Ball State University IPR

A. PROGRESS IN ADDRESSING NOT-MET CONDITIONS AND STUDENT PERFORMANCE CRITERIA (SPC)

a.B7 – response

The department has addressed the SPC: Financial Considerations by reflective consideration of how ARCH 520 (Professional Practice) deals with this topic area. The current instructor for this course—a practicing architect from Indianapolis—has taken the VTR concerns to heart and developed three different means of ensuring and assessing student engagement with financial considerations (and providing evidence in student work). A final exam was instituted for the course, which included questions regarding financial considerations. Student journals were required to address this topic area. At least one assignment focused on finances and design/construction. These course modification efforts have been documented so they can serve as a template for future course offerings. Sample student work dealing with financial considerations has been collected from the most recent full course cycle. The Graduate Curriculum Committee has met to discuss and assess the revised course content and student artifacts from this course (ARCH 520) and has acknowledged the effectiveness of the restructured assignments (as evidenced by the artifacts) to address the visiting team report regarding this unmet Student Performance Criteria. Also, see appendix for memo from the instructor regarding the restructured course's address of this issue and revised syllabus.

a.C7 – response

The department has addressed the SPC: Legal Responsibilities in two ways.

(1) By reflective consideration of how ARCH 520 (Professional Practice) deals with this topic area. The current instructor for this course—a practicing architect from Indianapolis—has taken the VTR concerns to heart and developed three different means of ensuring and assessing student engagement with professional legal responsibilities (and providing evidence in student work). A final exam for the course was instituted, which included questions regarding legal responsibilities. Student journals were required to address this topic area. At least one assignment focused on the legal issues of practice. These course revision efforts have been documented so they can serve as a template for future course offerings. Sample student work dealing with legal responsibilities has been collected from the most recent full course cycle. The Graduate Curriculum Committee has met to discuss and assess the revised course content and student artifacts from this course (ARCH 520) and has acknowledged the effectiveness of the restructured assignments (as evidenced by the artifacts) to address the visiting team report regarding this unmet Student Performance Criteria. Also, see appendix for memo from the instructor regarding the restructured course's address of this issue and syllabus.

(2) By restructuring the required internship semester so that all students (no matter what firm they are interning with) will address legal responsibilities with a faculty mentor during the course of the internship. This student-mentor interaction occurs across the board for all students enrolled in ARCH

555 Immersive Away Experience/Internship (via Blackboard) and involves specific student-developed efforts. These efforts are structured around five essays based on five student/mentor conversations that all students must address: Stakeholder Roles in Architecture; Project Management; Business Management; Legal Responsibilities; and Professional Conduct (see appendix for screen shot of Blackboard web site ARCH 555 uses as repository/discussion forum for all students to submit reflective essays based on conversations with firm mentors). The current ARCH 555 mentor is a professional architect from Indianapolis. This arrangement allows the department to leverage the internship experience to provide exposure to key issues to all students on internship.

Both of these approaches have resulted in concrete student work artifacts that can be presented as evidence of compliance with this SPC.

a.C8 – response

The department has addressed the SPC: Ethics & Professional Judgment in two ways. This response mirrors the one provided for SPC C.7 above—but is given in full to ensure responsiveness.

(1) By reflective consideration of how ARCH 520 (Professional Practice) deals with this topic area. The current instructor for this course—a practicing architect from Indianapolis—has taken the VTR concerns to heart and developed three different means of ensuring and assessing student engagement with issues of ethics and professional judgment (and providing evidence in student work). A final exam was instituted, which included questions regarding ethics and professional judgment. Student journals were required to address this topic area. At least one assignment focused on the ethical issues of practice. These course modification efforts have been documented so they can serve as a template for future course offerings. Sample student work dealing with legal responsibilities has been collected from the most recent full course cycle. The Graduate Curriculum Committee has met to discuss and assess the revised course content and student artifacts from this course (ARCH 520) and has acknowledged the effectiveness of the restructured assignments (as evidenced by the artifacts) to address the visiting team report regarding this unmet Student Performance Criteria. Also, see appendix for memo from the instructor regarding the restructured course's address of this issue.

(2) By restructuring the required internship semester so that all students (no matter what firm they are interning with) will address ethics and related concerns of professional judgment with a faculty mentor during the course of the internship. This student-mentor interaction occurs across the board for all students enrolled in ARCH 555 (via Blackboard) and involves specific student-developed efforts. These efforts are structured around five essays that must address: Stakeholder Roles in Architecture; Project Management; Business Management; Legal Responsibilities; and Professional Conduct. (see appendix for screen shot of Blackboard web site ARCH 555 uses as repository/discussion forum for all students to submit reflective essays based on conversations with firm mentors). The current ARCH 555 mentor is a professional architect from Indianapolis. This arrangement allows the department to leverage the internship experience to provide exposure to key issues to all students on internship.

Both of these approaches have and will result in concrete student work artifacts that can be presented as evidence of compliance with this SPC.

a.C9 – response

The department believes that it has historically done (and continues to do) an outstanding job of addressing the SPC: Community and Social Responsibilities. We recognize, however, that an error in developing the SPC matrix provided to the visiting team led to confusion regarding evidence of student engagement with this SPC—and to a Condition Not Met.

Since the accreditation visit the department proposed, developed, and sought approval for an undergraduate **Minor in Social and Environmental Justice** and a 12-credit hour **Graduate Certificate in Social and Environmental Justice**. The Graduate Certificate in Social and Environmental Justice has been approved by the university and awaits ICHE (Indiana Commission Higher Education) approval prior to implementation. We believe this academic focus of Social and Environmental Justice is distinctive and appropriate to long-held departmental values.

In addition, an existing undergraduate course (ARCH 252: Introduction to Social and Cultural Issues of Design) has been rethought and reframed as a course that specifically addresses social and environmental justice concerns (ARCH 251, Social and Environmental Justice in Design). The course is being taught this semester (Fall 2015) by a faculty team that is deeply invested in justice and equality. A second long-established undergraduate course, ARCH 429 (Environment and Culture), also addresses questions of community and social responsibilities related to design.

B. PLANS FOR/PROGRESS IN ADDRESSING CAUSES OF CONCERN

Staffing Issues – response

The department agrees with the observation that that our department's "competent staff is stretched thin." Our departmental staff is exceptionally proficient in both programs and all student needs are addressed (but at an over-load). We do agree that the graduate program has increased the complexity and 'additional work.' Because of that additional work (admissions, marketing and recruitment to name a few) the department is requesting support from the university for an additional staff position at the professional level, for someone versed in addressing and coordinating the graduate program's marketing and recruitment (content AND communication), coordinating graduate admissions, overseeing graduate student curricular progression, AND supporting continuing program assessment procedures. As our program continues to grow this support is essential.

Working with our existing resources, we believe that we are successfully advising our graduate students in the following ways. The Programs Assistant staff member is extremely fluent in the graduate course flow, attending all Graduate Curriculum Committee meetings and addressing (one-on-one) any

questions the students might have each semester. This staff member provides every incoming graduate student with a curricular course-flow 'check sheet' that the students use to take the correct courses for degree completion. These check sheets are updated each semester during registration and after grade submission.

The Graduate Program Director is proactively engaged with advising all graduate students to address concerns beyond their curricular course flow. The director meets with all graduate students over the course of each semester.

Administrative loading has also been provided for an adjunct faculty member (a practicing architect) to be the Graduate Internship Program Director and oversee the graduate program internship experience taken by all graduate students during fall or spring semester of their first year of study. This faculty member's oversight and coordination of the program (including an on-line discussion forum) provides one-on-one interaction with all students in the first year of the graduate program (where the internship experience occurs). This effort also serves to ease the difficulties some students might have in securing internship experiences.

The Department has made progress in this Cause of Concern by clarifying these roles (and adding the Graduate Internship Program Director); the department's plans include securing university support for the proposed additional professional staff position in the department.

Financial Considerations – response

The department recognizes that the SPC dealing with Financial Considerations has been an area of concern for two successive accreditation visits. As suggested by the most recent visiting team, a key reason for this is placing sole responsibility for a wide range of practice realm topics on one course. A secondary reason was the difficulty in extracting definitive student work showing evidence of engagement from student work artifacts.

A concerted effort to reshape ARCH 520 (Professional Practice) has been underway since the accreditation visit to strengthen the handling of financial considerations. We believe that these changes will appropriately address this Cause of Concern. The department's Graduate Curriculum Committee is monitoring these course revisions and associated student work to ensure compliance with the expectations of the SPC. As noted previously, the Graduate Curriculum Committee (GCC) has met to discuss and assess the revised course content and student artifacts from this course (ARCH 520) and has acknowledged the effectiveness of the restructured assignments (as evidenced by the artifacts) to address the visiting team report regarding this Cause of Concern. The GCC has also recommended further development of the graduate internship experience (ARCH 555) to supplement the ARCH 520 Professional Practice course, distributing the responsibility for addressing financial considerations. In spring GCC will be asked to review those revisions as well.

IDP Communication Effectiveness & Internship Facilitation – response

The department believes this Cause of Concern is the result of the perception of a few students and not a broad reality. Historically, no student has failed to find an appropriate internship that would lead to IDP credits. We realize, however, that "appropriate" is not synonymous with "ideal" or "desired." Thus, in concert with the infusion of structured professional practice content into ARCH 555 (Immersive Away Experience/Internship) via assignment of a faculty instructor for that course, students will have access to an additional practicing professional (the ARCH 555 faculty member) from who they can seek advice and recommendations regarding internship opportunities. A LinkedIn network has been established as a sharing portal for internship opportunities. Informational materials and presentations explaining the M.Arch degree to prospective students are being modified to more clearly address internship expectations and IDP linkages. The M.Arch Director is meeting with prospective students to better communicate graduate program expectations—including the internship.

Student Engagement Activities (graduate level) – response

The department believes this Cause of Concern is impacted by the greater diversity of school/work/life-balance issues graduate students in our program have (compared to undergraduates). The department is committed to engaging our graduate students with extra-curricular activities and supplementary experiences in as many ways as possible. Steps taken to strengthen the student cultural context that our graduate students are working and learning within include:
- Strong participation by graduate students in the annual NOMA (National Organization of Minority Architects Student Design Competition (with annual monetary support from the university's Graduate School to facilitate travel to the NOMA convention)
- Annual opportunity for participation by M.Arch graduate students in the Urban Land Institute Hines Student Competition with Ball State Master of Urban Design students
- Energetic representation, participation, and contribution in Department Student Council meetings (8 student reps out of 23 are grad students; a representation rate of 35% versus 20-25% for the entire student population)
- Department investment in enhancing the Graduate Assistantship experience--assistantship positions are offered to a large majority of all graduate students: the department conducts preference surveys for graduate students to align their interests and skills with graduate assistantship positions in either teaching, research or service and in different topical areas (facilitating student enjoyment/engagement with assistantship positions)
- The department actively communicates opportunities and encourages participation by graduate students in university governance (scheduled studio time makes student participation difficult)
- Graduate student participation as grad program "ambassadors" for Open Houses and other M.Arch recruitment efforts
- Facilitating/encouraging participation by graduate students in AIA (Indianapolis) events including monthly chapter meetings, regional AIA conventions, the AIA Young Architects group (Indianapolis)

- Enhanced social media links with grad students to show their (and undergraduate) work (Instagram and Facebook)
- Posting of ALL department/college activities in a new wall-sized physical calendar adjacent to the department office to facilitate participation by all students in the myriad activities occurring daily—including student group organizations (participation also promoted by faculty in charge of student organizations)

The Department is committed to a wide range of non-curricular, supplementary experiences for our graduate students and invests in the promotion of these activities.

Professional Practice – response

The department concurs with this cause for concern and has been actively trying to shift the burden for demonstrating compliance with the large number of SPC from the purview of one course. At the same time, the Professional Practice course (ARCH 520) instructor has been modifying course deliverables to better reflect engagement with and understanding of financial, legal, and ethical considerations. Assignments and journal writing requirements have been modified to provide better specific evidence of engagement. In a fairly radical move, the instructor instituted a final exam as a benchmarking element for SPC-related concerns.

Returning to the issue of too many SPC for this one course, this is being addressed by a restructuring of ARCH 555 (Immersive Away Experience/Internship) such that all students are exposed to several core practice issues (such as financial, legal, and ethical responsibilities) during their away/internship semester. This change was implemented in Fall 2015, so it is too early to evaluate its success—but we believe it has promise and will allow a shifting of some SPC away from Professional Practice (at least as the primary place for engagement). A key aspect of this focused engagement with SPC during internship is a set of five essays through which students must address: Stakeholder Roles in Architecture; Project Management; Business Management; Legal Responsibilities; and Professional Conduct. For spring 2015 the GCC (Graduate Curriculum Committee) recommended that the essays include discussions of financial aspects of architectural design.

Cultural Diversity – response

The basis for this Cause of Concern is addressed directly in our response "a.C9" above. The department feels very strongly that it has historically addressed cultural diversity in its curriculum more than most peer institutions. This observation is based upon review of transcripts from other university where the most common area not met by students seeking entry into the Ball State M.Arch from another institution is formal academic engagement with cultural diversity. We require (and have done so for some years) two undergraduate courses that address such diversity. It is rare to find another curriculum that has even one course with such a specific focus.

The department has strengthened this long-standing engagement with cultural diversity through the recent proposed undergraduate minor and graduate certificate in Social and Environmental Justice. We believe that this initiative only strengthens our commitment to cultural diversity as a foundational consideration of architecture.

C. CHANGES OR PLANNED CHANGES IN THE PROGRAM

Faculty retirement/succession planning: one planned retirement (to occur in two years) will be addressed with a faculty search next year in the faculty member's area of expertise. We are currently conducting a search for an open position in architectural history.

Administrative changes (dean, department chair, provost): The Dean of the College of Architecture and Planning, Guillermo Vasquez de Velasco was promoted to Vice Provost at Ball State University. Phil Repp, Vice President of Information Technology at Ball State University, was asked to serve as Interim Dean of the college. The University has empanelled a "Blue Ribbon Task Force" to explore the 'next 50 years' of the College of Architecture and Planning and identify the appropriate qualities for the next Dean of the college. An executive search firm will be used to recruit ideal Dean Candidates for this search. At the Department level, Professor Andrea Swartz was elected by the faculty to serve as Interim Chair following the departure of the former department chair last spring (he accepted the position of Dean of the School of Architecture, Design and Planning at the University of Kansas). The faculty has discussed a 1-3 year term for the Interim Chair; a search will be held, timing contingent upon the search for the Dean of the College of Architecture and Planning.

Changes in enrollment (increases, decreases, new external pressures): the College of Architecture and Planning continues to experience a modest dip in enrollment at the undergraduate level. This is mirrored in the university as a whole; the university is actively engaging this topic and advancements have been made recently in university marketing and admissions. The incoming sophomore class of undergraduate architecture majors is 61, down from the typical average of 75. Enrollment is being addressed by the college through more advanced marketing, clearer messaging, enhanced social media presence, and more active participation by invested faculty in student recruitment activities. In the graduate M.Arch program, the first year class numbers 35, much greater than the second year class of 20, but a bit lower than our target (40). We have applied for and received a Graduate Enrollment Management grant from the graduate school for recruiting efforts. We have streamlined the admissions process with the intent of garnering better and more applicants. We are actively exploring feeder undergraduate programs such as Ferris State and looking at undergraduate course equivalency templates to facilitate matriculation into the graduate program at Ball State. The department faculty is also investing time in the assessment of our programs and curriculum with the possible pursuit of re-establishing the 5 year B.Arch program to complement the existing M.Arch offering. Two degree offerings (undergraduate and graduate) will allow incoming students more choice based upon their own interests, intended career paths, and economic resources while simultaneously allowing each program to articulate/establish its own identity to attract more diverse students. With a parallel B.Arch program,

the graduate program might also eventually be re-structured to provide more in-depth research experiences for the students, allowing them to acquire specialty expertise that would be beneficial to the discipline of architecture when they engage the profession after graduating. Again, this is just a loose description of some of the conversations faculty are having as we assess our programs.

New opportunities for collaboration: three members in the college recently received a University Academic Excellence Grant for programming associated with a new maker lab in an unoccupied industrial building in the local downtown (Muncie, IN). This grant will establish programming connecting lessons of design, making, analog and digital tools with (1) local high school students participating in Project Lead the Way and/or engineering clubs; (2) community members interested in learning about design/making and discussing/engaging these topics and design/making activities relative to our local context; and (3) connecting our college's architecture, landscape architecture, and planning students/faculty with each other and with the community for collaborative design-build studios that address community needs. The industrial complex will also potentially house program pieces from other departments in the university (School of Art graduate program, Natural Resources food hub initiative) facilitating collaborative work at a broader level. Fundamentally this $270,000 grant spread over three years will reinforce our discipline's presence and impact in the local community, while building upon the infrastructure of a myriad of successful art and design education programs and groups already existing here.

Changes in financial resources: the aforementioned Blue Ribbon Task Force is interested in promoting and facilitating the success of the College and Department in their educational missions. It is possible that university financial resources will be aligned with the recommendations of the task force (for enhanced and new program offerings, new physical resources, and existing building improvements). Similarly, the Academic Excellence Grant affords support for our investment in sharing design with the broader community.

Significant changes in educational approach or philosophy: the proposed undergraduate Minor in Social and Environmental Justice and a 12-credit hour Graduate Certificate in Social and Environmental Justice (mentioned previously in section C9) underscores our enhanced awareness of inclusivity, cultural awareness, collaboration, and diversity (pillars of our program). The president of Ball State University (in the second year of his term) has proposed that Ball State become the "model of the most student-centered and community-engaged of the 21st Century public research universities, transforming entrepreneurial learners into impactful leaders committed to improving the quality of life for all." Our department feels an affinity for this mission AND Ball State's vision of "promoting the good in and of others…in a learning environment of creativity, nurtured risk, and success." We look forward to reinforcing opportunities for this mission and vision in the work of our students and faculty.

Changes in physical resources: additional design-build lab space for the department and college will be available in the downtown (Muncie) lab building (anticipated fall 2016) per the Academic Excellence Grant. The 'Blue Ribbon' discussions regarding our existing building have already established loose support for an updating of this facility; we will continue to advocate for this.

Summary of Activities in Response to Changes in the NAAB Conditions – response

The past-director of the M.Arch program reviewed the changes in the NAAB Conditions and prepared a summary of the changes with potential action items for consideration by the department Graduate Curriculum Committee. The current director of the M.Arch program is coordinating this effort with a parallel look at implications for the program's seminar courses to focus on the changes in the NAAB conditions (realms). Initial decisions on what curriculum and/or course changes may be advisable in light of the NAAB Condition changes should be made during this academic year and we are currently engaging in curricular discussions and assessment. The department is invested in yearly assessment of curriculum.

ARCH 520 Professional Practice
Fall 2013, Spring 2014, Fall 2014, Spring 2015 – Risting, Adjunct Instructor of Architecture
NAAB student performance criteria

15 May 2015

MEMORANDUM

To: Mahesh Daas, Walter Grondzik, Andrea Swartz, Julie Kratzner
       Ball State University Department of Architecture
From: Steven Risting, AIA
Re: ARCH 520 Professional Practice meeting NAAB conditions

The following is a summary of how I have approached the ARCH 520 Professional Practice course for the last two years to meet the NAAB Student Performance Criteria (SPC), noted as "Conditions Not Met" per the February 2013 NAAB Visiting Team Report.

I organized the course around the three sections of the AIA Handbook of Professional Practice (Student Edition), The Profession, Practice and The Project. While this organization was not originally intentional, it resulted from my reflection of over 30 years of practice, reading several other books on professional practice, and how to emphasis the ethical, financial and legal considerations considered not sufficient from the NAAB report. While my professional experience has primarily been recognized for design, as a principal at large architectural firms and starting my own firm, I am able to relate the business aspects of professional practice with business issues, and their impact on design and getting designs build.

I have attached the syllabi and schedule of topics for Fall 2013, Spring 2014, Fall 2014 and Spring 2015. There were 2 sections of ARCH 520 in Fall 2013 and Spring 2014, which I taught only one section. Fall 2104 and Spring 2105 had only one section. The 2009 NAAB SPC that I strived to achieve in the course are noted in the syllabi, with the Spring 2015 semester changing to the new 2014 NAAB SPC (to be effective April 1, 2015). These criteria are more in line where I believe with the course that I have been developing and will continue to improve.

To demonstrate the understanding of the SPC of the students, I requested a Journal entry from each student after each class to allow them to summary and reflect upon the topic of discussion to their own experiences. This has been very useful to confirm their understanding of the topics, as well as allow me to reemphasis a topic if they do not have a good understanding. I also developed several assignments, which allow the more detailed demonstration of the topics. At the end of the course, I have also received a survey of the course, with a metric of the SPC to see if the student felt they had gained a better understanding of the professional practice topics, as well as specific questions. The Fall 2014 and Spring 2015 semesters I did a final exam, developed by Larry Barrow (who also taught the course Spring 2014), which provided a formal demonstration of the students understanding of the topics. While I was not originally in favor of a final for this course, I believe it is beneficial as a similar test that professionals would take for Professional Education requirements. For Spring 2015, I required a 75% passing (with the exam slightly curved pending the performance of the entire class) on the final exam to receive an "A" for the course.

ARCH 520 Professional Practice
Fall 2013, Spring 2014, Fall 2014, Spring 2015 – Risting, Adjunct Instructor of Architecture
NAAB student performance criteria

With respect to the "conditions not met" per the 2009 Conditions for Accreditation by the NAAB,
I addressed these issues as follows:

B.7 **Financial Considerations**: *Understanding* of the fundamentals of building costs, such as
acquisition costs, project financing and funding, financial feasibility, operational costs
and construction estimating with an emphasis on life-cycle cost accounting.
2014: *Understanding* of the fundamentals of building costs, which must include project funding
methods and feasibility, construction cost estimating, construction scheduling, operational costs
and life-cycle costs.

- Assignment for Construction and overall Project Costs Comparison emphasizes the
  financial feasibility for design decisions and demonstrates students understanding of
  basic cost estimating.
- Project funding is discussed with understanding the difference of public and private
  clients and project delivery approaches
- Construction scheduling is discussed with understanding the scope of services during
  construction, contractor communications and review of delivery approaches. An
  assignment was created in Spring 2015 for the client recommendation of delivery
  approaches to demonstrate the understanding of the construction phase and scheduling.
- Operational costs and life-cycle costs are discussed in the context of the value to the
  client of sustainable design and a review of the LEED system.
- ARCH 520 puts an emphasis of the financial considerations on running a business
  (Firm financial statement – Assignment), and
  Architectural compensation (owner letter of agreement/contract – Assignment)

C.7 **Legal Responsibilities**: *Understanding* of the architect's responsibility to the public and the
client as determined by registration law, building codes and regulation, professional
service contracts, zoning and subdivision ordinances, environmental regulation, and
historic preservation and accessibility laws.
2014: *Understanding* of the architect's responsibility to the public and the client as determined by
*registrations and legal considerations involving the practice of architecture and professional
service contracts.*

- Legal responsibilities are emphasized with topic discussions on the Architect's fiduciary
  responsibilities (legal registration, codes and contracts
- Assignment for Architects/Owner Agreement with emphasis on defining the scope of
  work (of the project), scope of services by the architect, project schedule and architect's
  (and engineers and consultants) compensation, as well as other legal issues for the
  agreement (copyright, dispute resolution, etc.). This is not the AIA contract, making the
  students understand the issues instead of filling in a form. The AIA professional service
  contracts and different versions are reviewed and outlined in class.
- Building code issues are discussed with respect to the responsibility of the architect to
  meet the code and project management responsibilities.
- Student assignment and journal entries demonstrate student understanding.
- Student class evaluation and final demonstrate student understanding.

C.8 **Ethics and Professional Judgment**: *Understanding* of the ethical issues involved in the
formation of professional judgment regarding social, political and cultural issues, and
responsibility in architectural design and practice.
2014: *Understanding* of the ethical issues involved in the exercise of professional judgment in
architectural practice *and understanding the role of the NCARB Rules of Conduct and the AIA
Code of Ethics in defining professional conduct.*

- ETHICS are discussed in the second class with reference to the AIA CODE OF ETHICS
and professional conduct. Ethical dilemmas from Thomas Fisher's Ethics for Architects
are discussed at the end of about half of the classes throughout the semester. These
class discussions focus on not only the ethical issues, but also lead to discussion of the
business impacts of the dilemmas. Student evidence of these discussions are noted in
weekly class journal entries and the student class evaluation.
- Student ETHICS PAPER assignment and journal entries demonstrate student
understanding.
- Student class evaluation and final exam demonstrate student understanding.

C.9 **Community and Social Responsibility**: *Understanding* of the architect's responsibility to work in the
public interest, to respect historic resources, and to improve the quality of life for local and global
neighbors.
2014: *Individual SPC eliminated; principles expressed as Defining Perspectives*, I.1.4.

- Social responsibility is emphasized by a guest lecturer who talks about community-based
design, balancing professional life with personal life, and volunteering within the local and
global community. Student evidence is found in the class journal entries.

Note that the above is only a reference to a part of the ARCH 520 PROFESSIONAL PRACTICE class.
The emphasis is also on communication (with the client, users, consultants and contractors),
understanding architectural firm typologies and overall business management, marketing, and project
management with the focus on client and contractor relations and documents.

PROFESSIONAL PRACTICE

"Mediocrity is Expensive", J. Irwin Miller (paraphrased)

*"A great building must begin with the unmeasurable, **must go through measurable means when it is being designed** and in the end must be unmeasurable."* Louis Kahn

"Get the Project, Get the Project, Get the Project." H.H. Richardson

"Pursue the client, not the project." I.M. Pei

*" There is some **value in architecture, in terms of an economic return**. … It (Bilbao, Spain) has seen an economic transformation as a result of architectural investments."* Frank O. Gehry

"On budget, On schedule" Client

"Good Design is Good Business" Thomas J. Watson Jr., IBM (Architectural Record & Business Week)

Instructor

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Office Hours: AB 436, W 11:40-noon, or by appointment

Course Catalog Description

520 Professional Practice (3)
Explores the essential elements of architectural practice and related professions.
Addresses administrative role of the architect, basic principles of architectural practice, leadership, information management, legal responsibilities, ethics and professional judgment in architectural practice.
Prerequisite: graduate standing or permission of the program director.

Course Objective

The course will focus on design leadership, understanding how the business aspects of an architectural practice and the fiduciary responsibilities of the profession are important to successfully executing designs, from concept thorough completion. The course will examine three aspects of the professional practice including:

1. The Architect (Profession)
2. The Architectural Firm (Business / Practice)
3. Project Management

Ethical, legal and financial considerations will be discussed with each aspect.

This course focuses on what architects should know to protect and build their designs, from concept through completion.

The overall objective is to learn how to ***practice architecture professionally***.

NAAB (National Architectural Accreditation Board) Student Performance Criteria

This course is developed with respect to the 2014 Conditions of Accreditation by the NAAB, approved July 18, 2014, in effect beginning April 1, 2015.

Realm D: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.

- Discerning the valuable roles and key players in related disciplines.

- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

D.1   Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2   Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3   Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4   Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5   Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Each student must demonstrate "Understanding", defined as the capacity to classify, compare, summarize, explain, and/or interpret information.

Class Format | Attendance | Participation
Classroom: AB 403
Schedule: Wednesday 9:00 – 11:40am
- See schedule for dates and topics

The typical class will be formatted as follows:
- Instructor led presentations and discussion of practice topics
- Guest presentations (TBD), with questions and answers
- Discussion of legal responsibilities and ethic issues related to practice topic
- Review of current architectural practice news

Attendance is mandatory
- Participation is essential to the success of this course, so attendance is critical.
- Any unexcused class absence can lower your overall course grade by a third of a grade.
- If you are unable to attend, an excused absence will only be accepted with prior approval by the instructor (via e-mail), the Department of Architecture, or a written medical excuse.

Participation
- Student discussion of topic is encouraged.
- The student will assist with recommending readings appropriate for the topic.

Assignments | Journal | Readings
Assignments
- Assignments shall typically be one page, completed in a professional manner.
- Submit assignments electronically (unless noted otherwise), by noon on the day before class.
- Submit as a WORD or EXCEL document (uno)
- Late submittals will be deducted 50%.

Journal
- Provide a one-page summary of each class session.
- Summary shall include topic summary. Provide related legal and ethic issues (if applicable).
- Provide reference to readings.
- Submit electronically (PDF) by following TUESDAY at noon.
- Late submittals will be deducted 50%.
-

Readings
- REQUIRED readings to be completed prior to each class and referenced in the Journal entry
- RECOMMENDED readings are for your benefit of additional information and reference to the topics

Final Project
Final Project shall be a Request For Proposal submittal and a mock project interview by a team of students. Final submittal will be an electronic copy and a presentation.

Grading
The grading scale is based upon standard university curve.
A - 90%+, B - 80%+, C - 70%+, D - 60%+, F - 50%-

15%	Attendance
5%	Participation
30%	Assignments (typically 10 assignments)
30%	Journal (required for each class)
5%	Final Project
15%	Final Exam (75% on exam required to get an "A" for class)

Books

Required Text:
- The Architecture Student's Handbook of Professional Practice
  Michael Hricak, editor. John Wiley & Sons, New York, 2009.
- Professional Practice 101: Business Strategies and Case Studies in Architecture
  Andrew Pressman, FAIA. John Wiley & Sons, New York, 2006.

Reference | Readings:
- Ethics for Architects: 50 Dilemmas of Professional Practice
  Thomas Fisher. Princeton Architectural Press, New York, 2010.
- Success Strategies for Design Professional: Superpositioning for architectural & engineering firms
  Weld Coxe (et.al.), Kreiger Publishing Co., Malabar, FL, 1987.
- In the Scheme of Things: Alternative Thinking on the Practice of Architecture
  Thomas Fisher. University of Minnesota Press, Minneapolis, 2000.
- The Design Excellence Program Guide: Building a Legacy
  U.S. General Service Administration, Washington DC, 2000.
- Getting to YES: Negotiating Agreement Without Giving In
  Roger Fisher, William Ury & Bruce Patton, Houghton Mifflin Co., Boston, 1991.
- Professional Practice: A Guide to Turning Designs into Buildings
  Paul Segal, FAIA. W.H. Norton & Co., 2006.
- Law for Architects: What You Need to Know
  Robert F. Herrmann, W.W. Norton, NY/London, 2012.
- The Business of Design: Balancing Creativity and Profitability
  Keith Granet

Special Needs

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

SCHEDULE

CLASS	DATE	TOPIC
1	7 JAN	**INTRODUCTION** **The Profession** Architecture is a DESIGN SERVICE BUSINESS Columbus Indiana: Creating a Better Community *Assignment #1:* Resume, 10 questions, Personality
2	14 JAN	The Architect: **Communications** Communications | Professional Resume Guest speaker: Carol Risting, Human Resource consultant *Assignment #2:* provide revised Resume
3	21 JAN	The Architect: **Fiduciary Responsibility** Legal | Ethics | Industry Standards *Assignment #3:* ethic paper
4	28 JAN	The Architectural Firm: **Firm Types - Success Strategies** the super positioning matrix Business | Practice – Design | Service | Delivery *Assignment #4:* evaluate an architectural firm
5	4 FEB	The Architectural Firm: **Firm Profiles** Student presentations of architectural firms (assignment #4) Guest speaker: TBD (Indy architectural firm leader)
6	11 FEB	The Architectural Firm: **Running a business** Financial Management | Billable Hours | Personnel *Assignment #5: create a firm financial statement*
7	18 FEB	The Architectural Firm: **Getting the Project** Marketing | RFP | RFQ | Interviews *Assignment #6: marketing letter of project interest* *with a firm profile and design approach for your studio project*
8	25 FEB	Project Management: **Client Expectations** The Project Team Scope | Quality | Cost Scope of Project | Scope of Services | Schedule | Compensation *Assignment #7: proposal letter for architectural services for your studio project*
	1 – 8 MARCH	SPRING BREAK
9	11 MARCH	Project Management: **Contractor Communications** Project Manual: Construction Documents Bidding | Construction Administration VE | ASI | RFI | Design Directives | Change Orders *Assignment #8: Revised Service Agreement with lump sum and Invoice*
10	18 MARCH	Project Management: **Owner – Architect – Contractor Relationships** Project Delivery Methods AIA Contracts Presentation: Bilbao case study
11	25 MARCH	Project Management: **Project Manager & Financial considerations** Project financing | Construction Costs | Total Project Costs *Assignment #9: letter to client to recommend project delivery method*
12	1 APRIL	The Architect: **Community, Social & Environmental Regulations & Responsibility** Community Involvement Community Regulations | Zoning | Building Codes Sustainable Design – LEED Guest Speaker: TBD (AIA - Community Involvement) *Assignment #10: Project & Construction Costs Comparison*

13	8 APRIL	**GOOD DESIGN is GOOD BUSINESS**
		Architect as Developer
		Design Excellence recognition
		Guest Speaker: TBD

| 14 | 15 APRIL | **Final Project** Presentations |
| | | Student Team presentations (mock project interview) |

| 15 | 22 APRIL | Summary | Review |

| | 30 APRIL | **FINAL EXAM** |

The above topics and assignments are subject to change or rescheduling.

ARCH 555 – Immersive Away Experience

Ball State University | Fall 2015 | Overbey | Course Syllabus

_____

CRN#:	11929 ARCH 555
Credits:	Credit / No Credit; 0 Credit Hours
2015 - 2016 BSU Catalog: Description:	Immersive away experience outside of the College of Architecture and Planning consisting of a 14-week professional internship or approved alternative. Offered credit / no credit only. Prerequisite: graduate standing or permission of the program director.
Location / Time:	Not applicable; student internship with an asynchronous online course module.
Instructor:	Daniel J. Overbey, AIA, NCARB, LEED AP BD+C, O+M BSU email: djoverbey@bsu.edu Phone: 755-376-4616
Office Hours:	Meetings (in person, online, via phone, etc.) by appointment. Please request by email or phone.
Course URL:	Via Ball State Blackboard Learn
NAAB Criteria:	*Student Performance Criteria in accordance with the 2014 Conditions for Accreditation.*

D.1.   **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2.   **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3.   **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4.   **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5.   **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Student-generated materials will be retained use during the next NAAB accreditation visit. This statement is in keeping with current College and Department policies regarding materials produced for courses. More information regarding NAAB Conditions of Accreditation and the Student Performance Criteria can be found on the NAAB website: www.naab.org

Course Policies: Course Management Policies:

Timely submission of all course assignments is expected. No work will be accepted after 5:00 PM ET on the university's scheduled last day of class, unless by written, pre-arranged agreement. Missed assignments may be made up or excused only upon receipt of valid medical or university-event documentation. Requests for extra-credit work to compensate for missing or poorly-done assignments or quizzes will not be considered.

Group discussion of course assignments is acceptable and is encouraged. Such discussion, which can be very educational, has its limits, however. Any work (as opposed to concepts) submitted for grading must be the individual intellectual product of the student(s) who submits the work—reflecting a personal exercise of judgment regarding accuracy, quality, and completeness. Copying another's work or portion of work for submission as your own is grounds for a failing grade and the basis for potential referral to academic honesty grievance procedures.

In fairness to other students in the course, in order to effectively schedule evaluations, and as a means of fostering a professional attitude toward planning and completing work, due dates for all assignments will be rigidly enforced. Failure to complete all of the assignments of this course may result in a "FAIL" grade standing and NO course credit.

If unforeseen and/or uncontrollable circumstances during the semester make it impossible for you to fully participate in course activities as scheduled, such a situation must be brought to the instructor's attention immediately—delayed requests for compassionate consideration will not be accepted. Any request for deviation from published and/or assigned course requirements due to a situation beyond your control (extended illness or similar) must be made in a timely manner and be agreed to in writing.

Documented Disabilities:

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Student Responsibilities Regarding Electronic Work Submittals:
Course materials will be exchanged electronically (via the course web-based interface). It is your responsibility to maintain and regularly check your assigned Ball State e-mail account and the course web-based interface for course announcements and returned assignments. Messages that "bounce" due to overcapacity accounts will not be resent. Student work and feedback on assignments will be exchanged via the course web-based interface.

Grading Commentary:
This is a "Pass/Fail" course with credit for passing contingent on students submitting all six (6) assignments before the conclusion of the semester. Please note that being on an internship does not constitute a passing credit for ARCH 555.

Honesty and Ethics:
Architecture is a licensed profession. Entry into, and continued participation within, the profession of architecture is predicated upon honesty and the exercise of ethical behavior. This course is a good place to practice these attributes. Day-to-day operations assume that all participants are behaving ethically, which should make the learning environment more relaxed and enjoyable for all. Do NOT violate this trust. You are adults, and will be treated as such.

Copyright & Fair Use:
The University expects all members of the University community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, please consult Ball State University's Guidelines for Copyright Compliance, available through the University Libraries.

Course Overview: ARCH 555

ARCH 555 will leverage the student internship experience to focus on how design leadership, understanding the business aspects of an architectural practice, and the fiduciary responsibilities of the profession are important to successfully executing designs, from concept through completion. The course designed to complement, and will build off of course content from, *ARCH 520 Professional Practice*.

Graduates from NAAB-accredited programs must *understand* business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

In order to pass this course, a total of six (6) artifacts will be produced.

Artifact #1: Two-minute video essay.
Each ARCH 555 student will (via Vimeo) create a two-minute video that showcases his/her work experience. Students should describe their firm, their experiences getting the position, and various day-to-day activities that demonstrate what they are doing. Students should share (or develop) the video with their firm and post it privately online with the understanding that the video could potentially be made public and/or reviewed by non-Ball State personnel for accreditation purposes.

Artifacts #2-6:
The ARCH 555 instructor will provide multiple prompts in each of the 5 NAAB categories under *Realm D: Professional Practice*:

>   D.1 Stakeholder Roles in Architecture
>   D.2 Project Management
>   D.3 Business Practice
>   D.4 Legal Responsibilities
>   D.5 Professional Conduct

These "prompts" (e.g., What am I billed out at? What is the total compensation you provide each employee? Did you ever experience an ethical conundrum in your professional practice?) will be used by each ARCH 555 students to initiate five separate conversation with a mentor/professional/manager in the firm. Each of the five conversations will focus on a respective *Realm D* category. The goal is for the architect mentor to share an experience they have had over the course of their professional careers that is germane to the prompt/NAAB criteria. The objective is to engage the in-firm mentor to share his/her knowledge/professional experiences and resources.

Please note that the **in-firm mentor** for ARCH 555 may not necessarily be same person as your **IDP mentor**. NCARB suggests that you should choose an IDP mentor outside of your office so that you can gain insight and perspective independent of your daily work experience.

Each ARCH 555 student will write a summary for each of the five stories/conversations. The summaries will be 250 - 500 words and should include one visual image that can supplement the story/quotations (as this will establish a graphic component that may enhance the sharing of stories). These summaries will be shared with the rest of the ARCH 555 students in Blackboard.

ARCH 555 students should respond to no less than five summaries from classmates.

The summaries do not have a due date and may be submitted at the discretion of each student. However, it is encouraged that one essay is provide every two to three weeks. Electronic submission of the five summaries will be required. Be prepared to produce a *portable document format* (PDF) files for the summaries—other file types will NOT be accepted. Submissions must consist of a single file; multiple files or "parts" for a given assignment will not be accepted. Verify that files are complete and readable (they must have a valid file extension) before submitting. The summaries must be submitted via posting to Blackboard in the designated Discussion Forum. It is each student's responsibility to send assignment files in a usable format to the correct locations.

Course Objectives

At the end of *Immersive Away Experience* (ARCH 555), students are expected to demonstrate understanding of the NAAB Student Performance Criteria defined in *Realm D: Professional Practice* as defined in the 2014 Conditions for Accreditation.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

University Final Letter Grade Descriptions:

This course is worth zero (0) credit hours. As such, it will be evaluated pass/fail.

P   **Pass:** Represents satisfactory completion of all assigned work. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take "satisfaction" in the resolution of the exercise and/or course.

F   **Fail:** Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.

I   **Incomplete:** An "incomplete" on a **project** can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a prolonged visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor's attention in advance of the class time that may be missed. In addition, **documentation for excused absences must be provided no later than the following week,** otherwise the time missed will be counted as unexcused and an *incomplete* status will not be given. All incomplete work is subject to late penalties as per the instructor's policy.

An "incomplete" in a course is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

--- END OF SYLLABUS ---

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. *More Help*

Search

Create Forum

Delete

	Forum	Description	Total Posts	Unread Posts	Total Participant
☐	D.1 STAKEHOLDER ROLES IN ARCHITECTURE	D.1 STAKEHOLDER ROLES IN ARCHITECTURE	75	66	16
☐	D.2 PROJECT MANAGEMENT	D.2 PROJECT MANAGEMENT	40	40	14
☐	D.3 BUSINESS PRACTICES	D.3 BUSINESS PRACTICES	29	24	11
☐	D.4 LEGAL RESPONSIBILITIES	D.4 LEGAL RESPONSIBILITIES	13	13	7
☐	D.5 PROFESSIONAL CONDUCT	D.5 PROFESSIONAL CONDUCT	11	11	5
☐	TWO-MINUTE VIDEO ESSAY	TWO-MINUTE VIDEO ESSAY	1	0	1

▼ 2015FAL_ARCH555S1C_
CLAS_11929_OF (ARCH
555 - FALL 2015)

Home
Course Info
Discussion Forums
Resources
ARCH 555 - Form 1
Student Services ☑
Technology HelpDesk ☑
Email ☑
My Grades ☑
Tools ☑
Copy course/reuse content
instructions ☑

COURSE MANAGEMENT

▼ **Control Panel**
▲ Content Collection   ↑
▲ Course Tools
▲ Evaluation
▲ Grade Center   ↑
▲ Users and Groups
▲ Customization   ↑
▲ Packages and Utilities   ↑
▲ Help

Arch 251: Introduction to Social and Environmental Justice

Fall semester, 2015

Section 1 - Wes Janz **AB 425** Tuesday / Thursday 12:30pm – 1:45pm
Section 2 - Karen Keddy **AB 425** Tuesday / Thursday 3:30pm – 4:45pm

Faculty:	**Email:**	**Office hours:** please contact professor
Module 1 - Wes Janz	wjanz@bsu.edu	AB430
Module 2 - Karen Keddy	drkeddy@gmail.com	AB434
Module 3 - Olon Dotson	odotson@bsu.edu	AB428
Module 4 - Pamela Harwood	pharwood@bsu.edu	AB402C

Teaching Assistants: Jordon Stocklin, Lynne Usdowski, Lorenzo Giple, Olusayo Akinrinsola (Sayo)
Blackboard: Course Information (Syllabus) / Course Documents (Weekly readings) / Assignments

Introduction:

This survey course introduces students to the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. Social and environmental justice is a way of thinking, a worldview, a set of beliefs about issues of equity as it relates to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and responsive to issues of marginalization, stigma, dignity, and discrimination. It can also be considered as an umbrella term that is inclusive of the following characteristics of diverse individuals - gender, race, class, age, national origin, religion, sexual orientation, physical or mental ability, ancestry, and citizenship as they relate to design at all scales.

The proposed platform of social and environmental justice links three arguments about the living conditions endured by the great majority of the planet's inhabitants:

1) That all people have the right to realize their potential in the society where they live.

2) That each of us is responsible for preserving life because we believe in the right of each individual life form to thrive.

3) Environmental benefits and burdens should be distributed equitably. Implicit in these explanations is the acknowledgement that injustices occur both in the lives of the citizenry and the built environment, are endemic and structural, and often reside outside the empathetic understandings of the most privileged people in a society.

This course explores ways of seeing complex person-environment relationships and also teaches students how to conduct different types of social-spatial analysis of physical settings. Particular emphasis is placed on different methods of exploring and analyzing people's experience of the built environment in lieu of cultural

1

and social factors. This course also serves as an introduction to evidence-based design, research methods, social sustainability, disabilities and universal design.

Learning Objectives:

This survey course introduces the essential role that architecture plays in promoting socially and environmentally just communities acknowledging the values of human rights, social equity and the dignity of every human being. The learning objectives of this course are:

Objective 1: Students develop a vocabulary for engaging issues and discussing the built environment in terms of social and environmental justice. Students learn how to conduct socio-spatial analysis from a social and environmental justice perspective in conjunction with relevant theories and conceptualizations in the field.

Objective 2: Students develop an ability to see how multiple worldviews as well as different social, economic, political, and cultural positions enable people to interpret the built environment differently. Students will understand how the built environment shapes and is shaped by individuals and groups, affecting the integrated system of socially acquired values, beliefs and rules of conduct which have implications for the design of the built environment.

Objective 3: Students learn how to apply social and environmental justice and create new models of social change. Students comprehend the integration of social and environmental justice issues in design of the built environment. Students will learn historical as well as contemporary approaches to design from a social and environmental justice perspective.

Objective 4: Students comprehend the value of a multi-disciplinary approach to social and environmental justice as it relates to the design of the built environment in providing for the health, safety and welfare of all human beings.

Objective 5: Students develop the capacity to understand the critical linkage between social and environmental justice and our global imperative with respect to climate change, responsible and equitable use of natural resources, sustainability, inclusiveness, and quality-of-life issues for the citizens of the world.

Objective 6: Students develop the realization that provisions such as the barrier-free and universal design, and Americans with Disabilities Act stem from Civil Rights legislation and are ground in principles of social and environmental justice.

Objective 7: Students are exposed to a range of built works by architects and designers as well as architectural firms and new practices that foreground problems and solutions for social and environmental justice issues in architecture.

Teaching Methods:

This course employs numerous teaching methods. Students will work individually as well as in pairs and in groups. The course material is disseminated through lectures and PowerPoint presentations, case studies, group discussion, films and documentaries, guest speaker and reviewers, research, the review and analysis of relevant readings, in-class exercises, and assignments.

Course Policies:

Evaluation: Module 1:   Wes Janz   25%
                   Module 2:   Karen Keddy   25%
                   Module 3:   Olon Dotson   25%
                   Module 4:   Pam Harwood   25%

Architecture Department Grading Scale:

A	92.50% and above	C	72.50% to 77.49%
A-	90.00% to 92.49%	C-	70.00% to 72.49%
B+	87.50% to 89.99%	D+	67.50% to 69.99%
B	82.50% to 87.49%	D	62.50% to 67.49%
B-	80.00% to 82.49%	D-	60.00% to 62.49%
C+	77.50% to 79.99%	F	59.99% and below

Attendance: Attendance in this class is mandatory. Attendance is taken each class and a percentage of your grade is for attendance. Students are required to inform the Professor when he/she must miss a class due to unforeseen medical circumstances or a family situation. No points will be deducted for valid absences. If it is not possible to inform the Professor *before* the class, the student is required to inform the Professor within 24 hours via email. It is not sufficient to ask a classmate to inform the professor of your absence. If you must arrive late or leave early – inform the professor. Points given for attendance can make a difference in your final grade.

Note: Students are expected to be seated in class by the beginning of the class time. The occasional late arrival is acceptable but frequent late arrivals will impact negatively on your final attendance grade.

Participation: Engaged discussion and active learning are essential components to this course. It is important to take part in discussions, lead reading talks, share ideas with your team, and all of this means that you are participating in class and engaged. Text messaging is not permitted and you are expected to put your phone away during class. Working on projects from another class is also not permitted.

Late Assignments: Late papers, class exercises, or projects will be accepted only with an acceptable and documented medical, personal, and emergency reason. Anything received within the week that it is due will receive 50% credit, but anything turned in after the project is returned will receive 0 credit.

Plagiarism: Any submissions found to be plagiarized will receive an automatic zero (0). Please refer to the University policy on this. Be aware that anything taken from the Internet also falls under the purview of this policy.

The Writing Center (RB 295): One key to improving your writing is getting feedback and revision suggestions on your text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (online or face-to-face) to all students. They work with students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. Students can make an appointment by going to www.bsu.edu/writingcenter, stopping by Robert Bell 295, or by calling 765-285-8370

Disability Statement: If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Course Readings: Readings for this class will be made available online on Blackboard, in the Architecture Library Reserve, or handed out in class. Supportive materials will be periodically distributed to assist with discussion, research, and preparation of reflection papers and/or presentations.

COURSE SCHEDULE / ASSIGNMENTS / DUE DATES

MODULE 1: Wes Janz

Week 1: Introduction to Social and Environmental Justice in architecture
Tuesday Aug.25 + Thursday Aug.27

    Introduction to Social and Environmental Justice
    The undergraduate minor and graduate certificate in SEJ

Week 2: Defining Social and Environmental Justice in Architecture
Tuesday Sept.1 + Thursday Sept.3

    Justice / Injustice
    Civility / Civic life / Civic death

Week 3: Defining Social and Environmental Justice in Architecture
Tuesday Sept.8 + Thursday Sept.10

    Environmental systems / Environmental Justice
    Sympathy / Empathy / Solidarity

Week 4: Defining Social and Environmental Justice in Architecture
Tuesday Sept.15 + Thursday Sept.17

    Fragmentation / Solidarity
    The movie "Blue Vinyl"

MODULE 2: Karen Keddy

Week 5: Safety and Security: Socio-spatial analysis and the audit as a research tool
Tuesday Sept.22 + Thursday Sept.24

Lecture and discussion: Seven environmental factors that enhance or hinder safety and security in public spaces / and numerous examples of building design that contributes to an unsafe environment / safety and issues of stigma in public transportation / Introduction of required readings and assignment 1: safety and security

Lecture and discussion: Crime Prevention Through Environmental Design (CPTED) / Safety in the workplace. Documentary re Triangle Factory Fire – comparison with One World Trade Center. Instructions for doing interviews.

Week 6: Safety and Security: Successful Application and Case Studies
Tuesday Sept.29 + Thursday Oct.1

Lecture and discussion re application: Designing for school shootings - Sandy Hook Elementary School re-design (Newton) / Ira Keller Park (Portland) / Bryant Park (NYC) / Millennium Park (Chicago) / Metro Station (Montreal) / Rupert Station (Vancouver) / Milwaukee Intermodal Station.

Assignment 1 – Safety and Security Assignment DUE / Student presentations – safety audit / 8 panels re environmental features / recommendations, interview responses and reflections

Week 7: Field Trip Week (no classes)
Tuesday Oct.6 + Thursday Oct.8

Week 8: Fall Break / Universal Design and Civil Rights – Historical Overview
Thursday Oct.15

Lecture re Disability, Stigma, Image, Civil rights / Introduce Assignment 2: Universal Design Interventions

Week 9: Designing for Disabilities: Successful Applications and Precedents
Tuesday Oct.20

Assignment 2 – Universal Design Assignment DUE / Student presentations.

MODULE 3: Olon Dotson

Week 9: Social and Environmental Justice
Thursday Oct.22

Social & Environmental Justice - a conversation

Week 10: Social and Environmental Justice
Tuesday Oct.27 + Thursday Oct.29

The Cow, The Lantern, & the White City

Week 11: The Social Construction of Race and Class
Tuesday Nov.3 + Thursday Nov.5

The Social Construction of Race & Class / Design Implications
Sprawl and the Basis of Sprawl -
      The Geography of Nowhere
      A Field Guide to Sprawl
      Sprawlanta Short Documentary

Week 12: Fourth World Theory
Tuesday Nov.10 + Thursday Nov.12

Introduction to the Fourth World
Fourth World Theory -. The evolution of Chris Hedges • Fourth World Nation •
Rays of Hope in the Arsenal of Democracy

MODULE 4: Pamela Harwood

Week 13: The Role of the Architect
Tuesday Nov.17 + Thursday Nov.19

> Trace briefly the evolution of the professional in the history and theory of architecture
> Discuss the beginning of the AIA Code of Ethics
> Reading*, Needed A Conversation About Ethics*

Week 14: Social Responsibility
Tuesday Nov.24

> Reading, *Can Architects be Socially Responsible*
> Discuss the ethical dilemma of Pruitt Igoe

Week 15: Cultural Responsiveness
Tuesday Dec.1 + Thursday Dec.3

> Reading, *Architects Behaving Badly*
> Reading, *Seven Fallacies in Architectural Design*
> Discuss the role of the Citizen Architect and bring this back to bear on the local context

Week 16: Making a Difference in "Muncie as Middletown"
Tuesday Dec.8 + Thursday Dec.10

> *Changing Gears* Documentary
> Reading, *Small, Gritty, Green*
> Manifesto project: This I Believe

Post #:_____ Cert. Date: _____

BALL STATE UNIVERSITY
New Program Form

✔ Yes, a complete assessment plan has been attached for this new program.

Department Committee _W.T. Guinn_	Date _2/17/2015_
Department Chairperson _Matt Stamps_	Date _2.17.15_
College Committee_____	Date_____
College Dean_____	Date_____
PEC Chairperson_____	Date_____
UEC/GEC Chairperson_____	Date_____
Provost_____	Date_____
President_____	Date_____

Implementation effective with next new Fall Semester catalog.

Program Title: Certificate in Social and Environmental Justice
(All programs must have a completed Program Check Sheet)

Total hours required under new program ___12___

Undergraduate Majors only—total hours to graduate _____ Calculate breakdown below.

Major _____ + UCC _____ - duplicate UCC hours _____ + other required hours _____ = _____
(Foundation, Tier 1, and Tier 2 only)

Please provide the following information for each course in the proposed program:
PREFIX   NO   SHORT TITLE   CR HRS

See Attachment

Rev.1/2014 (White)

Graduate Certificate Needs Assessment Form

Who is the advisor/contact person?

Contact: Walter Grondzik, Interim Director MArch Programs

What is the class rotation schedule?

Rotation: Arch 507 has been offered under a different course number for several years (at least once per academic year); Arch 508 has also been offered previously under a different course number and on the same rotation as Arch 507; Arch 641 is an established course and has been offered once a year on a regular basis; Arch 509, 510, and 511 are new courses that will be offered once a year or on an as-needed basis; the elective courses are diverse and are offered across the academic year

What is the location of the program; on-campus, off-campus, blended?

Location: On-campus (some electives may be online)

What are the admission requirements for this program?

Admit requirements: minimum requirements as per admission to the Graduate School and permission of the director

Are there certain masters programs that this certificate would be a natural "fit" for students to pursue?

Fit: MArch, MS in Architecture, Landscape Architecture, Urban Planning, Urban Design

What enrollment can your program handle with current resources?

Enrollment: 10 per year

Goals/objective of program: In other words, what should the final outcome for the student be? What can students do with this degree? (For example, "after completing this program student should be prepared for careers in XYZ" or "this certificate will prepare students to take the XYZ certification exam for their profession.")

Goals: To provide students with an appreciation of social and environmental justice and the role that design can play in bringing such justice to a diverse range of constituents. A holder of this certificate will feel more comfortable engaging issues that are critical to society and will be able to offer credentials to prospective employers/clients.

What is distinctive about your program? In other words, why would someone want to get this degree/certificate from Ball State rather than another institution? Additional success factors (i.e., national leadership in the field and/or association support/approval)

Distinctive: Few design programs in the Unites States formally address social and environmental justice issues as a part of the curriculum. Research into such programs found fewer than a dozen; several of which were no longer active due to reliance on a single faculty member. This certificate will compliment a long-standing focus on social and environmental justice in the department.

Who are the target audiences for your program? (i.e., previous majors, current careers, GPA, geographic locations)

Audiences: The primary audience is MArch students, a secondary audience is Landscape Architecture and Urban Planning students; a tertiary audience is other interested graduate students and professionals in practice.

What is the need in your field or discipline for this program?

Need: Numerous social and political realities suggest a serious need for architects (and others) who appreciate the ability of design to change lives for the better through awareness of social and environmental justice concerns.

Who are your competitors? In other words, if students didn't enroll in your program, where do/could they typically go instead? What schools do you win students from?

Competition: As noted above, there are few competitors offering similar focus areas.

What programs do you aspire to be like?

Aspire: The Rural Studio; efforts of individuals at Detroit Mercy, Tulane.

If this is a current program, what is this year's enrollment? N/A (not a current program)

- On-campus
- Off-campus

N/A (not a current program)

What suggested promotional efforts have you already thought about that might be a good way to reach your prospective students? (i.e., associations, conferences, newsletters/magazines, peer/social networks, listserves, etc....)

Promotion: Flyers, web site announcements, listserves, colleague networks.

What kind of promotional or recruitment efforts are you doing now or are planning for this program?

Planning: Efforts as described directly above.

Please provide an itemized budget for suggested recruiting efforts. *(Optional)*

Budget: to be incorporated in proposal for MArch recruiting funding.

BALL STATE UNIVERSITY
New or Revised Program Check Sheet

1. **New** or **Revised** Program Title: Certificate in Social and Environmental Justice
    Academic Unit: _____

2. ✓ New Program   ___Revised Program   ___Drop Only

3. **Please provide a brief description of New or Revised Program.**

Social and environmental justice is a way of thinking, a world view, a set of beliefs about issues of equity as they relate to the design of the built environment. It is an approach to socio-spatial analysis and design that is inclusive and is responsive to issues or marginalization, stigma, dignity, and discrimination.

4. **Please provide a brief rationale, for the change, or, if new program, target student population and special skills/abilities this program will provide, as well as expected enrollment (attach a full rationale on a separate sheet):**

The proposed platform of social and environmental justice links two arguments about the living conditions endured by the great majority of the planet's inhabitants: 1) that all people have the right to realize their potential in the society where they live and 2) that each of us is responsible for preserving life because we believe in the right of each individual life because we believe in the right of each individual life to thrive.

5. **Please check the appropriate mode of delivery:**
    ___On-campus only   ___On-line only   ✓ On-campus, on-line hybrid
    ___On-site only   ___other (specify):_____

6. **Undergraduate Program Type (check one):**
    ___teaching major   ___license area   ___certificate
    ___major   ___option within existing major/minor (specify):
    ___minor
    _____

    Graduate Program Type (check one):
    ___graduate major   ___(teaching)
    ___graduate minor   ___(departmental)
    ✓ certificate   ___standard or ___professional

    Degree Type (check one):
    ___BA/BS   ___BA only   ___BS only   ___AA   ___AS
    ___DA   ___MA   ___MAE   ___MS
    ___EdD/EdS   ___PhD   ___other (specify):_____

If drop only, stop here

7. Are the admission/retention/graduation requirements, if any, above and/or beyond those of the university? (For example, any requirements above a 2.0 or 120 hours to graduate.)

    No___none above and/or beyond standard university requirements.
    Yes___(If yes, attach a full rational on a separate sheet)

8. Please provide the following information for **all required courses** in the proposed program (include new course/course revision forms where appropriate) where appropriate use N/A or none for courses with no prerequisite:

Pref/number	Prerequisites/Parallels	Other enrollment requirements	New (N), Rev. (R), or Estab (E)?
Example AAAA 199	BBBB 100; perm of chair	Open only to majors; Not open to students who have credit in CCCC 150.	R
Required. Select one:			
ARCH 507 or	4th World	Not open to students who have credit in ARCH 407. Graduate standing or permission of program director.	N
ARCH 508 or	Architects of Hope	Not open to students who have credit in ARCH 408. Graduate standing or permission of program director.	N
ARCH 641	Citizenship, Worldviews, and Public Sphere	Graduate standing or permission of program director.	R
Required: ARCH 509	Readings in Social and Environmental Justice	Graduate standing or permission of program director. Parallel: ARCH 510 & ARCH 511	N
ARCH 510	Field Study in Social and Environmental Justice	Graduate standing or permission of program director. Parallel: ARCH 509 & ARCH 511	N
ARCH 511	Documentation in Social and Environmental Justice	Graduate standing or permission of program director. Parallel: ARCH 509 & ARCH 510	N

9. Please provide the following information for **all directed elective courses** in the proposed program (include new course/course revision forms where appropriate) where appropriate use N/A or none for courses with no prerequisite:

Pref/number	Prerequisites/Parallels	Other enrollment requirements	New (N), Rev. (R), or Estab (E)?
	PLEASE SEE ATTACHED LISTING OF DEPARTMENTAL APPROVED ELECTIVES.		
XXXX XXX	Departmental approved elective.		E
XXXX XXX	Departmental approved elective.		E

10. Describe the impact of proposed changes on currently enrolled students (if any) and plans to insure timely graduation.

    Enriches current pool of electives. Provides greater exposure to courses outside the College of Architecture and Planning Students are required to take 4 (3.0) electives iu the M.Arch program which may be fulfilled by completing the certificate.

11. If the program includes more than two University Core Curriculum courses in the major, please list all required UCC courses.

    N/A

12. What additional resources, if any (faculty, equipment, etc.) are required for this program?

    None

13. What impact will the proposed program have on other departments/programs?

    Opportunity for greater multi-disciplinarity.

14. **Eight Semester Student Schedule required for undergraduate programs only.** To demonstrate how a student will be able to complete the proposed program in eight semesters, please complete a sample eight semester schedule (with no overloads or summers) on the last page of this document.

Rev. 7/2013 (White)

	ELECTIVE OPTIONS		offered	online	
CAT	College of Applied Technology				
fcfc	680 Family Problems	Survey of the major problems experienced by families. Emphasizes whole-family functioning rather than individual functioning. Preventive measures, treatment approaches, and appropriate agencies and services are identified			
fcid	520 Inclusive Design	Focuses on design solutions for all users of the interior space with emphasis on the functional, cultural, and agronomical needs. Discusses alternative approaches to design process, materials, and user centric products. Concepts and principles of universal and global design and governmental regulations are covered.			
fcpm	615 Senior Housing Options	Examination of the challenges and solutions in housing older adults from independent living through dependent custodial care.Investigation and evaluation of senior housing options through research projects and field experiences. Exposure to senior housing from a global perspective.			
gero	535 Aging in Communities	Focus on community aging as it applies to all the dimensions of life: biological, physiological, sociological, psychological, political, occupational, economical, educational, familial, and societal.	fall	x	
gero	540 Women and Aging	Typical lifespan occurrences that largely impact women such as elder caregiving, familial systems maintenance, widowhood, health changes, and economic issues will be explored. Historical and theoretical perspectives; introduction to health, psychological and living issues; introduction to racial and ethnic diversity; and social relationships will also be covered.	summer		
gero	610 Public Policy and Aging	Emphasis on the governmental infrastructure that facilitates the development and implementation of policy that impacts aging Americans and the public and private response to policy initiatives.	spring		
CAP	College of Architecture + Planning				
arch	407/507 - Fourth World Theory seminar (3cr) May take as elective credit if not taken to fulfill required course credit.	Fourth World Theory examines the physical, political, socio-economical and institutional abandonment of the American Inner-city and investigates the causes which have led to the massive disinvestment. This course attempts to develop a sense of empathy for the citizens who choose or are forced to remain in these often severely distressed environments. Fourth World Theory employs critical inquiry that may better qualify us to be engaged in improving the conditions of our inner-cities and of the United States as a whole.			
arch	408/508- architects of hope (3 cr) May take as elective credit if not taken to fulfill required course credit.	A growing subset of architects situates their talents and passions in the lives of persons occupying exploding equatorial megacities and shrinking inner cities in the Rust Belt. Students will consider a range of issues engaged by the persons who remain in these places. Seminar participants will study as well as interview architects and designers whose practices are centered on those people generally considered to be ot-risk or in-need. In response to this investigation, each student will formally define and articulate o more meaningful career trajectory.			
arch	641 Citizenship, World Views, and the Public Sphere (3 cr) May take as elective credit if not taken to fulfill required course credit.	This graduate course addresses ethical, social, cultural, political forces, as well as worldviews that frame the discourse of citizenship and the public sphere as it relates to issues of social justice in the design of the built environment. This course explores theoretical frameworks in order to understand architecture as a social and cultural construct. The pedagogical objective of this course is to encourage analysis, synthesis, and critical thinking.			
la	525 Historic Landscape Preservation	Theory, concepts, methods, and case studies in historic design and cultural landscape preservation.	once a year		

la	530 Philosophy of Landscape Architecture	Seminars and independent study of the background and development of prevailing philosophies of landscape architecture and independent study of the background and development of prevailing philosophies of landscape architecture.	2 years ago		
plan	521 Urban Land-Use Planning	Public programs and private activities relating to the provision of affordable housing for all income levels. Topics include housing supply and demand, housing finance, the role of government subsidies, and coordinated policy for community development.	fall		
plan	531 Urban Transportation Planning	Transportation planning methods and policy, including analysis of travel demand, links between land use and transportation, choice of transportation modes, and design of balanced transportation systems.	once a year		
plan	533 Urban Environmental Planning	Introduction to urban planning considerations for control and reduction of air, water, and land degradation, including waste management, noise pollution, and other side effects of urban development.	twice a year		
plan	577 History of Urban Form	An examination of the historical transformation of the urban form and its elements. Focuses on the physical organization of the city in relation to social, economic, political, and cultural forces that have shaped it. Special attention will also be paid to non-Western urban forms and histories	once a year		
plan	604 Advanced Planning Issues, Theory, and Practice	Advanced seminar to explore the application of planning theory to planning practice and management. Issues of planning ethics, roles, styles, and strategies, including citizen participation, for effective plan making and implementation.	once a year		
plan	613 Social Justice and Qualitative Methods	This is a theory and methods class that focuses on the study of social cultural issues pertaining to urbanism and planning from a qualitative standpoint. Theoretically, it exposes the students to urban social theory and cultural studies, particularly how class, race, gender, and other socio-cultural divisions affect urban development. It will focus on social justice and inclusive planning that acknowledges diversity. Methodologically it exposes the students to qualitative methods, especially ethnography, participant observation, and interviewing and the ways to plan with communities.			
plan	626 Human Settlements	Analytical and comparative history of urban form by way of its human, economic, and cultural influences. Elementary and essential principles of urban design.	once a year		
plan	627 Ecology of Planning	Overview of principles of ecology essential to sustainable growth, habitat for human and nonhuman life, and the qualitative assessment of development impacts. Fundamental principles of environmental analysis and management in the formulation, implementation, and evaluation of plans.	once a year		
ud	640 History of Urban Form	An examination of the historical transformation of the urban form and its elements. Focuses on the physical organization of the city in relation to social, economic, political, and cultural forces that have shaped it. Special attention will also be paid to non-Western urban forms and histories			
BUSINESS	College of Business				
econ	585 Urban Economics (econ 201,202 req)	The systematic economic structure of the city and its component parts. The ways in which the economic structures of cities and regions obstruct or facilitate the attainment of the goals of the communities			

S+H	College of Sciences and Humanities				
anth	501 History of Method and Theory in Anthropology	Surveys the major ideas and issues of anthropology over time. Includes methods and theories from archaeology, biological anthropology, linguistics, and cultural anthropology.	once a year		
anth	512 Ecological Dimensions of Culture	Explores the system of relationships between any human population and its environment, focusing on cultural behavior. Uses studies from ancient to modern times and models and theories from ecology and anthropology; considers both applied and theoretical perspectives	once a year		
anth	537 Contemporary Problems of the Native Americans	Detailed study of current issues facing Native Americans. Particular issues facing tribes in specific regions and general issues of a pan-Native American nature will be covered.	once a year		
anth	541 Anthropology and Women	Development of the female phenotype; variation in the roles assigned in cultures of different levels of complexity, from gatherer-hunters to industrial societies—both Western and non-Western—and the contributions of women anthropologists to understanding this variation.	once a year or at least once every two years		
anth	542 American Culture	Examines how the values, beliefs, and norms of American culture are integrated into and symbolized in various media. Explores how Americans experience and resolve cultural tensions between individualism and community, equality and hierarchy, competition and cooperation	once a year		
sci	692 Topics in the History and Nature of Science	Examination of the historical development of science from a wide variety of perspectives. Roles of scientists, society, culture, and gender in the creation and validation of scientificknowledge. Implications of the Nature of Science for science teaching and learning.			
eng	655 Gender Studies		every two years		
eng	628 Language + Culture	This graduate-level overview of the connections between language and culture focuses on phenomena such as metaphor, narrative, the extent of influence of language on thought, and issues related to multilingualism	online		
eng	646 - Studies in American Ethnic Lit	Study of literary works that express the experiences and cultures of American population groups whose voices have not been adequately represented in the literary and social mainstream. Prerequisite: permission of the department chairperson.	every year		
rng	647 African Americam Literature	Examines African American literature focusing on the role of vernacular speech and music; the social status of African Americans and their relations with other racial groups; the connections between race, class, gender, and sexuality; and relevant literary criticism and theory.	roughly every two years		
eng	656 Cultural Studies	Investigation of cultural studies as it relates to specific texts, social themes, and issues.	not often		
eng	657 - Post-Colonial Studies	Focused study of post-colonial literature and literary theory.	once a year		
eng	690 - Seminar in Composition (Social Justice)	Special research problems in English composition using recognized techniques of research, extensive readings in selected texts, group discussions, and conferences	sometimes		

eng	699 - Contemporary Theories Como (Social Justice)	Focuses on theories of writing prominent during the past hundred years, contextualizing those theories in terms of history, political movements, theoretical milieux, and educational changes. Connections made to similar shifts in perspective across the academic landscape	sometimes		
geog	532 Climate Change and Modification	Study of the variability of climate over time and space, and factors involved. Focuses on past climates, modeling of future climates, and modification at local or microscale.			
geog	570 Political Geography	Problems and issues surrounding the geographic distribution of political actions and outcomes in the context of globalization. Topics include war and peace, access to natural resources, nationalism, democratization, terrorism, and the politics of identity			
hist	500's-				
nrem	509 Human Dimensions of Global Change	Systematic exploration of major topics of human and environmental change from local to global scales, including population, energy, agriculture, industry, technology, urbanization, water, climate, natural hazards, socioeconomic systems, land use, trade, marginalized societies, and biodiversity.	once a year		
nrem	511 Water Resources	Hydrologic cycle and climate as a basis for water resources distribution and management. U.S. and international water resources issues: U.S. water allocation laws, national and international water conflicts, water quality, drinking water and wastewater treatment, surface and ground water hydrology, municipal water resources development. Includes laboratory and field work and a graduate-level research project			
nrem	535 Renewable Energy and Sustainable Technology	Exploration of alternative/renewable energy systems (wind, solar, hydro, biomass, geothermal, fuel cells). Case studies of sustainable technology emphasize topics including industrial ecology (life-cycle analysis, design for the environment, clean manufacturing, and impact assessment) and appropriate technology applications in developing countries. Problem-solving applications using various approaches	once a year		
nrem	546 Indoor Environmental Quality	Focuses on problems in residential and nonresidential indoor environments; contaminants; health effects; sick buildings; diagnosis and measurement; mitigation measures. Lab and field experiences.	once a year		
nrem	557 International Community Development	Application of practical methods to problems of development in poor rural agrarian communities and environmental management in poor urban communities in Asia, Africa, and Latin America. Emphasizes face-to-face methodologies to the identification and development of workable solutions to resource and environmental problems of disadvantaged populations in developing nations			
nrem	585 Wastewater Management	Effects of wastewater on receiving waters, need for wastewater treatment, principles of wastewater treatment technologies: onsite, centralized, conventional and alternative treatment technologies; management and regulatory strategies	once a year		
nrem	587 Solid and Hazardous Waste Management	Delineation of solid and hazardous waste management in the United States. Waste reduction, recycling, processing, and disposal methods are discussed. Technical, political, and economic aspects of waste management. Effects of improper disposal on environmental quality	once a year		
nrem	592 Environmental Interpretation	Develops skills and techniques necessary to the interpretation of ecological and environmental characteristics of earth systems. Emphasizes field work and creative presentation of concepts, and organization and management of interpretive programs including sites and facilities	once a year		

hsc	569 Health and Aging	Dynamics of later life and the aging process with specific emphasis on health. The physiological and behavioral dimensions of the aging process.		
pols	511 American Political Thought	American political thought from the colonial period to the present. Puritanism, nature of rights, constitutionalism and federalism, nature of the Union, democracy, liberalism, conservatism, individualism and collectivism, welfare state, isolationism and internationalism, and national security and freedom.	once a year	
hsc	694 Terrorism and Homeland Security	Introduction to political terrorism ranging from low-level acts of threats and violence to large-scale acts of violence using weapons of mass destruction. The nature of terrorism, policies and programs to reduce the risk and to manage terrorist events and the policies and programs to manage the consequences of terrorist violence will be discussed.	once a year	
SOSC				
sosc	502 Sociological Theory	Focuses on sociological theories of the nineteenth and early twentieth centuries. The investigation includes the intellectual and cultural backgrounds from which theories developed	fall	
sosc	520 Social Inequality	Examines causes and consequences of social class, status, and mobility in the United States and other countries.	spring	
sosc	521 Racial and Cultural Minorities in the United States	Examines the causes of prejudice and discrimination toward minorities in the United States, minority group experiences, and proposals for reducing prejudice and discrimination.	fall/spring	
sosc	527 Sociology of World Religions	Study of the relationship between society and religion	fall	
sosc	541 Social Change	Analyzes social movements and resistance to these movements.	fall	
EDCU				
educ	601-640			
EDFO				
edfo	610 Women, Gender, and Education	Explores some of the major themes in the study of women and education and samples a variety of the methodologies used by historians, sociologists, philosophers, psychologists, anthropologists, and others conducting research in the area.	fall/spring	
edfo	641 History of American Education	The history of American educational thought and its influence upon institutional schooling from the Puritans to the present	summer	
edfo	651 Educational Sociology	The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of schools in a democratic society.	sometimes	
edfo	610 Issues in Higher Education	A critical examination of the American system of higher education including such topics as diversity of purpose, clientele served, nature of institutions, contemporary problems of financing, organization, governance, and administration of colleges, universities, and other institutions.	summer online	x
EDMU				
edmu	660 Multicultural and Multiethnic Education in American Schools	Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions, and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.	fall/spring online	x

EDEL					
edel	644 Education in a Diverse Society	A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.	once a year online	x	

		REQUIRED				
	arch	**407/507 - Fourth World Theory seminar (3cr)** If taken to fulfill required course credit - may take ARCH 508 or ARCH 641 for elective credit.	*Fourth World Theory examines the physical, political, socio-economical and institutional abandonment of the American Inner-city and investigates the causes which have led to the massive disinvestment. This course attempts to develop a sense of empathy for the citizens who choose or are forced to remain in these often severely distressed environments. Fourth World Theory employs critical inquiry that may better qualify us to be engaged in improving the conditions of our inner-cities and of the United States as a whole.*			
		OR				
	arch	**408/508- architects of hope (3 cr)** If taken to fulfill required course credit - may take ARCH 507 or ARCH 641 for elective credit.	*A growing subset of architects situates their talents and passions in the lives of persons occupying exploding equatorial megacities and shrinking inner cities in the Rust Belt. Students will consider a range of issues engaged by the persons who remain in these places. Seminar participants will study as well as interview architects and designers whose practices are centered on those people generally considered to be ot-risk or in-need. In response to this investigation, each student will formally define and articulate a more meaningful career trajectory.*			
		OR				
	arch	**641 Citizenship, World Views, and the Public Sphere (3 cr)** If taken to fulfill required course credit - may take ARCH 507 or ARCH 508 for elective credit.	This graduate course addresses ethical, social, cultural, political forces, as well as *worldviews* that frame the discourse of *citizenship* and the *public sphere* as it relates to issues of social justice in the design of the built environment. This course explores theoretical frameworks in order to understand architecture as a social and cultural construct. The pedagogical objective of this course is to encourage analysis, synthesis, and critical thinking.			
		REQUIRED				
	arch	**509 - reading list (1 cr)**	*Selected readings and follow-up discussion in the topic area as guided by the course instructor. Prerequisite: permission of the course instructor or program director*			
	arch	**510- field study (1 cr)**	*Off-campus study in the topic area as approved by the course instructor. Prerequisite: permission of the course instructor or program director Co-requisite: ARCH 511*			
	arch	**511- documentation (1 cr)**	*Written report resulting from a field study in the topic area. Prerequisite: permission of the course instructor or program director Co-requisite: ARCH 510*			

BALL STATE UNIVERSITY
Revised Course Form

Department Committee _____ Date_____

Department Chairperson _____ Date_____

College Committee_____ Date_____

College Dean _____ Date_____

Provost_____ Date_____

(   ) **Drop Only** *(Attach rationale for drop)*
(Use **SCACRSE** screen)

Old	ARCH	641	Human and Cultural Factors	3.0
	(Prefix)	(Number)	(Short Title, 30 characters & spaces)	(Credit Hours)

New	ARCH	641	Citznshp, Wrldvews, Pub Spher	3.0
	(Prefix)	(Number)	(Short Title, 30 characters & spaces)	(Credit Hours)

(When increasing credit hours, attach an explanation of the impact the course change has to your programs)

Grade Mode __S__   Schedule Type _____ S _____ (can list more than one Schedule Type)

(Use **SCADETL** screen)
Var Title   Y _____ N _✓_   Special Fees   Y _____ N _✓_

Is this an approved University Core Curriculum Course?   Y _____ N _✓_

Type Old Long Title on line below, Old Long Title listed on Banner System--screen **SCASYLB** (prefix, number, 999999).

Human and Cultural Factors
_____

Type Old Course Description (including prerequisite, parallel, variable credit hours, not open to, and open only to) as printed on Banner System—screen **SCADETL** (prefix, number, 999999—select Course Description tab).

Addresses ethical, social, and cultural factors related to the design of the built environment. Includes: ethics; cultural patterns and values; privacy/community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process. Prerequisite: graduate standing or permission of the program director.

Type New Long Title on line below, (limited to 100 characters including spaces).

Citizenship, World Views, and the Public Sphere
_____
Type New Course Description
_____

This graduate course addresses ethical, social, cultural, political forces, as well as world views that frame the discourse of citizenship and the public sphere as it relates to issues of social justice in the design of the built environment. This course explores theoretical frameworks in order to understand architecture as a social and cultural construct. The pedagogical objective of this course is to encourage analysis, synthesis, and critical thinking.

Prerequisite (for Banner purposes, include "and" or "or" between courses):

Co-requisite (separate form required if revising or dropping co-requisite):
Parallel:
A total of_____hours of credit may be earned (for variable credit only)
A total of_____hours of credit may be earned, but no more than _____ in any one semester or term.
Not open to students who have credit in_____
Open only to_____
List Field of Study restriction codes (if applicable – use **SCARRES** screen)_____

September 8, 2015

TO: The Ball State Community

FR: Terry King
        Provost and Executive Vice President for Academic Affairs

RE: Interim Dean Appointment
        College of Architecture and Planning

Following consultation with senior leadership of the College, President Ferguson and I are pleased to announce that Philip Repp, Vice President for Information Technology and Chief Information Officer at Ball State has graciously accepted our offer to serve as the Interim Dean of the College of Architecture and Planning beginning September 15, 2015.

Vice President Repp brings over 30 years of experience in university leadership, design, technology, and pedagogy. He has served as both the Chair of the School of Art and as Associate Dean of the College of Fine Arts at Ball State.   He was the Director of the Visualization, Imaging, and Animation Lab and is the Chief Executive Officer of the Indiana Higher Education Technology Services partnership. Phil came to Ball State in 1981 from Virginia Tech. He earned his Masters in Human Environment Design from Michigan State University.

Phil is an accomplished speaker and author on design methods, practice, and theory with presentations at national levels and articles in several national publications.   He has been at the forefront of examining the changes in the world of learning, especially the role of technology and student support. He was a nominee for the 2013 Technology Innovator for *The Chronicle of Higher Education's* 2013 "The Idea Makers" issue for his role in pioneering a student-centered approach to information technology. He created the Digital Corps, a unique campus job for undergraduates with aspirations to work in the innovative and creative emerging technology fields which has served numerous faculty and offices on key projects. Also, he helped foster the development of Hybrid Design Technologies (HDT) supporting the design and production of virtual immersive and interactive environments -- developing innovative immersive solutions for cultural heritage, museums, arts, teaching, and learning.

Vice President Repp has worked closely with the College of Architecture and Planning bringing technology to the curriculum, and having served as Chair of two CAP Dean Search Committees. Based on his experience, the College will continue to move forward under his leadership in anticipation of the new Dean selection.

During the Dean Search, Phil will continue to advise to a limited extent in campus-wide information technology, retaining some of his current strategic initiatives; however, an interim IT leadership team will be announced shortly. Phil will return as Vice President of IT upon selection of the new CAP Dean.

Andrea MacQueen Swartz

Department of Architecture, Ball State University, Muncie IN 47306
Phone: 765-285-2262 • Cell: 765-717-1780 • E-Mail: aswartz@bsu.edu

Education

M. Arch.	Yale University, AIA Henry Adams Medal, May 1987 (professional degree)	
B.A.	Yale University, Summa Cum Laude, Phi Beta Kappa, May 1983	

Teaching Experience

- Department of Architecture, Ball State University, Professor — 2015
- Department of Architecture, Ball State University, Professor — 1999-2014
- Department of Architecture, Ball State University, Assistant Professor — 1992-1998
- Department of Architecture, Rensselaer Polytechnic Institute, Adjunct Assistant Professor — 1991-1992
- Yale University School of Architecture, Graduate Teaching Assistant — 1985-1987

Practice Experience (licensed architect, NCARB certified, since 1991)

- Andrea Swartz, AIA, registered architect, Muncie IN — 1992-present
- Ekman Arp and Snider Architects, Warwick RI — 1989-1992
- TFH Architects, Portland ME — 1987-1989
- Mackall and Dickinson Architects, Branford CT — 1983-1984

Selected Publications/Presentations/Exhibition

- **Installation Nation** juried art installation, Indianapolis Art Center, Indianapolis, IN June-July 2015
- **ACSA Fall Conference** Working Out, Project presented: Building Opportunity, Dalhousie University F15
- **Beyond Environment Exhibition/Installation** international design competition for Beyond Environment exhibition exploring the "potent interchange between architecture, Land Art and Performance Art" by Gianni Pettena, Robert Smithson, Allan Kaprow; entry *OSMOSIS* (to be) exhibited at WUHU Gallery, Los Angeles CA, September - November 2014
- **The National; Best Contemporary Photography 2014** juried photography exhibition. Entries SOLAR POWER and COAL CHUTE, USER were two of 102 photographs selected by jury of acclaimed photographers J. Blackmon, S. Harper, M. Lopez, R. Renaldi, N. Veasey from 830 entries for exhibit. Work exhibited March 29 – July 15 Fort Wayne Museum of Art, Fort Wayne Indiana
- **AIA Indiana One X Infinity** international design competition, 160 entries, Honorable Mention award work exhibited Evansville Indiana: *OCCUPYING HAYNIE'S CORNER,* January 2014
- **Sukkahville 2013** international design/build/exhibit competition, one of six finalists, Second Place award: *re-usekah*, September 2013 Toronto, Canada
- **Flat Lot Design Competition** (3/13) Flint Michigan, international design competition, Honorable Mention award for *BUILDING BODIES FOR WORK* (with W. Janz, T. Gray), design proposal exhibited at AIA Flint and online at Bustler.com, architectsjournal.co.uk/news/daily-news. March 2013.
- P. Harwood, W. Grondzik, G. White), 2008
- **Building Technology Educators' Society Symposium** published proceedings and paper presentation, University of Maryland. Paper: *"Designing Structures: Four Exercises Integrating Fundamental Architectural Issues into Students' Design Processes"* August 2006
- **Indianapolis Art Center,** The Sukkot Project, one of seven finalists (with J. Dowdle), awarded money for fabrication, September 1997
- **Journal of Architectural Education article published:** *"The Sukkot Project: New Designs for an Ancient Tradition"* May 1998

Affiliations/Memberships

- NCARB, certificate holder — 1991-present
- Registered architect: Rhode Island and Indiana — On-going

ANDREA SWARTZ, architect, artist and educator, Muncie, IN, USA
atozstudioworks.com
Andrea Swartz,
Professor and Interim Chair, Department of Architecture, Ball State University
NCARB member, registered architect Indiana and Rhode Island

Professor Andrea Swartz is an architect, artist and educator. Her essential pursuit is exploring design as an interrelated process of seeing (photography), making (small structures, landscape, photographic displays, furnishings, objects) and communicating the ideas propelling these (through photography, drawings and words). This process is inspired by any opportunity to see more clearly, learn more deeply, and engage issues of human use, materiality, and craft. With this pursuit, Swartz has participated in regional, national and international architectural design and art competitions where her submissions have received numerous awards. REUSEKAH, second place recipient at the design competition/exhibition Sukkahville 2013 in Toronto, specifically explored issues of human scale, generational weaving, cultural connections, materiality, recycling/reuse, and machine-form/natural-form. Current research and creative work continues to build on these themes, provoking questions of humanity's traces and touches on the environment and the ongoing dialogue between human-made and natural. Similar themes are explore in her photographic work, which has been frequently exhibited. The consideration of these architectural and design issues is being extended into the broader community, trying to make the lessons (and joy) of designing and making meaningful to a broader swath of people.

At Ball State University Swartz has taught both undergraduate and graduate architectural design studios; electives/independent studies in photography, furniture making and materials; and the required introductory structures course for all architecture students. In structures (along with establishing the numerical foundation for future classes), linkages between structural tectonics and resonant architecture are established; this is done through analysis of precedents, design problem solving (build a bridge to support 'x,' design a column based on issues of slenderness ratio) and design process (student study models of structural system ideas of studio project). Andrea Swartz's studio teaching emphasizes the essentialness of clear intent, realities of material properties, fabrication/assembly methods, human dimension and communication as a window into elegant design proposals at any scale. Students consistently engage small-scale design and design-build projects and material explorations to inform their broader design process.

Originally from Pittsburgh, Swartz attended Yale University where she received both a Bachelor of Arts and a Masters of Architecture professional degree (recipient of the Henry Adams Medal). Registered as an architect in both Indiana and Rhode Island, she has worked in architectural firms in Pennsylvania, Connecticut, California, Washington, Maine and Rhode Island prior to joining the faculty at the Department of Architecture at Ball State University.