA; *Distillation* (February 24, 2011)
- **Randy Guillot**, Principal & Design Leader, OWP/P Cannon Design, Chicago, IL; *Healthcare Design: Towards a New Paradigm* (March 17, 2011)
- **James Eckler**, Assistant Professor & Architecture Program Director, Marywood University, Scranton, PA; *Built in a Day?: Urban Making and the Theme Park City (*March 24, 2011)
- **David J. Lewis**, Principal, LTL Architects, NY, NY, *Play Rules* (April 7, 2011)

- **Susan Szenasy**, Editor-in-Chief, *Metropolis Magazine*, NY, NY; *Brilliant Simplicity: Research and Collaboration Leading to Design Innovation* (April 14, 2011)

Fall, 2011 Lecture Series

- **Robert McCarter**, Ruth and Norman Moore Professor of Architecture, Washington University, St. Louis. MO.; *Louis I. Kahn: The Eternal and the Circumstantia*l (October 13, 2011)
- **Brian Healy,** Principal, Brian Healy Architects, Boston, MA.; Drawing Home (October 20, 2011)
- **Terry Boling**, Principal,Terry Boling Associates, Cincinnati, OH; *Field Conditions* (October 27, 2011)
- **Eddie Jones,** Principal, Jones Studio, Phoenix, AZ; *Ambiguous Modernism* (November 3, 2011)

Spring, 2012 Lecture Series

- **Greg Vadney,** Director, Rahr-West Art Museum, Mantiwoc, WI (January 12, 2012)
- **Matthias Pliessnig,** Furniture Designer, Sculpture**,** Philadelphia, PA, *Working Methods and Creation* (February 16, 2012)
- **Mira Nakashima**, Vice President and Designer, Nakashima Studios, New Hope, PA; *Craft and Life* (March 22. 2012)
- **Ken Wilson**, FAIA, FIIDA, LEED AP + BD&C, Principal, Envision Design, Washington, DC; *Recent Work* (April 12, 2012)

Guest Critics. The following individuals have served as Guest Design Critics for mid-term or final design reviews, Fall, 2009-Spring, 2012:

- Coner Brady, Professor, University of Cincinnati, Cincinnati, OH
- Alex Camayd, hemmler+ camayd architects, Scranton, PA
- Everald Colas, Architect, Kliment/Halsband Architects, NY, NY
- Anthony Colestock, Architect, Crabtree, Rohrbaugh & Associates, Harrisburg, PA
- Melissa Colestock, Project Manager, G&C Fab Con, LLC, , Harrisburg, PA
- Carolina Dayer, Professor, Virginia Tech, Alexandria, VA
- Michelle Dempsey, Architect, DxDempsey, Scranton, PA
- Andrew Doyle, Architect, Thurlow, Small Architects, Pawtucket, RI
- Brian Doran, hemmler+ camayd Architects, Scranton, PA Dr.
- Paul Emmons, Professor, Virginia Tech, Alexandria, VA
- Jonathan Foote, Professor, Virginia Tech, Alexandria, VA
- Randy Guillot, Architect, Cannon, Chicago, IL
- David Hemmler, hemmler + camayd architects, Scranton, PA
- Gabe Hodge, Architect, BCK, Wilkes-Barre, PA
- John Humphries, Assistant Professor, School of Architecture, Miami University. Oxford, OH
- Andrew Kline, The Limited Brands, NY, NY
- Jodi LaCoe, Professor, School of Architecture, Penn State University, College Station, PA
- Jonathan Loiselle, Architect, Geisinger Health System, Scranton, PA
- Brian Loughlin, Professor, Columbia University, NY, NY
- Quinn Mccormic, Architect, studioMDA, NY, NY

- Tim McLain, Architect, DxDempsey, Scranton, PA
- Sean McNamara, hemmler+ camayd Architects, Scranton
- Jacob Mans, Architect, Kieran/Timberlake Architects, Philadelphia, PA
- Greg Marinelli, ITT Technical Institute, Dunmore, PA
- Renee Martin, Professor, University of Cincinnati, Cincinnati, OH
- Kim Morris, Interior Architect, Cannon, NY, NY
- Taj Massud, Professor, Carleton University, Ottawa Canada
- Michael Muller, Architect, *DX Dempsey*, Scranton, PA
- Katsu Muramoto, Professor, Penn State University, College Station, PA
- Andrew Phillips, Architect, Charter High School of Architecture and Design, Philadelphia, PA
- Kerry Potter, ITT Technical Institute, Dunmore, PA
- Russell Roberts, Russell Roberts Architect, AIA, Dallas, PA
- Jim Rogers, Principal, James Rogers, Architect, Dallas, PA
- Brian Rubin, Architect, NY, NY
- Regin Schwaen, Danish architect, Visting Critic, North Dakota State University
- Siena Shaw, Parsons School of Design, NY, NY
- Gerry Smith, Principal, Gerry Smith Architect, NY, NY
- Jason Smith, Sculptor
- Nicholas Snyder, Architect, Bohlin Cywinski Jackson Architects, Wilkes Barre, PA
- Sean Solowski, Architect, Toronto, Canada
- Theresa Thomas, Architect, Bohlin Cywinski Jackson Architects, Wilkes Barre, PA
- Mathis Tinner, Architect, Burckhardt and *Partner*, Zurich, Switzerland
- Karl Wallick, Assistant Professor, School of Architecture, University of Wisconsin, Milwaukee, WI
- Adam Wise, Architect, Bohlin Cywinski Jackson Architects, Wilkes Barre, PA

Public Exhibitions:

- ***Speculations****: **Drawing Out Possibilities in Architecture***: The Work of Alessandro Ayuso, Architect, New York, New York (October, 2009)
- ***Witness to Hunger***: A Photographic Documentation of Poverty and Hunger (November, 2009)
- ***The Work of Brian Healy Architects*** : ***Places of living, performance and prayer*** (October 20, 2011 to February 6, 2012)

Academic Support. User Support Services provides computing facilities, worldwide networking access, and related services in support of the University's commitment to providing high-quality, usable technology for its students (as well as faculty and staff). Several drop-in computer areas are located in the Learning Resources Center. Computer labs are networked (via high speed fiber optic links) to the central Academic Information Systems computer, which provides an Internet gateway as well as access to Marywood's online library catalog. Electronic mail, web-browsing, bulletin board services, and access to world-wide computer network resources are available to all regularly enrolled students. In addition to this technology infrastructure, there is a Help Desk that may be called at any time.
see: http://www.marywood.edu/academics/ugcatalog/resources.html;
see also: http://www.marywood.edu/studenthandbook/services/

Library Services (Learning Resources Center). Marywood's library collection includes more than 220,000 books and bound periodicals, over 28,000 distinct journal titles, and 50,000 non-print items. The library's web page contains links to over 55 subject-specific indexing/abstracting databases (including PsycInfo, ERIC, and ArtStor) and full-text databases such as EBSCOHost's Academic Search, Wilson Web, JSTOR, and LEXIS-NEXIS.
see: http://www.marywood.edu/library/about-the-library.html

Career Services Office. This office is available to both students and alumni/ae at any stage of their career path. The staff of this office assists students in making informed career choices, facilitates the transition from school to the work world, and assists with preparation of applications to graduate/professional programs.

Counseling/Student Development Center. This Center assists students with many challenges, changes and choices. The Center offers confidential individual personal counseling, personal growth groups, psychiatric consultation, and crisis intervention to help students deal effectively with important issues related to their academic and personal growth. Outreach educational sessions to enhance social, emotional, spiritual, intellectual, and vocational health are provided.

The Center for Student Activities and Leadership Development. This Center provides a wide array of programs, activities, and services to increase students' personal, intellectual, social and cultural development. Through involvement in activities, organizations, and programs, students have numerous out-of-class learning experiences and enhance the development of life-long leadership skills.

Student Government. All undergraduates are members of the Student Government Association (SGA). This association organizes and promotes various activities and programs and offers opportunities for leadership experiences.

Student Organizations. Students in the School of Architecture have organized an Architecture Club and an Interior Architecture Club. Their major joint activity have been staging two *Beaux-Arts Balls*, held in the School of Architecture, and the first such balls ever held at Marywood. In the fall of 2011, Architecture students established an AIAS Chapter and selected a faculty advisor. As of this writing, the AIAS Chapter continues to organize small student events, such as visits to area offices. When requested, the School will commit funds for the AIAS officers to travel to the organization's Annual Meeting in Washington, DC.

In addition to these internal organizations, students may become active members of literally dozens of other clubs on campus. If registered with the University, each club is eligible for funding from the University.

Internship Placement. Because of our size and the close relationship between our faculty and students, faculty often work directly with students to assist them in obtaining office internships as a result of their office and professional contacts. Workshops involving portfolio design, resumé preparation, and internships have been held by faculty and have benefited students searching for positions in architects' offices. Al student are actively encouraged to document their design work frequently to have material with which to update their personal portfolios.

Field Trips. From its very beginning, The School of Architecture has highly valued conducting field trips with students. From the fall of 2009 until the present, we have implemented field trips to New York City, Philadelphia, and Florence, Italy. The AIAS Chapter is planning a fall trip to Fallingwater, Kentuck Knob, and Pittsburgh in the fall.

I.2.2 Administrative Structure and Governance

I.2.2.A University Administration

Executive Officers of the University are: the President of the University, Vice President for Academic Affairs, Vice President for Business Affairs and Treasurer, Vice President for University Advancement, Vice President for Student Life, and the Secretary of the University and General Counsel.

The President's Cabinet serves as the principal communication and governance link to the President of the University in the ordinary administration of the University:
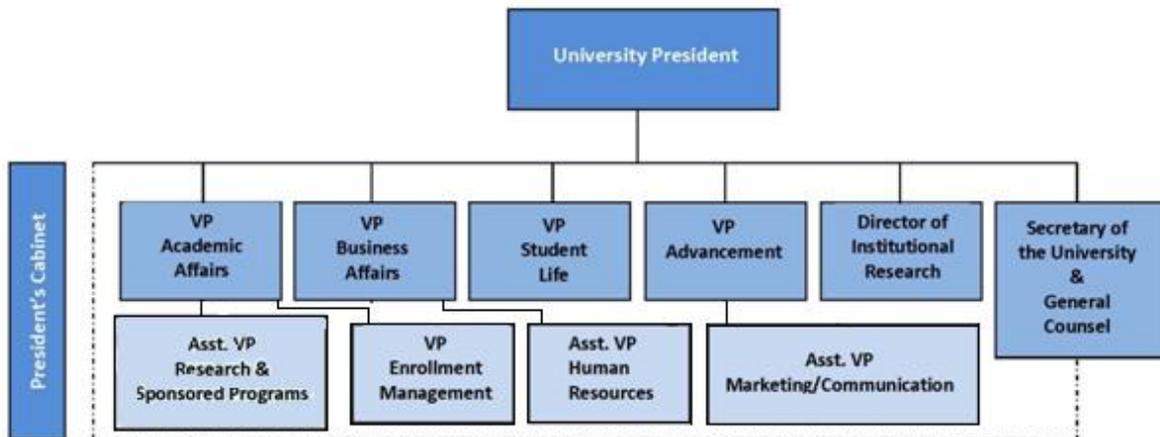
Administrative officers of the University consist of the academic deans of the of four Colleges (the Reap College of Education and Human Development, the Insalaco College of Creative and Performing Arts, the College of Health and Human Services, and the College of Liberal Arts and Sciences) and the free-standing School of Architecture. The Academic Council, consisting of the Vice President for Academic Affairs (chair), Vice President for Enrollment Management, Assistant Vice President for Research and Sponsored Programs, Director of the Learning Resource Center, Director of the Ph.D. Program in Human Development, the Director of Assessment, and the five academic deans, serves as a forum for communication, mutual support and coordination among the academic deans and others directly responsible to the Vice President for Academic Affairs.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

The Academic Council is also a means for the Vice President for Academic Affairs to relate information from the President of the University or the President's Cabinet to the members. Further, the Council serves as an assembly for consideration of the advancement of part-time faculty.

Semi-monthly <u>Deans Meetings</u>, chaired by the Vice President for Academic Affairs, offer additional opportunities for communication and discussion of academic matters of mutual concern.
In addition to the five academic deans, these meetings are attended by the Vice President for Enrollment Management, and the Coordinator of Graduate Affairs.
The Deans are encouraged to contribute to the agendas of these meetings by submitting topics relevant to the University academic community as a whole.   Deans also have monthly one-on-one meetings with the Vice President for Academic Affairs to discuss any issues of common concern that may arise.

I.2.2.B School of Architecture: Administrative Structure and Governance

When the founding of a School of Architecture was being considered, it was deemed most advantageous to make the School of Architecture an independent academic unit with its own Dean. It therefore enjoys unique status within Marywood because of this administrative autonomy.

<u>Governance</u>. While the each of the four Colleges has a Dean and various Department Chairs, the School of Architecture has a Dean of the School and two Program Directors— one for the Architecture Programs (the B.E.D.A., B.Arch. and M.Arch degree tracks) and one for the Interior Architecture/Design Programs (B.FA./I.A and M.A./I.A. degree tracks).
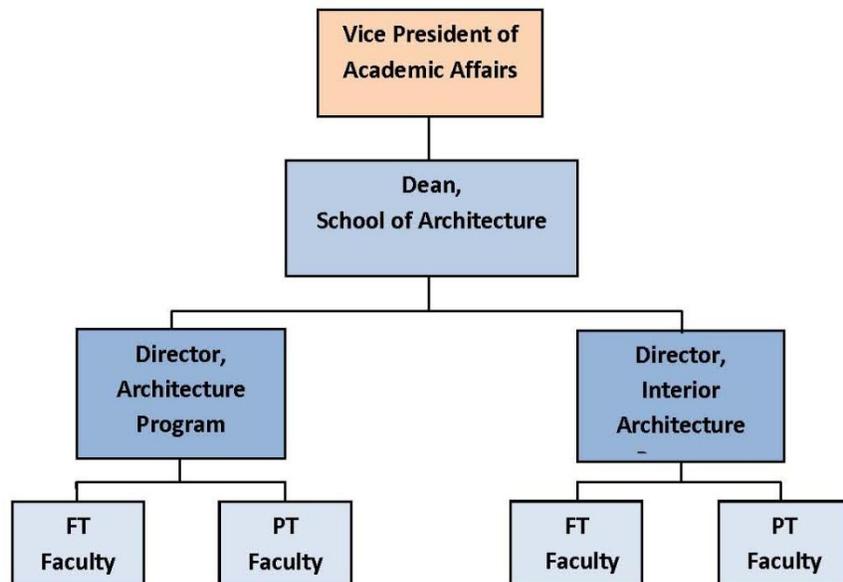
Full-time and part-time faculty are typically assigned to one of the two programs, although there is currently some cross-over at the first year (one faculty member in the Interior Architecture Program teaches in the common Foundation Design Studio). As we hire tenure track faculty to coordinate the 4th and 5th year studios, we may encourage additional cross-overs to enrich our studio offerings. Because we do have any Departments, we do not have Department Chairs.

Program Directors in the School of Architecture work directly with the Dean, assuming many (but not all) of the administrative duties of a Chair. The Dean of the School, as with the deans of the four Colleges, reports directly to the University's Vice President of Academic Affairs.

Program Director, Architecture. During the first year the School opened (2009-2010), the Founding Dean had no administrative assistance other than one administrative secretary. He was actively involved with recruiting, program presentations in the local community, curricula approvals from both the Undergraduate and Graduate Curriculum Committees, faculty searches, advising, assessing transfer credits, and the renovation of the building. As enrollments increased, and two additional tenure-track faculty were added in the second year (2010-2011), it became clear that the Founding Dean could no longer effectively assume all of these responsibilities. In the spring of 2010, the Vice President for Academic Affairs agreed to the naming of an Architecture Program Director to take on a good portion of these responsibilities and this has been a very useful revision to the administrative structure of the School (an Interior Architecture Program Director was also named at this time).

Within the School, the Architecture Program Director has responsibilities pertaining to <u>governance</u> (assisting Dean with formation of school committees and long-range plans and policies, accreditation, outcomes assessment, catalog updates, etc.); <u>instruction</u> (course scheduling, program evaluations, laptop requirements, Architecture kits, transfer credits, etc.); <u>faculty affairs</u> (faculty recruiting, appointments, student retention, advising, etc.); <u>external communications</u>; and <u>program equipment needs</u>. Program Directors currently receive a one-semester course release per year. At the end of the spring, 2012 semester, the Dean will recommend that these additional responsibilities are essentially equivalent to a department chair's responsibilities position in the other Colleges, and that each Program Director should be given a one-course release <u>each</u> semester to more effectively carry out these increasing responsibilities as we grow.

Committee Formations. Due to the small size of our current faculty and the complexion of the School's governance, there is no immediate need for the School to have an internal Strategic Plan Committee or a Curriculum Committee. However, with the addition of two new tenure-track faculty (one in Architecture and one in Interior Architecture), along with two new *pro rata* (50%) faculty —positions that will be filled for the 2012-2013 academic year, we are currently addressing the School's need for these committees.

Faculty Meetings. Up until this year, our small size (five full-time faculty) has enabled us to meet nearly every week to address issues, concerns, projects and school events. Beginning this academic year, we plan to hold regularly-scheduled meetings twice a month in order to hold fewer meetings. We have had very good success with discussions in which thoughts and opinions are aired freely and expansively, and compromise leading to general consensus is typical. Given our present size, we are capable of arranging a faculty meeting on fairly short notice if any critical issues needing immediate attention arise (as is sometimes a necessity.

I.2.3 Physical Resources

Background. Built in 1952, the original Health and Physical Education (HPE) Building was a large rectangular steel frame structure with solid masonry exterior walls and minimal fenestration.

The building was configured in three primary zones: a central service/office core with two double-height, column-free spaces—one a gymnasium, the other a swimming pool—arranged on either side. In the early 1980's, the building was expanded along its longest dimensions (east-west) to provide racquetball courts, dance studios, bleacher seating, and exercise rooms.

Building Renovation: Phase I. The Founding Dean of the School—originally retained by the University to study the potential for a new architecture school— agreed that the HPE Building could be appropriately renovated and transformed into a new School of Architecture. This idea was ultimately accepted by the University administration, approved by the University Board of Trustees and became reality in fall, 2009, when Phase I of the building's renovation was completed and the new Center for Architectural Studies opened and received the School's first cohort of students.

With the insertion of a second floor mezzanine supported by columns and long-span trusses and positioned to one side of the original gymnasium, the conversion of second floor workout areas into faculty offices, and the renovation of the former dance studios into shop facilities, Phase I was designed to be **a didactic environment for learning**. Exposed trusses, interior column footings and mechanical systems clearly display both structural and environmental components of the building. A green roof added above the shop areas; daylight harvesting by means of a clerestory surmounting a three-story-high central Learning Commons; rainwater harvesting for toilet flushing; a geothermal cooling system that uses sub-surface mine water; a unique passive cooling system; lighting controls with occupancy sensors; and the re-cycling of over 360 tons of construction material are the primary sustainable design features of Phase I.

When completed, Phase I provided two levels of studio space (approximately 90 student desks per level), a 40-seat classroom, 70-seat lecture room, woodshop, learning commons, five faculty offices, a faculty conference room, and a second–floor "swing space" for , model storage and small critique space.

Architecture Program Report for Initial Candidacy (APR-IC)

Bachelor of Architecture Degree

Building Renovation: Phase II. Following the overwhelming success of the first two years of the program and the completion of the University's new eight-lane, state-of-the-art Aquatics Center on campus in 2011, the swimming pool portion of the former Health and Education Building became available for renovation in the spring of 2011. Phase II of the School of Architecture soon followed and was completed in the fall of 2011.

Phase II has added two more levels of studio space (accommodating approximately 130 desks), a small reference library (books and journals), flexible seminar/study spaces, showers for student/faculty use, two classrooms, expanded shop facilities, exhibition galleries, and five faculty offices. Phase II also includes a three-story-high central learning commons and uses the same clerestory design for the harvesting of daylight. As with Phase I, it has also been designed and detailed to reveal structure, mechanical systems, varying glazing systems, materials, etc. The entire west wall of the former pool is now glass and exhibits both curtain wall and point-glazing wall systems for teaching purposes.
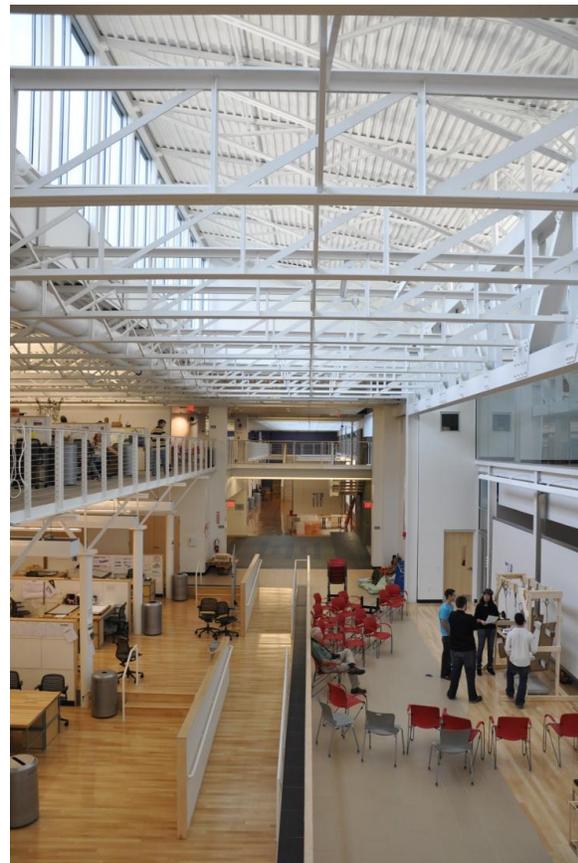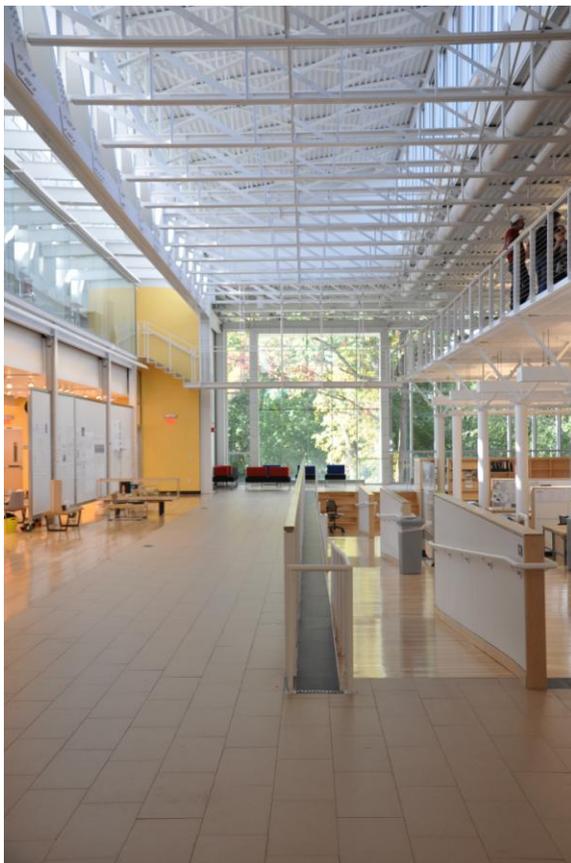
Multivalent Space. Our physical facilities have been designed to be open and very flexible environments, embodying the concept ***multivalent space***. This concept provides for the flexible configuration of spaces by students, staff and faculty. Certain portions of the central spaces we have designated the "Learning Commons" may be easily subdivided by means of pivoting partitions with which students and faculty can re-configure space at will.

We have intentionally reduced the number of closed, partitioned spaces (other than faculty offices) so that there is a highly visible, open spatial environment that may be flexibly appropriated for diverse occupancies and uses (small discussions, private reading, group study, large gatherings), serendipitous design explorations, exhibitions, design critiques, etc.

 From the beginning of their studies in The Center for Architectural Studies, we have encouraged students to feel that the building is their learning environment and not simply a segment of University real estate they happen to occupy. With this in mind, we also stress that *me* is not as important as *we*, and that with this sense of "ownership" comes a strong sense of personal responsibility. Students have fully accepted this sense of common responsibility.

Phases I and II of our building renovation have focused on the creation of a learning environment that teaches through its design, construction and detailing. Students observe exposed structural and mechanical systems, articulated material connections and diverse materials and building assemblies, along with sustainable design strategies (a passive cooling system, living roof, and geothermal system, among others). Students, then, study and work in a "three-dimensional textbook".

Studios. Studio spaces have been designed as a series of spatial bays delimited by 54" high partitions having Homosote pinup surfaces, four duplex outlets and data ports for each student desk. Each bay can accommodate up to 12 desks in various layouts. When studios exceed 12 students, they simply spill over to an adjacent bay, thereby mingling studio sections. Because of these low demising partitions, students effectively work in the same large space, and the spatial openness of the studios has been very well received. Within several studios, unused desks have been configured to make layout surfaces, seminar spaces and group work areas.

Each student has their own desk. Constructed of a 1"x1" square steel frame and a 30"x 60" solid butcherblock work surface, these custom-made student workstations include individual wooden storage units with shelves and drawer storage for drawing equipment, paper, etc. Desks have been sized to accommodate both a laptop computer and a 30" wide portable drawing board at the same time in order to encourage the use of both the hand drawing and the computer in the development of design projects.

Classrooms. Within the building, we have two classrooms on the first floor (one of which is adjacent to the shop facilities and may be used for plaster casting (shop sink with plaster trap) and other demonstrations), along with the second floor "Cloud Room" which is flexibly used for lectures, seminars, workshops, critiques, or exhibitions. Other campus facilities provide space for our Lecture Series and for large lecture classes.

Shop Facilities. Throughout all years, the School of Architecture's curriculum has a deeply rooted commitment to **the act of making** (material fabrication) as a means of understanding material properties and their applications to design. The shop facilities extend the possibilities of the design explorations that might begin in the studio and/or the classroom. Studio projects are often formulated to involve the use of the Shop facilities to investigate material, form, connection, joinery, detail and space.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

The Digital Media courses, for example, include instruction in the use the Shop's Laser Cutter, enabling students to better understand the interface between digital media and material fabrication. The materials currently used in the facility include plaster, wax, paper, concrete, wood, composite boards, cardboard, plastic, steel, aluminum.

Facilities include a:

- **Metal Shop** (MIG welder for welding material from 22 gauge to 1/2" thick; metal band saw; drill press; metal abrasive wheel saw; and a welding table);
- **Wood Shop** (with a table saw, vertical belt sander, polisher, wood mortise, drill press, band saws, compound miter saw, radial arm saw, wood planer, scroll saws , and spindle sander; and a *Techno CNC 3 axis mill* (3 horsepower; 48" x 96" bed; for milling wood or aluminum)
- **Digital Fabrication Room** (with an *Epilog Laser Cutter* (60 watt; 32" x 14" bed; cuts most material up to ¼" thick) and a *Dimension UPrint 3d Printer* (ABS plastic printer; 8"x6"x6" build size)
- **Spray Booth (enclosed and ventilated)**
- **Sand Blasting Room (**with dust collector and compressor)

All School of Architecture students are allowed access to the Shop facilities upon completion of a safety orientation and tool-specific training. The Shop is managed by a full-time shop technician who has a Bachelor's degree in Technology Education. He oversees safety training and skills development, and is responsible for machinery maintenance. An annual budget provides for tool replacement and maintenance. Due to the heavy demands being made on these facilities, we have found it necessary to increase the Shop hours, including nights and weekends.

Future Acquisitions: The Shop facilities were designed and built to allow for the addition of a second laser cutter when the need arises. The Wood Shop assembly area was designed to allow for the addition of at least four large woodworking machines in the future. An existing rear patio outside of the shop facilities will be used for larger fabrication projects and offers a potential area for future shop expansion. School Library. Phase II of the School's renovation includes a centrally-located reading/reference room located in between the graduate architecture studios and student lounge.

The aptly named "Deep-End Reading Room" (so named because it is located over what was once the deepest end of the former swimming pool) is outfitted with ample daylight, reading chairs, worktables and shelf space to accommodate approximately 2,000 books and periodicals.

By the end of 2012, the School of Architecture expects to continue its annual purchase of an additional 225 books per year, expand the University's *JSTOR* access to include the many scholastic architectural journals not covered by its current subscription, and relocate a portion of the collection of architecture books and magazines housed by the main library to the School's "Deep-End". These additional information resources will significantly enhance the instructional and research activities of the School's faculty and students.

With the addition of this repository of reference books within the School and its immediate access by students and faculty (we are presently working on a "check-out" procedure based on an honor system), key texts and other reference materials will be readily available for use.

Please see **APPENDIX F** for plans and sections of The Center for Architectural Studies.

Potential Phase III. With the completion of Phase II, The Center for Architectural Studies can accommodate approximately 300 desks in flexible studio configurations. When funding becomes available, a future Phase III could add a 220-seat lecture hall in the space currently occupied by the former racquetball courts on the north side of the building.

Preliminary model studies for this facility are illustrated below:

CAD Lab. The School's CAD Lab, located on the second floor of the adjacent Visual Arts Center, provides computing equipment and facilities necessary for students to explore virtual design. The 24-seat Lab operates with licenses for: *Adobe Design Suite CS5*; *Autodesk Educational suite 2012*; *Rhinocerous 3D*, *SketchUp*; *Bongo*; Flamingo 2.0; and *Microsoft Office*.

Output devices include:
- (2) *ipf 8300 Cannon imagprograf plotters* (2400x 1200 dpi, 80GB hard drive, 12 color, 44" roll/sheet capacity)
- (2) *hp designjet 510 plotters* (2400 x 1200 dpi, 160MB memory, 4 color, 42" roll/sheet capacity
- (1) *Lexmark t-630 11x17 laser printer* (1200 dpi)
- (2) *Mustek ScanExpress* A3 USB large format scanners (flat bed, 9600 dpi full-color scans, A3 Paper size scanning bed)

School Laptop Program. As of fall, 2010, the School of Architecture requires all second-year Architecture and Interior Architecture students to purchase their own laptops. This laptop initiative was undertaken with the conviction that computers function as important digital tools in the design process, and have become nearly as omnipresent as textbooks. As computer software becomes more varied and sophisticated—offering programs ranging from 2-D drafting and 3-D modeling to rendering and energy performance analysis—the computers required to run these programs demand certain specifications for optimal performance.

Our laptop program is similar to that in many schools of architecture and ensures that students will be suitably equipped with a flexible, portable means of basic computing in the classroom, dormitory and/or apartment, as well as in the studio to work digital-based design projects. We have also redesigned the student desk storage modules so that they have an adjustable shelf for the secure storage of a laptop. Each student workspace in the design studio is equipped with data ports for direct connection to the Internet and to the printers, scanners and plotters in the School's CAD Lab. The ease of mobility of individual laptops enables students to set up very quickly in a variety of environments.

see: http://www.marywood.edu/architecture/laptop/faq.html
also:http://www.marywood.edu/architecture/laptop/how-to-order.html

Importantly, we do not believe that the computer should ever eliminate the important role of hand drawing/sketching in the design process. While the computer has enormous capabilities and has become an essential tool in contemporary architectural practice, we also believe that the craft of hand drawing is invaluable in design exploration, discovery and understanding.

In the end, design inquiry must be a reflective process that engages a number of stimuli, sequences, methods and iterations. Accordingly, our curricula support the use of both hand and digital tools for design and presentation.

I.2.4 Financial Resources

After two academic years of operation, revenues generated by the School have been exceeding expenses by a significant amount. As mentioned previously, enrollments in the Architecture Program have also far exceeded the targets in our original *pro forma*. We are confident that the interest in our programs will continue to grow and that enrollments will continue to increase accordingly (particularly with transfer students).

 As illustrated in **APPENDIX G**, we have developed revenue and expense projections for the periods 2011-2013 through 2014-2015. By the 2014-2015 academic year, we expect our enrollments to be approximately 250 students (for both Architecture and Interior Architecture).

We have not yet generated any endowment for the School, nor have there been any funded scholarships designated specifically for students in the School of Architecture. With time, we would like to pursue endowments and scholarships specifically targeted for our students.

Given the current state of the overall economy, the positive cash flow indicated in our financial projections is highly encouraging and one of the primary reasons that we have been able to complete the renovation of the HPE Building so quickly.

I.2.5 Information Resources

LIBRARY RESOURCES

Marywood University's Learning Resources Center lies adjacent to the School of Architecture (SOA) and houses the Library, User Support Services, Academic Computing, and the Radio & Television Studios. Here architecture students also have access to library staff, classrooms, public computers, study carrels, group workspaces and a daytime café.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

There are currently 1,462 books on architecture in the collection at Marywood University's library that includes a total of 216,191 volumes, 378,148 items on microforms, 43,342 media items, 797 active periodical subscriptions in print and microfilm format plus over 26,449 electronic journal titles.

Marywood University does not maintain a physical image/slide library but provides architecture students and faculty with access to the ARTstor Digital Library that includes more than one million digital images in the arts, architecture, humanities, and sciences with accessible suite of software tools for teaching and research.

Since the opening of the School of Architecture in September, 2009, the University has purchased 450 new books (including many specifically ordered by the dean and the faculty), received donations of 70 books from local practitioners, received a number of architecture periodicals from a regional library, and added 11 new annual magazine subscriptions (see below) to the library collection. Interlibrary borrowing services at Marywood University provide books and photocopies of articles from over 50 Pennsylvania academic libraries within 4-7 days.

In time, we would like to build a digital archive of drawings of canonical and exemplary buildings and building details for immediate student/faculty reference. When stored in a central database, this archive should prove to be an important learning resource for the entire School.

Please see Section I.1.3 for information on the library space recently completed within the School.

Plans for the design and construction of a new University Learning Commons near the current library are currently underway, with completion expected in 2015, the Centennial Anniversary of the founding of Marywood University. (see: http://www.marywood.edu/library/about-the-library.html)

As noted in **APPENDIX G**, our School budget allocates Library funds for the acquisition of books, journals, CDs and DVDs for student/faculty use. The University Library's acquisition procedures encourage faculty to submit requests for new book purchases directly to Library Acquisitions to support faculty research and subject focus. School of Architecture faculty have been very aggressive in this regard.

Part One (I): Section 3— Institutional and Program Characteristics

I.3.1 Statistical Reports
N/A. However, we have included enrollment figures for fall 2009, 2010 and 2011, along with a breakdown of enrollments by gender. Please see **APPENDIX H**.

I.3.2 Annual Reports
N/A

I.3.3 Faculty Credentials

As of the end of our third year (spring, 2012), we have three tenure-track faculty teaching in the Architecture Program. Each was hired after a national search and each brings particular expertise and skill sets to the Program. From publications to conference presentations, architectural practice to teaching experience, these individuals have varying research interests and philosophies of pedagogy. Collectively, they share the fundamental credos of the School (environmental stewardship, the importance of materiality and making, and the benefits of hybrid presentation media among them). A Matrix of Faculty Credentials is found in **APPENDIX D** (it lists all studios and courses taught from Fall, 2009 through Spring, 2012).

Faculty Resumés are included in **APPENDIX E**.

Part Two (II): Section I: Student Performance- Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria

Section I.1.5 (*Self-Assessment Procedures*) of this APR-IC outlines the relationship between NAAB's *Student Performance Criteria*, our internal assessment process, and how we plan to have each course address these procedures. **APPENDIX B** illustrates which specific criteria are addressed by each course within the Architecture Program. As can be seen from this matrix, we have linked several criteria to individual courses—principally in the design studios—because we do not favor the notion of having each course address only one or two criteria. Our belief is that when knowledge/skills are relegated only to the "best fit", students may have a tendency to segment, or "silo", what they learn in order to conform to the criteria without making connections to other learning modalities or contexts. The concept of "quilted knowledge" referred to earlier in this Report is our goal. Requiring certain studios to address a number of interrelated performance criteria may tax the faculty (as well as the students), but we feel that this approach is ultimately of benefit to the students, as it is based on their abilities to synthesize and apply knowledge and concepts. We believe that the *integration of student learning criteria*—most especially in the design studio—is the primary objective of this approach.

With reference to NAAB's differentiation between **Ability** (A) vs. **Understanding** (U), we are also suggesting that some performance criteria might be nuanced in such a way that they may move between the two qualifiers; in other words, whereas a student may have to exhibit the Ability to do something, a course or studio may introduce the fundamental nature of the particular criteria, but only in the sense of "Awareness" or "Understanding". Again, these nuances may be very important to a student's growth and maturation.

University Core Curriculum. When our curriculum was originally developed, we were required to meet the University's Core Curriculum requirements, then set at 66 credits.
Because of the NAAB's 32 Student Performance Criteria, our initial curriculum had to "double dip" in

some core courses in order to meet the requirements of both the Core Curriculum and the NAAB SPC while keeping the B.Arch. degree at a total of 165 credits.

This process involved a good deal of educational compromise for our initial curriculum, particularly with respect to the availability of non-Program electives not covered in Core subject areas.

In 2010, significant revisions to the University's Core Curriculum reduced the Core from 66 credits to 43-46 credits (43 credits if incoming students are academically qualified to take only one semester of a foreign language because of previous experience with a language).

Deciding factors to pursue this substantial reduction included the ability of students to develop minors or to double major. In addition, it was felt that this change would be advantageous to transfer students from other institutions. To date, only two of our 120 students in Architecture are pursuing minors, and these are based solely on their individual interests. Given the dense academic load taken by most of our students, there is little space in the professional curriculum for this to occur.

The 46 credits (typical for the Architecture students) taken in the Core fulfills the NAAB's 45-credit non-architecture *General Studies* requirement. In addition, we added additional General Electives to the curriculum with the revised Core and continue to examine the curriculum in order to have increased Free Electives available to our students.

Curriculum Outline.
The curriculum for the B.Arch. professional program is shown on p. 45; the M.Arch. curriculum follows on p.52 and is included because of its current relationship to the B.Arch. curriculum.
.
These outlines indicate required Core Courses, credits per course, credits taken each semester by year, and total credits for the respective degrees.

Part Two (II): Section 2—Curricular Framework

II.2.1 Regional Accreditation

Marywood University is currently accredited by the Middle States Association of Colleges and Schools (MSACS). A document attesting to this fact is included as APPENDIX- I

II.2.2 Professional Degrees and Curricula

To best serve the students of the region, the University elected to offer a four-year, pre-professional **Bachelor of Environmental Design in Architecture (B.E.D. A.)** degree (135 credits), along with two tracks toward the professional degree: a five-year **Bachelor of Architecture (B. Arch)** degree (165 credits) and a six-year **Master of Architecture (M.Arch)** degree (190 credits). The decision to offer three different degree tracks was deemed to be the most versatile option for the new School, as it provided the greatest range of choices for future students.
These three degree tracks are illustrated below:
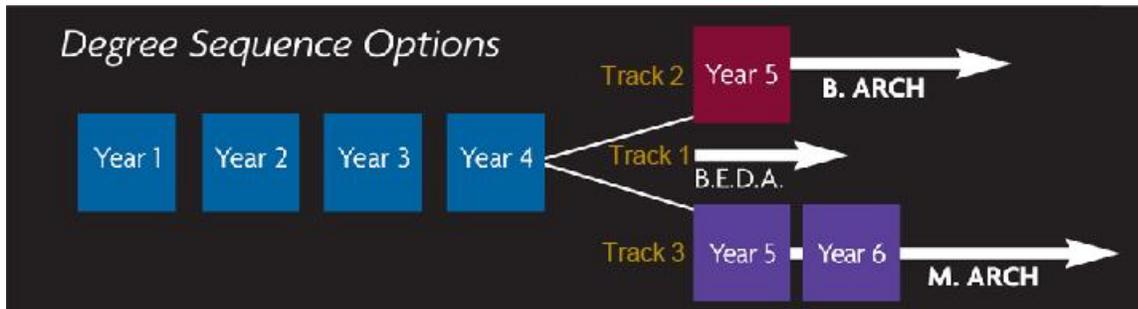
In the fall semester of the fourth year students choose which degree track they wish to pursue. Individuals successfully completing the four-year pre-professional degree track may choose to graduate with the B.E.D.A. degree. Students electing to enter either of professional degree tracks (B.Arch. or M.Arch.) must submit a project portfolio of their design studio work from each of the previous three years and have achieved a minimum QPA of 2.5. Students whose design portfolio and academic record demonstrate that they are prepared meet the rigors of advanced professional study will be admitted to one of the two professional degree tracks. Those qualified for the B.Arch. track must satisfactorily complete an additional two semesters (30 credits), earning a total of 165 credits.

Qualified students entering the M.Arch. track complete the four-year, 135-credit curriculum, receive the B.E.D.A. degree, and take an additional four semesters (55 credits) before receiving the M.Arch. degree (190 credits). **As presently structured, the M.Arch. track is only available to qualified students completing Marywood's four-year pre-professional program**. Additional M.Arch. 2 and M.Arch. 3 graduate degrees will be developed in the future in order to increase opportunities for additional graduate professional studies.

Our B.Arch. and M.Arch. professional degree tracks have initially been formulated around students' completing their first four years in the B.E.D.A track. In other words, the B.Arch. degree may be considered an "internal" 4+1 degree and the M.Arch. degree may be considered an "internal" 4+2 degree.

The content for the B.E.D.A. curriculum has essentially been developed to serve as the first 80% of a five-year B.Arch program. In this way, graduates departing the School with their four-year degree will be well prepared to pursue later graduate studies should they chose to do so. The curriculum content has also been structured to include 46 credits of Liberal Arts to both fulfill Marywood's excellent Liberal Arts Core Curriculum requirements as well NAAB's requirement for Liberal Arts courses. This has admittedly been a challenge for our curriculum planning, but we strongly support the importance of the Core Curriculum in preparing our students for future practice. Marywood's Core Curriculum exposes students to ethical, physical, social, cultural and historical contexts through courses in Religion, Philosophy, Math, Science, English, Language, Fine Arts, Social Science and History.

Core Curriculum. General Core requirements for all students in our professional degree programs are outlined in **APPENDIX A**. Core courses developed specifically for Architecture students in Math and Physics are Math 150, *Architectural Mathematics* (3 crs.) and Physics 140, *Physics for Architects*.

These have been introduced as prerequisites for ARCH 211, *Strength of Materials*; ARCH 312, *Structures I*; and ARCH 322, *Structures II*.
Transfer students are exempt from UNIV 100 (core curriculum credits will total 42-45 credits). All Marywood undergraduate degrees require a minimum of 126 credits

In addition to these Liberal Arts studies, architecture students have courses in Structures, Environmental Systems, Building Assemblies, Digital Media and History and Theory. As with all schools of architecture, a sequence of Design Studios forms the armature of architectural education. (See the forthcoming section on *Learning Culture*).

B.Arch. Program. The fifth year builds directly on the previous four years and introduces students to the elements of professional practice, the LEED accreditation process, and the history and theories of urban form. Advanced studios will focus on the development of strategies of technology transfer from other fields (nanotechnology and biomimicry are potential examples), and investigations of high-performance components. Rather than concentrating on particular building types at this level of the students' education, we are interested in exploring advances in both design and science in order to meaningfully expand the horizons of future practice.

With an emphasis on environmental stewardship—the concept that all citizens are responsible for the condition and thoughtful use of the planet's resources—the B.Arch program will focus on unique studio investigations related to this concept. Further, graduates of our B.Arch professional program will be encouraged to take the LEED GA (Green Associates), Exam, hopefully prior to graduation. They will thus enter the profession with advanced credentials related to Leadership in Energy and Environmental Design and will be well prepared to sit for any of the other LEED AP exams depending on their areas of professional focus.

The B.Arch. curriculum is outlined on the following page. Areas highlighted in gray indicate required University Liberal Arts Core courses.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Marywood University School of Architecture					
			4.20.10;5.5.10; 5.20.10		
CURRICULUM: Bachelor of Architecture (B.ARCH.)				9.13.11	

	FALL	Crs.	**SPRING**	Crs.	Total
1st	ARCH 110 — Foundation Design I — 4		ARCH 120 — Foundation Design II — 4		
	ARCH 111 — Intro. to Des. Environment — 1		ARCH 122 — Design Thinking — 2		
	MATH 150 — Architectural Mathematics — 3		PHYS 140 — Physics for Architects — 3		
	RST 112 — Modern Belief — 3		PHIL 113 — Intro. to Philosophy — 3		
	ENGL 160 — Writing Skills — 3		ENGL180 — Intro. to World Literature — 3		
	UNIV 100 — New Student Seminar — 1				
		15		15	30
2nd	ARCH 210 — Design Studio III — 6		ARCH 220 — Design Studio IV — 6		
	ARCH 211 — Statics & Strength of Materials — 3		Hist 101 — Global Hist. of 20th cent. — 3		
	ENVS 109 — Tech., Env. & Society — 3		ARCH 222 — Digital Media II — 3		
	ARCH 212 — Digital Media I — 3		ARCH 223 — History of Architecture II — 3		
	ARCH 213 — History of Architecture I — 3		ARCH 224 — Theories of Architecture — 3		
		18		18	36
3rd	ARCH 310 — Design Studio V — 6		ARCH 320 — Design Studio VI — 6		
	ARCH 312 — Structures I — 3		ARCH 322 — Structures II — 3		
	SOC 315 — Studies in Urbanization — 3		GE — General Elective — 3		
	LANG XXX — Foreign Language I — 3		Fine Arts XXX — Fine Arts [1] — 3		
	ENG XXX — English (300 or above) — 3		LANG XXX — Foreign Language II — 3		
		18		18	36
4th	ARCH 410 — Design Studio VII — 6		ARCH 420 — Design Studio VIII: Comprehen. — 6		
	ARCH 411 — Environmental Systems I — 3		ARCH 421 — Environmental Systems II — 3		
	ARCH 412 — Anatomy of Buildings — 3		ARCH 422 — Building Assemblies — 3		
	HIST XXX — History — 3		RST XXX — Religion (above 100 level) — 3		
	PHIL XXX — Philosophy [2] (above 100 level) — 3				
		18		15	33
5th	ARCH 450 — Design Studio IX (A) — 6		ARCH 460 — Design Studio VIII: Comprehen. — 6		
	ARCH 451 — Art & Craft of Building — 3		ARCH 462 — Professional Practice — 3		
	ARCH 452 — LEED Accreditation — 3		GE XXX — General Elective — 3		
	ARCH 453 — History & Theories of Urban Form — 3		GE XXX — General Elective — 3		
		15		15	30
			TOTAL CREDITS		**165**

Revisions	
5.5.10	UNIV 100 is now 1 cr., total Fall credits: 15 (vs. 16)
	Total Credits for 1st-Year = 30 (vs. 31)
	ARCH 412 changed to 3 credits (vs. 2); Total Fall credits: 18 (vs. 17)
	Total Credits for 4th Year = 33 (vs. 32)
5.20.10	3rd year, fall: SOC 115 should be SOC 315 (Studies in Urbanization)
9.13.11	Formatting

Core	
	1st-Year: 7 courses (19 credits)
	2nd-Year: 1 course (3 credits)
	3rd-Year: 5 courses (15 credits)
	4th-Year: 3 courses (9 credits)
	Total: 16 courses, 46 credits

Indicates Core Courses

[1] Suggested:
FA 100 (Music, Art and the Contemporary World)
FA 101 (Music and Theatre)
FA 102 (Sound and Symbol in the Arts)
ART 218 (Art in the Modern World)

[2] Choose from:
PHIL 215 (Critical Thinking)
PHIL 315 ((Ethics)
PHIL 325 (Philosophy of Art)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

M.Arch. Program. The content of the M.Arch program is also formulated to build sequentially on the four-year, pre-professional B.E.D.A. degree (modeled on a 4+2 sequence).   Students in the M.Arch degree track pursue a Design Thesis, exploring a self-formulated, extensively-researched issue and/or proposition involving architecture, urban design or discipline-related technology. In addition, program core courses and professional electives augment focused design studies to establish a broader context for research and creative inquiry and project formulation.

The fifth year of the M.Arch. degree track is planned to include design studio content that prepare students for their sixth-year Thesis. It also includes an Art & Craft of Building II class that introduces advanced concepts related to high-performance building designs (employing the "case study" method). Although Digital Media III is presently planned for the fifth year, we are currently exploring the idea of introducing this course earlier in the sequence so that students would be able to apply these advanced digital programs in their earlier design studio explorations.

The last two years of the M.Arch. curriculum is outlined below:

Marywood University School of Architecture

CURRICULUM: Master of Architecture (M.Arch)

		FALL	Credits		SPRING	Credits	
5th	ARCH 550	Design Studio IX (B)	6	ARCH 560	Design Studio X (B)	6	
	ARCH 551	Art & Craft of Building II	3	ARCH 595	Thesis Research	3	
	ARCH 552	Digital Media III		ARCH 562	Professional Practice		
	ARCH XXX	Program Elective (Grad level)	3		w/ Office Practicum	3	
				ARCH XXX	Program Elective (Grad level)	3	
			15			15	30
6th	ARCH 610	Design Thesis	6	ARCH 620	Thesis Documentation	4	
	ARCH 611	LEED Accreditation II	3	GE	Graduate Level Elective[1]	3	
	ARCH XXX	Environmental Law	3	ARCH XXX	Environmental	3	
	GE	Graduate Level Elective	3		Management & Policy		
			15			9	25
					TOTAL		55

[1] Revised 9.3.11

Other differences between the fifth year of the B.Arch program and that of M.Arch. program is the introduction of an office practicum requirement related to the professional practice class. This additional facet of the course has yet to be more precisely developed, but is intended to introduce students to the major issues and challenges facing the architectural profession.

In addition to a Thesis and Thesis Book, the sixth year of the M.Arch. program introduces more advanced studies in LEED, along with courses in environmental law and environmental management and policy. Such courses will provide our graduates with knowledge of the legal, political and economic issues related to environmental planning and design.

It is hoped that some of these course may be taught by faculty within Marywood's Science Department. In addition, to be most effective, the environmental stewards of tomorrow must be well versed in more than building and urban design.

Accordingly, we feel our graduate students should have working knowledge of the various legal and political issues that may ultimately affect the quality and design of the built environment. In turn, as design professionals, they must be prepared to address these challenges with a honed sense of judgment and professional expertise.

M.Arch. 2 and M.Arch. 3 Programs. Once we have staffed and "tested" the M.Arch program for those students who have received their B.E.D.A. degree from Marywood, we will explore additional graduate degree offerings such as M.Arch. 2 and M.Arch 3 programs. Ultimately, this will depend on the availability of resources and space.

II.2.3 Curriculum Review and Development

Curriculum Development. The B.E.D.A., B. Arch. and M. Arch. curricula were initially developed by the Founding Dean before the School opened. During this process, curriculum proposals were submitted to, and approved by, the requisite University review committees, including the Undergraduate Core Curriculum Committee, Undergraduate Curriculum Committee, and Graduate Curriculum Committee. These committees assessed the programs' objectives, adherence to the Core Curriculum requirements and their cost implications to the University.

As our full-time faculty and enrollments have grown, we have made some modifications to these curricula in response to University Core changes and/or program issues that have arisen. While we do not yet feel we are large enough to form an internal Curriculum Committee, for example, whatever curriculum concerns that have arisen have been discussed with the faculty as a whole. With new full-time faculty hires, we have honed our pedagogical intentions as increased faculty input was sought.

We have also engaged area architects and design professionals in curriculum discussions, as in the case of our first year of operation, during which we invited members of local offices to join our faculty to discuss our Digital Media sequence. From these discussions, we became better informed about the use of Revit in local offices and its application in the field. As we grow, we would like to keep professionals involved with the development of our curriculum. At the same time, we are not necessarily convinced that the academy should always follow practice, given the School's commitment to experimentation, research and the development of new knowledge.

Part Two (II): Section 3—Evaluation of Preparatory/Pre-Professional Education

Transfer Students. As described in Section I.2.1C on page 27, students applying to enter our pre-professional Architecture Program must submit a portfolio of design work, and the courses for which transfer credits are requested when applying to the B.Arch. These applications are carefully screened by the Program Director before being accepted.

Other than for transfer students who enter our four-year pre-professional program, we do not yet have the need to evaluate any pre-preparatory/pre-professional education.

Part Two (II): Section 4—Public Information

II.4.1 Statement on NAAB –Accredited Degrees

In conformance with NAAB Guidelines, all of our catalogs and promotional literature have included the following language found in the *NAAB Conditions of Accreditation*, Appendix 5:

> *In the United States, most state registration boards require a degree from an accredited degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency responsible authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.*
> *Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional degree. However, the pre-professional degree is not, by itself, recognized as an accredited degree.*
>
> **We have also added that we have applied for Candidacy Status with the NAAB. Because our Undergraduate and Graduate Catalogs are printed to apply for a two year period before its text can be revised, we chose to include this statement because of the lag time involved.**

II.4.2 Access to NAAB Conditions and Procedures

Once we achieve candidacy status with the NAAB, we will add links to the following documents on our School of Architecture Website:
- The *2009 NAAB Conditions for Accreditation* (or most current version)
- The *2011 NAAB Procedures for Accreditation* (or most current version)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

These publications will therefore be made available to all students, parents, faculty, and the general public.

II.4.3 Access to Career Development Information

Once we achieve candidacy status with the NAAB, we will add links to the various sites on our School of Architecture Website.

II.4.4 Public Access to APRs and VTRs

All *Annual Reports (APRs)*, *NAAB Responses to the Annual Reports*, *decision letters from the NAAB*, and the final edition of *the most recent Visiting Team Report* (all contents), will be posted on our School Website for public access.

II.4.5 ARE Pass Rates
NA for several years

Part Three (III): Appendices

The Appendices that follow are referenced throughout the preceding text.

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

General Core Requirements for all Students — Liberal Arts Component   **APPENDIX A**

I.   **First Year Experience: 4 credits**
☐ UNIV 100 Living Responsibly in an Interdependent World (1 cr.)
☐ ENGL 160 Writing Skills (3 crs.)

II.   **The Human Condition in its Ultimate Relationships: 12 credits**
Religious Studies: 6 credits   Philosophy (6 credits)
☐ RST 112 (3 crs.)   ☐ PHIL 113 (3 crs.)
☐ RST (above 100 level) _____ (3 crs.)   ☐ PHIL (above 100 level) _____(3 crs.)

III.   **The Human Condition in the Context of the Physical Universe: 6 credits**
☐ Mathematics _____ (3 crs.)
☐ Science _____ (3 crs.)

IV.   **The Human Condition in the Relation to Self and the Social Structure:**
  3 credits
☐ Social Science _____ (3 crs.) (Psychology 211, Economics, Sociology, Political Science,
Anthropology, Criminology or any other Social Science course)

V.   **The Human Condition in its Cultural Context: 12-15 credits**
World Literature: 6 credits   Modern Language (6 credits)
☐ English 180 (3 crs.)   ☐ Foreign Language _____(3 crs.)
☐ English 300 or above _____ (3 crs.) ☐ Foreign Language _____(3 crs.)

  Fine Arts (3 credits)
☐ Fine Arts _____(3 crs.)

 VI.   **The Human Condition in its Historical Context: 6 credits**
☐ History _____(3 crs.)
☐ History _____(3 crs.)

Notes
1. If a student has completed 4 years of the same foreign language in high school, that student can choose to take just one, three-credit course to satisfy the foreign language requirement. That course, however, must be above the 212 level
2. One course in a student's curriculum must fulfill a global studies requirement. Courses that fulfill this category will be designated as such in the course description and course offerings
3. Transfer students are exempt from UNIV 100 (core curriculum credits will total 42-45 credits)
4. All Marywood undergraduate degrees require a minimum of 126 credits

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Bachelor of Architecture Program — APPENDIX B-1
NAAB Student Performance Criteria Summary

Legend: **A** = Ability, **U** = Understanding

Criteria columns:
1. Speaking and Writing Skills
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
5. Formal Ordering Systems
6. Fundamental Design Skills
7. Collaborative Skills
8. Western Traditions
9. Non-Western Traditions
10. National and Regional Tradition
11. Use of Precedents
12. Human Behavior
13. Human Diversity
14. Accessibility
15. Sustainable Design
16. Program Preparation
17. Site Conditions
18. Structural Conditions
19. Environmental Systems
20. Life-Safety
21. Building Envelope Design
22. Building Service Systems
23. Building Systems Integration
24. Building Materials & Assemblies
25. Construction Cost Control
26. Technical Documentation
27. Client Role in Architecture
28. Comprehensive Design
29. Architect's Administrative Role
30. Architectural Practice
31. Professional Development
32. Leadership
33. Legal Responsibilities
34. Ethics & Professional Judgement

Overall criteria designation: 1-A, 2-A, 3-A, 4-A, 5-U, 6-A, 7-A, 8-U, 9-U, 10-U, 11-A, 12-U, 13-U, 14-A, 15-U, 16-A, 17-A, 18-A, 19-U, 20-U, 21-U, 22-U, 23-U, 24-A, 25-U, 26-U, 27-A, 28-U, 29-A, 30-U, 31-U, 32-U, 33-U, 34-U

Year	Sem.	Course No.	Course Title	Cr.	Criteria marks (col #: mark)
FIRST	Fall	ARCH 110	Foundation Design I	4	2:A, 3:A, 5:U, 6:A, 7:A
		MATH XXX		3	
		UNIV 100	New Student Seminar	2	
		RST 112	Modern Belief	3	
		ENGL 160	Writing Skills	3	1:A
		P ED 100	Wellness for Life	1	
	Spring	ARCH 120	Foundation Design II	4	3:A, 5:U, 7:A
		PHYS XXX	Physics for Architects	3	
		PHIL 113	Intro. to Philosophy	3	
		ENGL 180	Intro. to World Literature	3	
		P ED Skill	Skill	1	
SECOND	Fall	ARCH 210	Design Studio III	6	1:A, 3:A, 5:U, 6:A, 11:A, 16:U
		ARCH 211	Statics & Strength of Mater.	3	18:U
		ENVS 109	Tech., Env. & Society	3	16:U
		ARCH 212	Digital Media I	3	3:A
		ARCH 213	Hist./Theories of Urban Form	3	4:A, 5:U, 8:U, 9:U, 10:U, 13:U
	Spring	ARCH 220	Design Studio IV	6	1:A, 5:U, 6:A, 11:U, 12:U, 16:U, 18:A
		HIST XXX	History	3	
		ARCH 221	History of Architecture I	3	8:U, 9:U, 10:U
		ARCH 222	Digital Media II	3	3:A
		PSY 211	General Psychology	3	12:U
THIRD	Fall	ARCH 310	Design Studio V	6	1:A, 3:A, 6:A, 15:U, 16:A, 17:U
		ARCH 311	History of Architecture II	3	8:U, 9:U, 10:U
		ARCH 312	Structures I	3	2:A, 18:U
		GE	General Elective	3	
		LANG XXX	Foreign Language I	3	
	Spring	ARCH 320	Design Studio VI	6	1:A, 6:A, 15:U, 16:A, 17:U
		ARCH 321	Literature of Architecture	3	1:A, 8:U, 9:U, 10:U
		ARCH 322	Structures II	3	2:A, 18:U
		ARCH XXX	Program Elective	3	
		LANG XXX	Foreign Language II	3	
FOURTH	Fall	ARCH 410	Design Studio VII	6	1:A, 3:A, 6:A, 11:A, 12:U, 16:U, 20:U
		ARCH 411	Environmental Systems I	3	16:U, 19:U, 21:U, 23:U
		ARCH 412	Anatomy of Buildings	3	5:A, 6:U, 24:U
		ARCH 413	History of Architecture III	3	1:A, 10:U
		PHIL XXX	Philosophy	3	
	Spring	ARCH 420	Design Studio VIII: Comp.	6	1:A, 3:A, 5:A, 6:A, 12:U, 15:A, 17:A, 21:U, 24:U, 27:A, 28:A, 29:A, 30:U
		ARCH 421	Environmental Systems II	3	15:U, 19:U, 22:U, 23:U
		ARCH 422	Building Assemblies	3	23:U, 24:U, 26:A
		RST XXX	Religion	3	
FIFTH	Fall	ARCH 450	Design Studio IX (A)	6	1:A, 3:A, 6:A, 11:A, 12:U, 20:U
		ARCH 451	Art & Craft of Building	3	5:A, 6:U, 16:A, 17:U, 18:U, 21:U, 24:A, 25:U
		ARCH XXX	Program Elective	3	
		ARCH 452	LEED Accreditation	3	2:A, 3:A, 16:U, 24:A, 34:U
	Spring	ARCH 460	Design Studio X (A): Capstone	6	1:A, 3:A, 12:U, 20:U
		ARCH XXX	Program Elective	3	
		ARCH 462	Professional Practice	3	27:U, 29:U, 31:U, 32:U, 33:U, 34:U
		GE	General Elective	3	

ARCH 110 – Foundation Design I, 4 credits   **APPENDIX C-1**

Course Description (limit 25 words): *Introduces fundamental principles of two-dimensional and three-dimensional design. Drawing, models, collage and photography to explore, discover and present. Lectures and readings supplement sequential studio projects.*

Course Goals and Objectives:
- Students will be introduced to basic principles of design thinking and their application to the invention of architecture
- Various crafting techniques (drawing, sketching, model-making) will be introduced to students as tools to both investigate and present design ideas
- Students will undertake investigations through multiple iterations in which various spatial possibilities will be explored and reinvented according to a prescribed set of parameters.
- Students will learn how to understand and interpret existing works of architecture

NAAB Student Performance Criteria Addressed:
A.1   Communication Skills (A)
A.2   Design Thinking Skills (A)
A.3   Visual Communication Skills (A)
A.6   Fundamental Design Skills (A)
A.7   Use of Precedents (A)
C.1   Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):
Drawing (representation, diagramming, technical):   25%
Modeling (representation, crafting technique, material study): 25%
Fundamental Design Skills (composition, organization, transformation, translation, analysis/synthesis, design process: 40%
Presentation Skills: 10%

Prerequisites:
None

Textbooks:
None

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):
James Eckler (F/T), Stephen Garrison (F/T), Regan King (P/T), Ruth Koelewyn, (P/T), Kate O'Connor (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 111 – Introduction to the Designed Environment, 1 credit　　　　　　**APPENDIX C-2**

Course Description (limit 25 words): *How fundamental design principles operate at different scales and in different contexts: typography and graphic design, product design, architecture, interior architecture, landscape and urban design.*

Course Goals & Objectives:
- Students will become more aware of the design of the physical world we all inhabit
- Students will be exposed to fundamental design principles operating at different scales and in different contexts
- Students will develop an increased appreciation for the interrelatedness of these principles and their relevance for the designer

Student Performance Criterion/a addressed:
A.2.　　Design Thinking Skills (U)
A.3.　　Visual Communication Skills (U)
A.6.　　Fundamental Design Skills (U)
A.8.　　Ordering Systems Skills (U)

Topical Outline (percentage of time in course spent in each content area):
Elements of Design: 25%
Design Principles/Systems: 25%
Applications of Elements/Principles: 50%

Prerequisites:
None

Textbooks:
None

Offered:
Fall only; annually

Faculty Assigned(during last two academic years prior to the visit):
G.K. Hunt, Dean (F/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 120 – Foundation Design II, 4 credits   **APPENDIX C-3**

Course Description (limit 25 words): *Introduces students to additional graphic skills and critical design thinking. Design process and refined aesthetic judgment at various scales become integral objectives of each project.*

Course Goals and Objectives:
- Students will develop additional graphic skills and critical design thinking
- Students will employ craft to invent, represent and communicate spatial experience
- Students will continue design investigations through multiple iterations
- Students will learn how to understand and interpret existing works of architecture

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.5.   Investigative Skills (A)
A.6.   Fundamental Design Skills (A)
A.7.   Use of Precedents (A)
A.8.   Ordering System Skills (U)
C.1.   Collaboration (A)
C.2.   Human Behavior (U)

Topical Outline (percentage of time in course spent in each content area):
Drawing (representation, diagramming, technical):   25%
Modeling (representation, crafting technique, material study): 25%
Fundamental Design Skills (composition, organization, transformation, translation, analysis/synthesis, design process: 40%
Presentation Skills: 10%

Prerequisites:
ARCH 110

Textbook: Ching, Francis D.K., <u>Architecture: Form, Space and Order</u> (Wiley, 2007)

Offered:
Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):
James Eckler (F/T), Stephen Garrison (F/T), Regan King (P/T), Ruth Koelwyn, (P/T), Kate O'Connor (P/T)

ARCH 122 – Design Thinking, 2 credits   **APPENDIX C-4**

Course Description: *The roles of observing, understanding, proposing and crafting. Explores design as an iterative process involving ideation and reflection. Lectures associated with projects in ARCH 120.*

Course Goals and Objectives:
- Students will study the design principles in a precedent building or interior space
- Students will learn to identify design concepts in precedent buildings
- Students will become familiar with issues of process, organization, and spatial and formal attributes of buildings
-

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.2.   Design Thinking Skills (A)
A.5.   Investigative Skills (A)
A.6.   Fundamental Design Skills (A)
A.7.   Use of Precedents (A)

Topical Outline (percentage of time in course spent in each content area):
Research and Precedent Study: 30%
Writing Technique: 30%
Presentation Skills: 15%
Topics and Issues of Design: 25%

Prerequisites:
ARCH 110, 120, 111

Textbook: Eckler, James, <u>Language of Space and Form: Generative Terms for Architecture</u> (Wiley, 2012)

Offered:
Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):
James Eckler (F/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 210 – Design Studio III, 6 credits   **APPENDIX C-5**

Course Description (limit 25 words): *An introduction to the design of architecture as the composition of material, form and space some place for some reason.*

Course Goals and Objectives:
- Students will be introduced to the design of architectural space and form
- Students will understand the creation of place as involving both observation (thinking) and action (making)
- Students will explore the particularities of site through experimentation and fabrication
- Student will participate in an exchange of ideas through class discussions

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.5.   Investigative Skills (A)
A.6   Fundamental Design Skills (A)
A.7.   Use of Precedents (A)
A.8.   Ordering Systems Skills (U)
A.11   Applied Research (U)
B. 3.   Sustainability (A)
B.4   Site Design (A)

Topical Outline (percentage of time in course spent in each content area):
Design of space and form: 50%
Presentation Skills: 25%
Site considerations: 10%
Exchange of ideas: 15%

Prerequisites:
ARCH 110, ARCH 120

Textbooks:
Readings are assigned during the semester.

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):
Dr. Matthew Mindrup (Coordinator) (F/T), Kerry Potter (P/T), Jayashree Shamanna (P/T),
 Kate O'Connor (P/T), Patrick Martin (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 211 – Statics and Strengths of Materials, 3 credits   APPENDIX C-6

Course Description: *An Introduction to basic structural theory with an emphasis on analysis. Covers material properties, load tracing, bending, shear, and cross-sectional properties of structural members*.

Course Goals & Objectives:
- The student will be able to read a problem statement, interpret the structural wording in order to identify the concepts and select equations necessary to solve the problem presented (significance). The student will be able to identify common steps in solving structural problems, and apply these steps in a clear and structured fashion (logic). The student will draw upon existing mathematical knowledge to gather information provided by representational drawings or models of structural configurations, and to present information. The student will be able to draw representational structural models and diagrams, and express information provided by the figures in equation form.
- The student will be able to articulate the physical phenomena, behavior and design criteria which influence structural space and form. The student will create a physical structure or structures using non-traditional building materials, considering material and structural behavior, in order to demonstrate the behavior and limitations of a variety of structural arrangements.   The student will produce drawings of the size, spacing, location and connection of parts for construction.
- The student will interact and participate in group settings to facilitate peer-learning and teaching. In addition, the student will be able to evaluate the comprehension of concepts, clarity of communication of these concepts or calculations, and the precision and accuracy of the data used in the computations in the work of their peers.

NAAB Student Performance Criteria Addressed:
A.2. Design Thinking Skills (A)   A.7. Use of Precedents (A)
A.3. Visual Communication Skills (A)   B.9. Structural Systems (U)

Topical Outline (percentage of time in course spent in each area):
Key concepts and equations: 30%
Problem Solving: 30%
Peer-learning and teaching: 10%
Project Learning: 20%
Interaction of structural members and assemblies: 10%

Prerequisites: Math 150 (Architectural Mathematics) or equivalent

Textbook:
Onouye, B. and Kane, K., Statics and Strength of Materials for Architecture and Building Construction, 3rd Ed., Pearson, 2007. Recommended, but not required: Zalewski, W. and Allen, E., Shaping Structures: Statics, John Wiley & Sons, 1998

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to visit): Kate O'Connor (P/T), Majid Chatsaz (P/T)

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Course: **ARCH 212: Digital Media I**
Credits: 3
Catalog Description:
> *Fundamentals of digital representation in both 2-D and 3-D programs, with an emphasis on AutoCAD and its role in the design process and documentation*

Course Goals and Objectives:

- To extend the student's design studio skill sets to include techniques of digital craft
- To develop proficiency with computer graphic software
- To enable the student to gain sufficient knowledge and skill to apply digital media to the development and presentation of design studio projects

NAAB Student Performance Criteria Addressed:
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.4.   Technical Documentation (A)
A.5.   Ordering Systems Skills (U)
A.6.   Fundamental Design Skills (A)

Topical Outline (percentage of time in course spent in each content area):
Digital Representation Skills (2-D): 80%
Application of Digital Craft in Design Process: 20%

Prerequisites:
None

Textbooks:
None

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to the visit): James Eckler (Coordinator) (F/T), Regan King (P/T), Adam Wise (P/T), Joseph Gluba (F/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 213 – History of Architecture I, 3 credits   **APPENDIX C-8**

Course Description (limit 25 words): *Survey of world architecture as a reflection of socio-cultural, economic and political traditions and values, from the Pre-historic to the Renaissance; Western and Non-Western examples.*

Course Goals and Objectives:
- Students will have a deeper understanding of the architecture of their time
- Students will understand architecture's cultural development as an art form and the creative processes that have generated it over time
- Students will be exposed to a compendium of the ideas and theories that have shaped architectural artifacts in various historical periods
- Students will gain an understanding of the relationship between architectural form and the development of new typologies, construction materials and techniques, and aesthetic values
- Students will understand the historical development of architectural practice and the diversity of forces that have impacted it over time
- Students will be introduced to basic architectural concepts and vocabulary related to materials, construction techniques and aesthetic styles

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.3.   Visual Communication Skills (A)
A.8.   Ordering System Skills (U)
A.9.   Historical Traditions/Global Culture ((U)
A.10. Cultural Diversity (U)
C.2   Human Behavior (U)

Topical Outline (percentage of time in course spent in each content area):
Presentation of social, political, economic and cultural influences: 30%
Presentation of environmental and geographic forces on building design: 20%
Presentation of building typologies, ordering systems and aesthetics: 25%
Presentation of structural and material influences: 25%

Prerequisites:
None

Textbook:
Fazio, M., Moffett, M., Wodehouse, L., A World History of Architecture, McGraw-Hill, 2008; 2nd Revised Edition

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):
Matthew Mindrup, Ph.D. (F/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Course: **ARCH 220 – Design Studio IV, 6 credits**   **APPENDIX C-9**

Course Description: *A continuation of ARCH 210, with a greater emphasis on spatial sequence and the relationship between building and landscape.*

Course Goals & Objectives:
- Students will develop fundamental abilities to design architectural form and space for a particular place
- Students will have the ability to create place through both observation (thinking) of contexts and action (making) upon constructions
- Students will develop the ability to explore the particularities of site through a process of experimentation and fabrication in two and three-dimensions.
- Students will participate in individual project critiques and class discussions to discuss interpretations, provide an exchange of ideas, and integrate the semester's diverse activities.

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.5.   Investigative Skills (A)
A.6.   Fundamental Design Skills (A)
A.7.   Use of Precedents (A)
A.8.   Ordering System Skills (U)
A.11. Applied Research (U)
B.3.   Sustainability (A)
B.4   Site Design (A)

Topical Outline (percentage of time in course spent in each content area):
Design Thinking: 50%
Presentation Skills: 25%
Site Design: 15%
Class Discussions/Critiques: 10%

Prerequisites:
ARCH 110, ARCH 120

Textbooks:
Readings are assigned during the semester.

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to visit):
Dr. Matthew Mindrup (Coordinator) (F/T), Kate O'Connor (P/T), Jayashree Shamanna (P/T), Patrick Martin (P/T)

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Course: **ARCH 222: Digital Media II, 3 credits**

Catalog Description: *Fundamentals of digital representation in both 2-D and 3-D programs, with an emphasis on AutoCAD and its role in the design process and documentation*

Course Goals and Objectives:

- To extend the student's design studio skill sets to include techniques of digital craft
- To develop proficiency with computer graphic software
- To enable the student to gain sufficient knowledge and skill to apply digital media to the development and presentation of design studio projects

NAAB Student Performance Criteria Addressed:
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.4.   Technical Documentation (A)
A.5.   Ordering Systems Skills (U)
A.8.   Investigative Skills (U)

Topical Outline (percentage of time in course spent in each content area):
Techniques of digital craft: 20%
Proficiency with computer graphic software: 60%
Application of digital media to design studio projects: 20%

Prerequisites:
Arch 212

Textbooks:
None

Offered:
Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):
James Eckler (Coordinator) (F/T), Joseph Gluba (F/T), Adam Wise (P/T), Regan King (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 223 – History of Architecture II, 3 credits   **APPENDIX C-11**

Course Description (limit 25 words): *Survey of world architecture from the Renaissance to the Present major movements, individuals and ideas that have impacted developments and buildings of the period.*

Course Goals and Objectives:
- Students will have an understanding of world architecture from the Renaissance to the present day
- Students will be exposed to the ways architecture and urbanism reflect social, economic, geographic and technological environments
- Students will develop an understanding of architectural form as a reflection of the driving social, environmental, material and technological forces from the Renaissance to the present
- a compendium of the ideas and theories that have shaped architectural artifacts in various historical periods
- Students will gain an understanding of the relationship between architectural form and the development of new typologies, construction materials and techniques, and aesthetic values
- Students will understand the historical development of architectural practice and the diversity of forces that have impacted it over time
- Students will be introduced to basic architectural concepts and vocabulary related to materials, construction techniques and aesthetic styles

NAAB Student Performance Criteria Addressed:

A.1.	Communication Skills (A)	A.9.	Historical Traditions/Global Culture ((U)
A.2.	Design Thinking Skills (A)	A.10.	Cultural Diversity (U)
A.5.	Investigative Skills (A)	C.2	Human Behavior (U)
C.2	Human Behavior (U)		
A.8.	Ordering System Skills (U)		

Topical Outline (percentage of time in course spent in each content area):
Political, social, economic and cultural context: 15%
Urbanistic, geographic, and environmental forces: 15%
Key Patrons, important architects, and architectural masterworks: 35%
Meaning and evolution of architectural styles: 15%
Construction technologies and engineering developments: 15%
Application of historical solutions and concepts today: 5%

Prerequisites: None

Textbook: Fazio, M., Moffett, M., Wodehouse, L., A World History of Architecture, McGraw-Hill, 2008; 2nd Revised Edition

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit): Richard Leonori (P/T)

ARCH 224 – Theories of Architecture, 3 credits   **APPENDIX C-12**

Catalog Description: *Examination of ideas about the discipline of architecture; discussion of built projects, theoretical designs, original writings and associated artistic, philosophical or intellectual movements.*

Course Goals & Objectives:
- Survey the history of architecture theory through an examination of original writings.
- Explore the different ways architects have thought about the construction and construing of buildings through an examination of written essays and associated artistic, philosophical and intellectual movements.
- Introduce students to fundamental theories of architecture in the history of the profession.
- Develop the student's understanding of diverse theoretical foundations and social settings from which the meaning of architecture (as exhibited in the making of buildings, landscapes and human settlements) has been derived.
- Familiarize the student with the role of architectural criticism and its relationship to theory.
- Familiarize the student with the role of theoretical foundations in the design process.
- Develop the student's ability to examine architectural issues rationally, logically, and coherently and to communicate architectural ideas in written and oral forms*.*

NAAB Student Performance Criteria Addressed:
A.1.   Communication Skills (A)
A.2.   Design Thinking Skills (A)
A.3.   Visual Communication Skills (A)
A.7.   Use of Precedents (A)

Topical Outline (percentage of time in course spent in each content area):
Presentation of a text, its author and their argument: 50%
Presentation the cultural, economic, political and social influences of an author & their theory: 25%
Group discussion of a theory and its contemporary relevance: 25%

Prerequisites:
ARCH 101, 102, 210

Textbook:
Digital copies (.pdf) of required readings are provided to students via an online billboard (Moodle)

Offered:
Spring only; annually

Faculty Assigned (during last two academic years prior to visit):
Matthew Mindrup, Ph.D. (F/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 310 – Design Studio V, 6 credits   **APPENDIX C-13**

Course Description (limit 25 words): *Introduces design projects in which spatial organization, along with principles of structure, materials and site design, serve as form determinants.*

Course Goals and Objectives:
- Continue the student's development of architectural design investigation and communication skills
- Introduce and investigate how materials can be assembled to form and manipulate space
- Investigate spatial decisions at full scale
- Document and analyze the forces and systems that are specific to a site or location and introduce the impact of these forces on Pre-Design
- Investigate how structural issues affect spatial form and construction
- Encourage an iterative design process
- Investigate joint/connection/detail and introduce detail drawing techniques and conventions
- To work corroboratively to successfully complete design projects
- Design spaces that meet or exceed Accessibility standards
- Design spaces that optimize natural resources and understand how the choice of materials impacts the environment

NAAB Student Performance Criteria Addressed:

A.1	Communication Skills (A)	B.1	Pre-Design (U)
A.2	Design Thinking Skills (A)	B.2	Accessibility (A)
A.3	Visual Communication Skills (A)	B.3	Sustainability (A)
A.4	Technical Documentation (A)	B.9	Structural Systems (U)
A.5	Investigative Skills (A)	B.12	Building Materials and Assemblies (U)
A.6	Fundamental Design Skills (A)	C.1	Collaboration (A)
A.7	Use of Precedents (A)		
A.11	Applied Research (U)		

Topical Outline (percentage of time in course spent in each content area):
Development of architectural design investigation and communication skills: 30 %
Investigations into full scale, material assemblies, structural forces and connections: 25%
Investigations into site / Pre-Design analysis: 15%
Understanding accessibility standards: 15%
Understanding materials impact on the environment: 15%

Prerequisites: Arch 220 or equivalent

Textbooks: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):
Joseph Gluba (F/T), Carl Handman, A.I.A. (P/T), Patrick Martin (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 312 – Structures I, 3 credits   **APPENDIX C-14**

Course Description (limit 25 words): *Applications of concepts introduced in ARCH 211 to structures of wood and steel; the design of building components, including beams, columns, floors, roofs and foundations.*

Course Goals and Objectives:
- Students will be introduced to basic terms, concepts, design methods, and construction practices used in the design of structural steel and timber framing systems
- Students will gain an understanding of how architects relate to structural engineers in practice to create better designed and coordinated structural framing system designs

NAAB Student Performance Criteria Addressed:
A.2.   Design Thinking Skills (A)
A.3   Visual Communication Skills (A)
A.6.   Fundamental Design Skills (A)
B.3.   Sustainability (A)
B.9.   Structural Systems (U)
C.1   Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):
Building code gravity, wind, and seismic loading (10%)
Steel member analysis and design (35%)
Timber member analysis and design (35%)
Group oral presentation (5%)
Sustainability of steel and timber materials (5%)
Professional written report/calculation presentation (10%)

Prerequisites:
ARCH 211 or equivalent

Textbook:
- Underwood, J. and Chiuini, M., Structural Design: A Practical Guide for Architects, 2nd Ed., John Wiley & Sons, Hoboken, NJ, 2007
- AISC Manual of Steel Construction, 14 ed., American Institute of Steel Construction, Inc. (AISC), 2010, 14th ed, 1 East Wacker Dr, Suite 3100. Chicago, Illinois 60601, 2010

Offered:
Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):
Tina Merli, PE (P/T)

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 320 – Design Studio VI, 6 credits   **APPENDIX C-15**

Course Description (limit 25 words): *A continuation of ARCH 310, with an emphasis on the roles of space, structures and site in architecture.*

Course Goals and Objectives:
- Continue the student's development of architectural design searches and communication skills
- Encourage an iterative design process
- Document and analyze the forces and systems that are specific to a site or location and introduce the impact of these forces on Pre-Design
- Investigate how structural issues affect spatial form and construction
- Investigate the interaction between landscape and architecture to find ways to optimize and conserve natural resources
- Develop designs that balance the needs of the individual with the needs of the community
- Understand the requirements for life safety and egress
- Work corroboratively to successfully complete design projects
- Design spaces that meet or exceed Accessibility standards
- Design spaces that optimize natural resources and understand how the choice of materials impacts the environment
- Develop understanding of building assemblies and the impact of details on designs

NAAB Student Performance Criteria Addressed:

A.1.	Communication Skills (A)	B.1	Pre-Design (U)
A.2.	Design Thinking Skills (A)	B.2	Accessibility (A)
A.3.	Visual Communication Skills (A)	B.3.	Sustainability (A)
A.4.	Technical Documentation (A)	B.4.	Site Design (U)
A.5.	Investigative Skills (A)	B.5.	Life Safety (A)
A.6.	Fundamental Design Skills (A)	B.9.	Structural Systems (U)
B.9.	Structural Systems (U)	B.12.	Building Materials and Assemblies (U)
A.7.	Use of Precedents (A)	C.1.	Collaboration (A)
A.11.	Applied Research (U)		

Topical Outline (percentage of time in course spent in each content area):
Development of architectural design investigation and communication skills: 30 %
Investigations into material assemblies, structural forces and details: 15%
Investigations into site / Pre-Design analysis and development: 25%
Understanding accessibility standards, life safety and egress: 15%
Understanding the impact of materials and landscape on the environment: 15%

Prerequisites: Arch 310 or equivalent

Textbooks: Building Construction Illustrated by Francis D.K. Ching

Offered: Spring only; annually
Faculty Assigned (during last two academic years prior to the visit):
Joseph Gluba (Coordinator) (F/T), Carl Handman, A.I.A. (P/T), Jayashree Shamanna (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

ARCH 322 – Structures II, 3 credits   **APPENDIX C-16**

Course Description (limit 25 words):
Further applications of principles introduced in ARCH211 (Statics and Strengths) and ARCH 312 (Structures I) to both masonry and concrete structural systems.

Course Goals and Objectives:
- This course will introduce the students to the basic terms, concepts, design methods and construction practices used in the design of concrete and masonry structural systems.
- By successfully accomplishing the course requirements, the goal is to develop an understanding of how architects relate with structural engineers in practice to create better designed and coordinated structural framing system designs.

NAAB Student Performance Criteria Addressed:
A.2.   Design Thinking Skills (A)
A.3   Visual Communication Skills (A)
A.6.   Fundamental Design Skills (A)
B.3.   Sustainability (A)
B.9.   Structural Systems (U)
C.1   Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):
Hands on material testing (10%)
Concrete member analysis and design (35%)
Masonry systems analysis and design (35%)
Group oral presentation (5%)
Sustainability of concrete and masonry materials (5%)
Professional written report/calculation presentation (10%)

Prerequisites:
ARCH 312 or equivalent

Textbook:
Structural Design: A Practical Guide for Architects, 2nd Edition**,** James R. Underwood, Michele Chiuini
ISBN: 978-0-471-78904-8, John Wiley & Sons, Hoboken, NJ,   June 2007

Offered:
Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):
Tina Merli, PE (P/T)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Faculty Credentials: Fall, 2009- Spring, 2010		APPENDIX D-1		
		ARCH 103	ARCH 110	ARCH 120
Faculty Member	**Summary of Expertise, Experience, Research Interests**	S 10	F 9	S 10
Alessandro Ayuso	Architectural designer; Design Studios, Visualization; extensive lecturing, exhibitions; *Research* : drawing and representation	▨	▨	▨
Mark Bacon	Architectural designer; Design Studios, Env.Systems; *Research* : The Nature of Making: Rapid Prototyping		▨	▨
Stephen Garrsion	Foundation Design Studio, 2-D, 3-D, Furniture Design; *Research* : Color Theory, History of Interiors; Furniture: History, Design, and Fabrication		▨	▨
Matthew Mindrup, Ph.D.	2nd- Year Design Studio; Articles published in *JAE* , *SIAJ* ; ACSA confer-ence presentations; *Research* : "The Material Imagination"; History & Theory		▨	▨

Faculty Credentials (Fall, 2010 to Spring, 2011)		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
Faculty Member	**Summary of Expertise, Experience, Research Interests**	F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Dr. Majid Chatsaz	Engineering Mechanics, Mechanical Engineering; P.E., Penn. ASME, ASEE; *Research*: Stress Analysis, Fracture Mechanics; Friction and Wear						■						
James Eckler	Foundation Design Studios, Digital Media, Design Thinking; Urbanism; author: Language of Space and Form: Generative Terms for Architecture (Wiley, 2011); *Research*: Design Pedagogy, Urban Design	■		■	■			■					
Joseph Gluba	Design Studios, Interior Arch., Digital Media; LEED Green Associate; R.A., extensive practice; *Research*: Digital Fabrication										■		
Stephen Garrsion	Foundation Design Studios, 2-D, 3-D, Furniture Design; *Research Interests*: Color Theory, Furniture History, Design, and Fabrication	■		■									
Gregory Hunt	Design Education, Design Studios, History & Theory; R.A., FAIA; varied publications/lectures; *Research*: Arch. History and Theory, Modernism, Frank Lloyd Wright		■										
Reagan King	Foundation Design Studios, Digital Media; *Research*: Integration of Social, Cultural, Technological Factors in Architecture	■		■				■			■		
Ruth Koelwyn	Foundation Design Studios; Exhibitions of metalwork, jewelry; *Research*: 2-D, 3-D Design; Metalwork			■									
Richard Leonari	Architectural Design, Arch. History; R.A., AIA; extensive arch. practice; *Research*: Buildings of Lackawanna County, PA.											■	

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Faculty Credentials: Fall, 2010 to Spring, 2011		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
Faculty Member	**Summary of Expertise, Experience, Research Interests**	F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Matthew Mindrup, Ph.D.	2nd- Year Design Studios; Articles published in *JAE, SIAJ* ; ACSA conference presentations; *Research* : The Material Imagination"; Arch. History & Theory					▨			▨	▨			▨
Kate Ann O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; *Research* : Socially- responsible Architecture; Integrating Structures into the Curriculum	▨								▨			
Kerry Potter-Gyodash	2nd- Year Design Studio; Interior Architecture; History of Architecture; *Research:* Historic Preservation, Adaptive Re-use							▨					
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; *Research* : Historic Preservation, Adaptive Re-use					▨		▨		▨			
Adam Wise	Digital Media, Design; arch. practice *Research* : Computer Applications in Design											▨	

APPENDIX D-2 (cont.)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Faculty Credentials: Fall, 2011 to Spring, 2012		ARCH 110 F11	ARCH 111 F11	ARCH 120 S12	ARCH 122 S12	ARCH 210 F11	ARCH 211 F11	ARCH 212 F11	ARCH 213 F11	ARCH 220 S12	ARCH 222 S12	ARCH 223 S12	ARCH 224 S12	ARCH 310 F11	ARCH 312 F11	ARCH 320 S12	ARCH 322 S12	APPENDIX D-3
Faculty Member	Summary of Expertise, Experience, Research Interests	F 11	F 11	S 12	S 12	F 11	F 11	F 11	F 11	S 12	S 12	S 12	S 12	F 11	F 11	S 12	S 12	
James Eckler	Foundation Design Studios, Digital Media, Urbanism; author: Language of Space and Form: Generative Terms for Architecture (Wiley, 2011); *Research* : Design Pedagogy, Urban Design	▓		▓	▓			▓			▓							
Stephen Garrsion	Foundation Design Studios, 2-D, 3-D, Furniture Design; *Research* : Color Theory, History of Interiors; Furniture: History, Design, and Fabrication	▓		▓														
Joseph Gluba	Design Studios, Interior Arch., Digital Media; LEED Green Associate; R.A., extensive practice; *Research* : Digital Fabrication										▓			▓		▓		
Carl J. Handman	3rd-year Studios; R.A., A.I.A., NCARB; extensive practice; *Research* : regional architectural history, preservation, adaptive reuse													▓		▓		
Gregory Hunt	Design Education, Design Studios, History & Theory; R.A., FAIA; varied publications/lectures; *Research* : Arch. History and Theory, Modernism, Frank Lloyd Wright		▓															
Reagan King	Foundation Design Studios, Digital Media; *Research* : Integration of Social, Cultural, Technological Factors in Architecture	▓		▓				▓			▓							
Ruth Koelwyn	Foundation Design Studios; Exhibitions of metalwork, jewelry; *Research* : 2-D, 3-D Design; Metalwork	▓		▓														
Richard Leonori	Architectural Design, Arch. History; Registered Architect- varied building types; Research Interests: Buildings of Lackawanna County, PA.											▓						
Patrick Martin	2nd & 3rd-year studios, shop management; *Research* : design-build, fabrication									▓				▓				
Tina Merli	Structures I, II; P.E.(PA, NJ.); Senior Faculty, Penn State; Research: Structural Design														▓		▓	

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Faculty Credentials: Fall, 2010 to Spring, 2011		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
Faculty Member	**Summary of Expertise, Experience, Research Interests**	F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Matthew Mindrup, Ph.D.	2nd- Year Design Studios; Articles published in *JAE, SIAJ* ; ACSA conference presentations; *Research* : The Material Imagination"; Arch. History & Theory					▓			▓	▓			▓
Kate Ann O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; *Research* : Socially- responsible Architecture; Integrating Structures into the Curriculum	▓								▓			
Kerry Potter-Gyodash	2nd- Year Design Studio; Interior Architecture; History of Architecture; *Research:* Historic Preservation, Adaptive Re-use					▓							
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; *Research* : Historic Preservation, Adaptive Re-use					▓		▓		▓			
Adam Wise	Digital Media, Design; arch. practice *Research* : Computer Applications in Design										▓		

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Alessandro Ayuso   **APPENDIX E-1**

Courses Taught
ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II

Educational Credentials:
B.ARCH, Virginia Tech, 2001
M.Arch., Syracuse University, 2004

Teaching Experience:
Instructor, New York Institute of Technology, 2006-2007
Instructor, Virginia Tech, 2007-2008

Professional Experience:
Partner, MAKE Design, New York, NY, 2005-Present
Designer, B5 Studio, New York, NY, 2004-2005
Partner, BAMA Design, New York, NY, 2002
Intern, Daniel Rowen Architects, New York, NY, 2001-2003

Licenses/Registration:
In Progress

Selected Publications:
None

Professional Memberships:
None

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Mark Bacon   **APPENDIX E-2**

Courses Taught
ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II

Educational Credentials:
B.Arch., Kansas State University, 2004
M.Arch., Kansas State University, 2006

Teaching Experience:
Instructor, Kansas State University, 2006
Graduate Teaching Assistant, Kansas State University, 2005-2006

Professional Experience:
Designer, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 2006-2010
Designer, Treanor Architects, Topeka, KS, 2004-2005
Designer, Wilson Johnson Embers Architects, Lenexa, KS, 2000-2003

Licenses/Registration:
None

Selected Publications:
None

Professional Memberships:
None

Name: Majid R. Chatsaz   **APPENDIX E-3**

Courses Taught
ARCH 211 : Statics and Strength of Materials

Educational Credentials:
B.S. Mechanical Engineering, Gannon University, 1982
M.S. Mechanical Engineering, Virginia Tech, 1984
PhD Mechanical Engineering, Virginia Tech, 1987

Teaching Experience:
Assistant Professor, Pennsylvania State University, 1987-Present

Professional Experience:
College of Engineering Campus Representative, Pennsylvania State University, Dunmore, PA, 1996-Present
Group Leader, Mechanical Engineering Technology, Pennsylvania State University, Dunmore, PA, 1987-1996

Licenses/Registration:
E.I.T., Pennsylvania 1982
P.E., Pennsylvania 1991 (Reg. no. PE-041761-E)

Selected Publications:
Chitsaz, M.R., "*Design Improvement of Dura-therm Insulated Roof Assembly Using Finite Element Analysis*" Final Report, Dura-bilt Products, Wellsburg, NY, 1994.
Chitsaz, M.R. and T.M. Merli, "*Structural Evaluation of Dura-therm Insulated Roof Systems*" Final Report, Dura-bilt Products, Wellsburg, NY, 1992.

Professional Memberships:
American Society of Mechanical Engineers (ASME)
American Society for Engineering Education (ASEE)
Tau Alpha Pi National Honor Society

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Stephen Garrison   **APPENDIX E-4**

Courses Taught:
ARCH 110   Foundation Design I
ARCH 120   Foundation Design II
IARC 210A   Interior Architecture Studio III
IARC 312   History of Furniture Design
IARC 320A   Interior Architecture Studio VI
IARC 324   History of Interior Architecture
Education Credentials:
BFA   Savannah College of Art and Design, Savannah, Georgia, Painting, Art History Minor
MFA   Savannah College of Art and Design, Savannah, Georgia, Painting
Teaching Experience:
2002-2007   Part-Time Lecturer II, Marywood University, Scranton, Pennsylvania
2007-   Assistant Professor, Marywood University, Scranton, Pennsylvania
Selected Exhibitions:
2010   NEPA Regional Art 2010 Juried Exhibition, University of Scranton, Scranton, Pennsylvania.
2009   30th Anniversary Juried Painting Exhibition, Savannah College of Art and Design, Savannah , Georgia.
2007   Marywood University Faculty Exhibit, SACI, Florence, Italy.
2006   Icarus, The Savannah Gallery, Atlanta, Georgia.
2004   2004   Circular Nature of Paths, Mahady Gallery, Marywood University, Scranton, Pennsylvania.
2004   Mirroring the Creative Self, Juried Exhibition, Newton Center Gallery
                Savannah College of Art and Design, Savannah, Georgia
2003   36th Annual Pennsylvania Art of The State Juried Exhibition, The State Museum of Pennsylvania, Harrisburg, Pennsylvania
2002   Watcher of the Skies, Aliya Gallery, Atlanta, Georgia
2000   New Talents, Aliya Gallery, Atlanta, Georgia
1999   Arts on The River Juried Exhibition, SCAD, Savannah, Georgia
                Juror Paul Schimmel, Curator Los Angeles Museum of Contemporary Art
1999   Jewels of The South II, Sarah Bain Gallery, Fullerton, California
Selected Private Collections:
Carolyn Bregman   Atlanta, Georgia   Benjamin Burris Knoxville, Tennessee
Raphael DiLuzio Orono, Maine   Courtney Eudy Alexandria, Virginia
Peter Herzog   St. Louis, Missouri   Johnny Indovina   Malibu, California
Kimberly Kieth   Hilo, Hawaii   David Rice   New York, New York
Savannah College of Art and Design Permanent Collection
Selected Publications:
Marywood University Students Build Toys for Friendship House, The Scranton Times-Tribune, December 2010
Mural Story, WNEP TV, June 2005
Marywood University Cultural Affairs Calendar, 2004

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Joseph Gluba   **APPENDIX E-5**

Courses Taught:
IARC 510 Interior Architecture Design Thesis I
IARC 520 Interior Architecture Design Thesis II
IARC 552 Digital Media III
ARCH 222 Digital Media II
ARCH 310 Design Studio V

Education Credentials:
B. Arch Virginia Polytechnic Institute and State University, 2001
M. Arch Cranbrook Academy of Art, 2009

Teaching Experience:
Computer and Digital Fabrication Assistantship, Cranbrook Academy of Art Architecture Department, 2007-2009
Assistant Professor, S.U.N.Y. College of Technology at Delhi Delhi, NY, 2009-2010
Assistant Professor, Marywood University Scranton, PA, 2010-Present

Professional Experience:
Intern Architect, Bizios Architects Durham, NC, 2001-2003
Intern Architect, MGA Partners, Architects Philadelphia, PA, 2003-2004
Architect, Walter Parks, Architect Richmond, VA, 2004-2007

Licenses/ Registrations:
Registered Architect in the Commonwealth of Virginia
LEED Green Associate

Publications:
architectural design work featured in: Mobile Architecture edited by Kim, Seon Wook (Seoul, South Korea: Damdi Publishing Co., 2011)

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Carl J. Handman   **APPENDIX E-6**

Courses Taught
ARCH 310 : Design Studio V
ARCH 320 : Design Studio VI

Educational Credentials:
B.ARCH. Syracuse University, 1974

Teaching Experience:
Instructor, Marywood University, 2011-Present

Professional Experience:
Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present
Carl J. Handman, Wilkes-Barre PA, 1982-1990
Seargant and Handman Architects, Wilkes-Barre PA, 1980-1982

Licenses/Registration:
Commonwealth of Pennsylvania Licensed Architect
State of New Jersey Licensed Architect
NCARB Certificate

Selected Publications:
None

Professional Memberships:
American Institute of Architects (AIA)
Pennsylvania Uniform Construction Code Review & Advisory Council

Name: Reagan King   **APPENDIX E-7**

Courses Taught
ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II
ARCH 212 : Digital Media I
ARCH 222 : Digital Media II

Educational Credentials:
B.ARCH, The Catholic University of America, 2007
M.ARCH, The Catholic University of America, 2008

Teaching Experience:

Professional Experience:
Intern Architect, HNTB Architecture, Washington, DC, 2008
Intern Architect, The Palumbo Group, Scranton PA, 2006

Licenses/Registration:
None

Selected Publications:
None

Professional Memberships:
American Institute of Architects, Associate Member

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Ruth Koelewyn   **APPENDIX E-8**

Courses Taught
ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II
ART 212 : 3D Design I

Educational Credentials:
B.F.A., Syracuse University, 2006
M.F.A, Cranbrook Academy of Art, 2009

Teaching Experience:
Instructor, Three Dimensional Design I, Marywood University, 2010-2011
Instructor, Metalsmithing, Fuji Studios, Florence, Italy, 2004

Professional Experience:
Curator, *Us, in flux*, Lawrimore Project and Greg Kucera Gallery, Seattle WA, 2011

Licenses/Registration:
None

Selected Publications:
None

Professional Memberships:
None

Name: Richard Leonori   **APPENDIX E-9**

Courses Taught
ARCH 223 : History of Architecture II
ART 589 : History of Architecture & Interior Architecture
ART 598 : Design Specialization
ART 551A : Study Tour in Art

Educational Credentials:
B. Arch, Cornell University,
Teaching Experience:
Instructor, Marywood University, 2004-Present

Professional Experience:
Partner, Hemmler and Camayd Architects, Scranton PA,

Licenses/Registration:
Architect

Selected Publications:
None

Professional Memberships:
American Institute of Architects
National Trust for Historic Preservation

Name: Tina M. Merli   **APPENDIX E-11**

Courses Taught
ARCH 312 : Structures I
ARCH 322 : Structures II

Educational Credentials:
A.ET. Architectural Engineering Technology, Penn State University, 1980
B. S. Structural Design and Construction Engineering Technology, Penn State University, 1982

Teaching Experience:
Senior Instructor and Program Chairperson, Penn State University, 2004-Present

Professional Experience:
Sole Proprietor, Merli Engineering, Old Forge, PA, 1995-Present

Licenses/Registration:
Professional Engineer (Commonwealth of Pennsylvania) 1991-Present
Professional Engineer (State of New Jersey) 1995-Present

Selected Publications:
Chitsaz, M.R. and T.M. Merli, *"Structural Evaluation of Dura-therm Insulated Roof Systems"* Final Report,
Dura-bilt Products, Wellsburg, NY, 1992.

Professional Memberships:
American Institute of Steel Construction
Pennsylvania Code Training Consortium CTC
Pennsylvania Society of Professional Engineers (PSPE)
Tri-Borough Uniform Construction Code Board of Appeals (UCC)

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Matthew Mindrup, Ph.D   **APPENDIX E-12**

Courses Taught:
ARCH 101 Foundation Design I
ARCH 102 Foundation Design II
ARCH 210 Design Studio III
ARCH 220 Design Studio IV
ARCH 213 History of Architecture I
ARCH 224 Theories of Architecture
iARC 120 Histories of the Home
iARC 332 Interior Architecture Studio

Education Credentials:
B. Phil, The Pennsylvania State University, 1994
B. Arch, The Pennsylvania State University, 1995
M. Arch, The University of Pennsylvania, 1999
Ph.D. Arch & Design, Virginia Polytechnic Institute and State University (WAAC), 2007

Teaching Experience:
Adjunct Professor, Virginia Tech University (WAAC), Fall 2000 & Fall 2003
Adjunct Professor, The Catholic University, School of Architecture & Planning, 2002-04
Adjunct Professor, Carleton University, Azrieli School of Architecture, Fall 2006
Program Coordinator, Carleton University, Azrieli School of Architecture, Switzerland, 2007-09
Assistant Professor, Marywood University, School of Architecture, 2009 – Present

Professional Experience:
Intern Architect Davis Carter Scott; Greensboro, VA, 1995-6
Intern Architect Ellerbe Beckett; Washington, DC, 1996
Intern Architect Payette Associates Inc.; Boston, MA, 1997-00
Project Architect Marco Frascari Architetto; Lorton, VA, 2000-1
Architectural Designer Maurizio Varratta Architetto; Genoa, Italy, 2001
Architectural Designer BauArt Architekten; Bern, Switzerland, 2002
Project Architect Marco Frascari Architetto; Lorton, VA, 2002-3
Design Architect Burckhardt + Partner Architekten; Bern, Switzerland, 2008

Licenses/Registrations:
None

Publications:
Translation of "The City Crown" by Bruno Taut in *JAE* 63, no. 1 (October 2009): 121-134.
"Material Models and Immaterial Paradigms in the Rietveld Schröder House," *JAE* 62, no. 2 (November,

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Kate O'Connor   **APPENDIX E-13**

Courses Taught:
ARCH 210- Design Studio III
ARCH 211- Statics and Strength of Materials
ARCH 220- Design Studio IV
ARCH 110- Foundation Design

Education Credentials:
M Arch II Tulane University, 2010
B Arch The Catholic University of America, 1996
BS Arch The Catholic University of America, 1993

Teaching Experience:
Teaching Assistant, The Catholic University of America - Washington, DC, 1992
Teaching Assistant, Tulane University - New Orleans, LA, 2009-2010
Instructor, Tulane University - New Orleans, LA, 2010
Assistant Professor (Lecturer II), Marywood University - Scranton, PA, 2010- Present

Professional Experience:
Intern Architect, Shepherd Reources, Inc. – Avon, Colorado, 1996-1997
Project Architect, Morter Architects, Incorporated – Vail, Colorado, 1997-2000
Principal, KateO Design, Incorporated - Eagle-Vail, Colorado, 2000-2003
Project Manager, TAB Associates, Incorporated- Avon, Colorado, 2003-2004
Lead Designer/PM, Hermes Custom Homes Development, Incorporated- Edwards, Colorado, 2004-2005
Design Consultant, Project Manager, Independent Contractor - Edwards, Colorado, 2004-09
Construction Manager, Design Consultant , Heid Remodeling and Construction - Minturn, Colorado, 2006-08
Principal, Stieudio Boru- New Orleans, LA, 2010- 2011

Publications:
April 2010 "*Sustaining Community through Design Curriculum*," The Sustainability of Humanity, National Conference for the Beginning Design Student 2010, University of Nebraska.
2011 Tulane ReView Publication, Tulane School of Architecture
DSGN 5100: THESIS RESEARCH AND ANALYSIS- Reinventing Village Square, Saint
Bernard Parish, Louisiana
RBST 3400: DESIGN URBANISM- Welcoming Change, A Redevelopment for 'The Trace', Mandeville, Louisiana

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Kerry J. Potter-Gydosh   **APPENDIX E-14**

Courses Taught
ARCH 210 : Design Studio III
ARCH 212 : Digital Media I
Luzerne County Community College
ARC 110 : Architectural Design Graphics I
ARC 191 : History of Architecture I & II
ARC 205 : Architecture Design Graphics I
INT 120 : Materials and Methods for Interior Designers
INT 230 : Interior Design Studio II

Educational Credentials:
B.S. Environmental Design and Adaptive Reuse, Syracuse University, 1999
M.Arch., State University of New York, 2004

Teaching Experience:
Instructor, Lackawanna County Community College, 2007-Present

Professional Experience:
Design Consultant, Freelance Commercial and Residential Design, Wyoming, PA, 2007-Present
Designer, Quad Three Group, Wilkes Barre, PA, 2008
Designer, Hemmler and Camayd Architects, Scranton, PA 2005-2007
Designer, Bergmann Associates, Buffalo, NY 2004-2005

Licenses/Registration:
None

Selected Publications:
None

Professional Memberships:
None

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: James Eckler

Courses Taught (Two Academic Years Prior to current visit):
ARCH 120: Foundation Design II (Professor + Coordinator)
ARCH 122: Design Thinking
ARCH 222: Digital Media II (Coordinator)
ARCH 110: Foundation Design I (Professor + Coordinator)
ARCH 212: Digital Media I (Professor + Coordinator)

--- The following is from the 2009/2010 academic year at the University of Cincinnati ---

ARC 203: Site and Land Studio
ARC 202: Assemblies of Space Studio
ARC 294: Computer Skills
ARC 301: City and Context Studio
ARC 204: Representation Skills
ARC 512: M.Arch1 Representation Skills

Educational Credentials:
B.Design, University of Florida, 2005
M.Arch., University of Florida, 2007
M.S.A.S.: Pedagogy, University of Florida, 2008

Teaching Experience:
Instructor, University of Florida, 2007-2008
Visiting Assistant Professor, University of Cincinnati, 2008-2010
Assistant Professor, Marywood University, 2010-Present
Architecture Program Director, Marywood University, 2011-Present

Professional Experience:
Intern, Cope Architects, Delray Beach, FL, 2003-2004
Designer, Cope Architects, Delray Beach, FL, 2004-2008

Licenses/Registration:
In Progress

Selected Publications:
Discovery in Process: Defining a Synthesis between Manual and Digital Craft (N.C.B.D.S., 2010)
Language of Space and Form: Generative Terms for Architecture (Wiley, 2012)
Introduction to Architecture (Co-Author: Francis D.K. Ching, Wiley, 2012/2013)

Professional Memberships:
None

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Jayashree Shamanna   **APPENDIX E-16**

Courses Taught
ARCH 210 : Design Studio III
ARCH 220 : Design Studio IV
ARCH 212 : Digital Media I

Educational Credentials:
B.Arch, BMS College of Engineering, India, 1991
M.Arch., Texas A&M Univeristy,1994

Teaching Experience:
Instructor, Marywood University, Dunmore PA, 2009-Present
Instructor, ITT Technical Institute, Dunmore PA, 2008-Present

Professional Experience:
Designer, Stephen Tilly, Dobbs Ferry, NY, 2005
Designer, Buttrick White & Burtis Architects, New York, NY, 1997-2000
Designer, Kapell & Kostow Architects, New York, NY, 1995-1997

Licenses/Registration:
NY State Registered Architect

Selected Publications:
None

Professional Memberships:
None

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

Name: Adam Wise

Courses Taught
ARCH 212 : Digital Media I
ARCH 222 : Digital Media II

Educational Credentials:
B. A. Architecture Studies, Judson University, 2005
M. Arch, Judson University, 2007

Teaching Experience:
Graduate Teaching Assistant, Judson University, 2007

Professional Experience:
Designer, Bohlin Cywinski Jackson Architects, Wilkes Barre PA, 2007-Present
Design Consultant, Johnathan Levi Architects, Boston MA, 2007
Designer, Jaeger Nickola & Associates Architects, Park Ridge IL, 2005-2006

**Licenses/Registration:**
None

Selected Publications:
None

Professional Memberships:
LEED AP

APPENDIX F-1
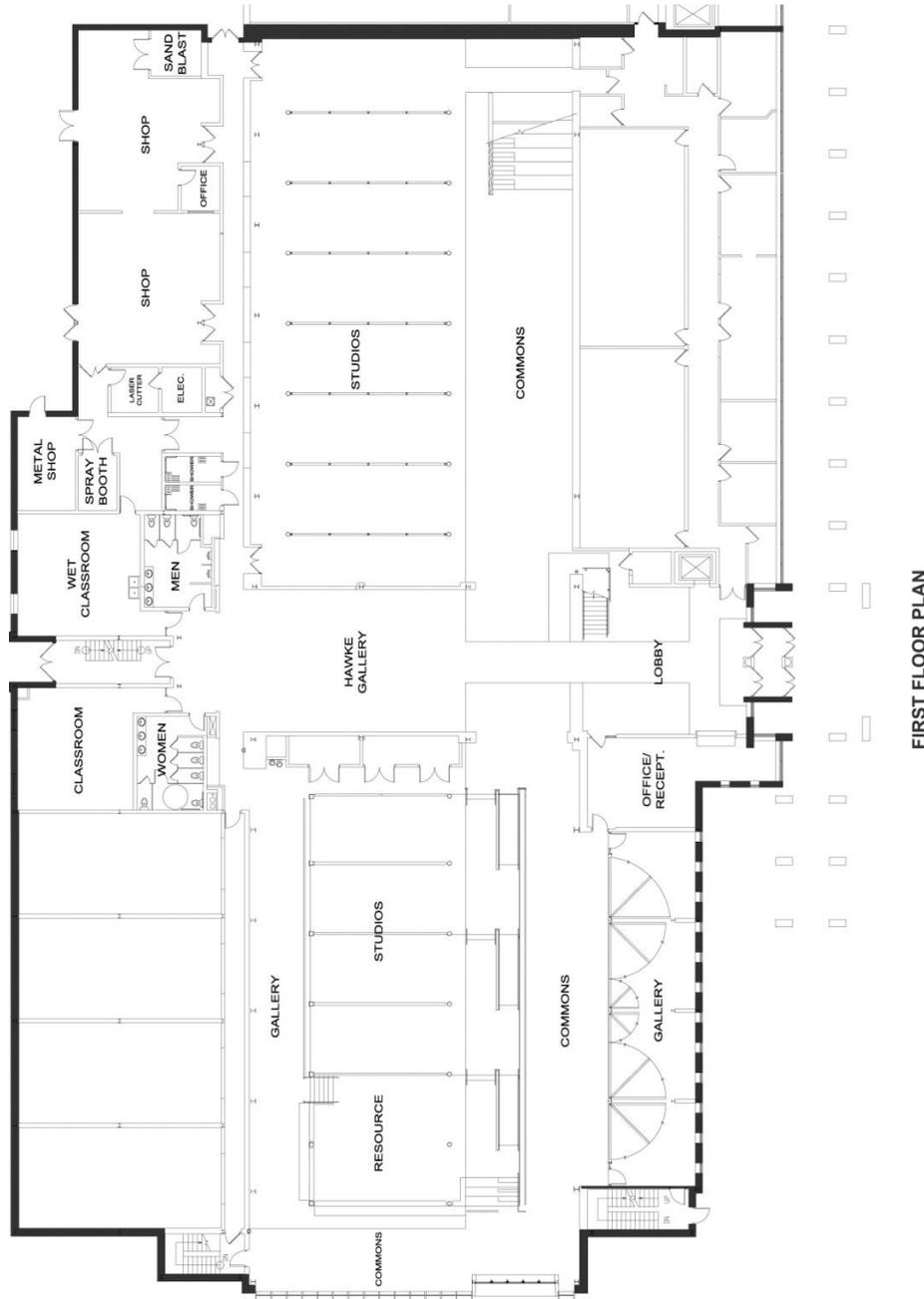
FIRST FLOOR PLAN

LEGEND:

First Floor Total SF: 27,122 sf
Second Floor Total SF: 22,451 sf
Green Roof SF: 3,425 sf

Shop: Net Sq. Ft.
• Shop : 1,583 sf
• Metal Shop: 216 sf
• Spray Booth: 84 sf
• Laser Room: 84sf
• Sandblast: 92 sf

Classrooms: Net Sq. Ft.
• Classroom: 585 sf
• Wet Classroom: 617 sf
• Cloud: 958 sf

Studio Spaces: Net Sq. Ft.
• First floor:
  • (7) studios @ 421 sf
  • (4) studios @ 376 sf
• Second Floor:
  • (15) studios @ 415 sf

Exhibition Gallery: Net Sq. Ft.
• Hawke Gallery: 1,244 sf
• Gallery First Floor (front): 1,186 sf
• Gallery First Floor (rear): 773 sf

Swing Space: 1,406 sf
Faculty Offices (Total Net Sq. Ft): 2,117 sf
Commons Space (Total Net Sq. Ft.): 7,790 sf

Marywood
UNIVERSITY
CENTER
FOR
ARCHITECTURAL STUDIES

APPENDIX F-2

SECOND FLOOR PLAN

GREEN ROOF

MECHANICAL

MECHANICAL

W. M.

ROOF

STUDIOS

CLOUD ROOM

STUDIOS

OPEN TO BELOW

OPEN TO BELOW

SWING SPACE

MECHANICAL

FACULTY LOUNGE

OFFICE

OFFICE

OFFICE

OFFICE

OFFICE

OFFICE

RECPT.

DEAN'S OFFICE

CONF.

OFFICE

OFFICE

OFFICE

OFFICE

OFFICE

OFFICE

OFFICE

LEGEND:

First Floor Total SF: 27,122 sf
Second Floor Total SF: 22,451 sf
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Shop: Net Sq. Ft.
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Marywood
UNIVERSITY
CENTER
FOR
ARCHITECTURAL STUDIES

APPENDIX F-3

BUILDING SECTION
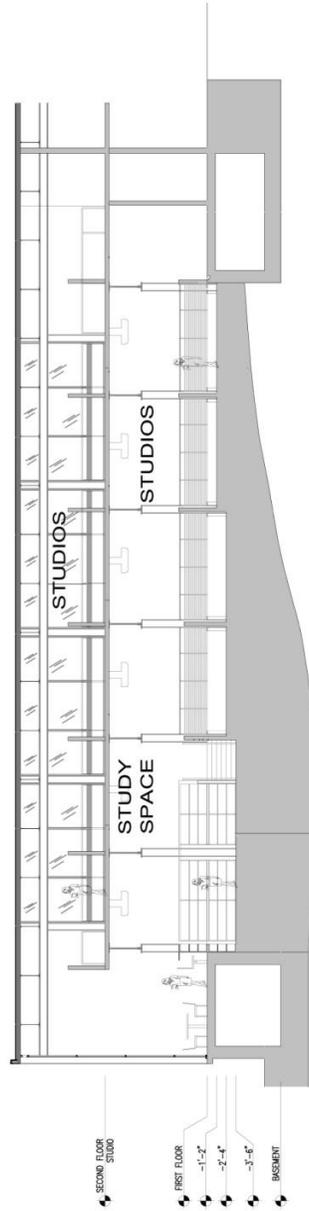
BUILDING SECTION

MARYWOOD UNIVERSITY School of Architecture
Actual Revenue and Expense for the Periods 2009–2010 and 2010–2011; Annualized Revenue and Expense: 2011–2013; Projected Revenue and Expense: 2011-2013 through 2014-2015

APPENDIX _G_

	Actual 2009–2010		Actual 2010–2011		Annualized 2011–2012		Projected 2012–2013		Projected 2013–2014		Projected 2014–2015	
N* number of students / **cr** credits taken	N*	cr	N*	cr	N*	cr	N*	cr	N*	cr	N*	cr
TUITION & FEES												
Annual Block Tuition		$25,150		$26,000		$27,000		$28,350		$29,770		$31,260
	112	3,360	144	4,320	184	5,520	200	6,000	225	6,750	250	7,500
		2,816,800		3,744,000		4,968,000		5,670,000		6,698,250		7,815,000
Part-time credits		44,561		302,315		354,000		381,108		406,893		433,862
Graduate	5	27	7	201	9	252	10	265	12	275	14	285
		571		735		750		774		796		820
Undergraduate	8	51	44	262	45	275	47	285	49	295	51	305
		572		590		600		618		638		657
TOTAL TUITION		2,861,361		4,046,315		5,322,000		6,051,108		7,105,143		8,248,862
Fees												
General fee												
Full Time	112	920	144	950	184	975	200	1000	225	1000	250	1000
		103,040		136,800		179,400		200,000		225,000		250,000
Part Time	13	460	51	475	54	485	57	500	61	500	65	500
		5,980		24,225		26,190		28,500		30,500		32,500
Student Activities fee												
Undergraduate	120	200	188	200	229	200	247	200	274	200	301	200
		24,000		37,600		45,800		49,400		54,800		60,200
Graduate	5	50	7	50	9	50	10	50	12	50	14	50
		250		350		450		500		600		700
Total fees		133,270		198,975		251,840		278,400		310,900		343,400
GROSS TUITION & FEES		2,994,631		4,245,290		5,573,840		6,329,508		7,416,043		8,592,262
TUITION DISCOUNT	@ 42.6%	(1,275,713)	@ 42.9%	(1,821,229)	@ 43.5%	(2,424,620)	@ 42.0%	(2,784,983)	@ 42.0%	(3,114,738)	@ 42.0%	(3,608,750)
NET TUITION & FEES		1,718,918		2,424,061		3,149,220		3,544,524		4,301,305		4,983,512
EXPENSES												
Salaries & Wages												
Dean, Administrative Assistant, Other Part-Time		140,761		152,349		155,705		160,300		164,900		169,600
Faculty (Full Time & Adjunct); Summer, Fall, Spring)		104,752		352,476		376,295		475,700		525,100		650,400
Work Study		5,750		21,536		24,000		24,000		24,000		24,000
Total Salaries		251,263		526,361		556,000		660,000		714,000		844,000
Benefits		58,005		113,092		126,500		147,000		161,000		183,000
Advertising		2,850		125		3,000		3,000		4,000		5,000
Depreciation		98,607		123,082		260,000		265,000		280,000		280,000
Library		-		-		10,000		10,000		10,000		10,000
Utilities		28,976		29,758		33,781		35,000		36,750		38,600
Supplies & Expenses												
Faculty development (course reg.,travel,exp.)		4,601		5,603		10,000		12,000		14,000		16,000
Membership fees		-		300		3,000		4,000		5,000		6,000
Supplies & equipment		6,867		86,337		116,000		141,100		166,500		183,000
Print & duplicate		-		9,949		10,000		11,900		12,500		14,000
Total Supplies & Expenses		11,468		102,189		139,000		169,000		198,000		219,000
TOTAL EXPENSES		451,169		894,607		1,128,281		1,289,000		1,403,750		1,579,600
EXCESS OF REVENUES OVER EXPENSES		2,543,462		3,350,683		4,445,559		5,040,508		6,012,293		7,012
Renovation of HPE Center for Architecture Program												
Phase I		4,529,833		-		-		-				
Phase II		-		-		6,100,000						
Equipment		176,578		41,925		100,000		100,000		100,000		

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
*Bachelor of Architecture Degree*

APPENDIX H

Student Enrollments: School of Architecture	B.E.D.A. Degree		BFA Interior Architecture/Design		MA Interior Architecture/Design		TOTAL	
Fall, 2009	49		69		2		120	
Fall, 2010	87		62		8		157	
Fall, 2011	120		69		9		198	

Enrollments by Gender	Men	Women	Men	Women	Men	Women	Men	Women
Fall, 2009	32	17	7	62	0	2	39	81
Fall, 2010	58	29	5	57	0	8	63	151
Fall, 2011	77	43	6	63	1	8	84	114

APPENDIX I

CHE MSA Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680 Tel: 215-662-5606 Fax: 215-662-5501
www.msache.org

June 23, 2006

Sister Mary Reap, IHM
President
Marywood University
2300 Adams Avenue
Scranton, PA 18509

Dear Sister Mary:

At its session on June 22, 2006, the Middle States Commission on Higher Education acted:

> To reaffirm accreditation, to commend the institution for progress to date and
> for the quality of the self study report, and to request a progress letter, due
> April 1, 2008, documenting implementation of an organized and sustained
> assessment process for general education, including direct evidence of
> student achievement of learning outcomes. The Periodic Review Report is due
> June 1, 2011.

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

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*, which can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Marywood University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Ms. Linda A. Suskie, Executive Associate Director.

Sincerely,

Peter F. Burnham
Vice Chair

APPENDIX I, cont.

CHE MSA MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

MARYWOOD UNIVERSITY
2300 Adams Avenue
Scranton, PA 18509
Phone: (570) 348-6211; Fax: (570) 340-6014
www.marywood.edu

Chief Executive Officer: Sister Mary Reap, IHM, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount):	1866 Undergraduate; 1297 Graduate
Control:	Private (Non-Profit)
Affiliation:	Roman Catholic Church
Institution Type:	Master's I
Degrees Offered:	
Distance Learning:	Yes

Accreditors Approved by U.S. Secretary of Education: American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE); American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation; Association of Collegiate Business Schools and Programs (ACBSP); Commission on Accreditation of Allied Health Education Programs (CAAHEP); Council for the Accreditation of Counseling and Related Educational Programs (CACREP); Council on Social Work Education (CSWE); National Association of Schools of Art and Design (NASAD), Commission on Accreditation; National Association of Schools of Music (NASM), Commission on Accreditation; National Council for the Accreditation of Teacher Education (NCATE); National League for Nursing (NLN) Accrediting Commission

Other Accreditors: Accreditation Review Commission on Education for the Physician Assistant; American Art Therapy Association; American Music Therapy Association In April 2006, Marywood will host a site visit seeking initial accreditation from the American Psychological Association.

Instructional Locations

Branch Campuses: None

Marywood University School of Architecture
Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree

APPENDIX I, cont.

Additional Locations: Alvernia College - School of Social Work, Reading, PA; Bloomsburg University of Pennsylvania, Bloomsburg, PA; Great Bend Program for Special Education, Great Bend, PA; Keystone College, La Plume, PA; Lehigh Valley Center, DeSales University, Center Valley, PA; Milton Hershey School PhD program, Hershey, PA; St. Cyril Academy, Danville, PA.

Other Instructional Sites: De Sales University - Public Administration, Center Valley, PA.

ACCREDITATION INFORMATION

Status: Member since 1921
Last Reaffirmed: June 22, 2006

Most Recent Commission Action:

June 22, 2006:   To reaffirm accreditation, to commend the institution for progress to date and for the quality of the self study report, and to request a progress letter, due April 1, 2008, documenting implementation of an organized and sustained assessment process for general education, including direct evidence of student achievement of learning outcomes. The Periodic Review Report is due June 1, 2011.

Brief History Since Last Comprehensive Evaluation:

November 20, 2001:   To accept the Periodic Review Report and to reaffirm accreditation. To request that the self-study, in preparation for the 2005-06 evaluation visit, document further progress in the implementation of programs at the off-campus sites, and to ask that the institution notify the Commission when the program at the site in Swiftwater, PA, is operational.

Next Self-Study Evaluation: 2015 - 2016

Next Periodic Review Report: 2011

Date Printed: June 23, 2006

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

Architecture Program Report for Initial Candidacy (APR-IC)
Bachelor of Architecture Degree