University of Colorado Denver

College of Architecture & Planning
Department of Architecture
Denver, Colorado

Architecture Program Report for 2015 Visit for Continuing Accreditation

Master of Architecture [Pre-professional Degree + 60 credits]
Master of Architecture [Non-Pre-professional Degree + 105 credits]

Year of the Previous Visit: 2009
Current Term of Accreditation: six years

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report (VTR)* for the University of Colorado Denver. As a result the professional architecture program:

Master of Architecture

Was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2010. Pending acceptance of this report, a Visit is anticipated in 2015.

Submitted to: The National Architectural Accrediting Board
Date: September 3, 2014

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

I.1.1 History and Mission:

HISTORY • UNIVERSITY OF COLORADO DENVER

In 1876, the University of Colorado was founded in Boulder. In 1912, the University of Colorado's Department of Correspondence and Extension was established in Denver to meet the needs of the State's largest and most rapidly expanding population center. The Denver Extension Center was renamed the University of Colorado-Denver Center in 1965 and, by 1969, 23 fields of undergraduate study and 11 fields of graduate study were offered in downtown Denver. In 1972 the Colorado General Assembly appropriated support to build the Auraria Campus immediately west of the downtown core. This 171-acre campus is the University of Colorado Denver's current site—a campus that it shares with two other institutions: Metropolitan State University of Denver, and the Community College of Denver. In this same year the Denver "Extension Center" of CU Denver was formally renamed the University of Colorado at Denver. Two years later, in 1974, the University of Colorado as a whole was reorganized into four campuses—Denver, Colorado Springs, Health Sciences (Denver), and Boulder.

In 2004 an institutional initiative proposed that the CU Denver campus and the Health Sciences campus (also located in Denver several miles east of the Auraria Campus) should be joined administratively. As a result of this initiative, on July 1, 2004 a new single research university was formed—the University of Colorado at Denver and Health Sciences Center (UCDHSC). UCDHSC joined the strength of a comprehensive campus in downtown Denver with the research and advanced health care programs of the Health Sciences Center. Educating more than 27,000 students annually from 50 states and 134 nations, the consolidated university is one of the nation's top public urban research universities. The University was renamed the University of Colorado Denver (CU Denver) in 2013. Since the foundation of this new university in 2004, the Health Sciences Center moved farther west to the town of Aurora and a new campus was built on the former site of Fitzsimons Army Medical Center.

The University of Colorado Denver is the site of the College of Architecture and Planning's administration and of its undergraduate, graduate and PhD programs. The Denver campus's primary role is to address the need for university-based undergraduate and graduate instruction. CU Denver seeks to provide students, whatever their ages or circumstances, with opportunities to enhance their lives and careers through higher education. Emphasis is given to professional, pre-professional, and liberal arts instruction, with a strong multi-disciplinary and applied focus for the campus's research and service functions. CU Denver is one of the most important educational resources in the Denver metropolitan area: a major urban, nonresidential campus located in the heart of the city with a broad range of civic, cultural, business, professional, and governmental activities in close proximity. CU Denver is committed to research, technology, creative scholarship, and providing an institutional culture that reflects the plurality, collegiality, and integration of an increasingly diverse global workplace.

In 2013, CU Denver served over 17,000 students in 130-degree programs within 13 Schools and Colleges spread over the Downtown Denver and the Anschutz Medical Campuses. More than 1,890 tenured or tenure-track faculty and over 1,600 other instructional faculty teach graduate and undergraduate students. Students come to CU Denver from all 50 states and the District of Columbia, as well as 62 countries. 57% of enrolled students are undergraduates, and 43% are pursuing a graduate/professional degree. The downtown Denver campus serves 14,023 students with 9,736 enrolled in undergraduate programs and 4,287 students in graduate/professional programs. The overall enrollment is composed of 30% students of color. 49% of new freshmen in 2013 were students of color. CU Denver is home to the only schools of architecture and planning, medicine, pharmacy, and dental medicine, as well as, the largest accredited graduate schools of education and business in

the state of Colorado. In 2012, the university conferred 4,648 degrees including 1,948 Bachelor's Degrees, and more graduate degrees (2,704) than any other public research institution in Colorado.

The College of Architecture and Planning is committed to enrolling a diverse student body. College recruiting staff participates in outreach activities organized by the Office of Undergraduate Admissions as well as school group visits from underserved populations. During academic year 2013-2014, the College of Architecture and Planning hosted several middle school and high school visits including visits from students in the Denver Leadership Academy and a girls-only STEM club from Greeley, Colorado. These visits introduce students to the field of architecture through hands-on activities and demonstrations as well as introduce them to the college environment. Graduate architecture students participate in the ACE Mentor program in the Denver Metro area. This program introduces students to the fields of architecture, construction, and engineering with the goal of engaging minority and female students in these fields. According to a survey of ACE participants between 2002 and 2009, the ACE Mentor program participants graduate at a higher rate than non-participant counterparts and the program engages a higher percentage of minority students than other after school programs. During Spring 2014, CAP was pleased to host the ACE Mentor awards program for the Front Range. In addition to middle school and high school outreach, CAP encourages diversity in its graduate programs through inclusive images and language on promotional materials and targeted scholarship opportunities.

The University of Colorado Denver faculty members actively promote the campus role of an urban institution in meeting the needs of the university's students. They are alert to the challenges and advances of the urban environment and recognize and respond to the needs of students, the Denver community and surrounding region. The combination of CU Denver's dedicated faculty, its highly motivated students, and its dynamic urban environment creates a vital and exciting educational environment—an environment in which students are offered the unique educational opportunity of combining real world experiences with academic excellence.

In 2007, the University of Colorado Denver instituted an Academic Master Plan and the development of the *Strategic Plan 2008-2020* guides the strategic development of the College of Architecture and Planning and Department of Architecture.

The University of Colorado Denver envisions itself to become a leading public research university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.

To reach this goal, CU Denver has formulated seven strategic priorities:

1) Maximize the opportunities of our consolidated university to achieve our vision
2) Deliver an outstanding and innovative educational experience
3) Conduct outstanding research and creative work for the public good
4) Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation
5) Enhance diversity university-wide and foster a culture of inclusion
6) Grow strong mutually beneficial partnerships that engage our local, national and global communities
7) Secure the resources to achieve our vision, while being responsible stewards of those resources

These priorities mean: (1) to develop interdisciplinary and inter-professional learning and discovery programs and opportunities, (2) to create an outstanding learning environment to facilitate the success of our students, (3) to make the University's discovery, creativity, and innovation activities have a national—and even global—impact, (4) to grow and further diversify the student body and to grow and reshape the faculty and staff, (5) to emphasize the value the university adds to its communities and to the state, and (6) to grow enrollment and increase funding for the university. For each of the seven priorities, the Strategic Plan lists a variety of goals, many of them with relevance for the Department of Architecture. This Strategic Plan will guide the future development planning in the College of Architecture and Planning. It will also guide the strengthening of the mission and vision of the Department of Architecture.

http://www.ucdenver.edu/about/WhoWeAre/Chancellor/Pages/StrategicPlan.aspx

HISTORY • COLLEGE OF ARCHITECTURE AND PLANNING

The University of Colorado Denver is the only institution within the State of Colorado to offer a professionally accredited education in architecture. The programs, the specific degree nomenclatures, the campus locales, and the administrative units through which that education has been delivered have changed significantly during the past fifty years.

The University of Colorado began offering a formal academic education in architecture in the early 1920's. That program led to the award of the degree of Bachelor of Science in Architectural Engineering, and was offered through the Department of Civil Engineering in the University's College of Engineering at Boulder.

Almost thirty years later, the curriculum and program in architecture were carefully reconsidered and totally redesigned to reflect national trends in architectural education. This led to the approval by the University's Board of Regents of a new five-year program leading to the award of the degree of Bachelor of Architecture in the fall of 1949. In 1952, a new Department of Architecture and Architectural Engineering was established in the College of Engineering at Boulder to give the growing architecture program its own identity and greater autonomy. Ten years later, in July of 1962, the Board of Regents as an independent administrative and academic unit established a School of Architecture at Boulder. The goal was to further enhance the identity and autonomy of the first-professional architecture program. The five-year Bachelor of Architecture degree received its initial NAAB accreditation in the 1965/1966 academic years.

Following the School's establishment, the architecture program continued to respond to the dramatic social, cultural, economic and demographic shifts occurring in both Colorado and the rest of the nation. These transformations resulted in the change of the name of the College in 1969 to the College of Environmental Design. This change was accompanied by a change in mission and focus. The College was broadened to establish an agenda that called for a higher degree of environmental, cultural, social, and intellectual concerns within its program. It was during this period of transformation that professional graduate programs in architecture, landscape architecture, interior design, and urban and regional planning were introduced and implemented by the renamed College. The five-year Bachelor's program in architecture at Boulder was discontinued in 1972, and replaced by a 4+2 program at Boulder leading to the award of the first-professional Master of Architecture degree.

During the early 1970s, graduate professional courses were offered with increasing frequency in downtown Denver to make full use of the metropolitan core's rich contextual and professional opportunities. By 1976 all graduate professional coursework had moved from Boulder to the University's Denver campus. A number of years later, the College was renamed the College of Design and Planning to reflect its broadened mission. At this time, both campuses held administrative responsibility for the College jointly. The College continued to function as a multi-campus College offering undergraduate programs in Boulder and professional graduate programs in Denver. In 1984, the two units on the two campuses were formally separated into autonomous administrative units. The Boulder unit was named the College of Environmental Design, while the Denver unit retained the name of the College of Design and Planning.

The College of Design and Planning in Denver and the College of Environmental Design in Boulder continued to offer a carefully coordinated and accredited 4+2 professional degree program until 1986. At that stage the undergraduate and graduate components of the architecture program were academically separated. The NAAB accredited degree offered by the Denver unit was changed from the two-year MArch degree (which had been coordinated with the four-year undergraduate degree at Boulder) to a stand-alone three-and-one-half year MArch degree, with an advanced standing option for graduates from a related pre-professional bachelor's program. The name of the Denver unit was changed to the School of Architecture and Planning, and the program in architecture was changed to more closely reflect the new School's mission and focus, which was to stress the theoretical, historical, cultural, disciplinary, and intellectual forces shaping the design professions and their work.

Due to these changes, the College of Environmental Design in Boulder began to offer an

independent 4-year undergraduate degree in environmental design (BEnvd). No graduate coursework was offered at Boulder, and Boulder students who wished to pursue a professionally accredited degree continued their education by enrolling at Denver through the advanced standing option.

The undergraduate BEnvd program at Boulder, being an undergraduate pre-professional program with a broadly conceived mission to span various design fields, did not seek any form of independent professional accreditation once the two units were administratively and academically separated. The stand-alone graduate program in architecture offered by the University of Colorado at Denver was first accredited as a fully independent unit by the NAAB in 1975/1976. It has been continuously accredited since that time, and was last reaccredited with a six-year term in the 2009 accreditation cycle.

The organization of the two components of the College in Denver and Boulder was created in the Fall of 1992, when the two separate units—the School of Architecture and Planning on the Denver campus and the College of Environmental Design on the Boulder campus—were combined to form a single administrative academic unit. The new unit, named the College of Architecture and Planning (CAP), was administratively located on the Denver campus, and was authorized by the President and the Board of Regents to continue offering courses leading to the award of the undergraduate Bachelor of Environmental Design degree on the Boulder campus. At the same time as the three-and-one-half year MArch degree at Denver was being reviewed for re-accreditation in 1997/1998, the newly combined 4+2 option being coordinated between the two sites was also reviewed by NAAB and received a full five-year term. This same accreditation occurred in 2009. The College offered MArch degrees through a non-pre-professional undergraduate degree + 114 credits and a pre-professional undergraduate degree + 60 credits tracks.

However, by 2008, this arrangement was widely perceived on both campuses not to work. The Denver campus had been merged with the Anschutz Medical Campus in the Denver suburb of Aurora, turning the Denver campus focus eastward to Aurora rather than northwest to Boulder; and the Denver and Boulder campuses continued to evolve in increasingly independent directions. The two locations of CAP were also diverging in terms of their preferred educational mission.

In 2009 the Department of Architecture completed a reaccreditation of the graduate program, recognizing the challenges of delivering an undergraduate and graduate program on two campus sites. The unified college then faced the continuing problem of how best to deliver the undergraduate program in Boulder. During the independent years before unification, the Boulder-based faculty had tried to develop a generalist design program not tied to the norms and expectations of architectural education; they wished to continue this. The Denver-based faculty contrarily tried to bring the program back into alignment with national architecture norms. The college tried to find an accommodation between these two competing paradigms, and developed a number of administrative structures and curricular ideas over the years in search of this middle ground. But in the end, they were really mutually exclusive visions.

The rising frustrations on both sides came to a head in 2011. The Boulder-based faculty asked for more autonomous control of the curriculum. The Denver-based faculty developed a new MArch curriculum and Studio Culture Policy in response to the concerns raised in the accreditation visit. The Denver-based faculty began to resist teaching in Boulder. At our request, the Boulder and Denver senior administrators agreed to undertake a special joint program review to review the entire arrangement. During this time period the implementation of the new MArch curriculum in the Graduate program was put on hold. Understanding the potential outcome by the review board, the Denver program began to develop a BSArch degree to be delivered on the CU Denver campus. The program proposal was also put on hold.

A self-study process and a Blue Ribbon panel set up jointly between Denver and Boulder explored seven options for the future of the architecture college, including moving it all to Denver or to Boulder, splitting architecture from planning, creating two architecture colleges, etc. Both campuses converged on an agreement to split the two sites administratively. The College of Architecture and Planning would keep all of the graduate programs and remain in Denver, and would seek approval for a new Bachelor of Science in Architecture to be delivered in Denver. The BEnvd program in Boulder would be connected to a broad Boulder campus sustainability initiative, with less focus on architecture and

more on general design. In July 2012, the two units formally split, and the B.S. in Architecture was approved by the Regents and the Colorado Commission on Higher Education. We admitted the first undergraduates into the B.S. in Architecture in Spring 2013. Simultaneously, the faculty began updating the MArch accepted, yet not implemented, curriculum from 2011 to reflect new concerns in the department about the number of credit hours in the curriculum and the student loan debt load of our graduates. The new curriculum was approved in Spring 2013 and is being implemented in Fall 2014. The Architecture Department is currently developing a hiring plan to respond to the growing need of the Undergraduate and Graduate programs.

The College of Architecture and Planning no longer manages programs across two campuses with different underlying paradigms. The downtown campus now has both undergraduate and graduate architecture students together, and will have faculty lines in Architecture to build new faculty positions in the department. The Department of Architecture is moving forward with a clarified vision, new space, and renewed energy among the faculty.

The various programs, specific degree nomenclatures, locales, and administrative units through which architecture has been offered at the University of Colorado, Boulder and Denver, are summarized in a chart on the following page.

Chronological List of College of Architecture and Planning Programs and Degrees

The chart which appears below illustrates the various degree offerings and institutional settings during the history described above.

School/College	Dates	Degrees/ Denver	Degrees/ Boulder
College of Engineering Department of Civil Engineering	1949-1952		BS in Architecture (5 year)
College of Engineering Department of Architecture	1952-1957		BS in Architecture and Architectural Engineering (5 year)
College of Engineering Department of Architecture and Architectural Engineering	1957-1962		BArch (5 year)
School of Architecture	1962-1970		BArch (5 year)
College of Environmental Design	1970-1972	MArch (2 year)	BENVD (4 year) BArch (5 year)
College of Environmental Design	1972-1982	MArch (2 year)	BEnvd (4 year)
College of Design and Planning	1982-1985	MArch (2 year)	BEnvd (4 year)
School of Architecture and Planning (Denver)	1985-1992	MArch (3.5 year)	
College of Environmental Design (Boulder)	1985-1992		BEnvd (4 year) *non-accredited*
College of Architecture and Planning	1992-2012	MArch (2 year) (3.5 year)	BEnvd (4 year)
College of Architecture and Planning	2012-present	MArch (2 year) (3.5 year)	
	2013-present	BSArch (4 year)	

COLLEGE OF ARCHITECTURE AND PLANNING ACTIVITIES AND INITIATIVES

The College of Architecture and Planning asserts that the creation of responsible, meaningful and beautiful environments involves a combination of design and research; focuses on relevant concerns in response to growth and the built environment; uses a knowledge-base for design and planning decisions, addresses complex issues and in the region; fosters a multidisciplinary culture of individuals; and seeks and supports a rich diversity of ideas and people. This approach directs the college to:

- Engage design and planning challenges that are significant for our society. Create learning experiences that address real issues facing designers and planners as they create healthier, more sustainable and meaningful environments for the 21st century. In recent years, among many other socially important projects, our students have:
    - engaged in community design-build projects;
    - designed alternatives to suburbia;
    - written new codes and design guidelines to encourage livelier cities;
    - discovered sustainable design principles through the documentation, analysis and preservation of agricultural cultural landscapes in Colorado;
    - proposed ways for neighborhoods and communities to recover from natural disasters;
    - invented new ideas for affordable housing;
    - researched and are developing patents for sustainable building materials.

- Engage these challenges in partnerships among the disciplines and with our external communities. Architects, landscape architects, planners, urban designers, and developers collaborate to create holistic, healthy, sustainable environments.

In our college, students have opportunities to:

- Participate in multi-disciplinary teams, modeling the practices of today's successful design and planning firms.
- Interact with outstanding practicing designers and planners in the Denver metro area, through internships, mentorships, design juries, lectures, and student professional organizations.
- Engage with communities in the region to explore design solutions to complex issues.

In 2012, the College engaged in a faculty wide discussion and developed three powerful themes that are woven into the programs and activities of the College of Architecture and Planning and guide research, teaching and service. These bring together faculty, students, and practitioners across the disciplines that share an interest and expertise in a particular theme, building synergistic relationships as they explore new design and planning ideas. The college's communities of interest currently include:

1) Enduring Places brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing built environments, create buildings and public places that will thrive and evolve over time, and explore cultural landscapes. One focus is adaptively re-using building stock, rather than tearing down and building afresh, which uses resources more efficiently, and draws from the past to inform the future. Building designs are based on deeper traditions recognizing and protecting our cultural heritage.

2) Emerging Practices explores new modes of professional practice. The design and construction industries are subject to global social and economic trends. New technologies used in construction, design and visualization are transforming modes of work. Emerging Practices explores how the next generation of designers and planners can flourish in this new global professional context.

3) Engaged Communities addresses the increasing desire of communities to take an active role in the design and planning decisions affecting their neighborhoods. Students learn to engage in public processes, and learn skills through engaging in real world projects. The communities obtain design and planning benefits not otherwise available to them.

The Department of Architecture will reflect upon its current mission and will draw from the CU Denver campus and CAPs visions to guide and strengthen its mission and vision.

PROGRAM MISSION

The University of Colorado Denver takes pride in the quality of its faculty and is committed to providing excellent learning opportunities for its students. The department's presence plays a major role in the College of Architecture and Planning for a number of significant reasons. Most important, as the largest department in the College it gathers a larger group of colleagues, both students and faculty, with shared interests in the built environment. With the addition of the BSArch in Spring 2013, the department will evolve to serve the growing population of the region. With the restructuring of the College in 2012, and the addition of the BSArch in 2013, the Department of Architecture is embracing the opportunity to further develop its mission, to articulate a vision that will guide and define the department's future actions, to focus and articulate our values, and through our actions to develop an identity and strategic plan for the program. The College's overall vision and communities of interest will inform our program's vision, mission and main features.

Our Mission is to lead in the discovery, innovation, communication and application of knowledge in the discipline of architecture. The department excels in the education of its students, research and creative endeavors of its faculty, and service to the community.

Our Vision is to be a national leader in educating students to be skilled and engaged professionals in architecture through teaching, innovative research and collaboration. We will be at the forefront of emerging trends engaging research activities of the institution, the transformation of design education, and the contribution to meaningful and sustainable approaches to the development and/or preservation of the built environment in the region and beyond.

We believe in instilling a heightened understanding of the complex dialogue between architecture and culture and the spirit of: • Exploration • Experimentation • Critical Engagement • Creative Thought and Innovation.

Our values are:

Diversity: We believe the program should sustain diverse approaches to teaching and educational paths, research and processes in developing an understanding of architecture and proposing appropriate and sustainable design solutions.

Sustainability: We believe the program should maintain an ethos that embraces a conscious approach to energy, resource efficiency, and ecological conservation in the design of the built environment; an understanding of context and culture; the impact of the built environment; and the viability of communities in the region.

Advocacy: We believe the program should serve as a dynamic resource for the private and public sectors by engaging in developing innovative ideas, sustainable solutions, research and teaching that address challenges in the profession and region, while being proponents of positive change.

Leadership: We believe students should be prepared to engage in leadership roles in the profession and to advocate for positive change within the profession, and built environment.

Critical Inquiry: We believe students should learn to be curious, innovative thinkers, complex problem solvers, and to have the ability to respond to a diverse set of issues and situations through design.

Competency: We believe students should learn the skills required to be life-long learners, technically knowledgeable, gain knowledge through theoretical exploration and practice in experiential learning, and be confident to engage in the profession.

Service: We believe students should have the opportunity to learn architecture and understand the impact of their actions by interacting directly with communities and professionals to question, explore, and solve problems in the region and beyond.

What makes us unique?

We deliver a course of study that encourages a holistic development of young professionals through theoretical and practicum-based learning through the following:

- Regional Interventions: First, the department celebrates its place in a special environment—urbanized Denver with the Front Range and the spectacular natural landscape of the high plains and the Rocky Mountains. The architecture department focuses not only on the design of buildings, but also on the interactions between buildings and their urban and natural settings, as well as cultural landscapes that express the interaction of people and place over time. We teach our students using Colorado and the region as our classroom. We embrace opportunities to engage students in real-world, experiential learning in coursework and Design Build.

- Sustainability in Form, Culture and Technology: Second, the department examines the interplay among sustainability, architectural form, and the complex environmental, cultural, and technological context in which architects operate. As a result of these dominant concerns, the department has created an academic environment that is intellectually stimulating and educationally challenging and that aims to educate students who will become leaders in the discipline and profession of architecture. We advance the profession through applied research, clinical teaching, and sustainable approaches to improve the built environment.

  Integration and Diversity: Third, the faculty research, teach and practice ways to design environments that are meaningful and beautiful. We plan, shape and interpret those environments in ways that are collaborative, responsible, sustainable, and integrative. The faculty educate by integrating different design theories and practices into a curriculum that emphasizes their connectedness, cross-disciplinary interdependence, research application, and real-world relevance. The department collaborates to produce new knowledge while adding to the understanding of the role and identity of design and research in architecture. This collaborative and diverse approach stresses environmental, economic, social, cultural, aesthetic and ethical concerns. In this knowledge-based approach, our understanding of how design shapes environments and settings continuously evolves.

- Critical Engagement:
  Students are educated in the building sciences and professional practice to gain an understanding of the business of architecture and our responsibilities to engage in the world as citizens. All can have ideological discussions. The faculty develops the critical discourse that is taught and understood by students and tested out in the world. This is accomplished through rigor, evaluation, reflection and responsiveness.

I.1.2 Learning Culture and Social Equity:

Learning Culture

The studio-driven curriculum of the Department of Architecture encourages a culture of intellectual exchange and exploration within and beyond the confines of the classroom, college, and university. This environment fosters many opportunities for students to extend their learning into the communities we serve. The department encourages active exchange of ideas outside of regular courses, in symposia, and lectures and publications.

A committee will meet in Fall 2014 to review and amend the Studio Culture Policy to address both the graduate and undergraduate programs. The current Studio Culture Policy is included below:

CU Denver - College of Architecture and Planning Architecture
Department of Architecture Studio Culture Policy

Introduction
Within architectural education the Studio has long played a central role. The studio integrates critical discourse and creative thinking, as well as learning through making. It is both an analytic and synthetic form of education. This complex form of studio education requires serious commitment of students and faculty in terms of time and effort. The studio also requires serious commitment of the institution in terms of the allocation of faculty, space, and supporting facilities. For these reasons the studio and the culture of the studio is of central importance to faculty, students, and administrators.

Purpose
The purpose of the studio culture policy is to establish a standard of understanding and respectful relationships between faculty and students. It is not intended to address curricula.

Core Value
The studio is intended to be a learning environment that fosters a culture of mutual respect and collaboration between faculty and students as well as between students and students. This respect and collaboration is fundamental for effective teaching and learning.

Studio Space
In general, it is expected that respect for school equipment and the workspace itself is a basic value. This involves keeping the workspace clean, fire corridors open, and caring for desks and lockers as if they were your own. It is particularly expected that respect and care for any and all student drawings, models, and work of any kind is fundamental.

1. **Expectations of Students**
In general, it is the expectation that students, as adults, take responsibility for their own education and take responsibility for their relationship with other students and faculty within the studio. Therefore, it is expected that:

1.1. Students will be prepared for class.
1.2. Students will attend class as required.
1.3. Students will communicate concerns in a civil and timely manner to Faculty.
1.4. Students will perform assigned tasks on time and to the best of their ability.

2. **Expectations of Faculty**
In general it is the expectation that faculty knowledge and expertise be appropriate for the studio to which they are assigned. Therefore, it is expected that:

2.1. Faculty will have the necessary background to teach class and should be prepared for class every day.
2.2. Faculty will attend class as required.
2.3. Faculty will clearly communicate their ideas and expectations to the students and should post and hold required office hours.
2.4. Faculty will be able to demonstrate the skills and concepts that they are teaching in order to provide examples for assigned work. Likewise, course perquisites are the responsibility of students.

3. **Faculty-Student Relations**
The attitudes of faculty in studio do much to set the tone for the studio culture. In general, since these are graduate and undergraduate studios, it is expected that faculty recognize their students as adults and treat them with appropriate respect. It is expected that honoring basic interpersonal relationships is fundamental. Therefore it is expected that:

3.1. Faculty and students will develop a supportive and collegial atmosphere in the studio.
3.2. Faculty and students will recognize each other as adults with unique life experiences committed to participating in the best education possible and treat each other as such.
3.3. Faculty will try at all times to give every student equal attention.

3.4. Faculty and students will endeavor to get to know each other as individuals and celebrate each other's individuality.
3.5. Faculty and the administration will keep all sections of each given studio in the same space in order to promote the exchange of ideas and strategies between sections.

4. **Student-Student Relations**
The attitudes of students in studio do as much to set the tone for studio culture as the faculty. In general, since this is a graduate studio, it is expected that students recognize their peers as individuals worthy of respect. Therefore, it is expected that:

4.1. Students will implement a student-to-student mentoring program to facilitate communication and support between studio levels.
4.2. Students will maintain an attitude of mutual respect for one another, each other's work, their working environment and how their actions in studio affect other students' ability to work.
4.3. Students will strive always to respect environmental quality.
4.4. Students will maintain respect for diversity of all kinds.

5. **Workload**
Studio work is by its very nature time consuming. However, it is expected that student work assignments would be reasonable given the time available and recognizing that students do have other classes. Therefore it is expected that:

5.1. Faculty will maintain reasonable scheduling of assignments.
5.2. Faculty will provide syllabi and a schedule of work for the semester in a timely manner and will adhere to them as much as is possible.
5.3. Faculty will maintain a reasonable workload, commensurate with the credit hour load of each class.
5.4. Faculty will allow students time for reflection and integration between introduction of new material and concepts.

6. Juries
The jury is intended to be a learning environment based upon mutual respect between juror and students. It is expected that work will be carefully and thoroughly critiqued, but that the critique will be directed to the work, not to the character or personhood of the student. Therefore it is expected that:

6.1. Faculty will ensure that jurors have adequate knowledge of the studio project before the review begins.
6.2. Jurors will have respect for the students and the students' work and will critique the work, not the person.
6.3. Juries will be of a reasonable length, not exceeding the time scheduled.
6.4. Faculty will provide students with a clear introduction to the structure and desired outcomes of the jury process.

7. **Assessment**
Assessment is a reality of the university. In general it is expected that the methods and means of assessment be fair and equitable. Therefore it is expected that:

7.1. Clear expectations and methodologies of student assessment will be established and communicated in writing.
7.2. Assessments and feedback will be provided in a timely manner throughout the semester so that students receive timely guidance on their work.
7.3. Faculty will provide regular, useful and informative feedback during the semester in order to prepare students for jury reviews.
7.4. Faculty will critique the work, not the person.
7.5. Faculty will evaluate both students' knowledge and their technique.

8. Promotion and Maintenance of the Studio Culture Policy
In order to continuously promote and maintain the desired studio culture, this document is expected to be disseminated and maintained on a regular basis. Therefore it is expected that:

8.1. Student government and the administration will convene regular Studio Culture Committee meetings.

8.2. There will be multiple opportunities throughout the semester for feedback on compliance with the policy by both faculty and students.
8.3. There will be an annual Studio Culture Policy Review.
8.4. The Studio Culture Policy shall be considered a part of every studio syllabus.
8.5. Disputes concerning failure to adhere to the Studio Culture Policy will be the charge of the Student Affairs Committee and, if not resolved, should be brought to the attention of either the department chair or the student representative. Grade appeals shall be considered under the college Grade Appeal Policy and not the Studio Culture Policy.

The Studio culture Policy is posted on the college website at:
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Documents/Studio%20Culture%20Policy-Arch%208_2011.pdf

Student Admission

The College of Architecture and Planning has a new Bachelor of Science in Architecture degree program. This four-year pre-professional program prepares undergraduates and graduates to enter accredited professional Master of Architecture (MArch) programs across the country as well as other graduate programs in disciplines such as landscape architecture, interior architecture, planning, historic preservation and urban design. In student admissions, the Department of Architecture follows procedures that apply to all undergraduate programs in the university. Freshman applicants must have completed the college preparatory curriculum in high school, graduated in the top 25 percent of their high school class and achieved a score of at least 26 on the ACT or 1100 on the SAT. Applicants who have completed work at other collegiate institutions can review the information for transfer students in Information for Undergraduate Students. In addition to general university transfer policies, the College of Architecture and Planning evaluates course work to determine its appropriateness for the degree Bachelor of Science (architecture). Students who have completed more than 24 semester hours of transferable course work are evaluated for admission on the basis of their college GPA without regard to their high school performance. Transfer applicants with fewer than 24 transferable hours are evaluated on the basis of both high school and college work.

For automatic admission to the architecture major, students must have a 2.75 cumulative GPA for all coursework attempted. Students with at least a 2.3 cumulative GPA may be considered on an individual basis if the academic record shows a consistent record of improvement and/or strong performance in science, mathematics, art, or architecture-oriented courses. Students with a 2.0 to 2.29 cumulative GPA may be considered for admission as pre-architecture majors in the College of Liberal Arts and Sciences. If not initially admitted to the architecture program, students can be reconsidered through an internal CU Denver process upon meeting the criteria outline above. Students who want to transfer to the BS Architecture program from another college or school of the University of Colorado Denver must formally apply to the College.

For graduate admissions, the College of Architecture and Planning aims to admit students who are likely to succeed in completing the requirements for the degree and whose interests are a good fit with its educational capacities. All of the required information helps us to evaluate the potential of the student for graduate study and to pair their interests with the department's strengths. No one component (such as a GRE score, if required) ensures admission nor precludes it; a judgment is made based on the entire application. Students need 1) at least a 3.0 undergraduate grade point average - although they may be admitted on probation in special instances with a grade point average below 3.0 but over 2.5, and 2) a portfolio of creative work.

Faculty Appointments

Regarding faculty appointments, the Department of Architecture has developed a hiring plan that projects growth and needs through 2016. Faculty searches will begin in the Fall 2014. The Department will attempt to include underrepresented groups as new faculty are hired. The department follows the hiring procedures published by the Office of the Provost and Vice Chancellor for Academic Affairs. The Chair appoints a search committee. The committee writes a position announcement that it submits to the Human Resources Department before the position is posted.

http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf

Additional policies that impact the learning culture at the University of Colorado Denver and in the College of Architecture and Planning can be found by visiting the following link:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Pages/PoliciesForms.aspx

Commitment to Social Equity by the University of Colorado Denver

The University of Colorado Denver is committed to providing equal access to education to students, faculty, and staff regardless of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation. The College of Architecture and Planning and the Department of Architecture fully support the University's goals for diversity. The University of Colorado Denver has an accessible infrastructure of offices and initiatives committed to diversity, equal opportunity, and affirmative action.

http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/executiveteam/DiversityInclusion/Pages/DiversityInclusion.aspx

The Office of Diversity and Inclusion provides leadership to accomplish the University of Colorado Denver | Anschutz Medical Campus's strategic priority #5: to enhance diversity university-wide and to foster a culture of inclusion. The office focuses on numerous elements of campus life, including: recruiting and retaining diverse students, faculty, and staff; maintaining an institutional climate of inclusiveness, respect and understanding for everyone; and expanding community-based programs to reduce health and educational disparities. The Office of Diversity and Inclusion oversees the University of Colorado Denver Educational Opportunity Programs (EOP) office on the Denver campus. The office provides services: a) to support underrepresented students and b) to promote a diverse and inclusive campus for all students, faculty, and staff. The Department of Architecture is committed to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Colorado Denver. Our efforts to achieve this include: effective faculty recruitment, mentoring and retention; broad outreach to potential student applicants; teaching courses and studios that work with diverse groups of people in the community.

To assist in providing access to education at the University, students with disabilities may take advantage of the Disabilities Resources and Services Office:

http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx

The Disability Resources and Services Office is the designated office that maintains disability-related records, determines eligibility for academic accommodations, determines reasonable accommodations and develops plans for the provision of such accommodations for students attending the university. It is the policy of our institution of higher education not to discriminate against persons with disabilities in admissions policies and procedures or educational programs, services and activities. Services available include lab aides/assistants, alternate format textbooks such as digital audio or braille, alternative testing formats or accommodations, voice recognition systems, interpreters or captionists for Deaf/HOH services, note taking services, and special furniture if needed.

The University of Colorado Denver provides Campus Life student services as a resource for students to activities and events, student housing, health and wellbeing, student clubs and organizations, sports and recreation, as well as campus and personal safety:

http://www.ucdenver.edu/life/services/Pages/index.aspx

The University abides by an academic honor code that states: "A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the UC Denver academic community, faculty and students accept the responsibility to maintain the highest standards of

intellectual honesty and ethical conduct in completing all forms of academic work at the university." The academic honor code defines the student's relation to the university and external communities, describes how the student is "expected to know, understand and comply with the ethical standards of the university... Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements." The code reviews examples of academic dishonesty--namely, plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and finally complicity in academic dishonesty as a means to illustrate examples of academic honesty as well as the student's rights.

http://www.ucdenver.edu/academics/CUOnline/FacultyResources/AcademicHonesty/Documents/student/introduction/index.htm

Commitment to Social Equity by the College of Architecture and Planning, and Department of Architecture

With the new CAP structure in place, the Department of Architecture will strengthen its mission to develop a strategic plan. As part of developing a clear mission and strategic plan, the Department of Architecture will discuss and develop a department Diversity Plan that reflects the Department of Architecture commitment to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Colorado Denver. These efforts will include effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants and teaching courses and studios that work with diverse groups of people in the community. All policies will be developed with extensive faculty involvement and input from staff and students.

SECTION I.1.3 Responses to the Five Perspectives

I.1.3a Architectural Education and the Academic Community:

As a public institution, and the only architecture program in the state, mandated by the Colorado Commission on Higher Education, the university and faculty have an added commitment to the people of Colorado and the region, and other constituents served by the university, to "deliver an outstanding and innovative educational experience; conduct outstanding research and creative work for the public good; and grow strong, mutually beneficial partnerships that engage our local, national, and global communities." These are goals to which the College of Architecture and Planning and the Department of Architecture make especially strong contributions.

The College of Architecture and Planning (CAP) at the University of Colorado Denver is the only college in Colorado offering comprehensive programs in the design and planning of the built environment, from undergraduate through accredited professional masters degrees to the doctorate. CAP is one of 13 colleges and schools on the campus. College of Architecture and Planning offers seven distinct degrees (including one bachelors degree, five masters degrees, and one doctoral degree), several formal concurrent degrees, and two interdisciplinary certificates. Formal concurrent degree programs in Architecture/Historic Preservation (MArch/MSHP) and Architecture/Landscape Architecture (MArch/MLA), informal concurrent degrees, and interdisciplinary certificates within the college provide similar collaborative opportunities for faculty while giving students ways to expand their expertise into related fields and build interpersonal connections across disciplinary lines. The PhD in Design and Planning is a research-oriented degree initiated in 1997 and is dedicated to the education of future architects, landscape architects, and urban planners who are intellectual leaders, and who have a critical understanding of the social, political, and global conditions that influence their professions. The College takes full advantage of aligning the programs with the special opportunities in the growing urban context of Denver and the Front Range, and with the view of what students in the design and planning fields will need to flourish in the next few decades. Recognizing the importance of interdisciplinary linkages that already exist between CAP departments and the university and college, The Department of Architecture will pursue new opportunities for interdisciplinary teaching and research.

It is the intent of the department to prepare students to excel in the design of built environments through the incorporation of intellectual, analytical, and integrative aspects of the involved professions. Within this context, students and faculty seek to creatively shape the built environment and understand it in relation to historic, political, economic, social, and natural environments. The Department of Architecture recognizes architecture as a broadly connected discipline that is deeply engaged in both the theoretical and applied aspects of everyday life. As previously stated, the department's mission is to lead in the discovery, innovation, communication and application of knowledge in the discipline of architecture as it applies to contemporary social and community issues, the development of a cultural identity, well-being, sustainable practices, as well as other elements. The department aims to excel in the education of its students, in the research and creative endeavors of its faculty and in service to the community.

In support of this intent in 2012 the College of Architecture and Planning began its strategic planning process within the larger framework of the University of Colorado Denver. The process was an inclusive one that invited participation by the entire faculty from all three departments and two programs as well as student organization leaders. It began with a series of conversations focused on areas of interest and expertise. The outcome of the process was three powerful themes (described earlier) that are woven into the activities of the College of Architecture and Planning.

The initiative of Enduring Places brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing buildings and public spaces and to create new ones that will thrive and evolve over time. A number of CAP faculty from several disciplines are looking afresh at the traditional languages of architecture, landscape architecture and urban design. This renewed interest in traditional design stems from several factors including sustainability, urbanization and cultural heritage. Emerging Practices explores new modes of professional practice and CAP is exploring how the next generation of designers and planners can flourish in this new context as key participants in the design process. Engaged Communities addresses the increasing desire of communities to take an active role in creating satisfying, socially just places. In all three initiatives, design and planning students learn how to initiate and manage public processes, as well as extend participation to those whose voices are not always heard. Project-based learning, in classroom and studio, as well as through the clinical teaching model of the Centers, prepares students to become leaders in a world increasingly open to democratic planning and design among diverse stakeholders. This research based, teaching and/or experiential service learning approach developed in a public university directly serves the needs of the state and region.

Within the structure of the College of Architecture and Planning it is both natural and crucial that the Department of Architecture nurture connections with the other design disciplines, including planning, landscape architecture and historic preservation, as well as cultivate relationships with other disciplines on campus. Interdisciplinary connections help to simulate realistic professional opportunities for students, connect students and faculty to communities who benefit from their expertise, and build academic communities better suited to address the complex problems in which architecture emerges. As part of a newly formed urban University and a College with comprehensive programs addressing the built and natural environments, the Department of Architecture is well situated to develop and build upon these relationships.

Consistent with the goals of the University and the College, the Department of Architecture embraces and celebrates the diverse architectural interests of the faculty to help students explore a variety of avenues in pursuit of their highest aspirations. The faculty in the Department of Architecture teach from diverse perspectives by integrating different design theories and practices into a curriculum that emphasizes their connectedness and real-world relevance. This diverse approach informs how design shapes environments and settings and continuously evolves and changes. To promote these ideas the department has developed relationships with other programs in the College and university including the research centers--Colorado Center for Community Development and the Center of Preservation Research. Both centers are faculty, staff and student led interdisciplinary collaborations engaged in clinical teaching and community based projects.

Interaction with the Centers in the College

The Department of Architecture engages in a wide range of interdisciplinary research and teaching through two research centers housed in the College of Architecture and Planning: Center of

Preservation Research (CoPR) and Colorado Center for Community Development (CCCD). Both centers include faculty, staff, and students who support the development of community outreach and applied research. CoPR is funded by State and Federal grants, as well as private funds. CCCD is primarily funded by the Department of Local Affairs (DOLA).

CoPR is an interdisciplinary, collaborative organization that investigates and participates in the preservation of built environments, cultural landscapes, cultural heritage, and natural landscapes. The Center focuses documentation, survey and assessment through outreach to the wide variety of rural, suburban and urban communities, professional, government, and public communities engaged in preservation in Colorado and the Rocky Mountain West, throughout the United States, and around the world. The projects developed in the CoPR focus on demonstrating new ways of engaging traditional and cutting edge approaches to better documenting, analyzing and understanding community needs and the preservation of heritage, in order to guide informed decision making. Through education and scholarship, CoPR's exploration of the past for application in the present provides a basis for future sustainable preservation and development.

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CenterPreservationResearch/About%20CoPR/Pages/coprMission.aspx

CCCD is a clinical teaching practice providing students with real world experiences in design and planning as the center provides communities and neighborhoods with services in these areas. CCCD strives to enhance the quality of community life – through collaboration, applied research and innovative design – for the betterment of all residents. In the process, students' educational experience is enhanced by taking what is learned in the classroom and academic studio and employing it in projects of public and civic interest. Communities benefit through design work that is continuously being improved through research and innovation. Moreover, together we become partners in the design thinking process, thus expanding our mutual and individual capacities to further envision and implement projects of significant public impact.

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CCCD/Pages/default.aspx

Both Centers enhance the students' educational experience by taking what is learned in the classroom and academic studio and employing it in projects of public and civic interest. This process benefits communities and agencies throughout the region through preservation and design work that is continuously being improved through research and innovation. Both Centers draw from a multi-disciplinary collaborative clinical practice and applied research approach with students from several degree streams, including the PhD, MArch, MSHP and as well as students from MLA, MURP and MUD programs. Both CoPR and CCCD have broadly interdisciplinary groups of faculty, staff and students from Architecture, Historic Preservation, Landscape Architecture, Urban Design and Planning, seeking to enhance preservation, learning and community well-being through participatory research and design processes.

International Initiatives in the College and Department

Individual faculty participates in a broad range of interdisciplinary activities both inside and outside the university. Associate Professor Keith Loftin has collaborated with faculty at Dar Al-Hekma University in Jeddah, Saudi Arabia and developed the Fayez Exchange program. The program made possible by the generous support of Dr. Zuhair Fayez engages architecture students at the College of Architecture and Planning at the University of Colorado Denver, working with architecture students at Dar Al-Hekma University by means of a shared studio.

As Director of Finnish Initiatives, Associate Professor Taisto Makela has developed the Johnson Scholarship into a viable and sustainable program. The program has been made possible by the generous support of Don Johnson, AIA. The Director introduced the Johnson Scholarship opportunity to faculty members and students at the three universities in Finland with architecture degree programs (Aalto University, Helsinki) Tampere University of Technology, and University of Oulu). The initiative will explore and implement educational partnerships with these three schools that involve academic exchanges of students, faculty members, lecture series, and research scholars.

In addition, the Johnson Scholarship supports students who have completed a preprofessional undergraduate degree in Finland who wish to complete their studies in the NAAB accredited professional MArch degree program at the University of Colorado Denver. The Johnson Scholarship covers full tuition for up to two academic years at CU Denver. Johnson Scholars are required to enroll in a full course load of 12 - 15 credit hours each semester and remain in good academic standing. Our first Johnson Scholar joined us in fall of 2013 and our second will be with us starting in fall 2014. The Johnson Travel Scholarship has been developed to support students in the college to participate in the Finland Summer Study Program starting in 2014.

The Department of Architecture is in the process of establishing an agreement with the School of Mechanics, Civil Engineering and Architecture at Northwestern Polytechnical University in Xi'an, China. The agreement is aimed to promote understanding and goodwill, to strengthen cultural ties, and to broaden student experiences, and to develop an Undergraduate Architecture Education Collaboration Program.

Initiatives in the Department and College

Students today are interested in engaging professional practice in architecture as soon as possible. Within the department the Design Build certificate has become an area of distinction for the graduate program in the Department of Architecture. Professor Phil Gallegos started this certificate 15 years ago. Senior Instructor Rick Sommerfeld, with his appointment in 2010, launched it to national prominence. Professor Gallegos also started a Design Build program in Guatemala for the undergraduates in 2013 to provide basic health care facilities for a very poor community without running water, electricity and plumbing. The Design Build Certificate Program continues to win significant awards and recognition for the excellence of its work. Design Build has served the broader community by partnering with non-profit organizations on a variety of innovative projects.

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/SignaturePrograms/DesignBuild/Pages/DesignBuild.aspx

The Aspen Summer Workshop offers a distinct, unique, and condensed "apprenticeship" studio with nationally and internationally recognized architects in Aspen, Basalt, and Carbondale. In 2013, there were six offices involved: Harry Teague Architects, Studio B Architects (Scott Lindenau), Black Shack Architects (Glenn Rappaport), Willis Pember Architects, CCY Architects (John Cottle), A4 Architects (Olivia Emery). The students are imbedded in architectural offices as apprentices and learn directly from successful professionals, gaining invaluable experience through focused, personal mentoring.

Contribution to the governance of the university, college and department

The most important vehicle for faculty governance in the university is the Faculty Assembly. The Faculty Assembly (FA) is the official voice of the CU Denver schools and colleges on campus to represent the interests of the faculty and work with administration. The Faculty Assembly has standing committees and subcommittees that tackle a range of issues that are essential to the continued growth of the institution and to the quality of the faculty experience on this campus. They provide guidance for formal faculty governance and norms for academic governance generally.

http://www.ucdenver.edu/faculty_staff/faculty/assembly/downtown/Pages/default.

Two faculty members serve two-year terms and represent the College of Architecture and Planning on the Faculty Assembly. Associate Professor Robert Flanagan served as the Chair for one year. The representative reports back to the college and department during regularly faculty meetings, and through other means as necessary. The faculty also participate on the Vice Chancellors Advisory Committee that reviews all reappointment, tenure and promotion cases on campus. All faculty have access to the *Strategies for Success, a Mentoring Manual for Tenure-Track Faculty*.

http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/reports/Documents/Final%20SfS%20print2.pdf

The department participates in the governance of the College of Architecture and Planning through a number of committees. The College Executive Committee includes the three department chairs, three

associate chairs, two program directors, the associate dean, and two assistant deans. The committee advises the dean on budgetary, college development, and public relations issues.

One Department of Architecture faculty serves as the Dean and one as the Associate Dean in the College. Architecture faculty, staff, and occasionally students, participate on ad-hoc college committees, which have dealt with the renovation of the building, space planning and allocation, visual resources and computing resources.

The Department of Architecture Executive Committee, which includes the Chair, Associate Chair, Director of Undergraduate Program, four Committee Chairs, meets monthly to discuss departmental issues; the Undergraduate Advisors attend a monthly meeting with the Chair, Associate Chair and program Director. The committees include Academic Affairs Committee, Faculty Affairs Committee, Curricular Affairs Committee, and Student Affairs Committee. In the 2013/14 academic year, the Academic Affairs and Curricular Affairs Committee joined to develop the new curricular structure that begins in Fall 2014. In Fall 2014, the faculty will evaluate the committee structure. This structure was established prior to the reorganization. The department holds regular meetings of the faculty, usually twice per month, to deal with governance issues; these meetings are regularly attended by faculty and one staff and student (usually AIAS member) representatives. Department committees meet as needed and advise the faculty and chair on issues including curriculum; international programs; new faculty and staff hires; tenure, promotion and merit reviews; strategic planning; new student admissions; distribution of scholarships and awards; publications, displays, and lectures.

Participation in intellectual life

The department contributes to the university's intellectual life through the sponsorship of regular public lectures and exhibits. Architectural history courses are routinely cross-listed in architecture and across campus in the undergraduate program. In addition, the department serves a large number of undergraduate non-majors from other units across the university.

Participation in social life

Graduate students in the College of Architecture and Planning host regular Happy Hour events. These events are open to all students in the College. For undergraduate students, the department hosts an undergraduate welcome at the beginning of each fall and spring semester. The department also hosts a graduate orientation for new students during the ARCH skills workshop that is held in the summer. The University of Colorado Denver's many departments, centers and schools host a vast number of public lectures, symposia, conferences, films and concerts. These events are posted on the College of Architecture and Planning's weekly news. Events are frequently free of charge.

Contribution of the university to the accredited degree program in terms of intellectual resources and personnel

The faculty, students and staff in the department benefit from resources, services and personnel offered by the university. The Auraria Library is the only tri-institutional academic library in the nation, serving the students, faculty, and staff of three leading urban institutions: University of Colorado Denver, Metropolitan State University of Denver, and Community College of Denver. One in six college students in Colorado attends the Auraria Campus. Because the vast majority of the student populations are commuters, the Library aspires to be the heart of the campus and a student's home away from home.

http://library.auraria.edu/

The university offers a great range of services that benefit the department directly. The Office of Research Development and Education helps with research opportunities and acquisition of grants; more generally, it supports a university culture that values research. The mission of the Office of Research Development and Education is to promote a dynamic and productive Research Community.

http://www.ucdenver.edu/academics/research/AboutUs/ORDE/Pages/orde.aspx

The Center for Faculty Development is another resource for faculty. The Center for Faculty Development (CFD) is the Denver Campus-wide professional development center providing tenured, tenure-track and non-tenure track faculty with the support they need to excel as teachers, scholars, mentors, and leaders. The CFD offers programs and resources to meet the diverse needs of faculty members throughout all stages of their careers, including individual consultation and mentoring, in-person and virtual workshops, grant opportunities, dossier review, academic leadership support, and professional development resources (website, books, journals, and videos). With a focus on enhancing teaching and student learning on the Denver Campus, the CFD has professional teaching consultants available to discuss any aspect of teaching, such as designing courses, enhancing classroom techniques, developing course materials, and documenting teaching effectiveness.

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx

I.1.3b Architectural Education and Students:

The University of Colorado Denver is a state-supported university located in the urban center of Denver, Colorado. The University of Colorado Denver serves a diverse student body, many of who are first generation college students, residents of Colorado, or have been accepted through the WICHE program. WICHE is a consortium of fifteen western states created to provide educational opportunities for students in the west. The College of Architecture and Planning offers the only accredited Architecture degree program in the state of Colorado. This means we have a special responsibility to fulfill our commitment to the built environment, heritage, social, and environmental challenges in the State of Colorado and the surrounding region, while addressing a wide variety of student expectations and demands. The pre-professional Bachelor of Science in Architecture program that admitted its first class in Spring 2013 serves students from the metro area and around the state. The graduate program serves a wide range of students from all over the United States and the world, with the majority coming from throughout the state of Colorado and region.

Students are attracted to the Department of Architecture for a variety of reasons. Some are interested in the department's commitment to professional education and professional training while focused on environment, heritage, and social issues. Others are attracted to the program for its focus on building methods and technologies as evidenced in the design/build program, digital fabrication, LEED, sustainable design and recycled material furniture design courses. The teaching and learning environment supports individual development of students and places a strong emphasis on the generation of a personal approach to architecture. The department's strong grounding in architectural history, or its capabilities in emerging digital design applications; project delivery and research attract others. And still others are attracted to the university because of its setting in Denver and the Rocky Mountain West. Despite these differing interests, most of our students intend to become practicing architects. International students often return to their home countries to practice. This drive toward professional practice indicates that our students want a broad, strong design-based education that will prepare them as leaders in a changing profession. The diversity of professional elective offerings in the department opens students' minds to the complexity of the world.

Students have the opportunity to pursue their interests within the college. Students interested in Contemporary Traditional Architecture as part of the Enduring Places Initiative established a student group for both the undergraduate and graduate students.

The new curriculum is being transitioned into the department beginning Fall 2014 and has been designed to provide students with a range of opportunities for exploring the diverse nature of architecture. The curriculum places emphasis on a shift away from the traditional approach of the acquisition of bodies of knowledge to a greater emphasis on the development of analytical, critical, and creative abilities that are essential to engaging and effectively addressing diverse bodies of knowledge. The outcome is the student's ability to engage, analyze, organize and manipulate diverse bodies of knowledge essential to the development of creative problem solving skills.

Studio-Based Learning

Both the Bachelor of Science in Architecture and Master of Architecture programs orient themselves

around the design studio where students may complete assignments individually while acquiring plans for the discovery of relevant information and knowledge. Complementing this process of discovery and application of knowledge is the groups approach used in some of the studio classes, where students are exposed to the strengths of collaboration that parallels practice.

Learning Outside the Classroom

Although studio instruction occurs primarily in the studio classroom, a wider spectrum of opportunities is offered to students ranging from theoretical approaches to design to projects where the focus is often toward the community. Many studios offered in the department propose architectural interventions on building sites in Denver, adjacent neighborhoods, or in other communities around the region. Documentation and analysis of these sites are crucial to the design process, so students undertake context-related research, conduct site surveys, and work with community stakeholders. Courses have included the ARCH 6170 Advanced Studio: Design Build; and ARCH 6170 Advanced Studio: Home on the Range – an exploration developing new architectural proposals on historic ranch sites, working with stakeholders in various counties throughout the State;

Community-Oriented Studios

Two important hands-on studios in the department take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Colorado. Courses have included ARCH 6170 Advanced Studio: Design Guidelines for Washington Park—an exploration of design guidelines for community review in an older Denver neighborhood; ARCH 6170 Advanced Studio: CU Denver Architecture Studio Westwood Community—an exploration of proposals for a community healthy living anchor at several sites along the Morrison Road corridor. Each of the four sites explored features a recreation center.

Off Campus Learning

National and international programs offer students many learning opportunities not available in Denver. Faculty-led programs include short trips (about seven days) to Chicago and multi-week field study courses Aspen Design Workshop, or International Programs offered in China, Guatemala, Rome, and Finland.

International Education

The College and Department of Architecture have an established tradition of interdisciplinary study programs including to Finland (8 summers), India (3 winters), Egypt (1 winter), Thailand (1 winter), Guatemala(1 time), Rome (many times), Turkey (many times). The Department of Architecture continues to build on its record of offering distinct and invaluable life-changing learning opportunities including:

- The undergraduate Design Build experience operates in Guatemala.
- The partnership with Dar Al Hekma University in Jeddah, Saudi Arabia has organized joint design studios and student and faculty exchanges.
- The Finnish Initiatives Program is intended to establish a variety of educational exchange opportunities between the three schools of architecture in Finland and the Department of Architecture. Established in its first year was the Johnson Scholarship covering two years of full non-resident tuition for Finnish students to study in our MArch Program. In addition, Johnson Travel Scholarships supported students participating the Finland Study Abroad Program in July 2014.

Research-Based Learning

Courses have included ARCH 6170: Green Building Design studying the development of sustainable materials and Biosips panels that will be patented.

How students participate in Shaping their Learning

In the Department of Architecture, students and faculty are partners in the educational process, and students have considerable freedom to direct their learning as they advance through the program. The faculty offers diverse perspectives and create an environment in which students grow and develop in their own individual directions within the constraints of a professionally accredited architecture program. The MArch curriculum begins with strong disciplinary fundamentals in building technology, professional practice, representation, history and theory, and design, on which to build advanced, specialized knowledge. The curriculum has been structured so that in the early years, students participate in courses in design, representation, history, structures, and environmental systems. At the more advanced levels, the curriculum moves to more complex problems, offering students more independence to choose among studio options that range from community based projects, traditional architecture, sustainability, theoretically based studios and preservation related projects. In addition to the studios, students can choose from a wide variety of electives.

Student Access to Career Development Information

The department offers several formal means for students to prepare for professional careers in architecture, including paid internships within CCCD and CoPR, paid internships with professional offices in the region, access to an Intern Development Program (IDP) coordinator, and college-wide career fairs drawing employers from multiple industries within architecture. Students in the Department of Architecture also have many opportunities to gain from the advice and mentorship of practicing architects, both in regular classes and in extracurricular settings.

Internship

Every semester the College of Architecture and Planning partners with firms and agencies to offer internships for academic credit. The main objective of the program is to immerse students in architecture and begin the networking process. Students are encouraged to start the process during their third year in the college. Students are required to spend a minimum of 136 hours with the selected firm, upon which they earn academic credit hours that can be applied to either professional studies or general elective credit in addition to compensation.

IDP Coordinator

The department's faculty Internship Development Program coordinator helps students plan for internships and licensure after they graduate. Although the IDP coordinator mainly assists students in the accredited MArch program, BS in Architecture students can also benefit from the coordinator's advice on long-term career planning. The IDP coordinator holds regular information sessions and consults individually with students.

Mentorship

Through a partnership with the American Institute of Architects the College of Architecture and Planning offers a great voluntary mentorship program. The Colorado Mentoring Network, a partnership with AIA Colorado, was named one of three Best Practices in Mentorship nationally for its work pairing senior level undergraduates, graduate students and young professionals with architecture, planning and landscape architecture practitioners. The mentorship program gives students a resource outside the College for professional development. Mentorship assignments are based on mutual professional interests, practice profile and intellectual engagement in the particular discipline. An individual mentorship program is mutually designed by both the student and the mentor to meet individual goals.

ACE Mentoring

Graduate students have the opportunity to participate in the ACE Mentor Program, which is open to any high school student who is interested to learn about a career in design and construction — from contracting and engineering to architecture and landscaping. The graduate students join a team of as mentors who are practicing industry professionals. High school students are immersed in the profession by being engaged in actual building projects.

Career Fair

The Department of Architecture, the Contemporary Traditional Architecture Initiative, and the Planning Department hosted three distinct career fairs this year that were so successful that they have led to a plan to develop a college wide annual career fair in 2015. At this spring event all students in the college can learn about job opportunities, network with potential employers, and learn more about the architecture profession.

Student Organizations

Students demonstrate leadership through their involvement in extracurricular activities. The department has a very active AIAS chapter with one of the largest memberships nationally. The chapter has also earned the honor of hosting the 2013 AIAS CU Denver West Quad conference and hosted the national AIAS Forum in 2008. The College of Architecture and Planning also hosts a large International Student Organization. A full professor at the College (Yuk Lee) has coordinated the activities of that student organization. As of Spring 2014 the total number of degree-registered international students were fifty-nine.

Advising

Faculty and advisors work closely with individual students to assist them in setting personal goals and to advise them on elective choices and career directions. Students often seek informal advice from faculty, and the advising staff can help students find the appropriate resource to meet their personal and professional needs.

The Graduate Academic Advisor (staff) and the Associate Chair (faculty) advise MArch students on all aspects of the curriculum as well as issues that might affect student performance in the program. The Undergraduate Academic Advisor (staff) and the Director of the Undergraduate Program (faculty) advise undergraduate students. Generally, each student meets with an advisor throughout the academic year as needed, to advise on issues of academic course planning. In addition, they assist students with information and advice about graduate schools and employment possibilities available to them upon completion of their academic program.

The Graduate and Undergraduate Advisors, the Associate Chair, and the Director of the Undergraduate Program meet regularly to discuss student issues and concerns, and to review department policies that affect students.

Grading Policy

Grades are an essential part of a student's academic experience. While the primary purpose of grades is to establish an official, normalized record of students' academic progress, they also serve other important functions. They can, for example, affect the awarding of honors and access to financial aid. Accordingly, the Department of Architecture considers the careful and fair evaluation of student work, using grades and other formalized methods, to be a crucial part of its mission. A committee will be formed in Fall 2014 to review the grading policy. The department has a detailed grading policy, published on the department website and distributed annually, that describes faculty and student responsibilities, the CU Denver grading system, and grading appeals procedures.

https://www.cu.edu/ope/efficiency-and-effectiveness/presidents-task-force-efficiency/aps-1025-uniform-grading-policy

Scholarships and Awards

Scholarship, awards, and other student assistance funding for the College of Architecture and Planning and its programs comes from a range of sources, both from within the institution and from external sources. The main sources of student assistance for students in the architecture program are:

Alumni Association Graduate Scholarship: This scholarship, which carries an award of $3,000, is available to a graduate student in the College of Architecture and Planning. The award is for full-time students and is based on academic merit.

The University of Colorado Denver Tuition Awards: These total $47,250 per year and are awarded to students in the form of tuition awards. The award is based primarily on academic merit, although need may also be considered.

College of Architecture & Planning Teaching Assistantships: The College, through funding provided by the University, awards a minimum of $44,282 annually in the form of teaching and research assistantships, to students in its programs.

Jennifer Moulton Fellowship: This scholarship, which carries an award of $1,500 annually, is available to a graduate student in the College of Architecture and Planning. The award is based on academic standing and a comprehensive and detailed proposal identifying a "focus issue" involving Architecture, Urban Design, and/or Community Planning in the Denver metropolitan area.

Cab Childress Memorial Scholarship: This scholarship carries an annual award of $4,000, and is available to a graduate or undergraduate Architecture & Planning student. The award is available to a student in good academic standing to cover study-abroad tuition/fees and travel costs. Preference is given to students who have not previously studied abroad.

H+L Architecture Scholarship: This scholarship carries a total annual award of $1,500 for one student and is awarded to a graduate student in Architecture, Landscape Architecture, Urban and Regional Planning, or Urban Design who dares to create user "experience" through their designs. H+L may provide a paid internship in conjunction with this scholarship depending on business needs.

The Hideo Sasaki Scholarship in Interdisciplinary Design: This scholarship, which carries an award of $1,000 annually, is awarded to an outstanding graduate student in his or her final year in Architecture, Landscape Architecture, Planning, or Urban Design. It is awarded to students with interdisciplinary interests. This scholarship is not based solely on financial need.

Brian Hovey Memorial Scholarship: This scholarship carries an award of $6,000, and is available to graduate students in the Master of Architecture program in the College of Architecture & Planning. Preference is given to disadvantaged students, preferably from a single parent family, and students who demonstrate good work ethic and dedication to becoming the best architecture student possible.

Richard Reindel Study Abroad Memorial Fund: This scholarship, which carries numerous awards totaling $7,000, is awarded to up to four students who qualify for financial aid, receive academic recognition, and are studying abroad in Rome.

The AIA Colorado Education Fund Scholarships: The AIA Colorado Education Fund, which is supported by a substantial endowment managed by its trustees, annually awards the following scholarships:

> **The Mike Kephart Scholarship:** This is an annual award of $1,000 awarded to a full-time graduate student in architecture with a concentration in housing or urban design.
>
> **The Temple Hoyne Buell Graduate Scholarship:** This is an annual award of $2,500 awarded to a full-time graduate student in architecture. The award is for a student who will be entering the final year of study leading to the Master of Architecture degree in the fall following the award.
>
> **The Robert K. Fuller Scholarship for Graduate Study in Architecture:** With an annual award of $2,000, this is awarded to either a full-time graduate student in architecture at the University of Colorado Denver; a graduate in environmental design from University of Colorado Boulder, whose graduate study will be in the discipline of architecture; a member of the faculty of the College of Architecture and Planning, or an architect residing and practicing in Colorado.
>
> **The William C. Muchow, FAIA, Scholarship:** This scholarship, which carries two awards of $5,000 annually, is awarded to a full-time graduate student in architecture who will be entering final year of study leading to the award of the Master of Architecture degree at the University of Colorado Denver.

The AIA Colorado Education Fund Travel Scholarships: The AIA Colorado Education Fund, which is supported by a substantial endowment managed by its trustees, annually awards the following travel scholarships:

Rodney S. Davis Memorial Travel Scholarship: This scholarship, which is only awarded for odd numbered years starting in 2009, carries an award of $4,000. It is available to undergraduate and graduate students for the study of Architecture outside of the continental United States.

The Arthur A. and Florence G. Fischer Traveling Scholarships: Two scholarships of $2,700 and $2,300 are awarded annually to either: a graduate student in architecture at the University of Colorado Denver; a graduate of the program in environmental design from University of Colorado at Boulder; a member of the faculty of the College of Architecture and Planning; or an architect residing and practicing in Colorado.

The James M. Hunter Traveling Scholarship: This $2,000 scholarship is for travel within the continental United States to study architecture. It is awarded to either: an undergraduate or graduate student in architecture at the University of Colorado; a member of the faculty of the College of Architecture and Planning; or an architect residing and practicing in Colorado.

Hobart D. Wagener, FAIA Traveling Scholarship: This scholarship, which carries an award for $5,000, is available to a senior architectural student at the University of Colorado, a Colorado resident who is a senior studying architecture at any accredited school, or an architect under the age of 40 practicing in Colorado. The scholarship is awarded to a person who demonstrates a passion for learning about architecture in another part of the country or world, an ability to complete travel within one year of the scholarship award, and a willingness to attend and share the travel experience at the following year's Hobart D. Wagener, FAIA Award dinner. Preference is given to applicants showing a strong design orientation.

I.1.3c Architectural Education and the Regulatory Environment:

The Department of Architecture is committed to assisting students with their transition from academic development to career development. To that end, the following initiatives and programs facilitate this transition.

- The Department of Architecture benefits from the NCARB IDP Education Coordinator (Christopher Nims, FAIA, NCARB) who attends yearly training and educational conferences to stay up to date with current developments. The coordinator works closely with the IDP State Coordinator (Megan Kullerd Honhold, AIA) to present to the CU Denver AIAS, ensuring students are informed as to the path to licensure beyond their academic endeavor. Additionally, students are introduced to the path to licensure in the professional practice class. All students are encouraged to open IDP files early in their studies. Effort is made through the NCARB IDP Education Coordinator to assure the Internship Program is in compliance with the Colorado Department of Regulatory Agencies (DORA) and the current policies of the Board of Architects, Professional Engineers, and Professional Land Surveyors.

- A distinguished Mentorship Program has been developed in partnership with AIA Colorado. Students requesting a mentor are paired with a practitioner of similar interests to assist with their questions of professional development. Under the direction of Christopher Nims, FAIA, founder, the program has been recognized at the American Institute of Architects 2005 Grassroots as a Best Practice. The current mentor roster consists of over 250 practicing architects. Conservative estimates are that this program results in approximately $250,000 annually in professional volunteer time to the development of architects in Colorado.

- A robust internship program exists, pairing students and graduates with firms for intern positions. The College's central location facilitates convenient access to the design community. Participating firms are largely members of the American Institute of Architects. All firms sign a contract agreeing to conditions for internships to ensure a professional experience. Ideally, this converts to a full time position upon graduation. Students can elect to take internships for academic credit and use their internship to fulfill IDP credits as well. Students are advised through NCARB about

policies and procedures for fulfilling IDP credit as well as restrictions. IDP advisors are available to assist the student with the IDP process. Students seeking internships are individually counseled in developing and positioning their collateral to ensure a successful search, consistent with their career intent.

- Additionally, the College works closely with the AIA Colorado Emerging Professionals to ensure that students are aware of programs and activities that would assist them in career development through guest speakers, panel discussions with current interns, and newly licensed architects.

I.1.3d Architectural Education and the Profession:

Engagement with the Professional Community

The professional community in Denver gives students excellent exposure to the context of practice in architecture and its allied disciplines. A strong relationship is being built with the AIA Colorado office. With over 2,500 members, the American Institute of Architects Colorado has a robust membership, and is home to many notable firms in the region. Students benefit from the wide range of potential role models and potential employers. At the College level, we are inviting developers, practitioners, designers, and academics to discuss trends through the Emerging Practices Initiative. It is an initiative being developed to bridge professional practice and academics in mutually beneficial ways.

From the profession, the Department of Architecture hires many practitioners as part-time lecturers to teach studios, representation courses and seminars that address such topics as building codes, issues in professional practice, digital fabrication, and technical aspects of lighting. We invite other practitioners to give guest lectures in classes, serve as studio reviewers, or to provide occasional studio desk critiques. Professionals share their expertise, usually on technical subjects such as structures, HVAC, day lighting, or codes. The Department also employs a large number of part-time, honorarium faculty from the local professional community. In these settings, students have opportunities to hear the perspectives of practicing architects, but also to meet and converse informally with people actively involved in the profession. The advantage for both students and architecture firms is that this provides an important way to build professional networks. Local firms in turn hire many of our graduates.

The professional community also exposes students to the context of practice through internships in the region, nationally, and internationally. Gensler, a premier worldwide design firm, in partnership with Tongji University in Shanghai and the University of Colorado Denver, offers University of Colorado Denver graduate students in architecture a seven-month internship opportunity to study and work abroad in Shanghai, China.

The Gensler International Internship is established to allow American and Chinese students the opportunity to study abroad, experience diversity of culture and explore varied approaches to design, technology and management in their respective discipline. One student each year is selected from CU Denver to study at Tongji University and work in the Gensler/Shanghai office, and one Tongji student studies at CU Denver and works in the Gensler/Denver office. Each student is obligated to bring his/her experiences back to the home country and share them with colleagues and community. This innovative program is currently on hold starting this year due to recent changes in the Chinese visa and work regulations.

The department also actively contributes to and benefits from the American Institute of Architects (AIA). Faculty regularly participate on AIA committees and on local and regional AIA design juries. Several practicing faculty have won AIA design awards and competitions, and one is a fellow. Our BSArch and MArch curricula are designed to meet NAAB professional requirements, while fostering the development of life-long learning skills. The department prepares students to assume leadership roles in the field, whether as versatile and broadly educated generalists or as specialists, capable of excelling in research, teaching and related fields. The faculty challenge students to integrate their knowledge, skills, experience and values into a problem-solving process. The long-term goal is preparation for life-long and independent learning.

Respect for the Design Disciplines

The Department of Architecture at CU Denver shares administrative staff, facilities, academic resources, and public events with the departments of Landscape Architecture and Design as well as programs in Historic Preservation and Urban Design. This gives our faculty and students an unusual perspective on the widest scope of issues involved in the built environment. Collaborative opportunities presented by the college, as well as the extensive interdisciplinary work developed through the Centers, CCCD and CoPR, present opportunities for building strong mutual understandings with disciplines associated to architecture.

Within the department, faculty frequently invite engineers, landscape architects, and planners to participate in studio reviews or desk critiques. The recently established Gedeon LaFarge gift for integration of engineering in the advanced studio provides a formal teaching appointment in the Department of Architecture each year for an engineer to collaborate with faculty and students.

Social Responsibility

The Department of Architecture is committed to educating students to become reflective practitioners who understand their ethical responsibilities in professional practice, including obligations to the traditions of the discipline, the values of the profession, and the needs of clients and society. Around issues of community engagement and design, the Colorado Center for Community Development (CCCD) takes a leading role, bringing together a culturally diverse, interdisciplinary group of staff, faculty and students to address issues of the impact of design on communities. Our community-oriented studios also provide opportunities for students to develop strong affinities for work with the citizens of the region and to understand the impact of their design decisions.

The Center of Preservation Research emphasizes the value of the history of built environments as a resource in shaping the future of the region. It enhances the understanding and appreciation of culture through the investigation and explication of material culture, cultural heritage, and cultural institutions and celebrates the concept of "regionalism(s)" in its work throughout Colorado, the Rocky Mountain West, across the United States and internationally.

The architecture program is intentionally comprehensive, balanced, rigorous, and demanding. It stresses the importance of the interconnected influences of history, theory, ideology, landscape, context, technology, and practice of the form, quality, and design of buildings in their cultural and physical environment. The department's faculty members stress the broad and important cultural, intellectual, and design traditions of the discipline, and expect that these will be recognized, accepted, applied, and extended in the work of their students. They empower their students to design both thoughtfully and well, to accept their roles and responsibilities as the primary designers of the physical environment. Also, to understand their effect on the quality of the built environment through reflective, thoughtful, rigorous and critical practice. The program prepares students to practice and to assume new roles within a context of increasing cultural diversity, changing technology, regulatory demands, and complex issues while expanding the foundation of knowledge in a number of ways.

In addition, members of the faculty and the student body are acutely aware of the rapidly changing character of architecture outside of the university. The faculty recognizes that its students practice within an increasingly complex personal, social, and cultural context and accelerating rate of change. In response to this, the department's mission, focus, and goals are rooted in a commitment to professional education rather than professional training. Education values reflection, exploration, examination, critical scrutiny, and learning how to learn, i.e., learning as the ongoing activity of a lifetime. The task our students will face during their lives and careers is the learning to live with complexity creatively. Students develop an appreciation of the diverse and collaborative roles assumed by architects through a lifetime of practice in many ways. In addition they also develop an understanding and respect for the roles and responsibilities of related disciplines. The evidence can be summarized as follows:

> Through the fact that the program places strong emphasis on the act of design as the architect's primary intellectual tool, and the means through which both the architect's and the culture's environmental ideas and aspirations can be expressed. It stresses the inherently intellectual nature of the discipline, and encourages and expects its students to approach

their education and their work from this perspective. It stresses the traditions of the discipline and the profession, and expects that its students recognize and accept these. It values discipline, responsibility, and commitment on the part of the faculty and students, and provides a framework within which these may be developed. It finally expects of its graduates that they will become reflective, thoughtful, and critical designers and architects, who will not only practice architecture, but also practice it well. Each of these characteristics of the program is value-driven, and together they establish the ethical and behavioral framework through which the program addresses and realizes the intentions of this perspective.

Through the Design Build Program where students work together in developing a design, design documents, design development documents, contract documents, and shop drawings, and then by actually working together in the field to build the structure. In this program, the students have not only the opportunity to engage the complete design/build process on a small scale, but they have also the experience of working with a client and a community group. This full working experience provides them with the opportunity to address many of the tensions inherent in architecture: private vs. public; past vs. present; present vs. future; private-public vs. the creative enterprise.

I.1.3e Architectural Education and the Public Good:

The department emphasizes the discipline of architecture as an important part of both general culture and human civilization. As mentioned in the section “Architecture Education and the Profession,” the department possesses a sense of the important ethical foundations of the discipline. Good architects must also be “good citizens.”

Society and its cultural and environmental context is a particularly important theme for all programs offered by the College of Architecture and Planning given its location in the shadows of the Front Range of the Rocky Mountains. The program addresses issues of social and environmental equity, heritage, and architectural and cultural landscapes. This allows for critical discussions of the role of governmental policy, community activism, and responsibility and ethical practice. Selected course content in the program includes the ethical foundations of the discipline, its historical traditions and contextualized social and cultural concerns.

In order for graduate students to understand the impact of architecture they must learn that actions have implications and that these actions and implications occur in the built environment through architecture and urban design. The department uses metro-Denver and its adjacent suburban and rural context as a laboratory in which to explore these issues. The built environment is the product of many people in a wide range of fields, and is continuously shaped by those who inhabit it. Students are asked to identify the participants at all stages, to analyze the effects of multiple forces upon the stakeholders, and to begin to address the challenges of conflicting interests in the creation of appropriate sustainable environments and communities.

Many of the studios offered by the department propose architectural interventions on urban sites in Denver, suburban areas, and rural sites in the surrounding region. A number of studios focus on real-world problems in which students provide communities and non-profit stakeholders with design proposals, feasibility studies and project development materials. In the department, various faculty conduct research and teaching related to community, heritage, and environmental issues, such as:

Professor Julee Herdt and a group of architecture students in her Green Tech Studio, a “real build” course in which students advance their knowledge of environmental design through full-scale construction of architectural elements, furnishings, accessories, household items, lamps, outdoor gear, and even clothing, place the products of the course with a local retailer.

Professor Kat Vlahos is researching issues facing Colorado’s historical agricultural properties--ranches and farms--such as increased property values, poor condition of the existing structures, social and physical effects of decreased agricultural product profitability, vernacular architecture, loss of cultural landscapes.

Over the last two years under the supervision of Senior Instructor Rick Sommerfeld the Design Build program built two houses on Navajo Nation and two community projects in Colorado. In the Fall of 2014 there are plans to construct two cabins.

Ridgway Stage
In the Spring of 2013 Colorado Building Workshop constructed an outdoor stage for the Town of Ridgway. The students met with the mayor and city council members throughout the semester to design a 650 sq. ft. performing arts stage for a number of community events including their summer concert series.

Lamar Station
In the fall of 2014 Colorado Building Workshop, the name of the Design Build program, constructed an outdoor classroom for Metro West Housing (Lakewood's housing authority). The classroom serves as a demonstration area for the neighboring community gardens to educate residence about growing their own food. The design is a response to the client's brief about creating maximum transparency for those who oversee the classroom while simultaneously creating opacity (privacy) for those using the classroom. The vertical bar grate skin allows the structure to be viewed as completely transparent or opaque depending on one's viewpoint.

Raine House
Raine House was built in 2012 for Lorainne Toney and her five children. The 1100 sq. ft. residence is constructed primarily of thermally broken, slow-pour concrete. This material collects and stores energy to keep the home between 62-84 degrees year round, significantly reducing the cost to heat and cool the home.

Hozho House
Hozho House was constructed in the Fall of 2013. The home was built for Harvey and Hilda Billjohn using SIPs and low-e2 glazing. The house is clad in recycled aluminum panels and cedar louvres. Each window is protected by vertical and horizontal shading in devices. Energy modeling shows these techniques reduce the heat gain on the building façade by 66%. On the north side of the house a patio, with a view of the Blue Mountains, is protected by an extension of the façade and roof.

Mexican Water Cabins
In 2014 students will spend the fall semester building two unique cabins for the Mexican Water Chapter of Navajo Nation. These cabins are located within walking distance of the chapter house and will serve as a rental units for tourist, interested in Navajo culture. The homes were designed with members of the local government to take advantage of the surrounding landscape and incorporate Navajo culture.

Students in Lecturer Cameron Kruger's Advanced Design Studio worked closely with a local neighborhood association, the Denver Planning Department, and area developers to write and test a proposed zoning overlay district for the Washington Park neighborhood in Denver. One of the most interesting features of Denver's extensive zoning code rewrite in 2010 is the provision for neighborhood generated overlay districts that allow citizens to tailor the code to the unique attributes of their individual neighborhoods. Students in this studio participated in multiple field trips to the neighborhood, met with citizen groups, city planners, the Washington Park East Neighborhood Association (WPENA) board, and two local developers.

Through these and many other faculty research initiatives students learn firsthand how the public perceives its environment and how the ability to communicate effectively is the foundation of responsive and responsible social architecture. Students learn that buildings should be responsive to particular places and groups of people. Environmental, heritage, cultural resource, and community's stewardship are central to the ethos of the Department of Architecture. We live in a city and region that is undergoing tremendous population growth, in use of water resources, efficient energy production, preservation and conservation, and emerging technologies and practices. Because the impact of buildings on energy and resource consumption, environmental quality, consumption of cultural resources, impact on communities and stakeholders is immense,

the program is committed to training students to keep these issues central in the design of the built environment.

The University of Colorado Denver takes seriously its responsibility to use its resources to address problems and concerns affecting the state, which is underscored by the department's commitment to community building with local neighborhoods and municipalities, both in the classroom and in the Centers. Department faculty are active as civic leaders. They participate in community service and routinely provide professional expertise in a variety of community, regional and national settings (e.g. through lectures and presentations, and service on committees, design review boards and professional organizations).

Through these efforts, and faculty research initiatives, students learn firsthand how the public perceives its environment and how the ability to communicate effectively is the foundation of responsive and responsible social architecture.

I.1.4 Long-Range Planning:

The Department of Architecture is guided by long-range planning at three levels, those of the University of Colorado Denver, the College of Architecture and Planning and of the department itself. Each process follows its own cycle, to which the department must study and respond as both the undergraduate Bachelor of Science and the Master of Architecture programs grow and evolve.

University of Colorado Denver

The overarching framework for long-range planning at the university-wide level is the Strategic Plan 2008-2020. The plan aims to build a new university for the 21st century as a model for what public universities will look like in this new century. The Strategic Plan 2008-2020 was initiated by the university to serve as the foundation for the University of Colorado Denver's renewal of accreditation in 2010-2011 by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).

This Strategic Plan will "position the university to enhance its reputation as a premier research university that contributes knowledge and human talent to the region, the nation, and indeed the world." As the only architecture degree program in the state, mandated by the Colorado Commission on Higher Education (CCHE), the university, college, and Department of Architecture have a unique commitment to the people of Colorado and the region, as well as other constituents served by the university, to "deliver an outstanding and innovative educational experience; conduct outstanding research and creative work for the public good; and grow strong, mutually beneficial partnerships that engage our local, national, and global responsibilities." The Department of Architecture achieves these goals through faculty research, community outreach, coursework addressing relevant issues in the region, Design Build, and the work developed in the research centers. Architecture faculty direct both the Center of Preservation Research (CoPR) and the Colorado Center for Community Development (CCCD).

The Auraria Campus falls under the framework of a Master Plan, which currently includes the 2007 Auraria Master Plan and the 2012 Final AHEC Master Plan Update. The master planning process follows a typical 10-year cycle, with an update roughly at an interim point. The master plan guides the capital construction and improvement process that the college must follow as it develops and improves its facilities.

The university-wide master-planning process falls under the purview of the Provost and the Office of Institutional Planning. This office coordinates the five-year Capital Construction Plan (CC-P) and a Two-year Capital Construction – List of Cash-Funded Projects.

The Office of Academic Planning, also a part of the Provost's office, manages the process for the Academic Program Review Reports submitted to the CU president's office.

www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/AcademicPlanning/AcademicProgramReview.

Periodically, the University of Colorado Denver initiates new intellectual and creative efforts that are larger in scope and involve interdisciplinary projects with multiple individuals from more than one department, school or college. Among these new initiatives is the "Sustainability Initiative," which incorporates the principles of environment and equity into the framework of participating programs. The Department of Architecture is an active participant in this long-term vision.

[http://www.ucdenver.edu/about/Initiatives/Sustainability/Pages/UCDSustainabilityInitiative.aspx

The College of Architecture and Planning

The Board of Regents and the Colorado Department of Higher Education require comprehensive review of academic programs every five to seven years. The University of Colorado (CU) System Administrative Policy Statement (APS) "Implementation of Regent Policy on Program Review and Newly Approved Program Review" guides all that follows. The goal of academic program review is to promote and maintain efficiently administered, high quality academic programs. Program review should inform strategic planning and provide a basic planning document, and may include major, minor, and supportive recommendations. The department and campus are expected to use the program review as a guide in making decisions regarding resource allocation, faculty staffing, program focus, admission standards, curriculum content, and other appropriate academic matters, subject to availability of resources, consistency with campus plans, and other factors. In addition, the campus views program review as a mechanism for allowing the faculty in academic programs to hold each other accountable for quality and performance and for responsible use of resources.

Upon completion of the PRP written report, in consultation with the unit's faculty, the head of the unit under review will develop a three-year implementation plan consistent with recommendations in the report. An annual progress report is due in each of the three years following the program review. CAP's last Academic Program Review was in 2008. The college is undergoing another review in Fall 2014.

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/AcademicProgramReview.pdf

Consistent with the System APS, CU Denver conducts APRs every seven years to assess the strengths and weaknesses of programs, to make decisions about their future, and to ensure that CU Denver offers high-quality programs that are administered efficiently.

The Office of Academic Planning coordinates all program reviews for CU Denver. Coordination includes managing the Program Review Panel (PRP), which provides campus-level study of all units under review; the PRP is comprised of faculty and academic administrators from across CU Denver. It reviews the self-studies for each APR, participates in the external review team visit, and prepares the final Program Review Report for the year. Other details—e.g., guidelines for the preparation of the self-study reports, selection of external reviewers, formats for site visits, etc.—are provided in the CU Denver Academic Program Review policy document. To support its development of strategic and long-range planning, the college is able to draw upon data made available by the Office of Institutional Research and Effectiveness (OIRE):

http://www.ucdenver.edu/about/departments/InstitutionalResearch/Pages/default.aspx

The Department of Architecture

The Department of Architecture is initiating a process to develop a Strategic Plan that began in January 2014. On January 31, 2014, following a daylong workshop, the faculty (including tenured, instructors, and lecturers) of the Department of Architecture discussed long-term goals for the department that would guide future development of a strategic plan. The meeting incorporated feedback from an online student survey developed by the AIAS in Spring 2013, and a survey of both full-time and part-time faculty. In addition, the dean of the College was consulted along with the strategic plan of the college and the new vision statement for the University of Colorado Denver. An external facilitator well versed in architectural education and the profession was invited to manage the

process. The outcome of the meeting was the first attempt of articulating a vision for the department:

> Becoming the epicenter of, and leaders for, architectural education, research, and service/contribution to the future of the Rocky Mountain west, plains, and region through: community and professional outreach; establishing partnerships, becoming a regional resource; the facilitation of design; establishing multi-disciplinary work, exploring initiatives, becoming a place for creative dialogue and exchange; being relevant, active and visible; using the local and regional environment as a laboratory; and going beyond the institution. Becoming a program that bridges education and practice.

The long-term goal is to develop an identity and strategic plan for the Department of Architecture that reflects the collective values of the faculty, seen in the context of the college, university and larger regional, national and international professional and academic communities. Although the intention of the strategic plan would be to provide a framework for action that can guide the department in the coming years, it will be revisited on a regular basis, through daylong retreats, in order to respond to changing circumstances and to take advantage of new opportunities. At future annual retreats, the overall strategic plan discussions will be evaluated and then expanded to look in more detail at specific areas of program development.

The Department of Architecture will work to strengthen the collective vision of the department in response to faculty and student input. This may be achieved by reinforcing the core pedagogical experiences provided by the department for the students. One example is the development of a new curriculum that will begin in Fall 2014. Another goal would be to reinforce connections between the Department of Architecture and the regional, national and international academic and professional communities. In addition, the department will pursue interdisciplinary linkages within the college with the various departments as well as across the university.

The Department of Architecture currently has proposed a number of initiatives that could strengthen the goals and focus the mission of the department to advance the development of a strategic plan in pursuit of the discipline and practice of architecture. These include: 1) Design Build, a program established in 1997 and receiving national attention; 2) initiatives developed in the three areas of focus including; 3) historic preservation with an emphasis on architecture and cultural landscapes, and; 4) traditional architecture; 5) community engagement; and 6) emerging practices. In addition, there are two international initiatives—the Finnish Initiative and Dar Al Hekma Initiative, In Fall 2014 the initiatives, each tied to strategic goals, will be further discussed in breakout groups with a request and recommendation for action in relation to the departmental mission, vision and goals.

In addition, the process will build upon areas of distinction that are currently being developed by faculty in the areas of applied research, as well as exploring new possibilities. These include developing research and teaching by exploring how the digital design revolution and sustainable design practices are reshaping the professions; design/build practices; engaging in partnerships with government agencies to explore material science developments and patents; and exploring high-tech documentation methods for interpretive or resource management.

Two areas of study that are building prominence and distinction for the Department of Architecture are 1) the Design Build Certificate, where students can explore a specific pedagogical area in Building Materials and Methods, and Professional Practice, and 2) Historic Preservation, which is a stand-alone degree. Architecture students complete the MSHP as a secondary degree.

Design Build Certificate

Course: ARCH 6170/6171 Design Build Studio
This community outreach studio takes on design build projects for not-for-profit and community organizations needing facilities related to the arts, education and/or the environment. Students meet with building officials, engineers and clients to design a project complete with construction documents. Students are required to submit for a building permit and, in a later class (ARCH 6373), construct the project.

ARCH 6373 Construction in Design Build
This course focuses on the construction of the community project designed in ARCH 6170/6171

Design Build Studio. Students meet with local suppliers and fabricators to finalize budgets, secure building materials, and obtain building inspections while building the project.

ARCH 6472 Architecture as a Single Source Project Delivery
This class explores design build and integrated project delivery as a model of delivery specifically through architecture firms. Many of the lectures regarding pro forma, development, design and construction are held at local offices and job sites. This off-site lectures give students an opportunity to engage the profession and see firsthand how integrated project delivery and design build are being carried out locally.

ARCH 6471 Maintain Quality and Managing Risks
This class overviews professional practice as it relates to design build and integrated project delivery models. Special lectures on insurance, litigation, development and OSHA are held off-site.

ARCH 6472 DesignBuildBLUFF: Architecture as a Single Source Project Delivery
This design build seminar takes on the design of housing for the not-for-profit organization DesignBuildBLUFF. Students meet with a Navajo family or Navajo community organization to design a project, typically a house, on Navajo Nation in Utah.

ARCH 6170/6171 DesignBuildBLUFF: Advanced Studio
This studio is a follow up to ARCH 6472 DesignBuildBLUFF. Students meet with building officials, engineers and clients to continue their design and complete the construction documents for the house on Navajo Nation. Students take this class in sequence with ARCH 6373 to construct the project.

ARCH 6373 DesignBuildBLUFF: Construction in Design Build
This course focuses on the construction of the project for DesignBuildBLUFF. Students meet with local suppliers and fabricators to finalize budgets, secure building materials, and construct the project.

ARCH 6290 Native American Architecture
This course investigates Native American Architecture in the four corners region of the United States. Course field trips often include: Chaco Canyon, Anasazi Ruins, and the Navajo Fair in Bluff, UT.

Master of Science in Historic Preservation (MSHP)
The Master of Science in Historic Preservation (MSHP) is a 45 credit hour program, usually completed in 15 or 18 months (three regular semesters and possibly part or all of one summer). Students concurrently enrolled in the MArch program typically receive advanced standing, reducing credit hours to 30. It is designed to accommodate the background and needs of both those students with substantial experience and those new to the field. The course of study is for students seeking training in spatial, technical and design aspects of the broader field; it encompasses architecture, cultural landscapes, preservation, planning, building technology, project management, documentation, interpretation and representation.

Historic preservationists come from a variety of backgrounds. Some are well-educated in the humanities and desire to increase their technical understanding. Those familiar with the social sciences might be seeking “real world” applications for their expertise. Many already with “first professional degrees” in design and planning disciplines, as well as law and business, seek to deepen their competence in the vibrant and interesting professional niche of historic preservation. Our program is compliant with National Council of Preservation Education Standards.

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MSHP/Pages/CourseSequence.aspx

Architecture Advisory Team

In the future an Architecture Advisory Team will be formed by the Chair of the department with the intent to focus conversations on creating strong direction, clarity of the departmental mission or position on architecture, and developing strong areas of focus and defining traits in: emerging practices, historic preservation, community design, design/build, emphasis on quality of studio work, emphasis on fabrication and practice and contemporary building technology, architectural theory,

having a broad vision and ethos of sustainability so we can influence the profession, celebrating diversity, and having differing research interests with good potential for cross-collaboration.

Summary

The restructuring of the College of Architecture and Planning has presented the opportunity for the Department of Architecture to develop a strong identity in the region, and a long-range plan to support the mission, vision, and values of the department. Moving forward our approach to visioning and planning will be accomplished through monthly faculty meetings where we will address issues of importance to the accredited graduate program and the future of the undergraduate program. Understanding the limitations of a small faculty, the intention of the faculty meetings will be to build energy to move the program toward the desired goals established for the department.

The objectives for the department will be formed in response to the five perspectives. For example in addressing Architectural Education and the Public Good, our faculty and students are involved community outreach projects throughout the region. We will establish a process by which involvement is recorded each year in our annual report of research, scholarly and creative activity.

The new curriculum that has begun and focuses on Architectural Education and Students, will be further developed as a rigorous core curriculum that will be under constant assessment by our faculty. Our goal is to promise a broad general understanding of vital issues relative to the profession of architecture. These principles, as well as the opportunity and commitment to engage in the changing region, will be fundamental in our long-range planning and thinking.

The University, the College of Architecture and Planning, and the Department of Architecture are in the process of addressing long-range planning. As our program grows, our goal will be to continue to serve our students, the region, and the surrounding communities,

The five perspectives will play a key role in our thinking and discussions as we look forward.

I.1.5 Self-Assessment Procedures

The first strategic planning exercise was initiated in Fall 2013 upon the appointment of a new department chair, with the review of the new curriculum structure developed by the faculty in Spring 2013. This development of the new curriculum structure demonstrates that NAAB perspectives are essential to the character, mission, and goals of the department. In spring 2014, the vision for the curriculum was developed. In fall 2014, the new curriculum will be implemented taking into account the need for a transitional period. All faculty were consulted for input on all facets of the curriculum. An assessment process will be implemented within the Department on an annual basis. The most recent self-assessment process is one that is required by the university administration for all departments and programs. Our mission statement and strategic plan will be further developed and evaluated to ensure that we respond to timely issues of the profession as well as those generated out of the current conditions at the university, the college and the department.

Teaching Assessment

Teaching development and assessment will also be at the forefront of discussion in Fall 2014. Faculty will participate in a workshop focused on the development of learning outcomes and rubrics for the new curriculum. The content of each area of study will be further developed with the goal of creating stronger synergies between studio and seminar courses. Another goal is to explore more diverse studio structure relative to the curriculum objectives that are offered to students in the studio sequence, one that would be responsive to rapid changes in the profession and better prepare students for this new work environment. There is also a need for a comprehensive and proactive movement to expand our interdisciplinary work with other CU Denver departments and with other universities. The department will work on cultivating contacts at ACSA and other professional events to build our reputation and national stature. In addition, the department will align with the CAP goal to more aggressively contact alumni – celebrating their accomplishments and approaching them for support.

The faculty will assess the plan each to see where the Department has been successful in meeting the goals, and new strategies will be adapted to further the Department's goals and ambitions.

Faculty Self-Assessment

The faculty engages in self-assessment in a variety of ways. First, the faculty actively participates in governance of the department through its work on committees. There are four standing committees in the department: Curricular Affairs, Student Affairs, Faculty Affairs and Academic Affairs. When the need arose to develop the new curriculum, the Curricular Affairs and Academic Affairs committees joined efforts with great success. Each committee is charged with review of the matters described in the committee's name. In addition, the faculty serves on college and university committees, thereby representing the department and participating in self-governance matters at other levels within the University.

In Fall 2014, the department will establish an end-of-semester review policy for all studio work. This will permit faculty, students, staff, and others to participate in review of student work. Specific days will be designated for each level of student within the programs. The goal is to assess the strengths and weaknesses of the course outcomes and to present a holistic body of work for the program.

Peer review of the faculty is performed in two ways. First, the Faculty Affairs Committee is charged with participating in the annual merit review of faculty members. This committee works with the Chair to provide input to each faculty member's annual review. Second, the tenure and promotion process requires outside peer review of a faculty member's work in order to receive tenure and advance to the rank of Associate Professor or Full Professor. Work is sent through the blind review process. It is reviewed by the primary unit committee, the Dean's Advisory Committee, and the Dean before being sent to Vice Chancellor's Advisory Committee and the University Provost for final review.

Student evaluation of faculty teaching is performed in every class using the Faculty Course Questionnaire (FCQ) form. The results of teaching evaluation are used in the annual review of the faculty member and are required to be included in the faculty member's dossier at the time of tenure and promotion as well as when the faculty member seeks promotional advancement in the future.

Finally, the program will invite an Architecture Advisory Committee to review work each year. The committee will be composed of working professionals from diverse models of practice.

Assessment process

The Department of Architecture currently responds to the campus wide assessment process. A report is submitted each spring semester. Currently the Academic Affairs Committee, whose members represent all ranks from lecturer to professor, are developing a new departmental self-assessment process. It will identify means for gathering data as well as various individuals and groups with which to meet on a regular basis to gather input, for creating and refining a strategic plan. The first implementation of the assessment process will take place Fall 2014.

Meetings with students

The Chair will meet once each semester with the graduate and undergraduate students as well as the AIAS to gather input on key issues facing students relative to teaching pedagogy, curriculum development, overall school culture, studio culture and various coordination topics of specific concern to the students.

Retreats

Faculty retreats advance the broad goals stated above while focusing on particular issues in order to make substantial progress in key areas and to allow time to develop new initiatives and form/refine action items. Throughout the Spring 2014 semester, faculty looked in detail at specific pedagogical areas within the graduate program curriculum. These included; Studio (including capstone projects), Representation, Building Technology/Practice, Professional Practice, Computing/Digital Fabrication, and History/Theory. Faculty discussed these areas of curriculum and teaching and made recommendations for improvement. As a result, modifications to the curriculum will be implemented in

Fall 2014. In Fall 2014, faculty will further develop the curriculum as well as set priorities for the International Programs.

Highlights from the process are:

1) The curriculum was reduced from 114 credit hours to 105 credit hours;
2) The studio sequence was reduced from seven studios to six studios;
3) The curriculum was divided in to five areas of study: Design Studies, Representational Studies, --Historical/Cultural Studies, Technical Studies, and Professional Studies;
4) Technology sequence was reorganized (Structures before Building Construction and Methods);
5) Human Factors was transformed into a Professional Studies requirement addressing Pre-Design;
6) Site Planning was absorbed into a course that addresses larger scale issues of sustainable practices and site design.

Outcomes Assessment in the Architecture Master's Program

The Department of Architecture uses a quality outcomes assessment system established on the campus that advances student learning and promotes effective teaching as well as provides accountability and program improvement information. This year (2013-2014), as part of our outcomes assessment effort, we have focused on re-designing the curriculum, making sure that each course addresses one or more of the NAAB SPCs. As well, we have developed a matrix of learning experiences (courses, studios, internships, etc.) and SPC learning outcomes indicating where students have a significant opportunity to learn the skill or knowledge, such as:

	Course 1	Course 2	Course 3	Internship
SPC 1	X		X	
SPC 2	X	X		
SPC 3				X

We have also developed a matrix identifying where key assessments of learning will be carried out for each SPC learning outcome, along with a detailed description of the assessment approaches that will be used, which can include a combination of direct (e.g., exams, projects) and indirect (student self-assessments, exit interviews with students) measures.

	Course 1	Course 2	Course 3	Internship
SPC 1	Exam		Portfolio	
SPC 2		Studio Project		
SPC 3				Supervisor Evaluation

We have also developed a plan for identifying which SPCs will be addressed each year, and in which courses they will be assessed. Each year we will focus on and report on student learning results for five to ten SPCs. Through this approach of targeting a subset of SPCs for careful review, over the next five years we will have assessed student learning for all of the NAAB SPCs. Although likely SPCs are tracked for internship settings, all SPC are met via required classroom courses and the studio sequence.

Summary of the Department of Architecture Strengths and Challenges

The strengths of the Department of Architecture are:

1) Its place in a very special set of landscapes—urbanized Denver and the Front Range and the spectacular natural landscape of the high plains and the Rocky Mountains. This location offers a living laboratory of the most varied design and planning problems, including urban, suburban, rural, and varied landscape sites.

2) The variety found in the social and economic development of the region. During the past two decades, Colorado has experienced both rapid growth as well as social and cultural change, which allow us to engage architecture students in experiential learning and real-world projects.

3) As the sole granter of degrees in architecture in the State of Colorado, the department must serve a wide and diverse constituency. The program accommodates and enhances each student's personal, educational, and professional growth, and extends these effectively.

4) The Department continues to attract high-level members of the local architectural profession as honorarium teachers. Through the mentorship program students are put in contact with professionals working in Denver. The thriving architectural offices in Colorado provide good local job prospects for our graduating students.

5) The growing population, and the natural topography and climate of the State of Colorado, present a perfect laboratory for the testing and application of sustainable ways of designing and building. Based on increasing student demands, the Department is constantly widening its offerings of green and sustainable studios and classes.

6) In the various classes taught in our Department, students are introduced to design, theory, and technical skills, while also being exposed to critical thinking.

7) Our students come from all walks of life, diverse ethnic and racial background, varied professions or disciplines, and are of widely different age.

The challenges the Department faces are:

1) To be a leader in the region, the number of community outreach and experiential learning programs supported by the college and its students should increase.

2) Drawing a larger pool of admissions candidates. Over the past few years, the Grade Point Average of our incoming graduate students has increased. However, the need for developing a competitive program is desired and the admissions standards should be made more stringent.

3) There is a need to hire faculty at the assistant professor level to balance the department and future needs.

4) Through faculty participation and discussion, a clearer focus for the research endeavors of the department and its students and faculty should be established.

Summary

The department is exploring methods to obtain feedback from graduating students. One potential tool is exit interviews to be conducted by the department with each graduating class at both the undergraduate and graduate levels. This could be an informal meeting held by the Associate Chair (graduate students) and the program director (undergraduate students). Currently, the Chair has held monthly meeting with all students.

The department also receives feedback from the CU Denver Outcomes Assessment Committee

through the annual Outcomes Assessment Report. The following feedback was given for 2013:

The Architecture BS program is making steady progress in putting in place an effective outcomes assessment system. The program has identified learning outcomes (linked to the NAAB criteria), and identified which outcomes are addressed (and included on the syllabi) in which courses. As well, the program has developed a number of rubrics for assessing performances. The plan for fall 2014 is “to review our current assessment tools and establish uniform means of data collection.” The program then plans to collect assessment data in the spring of 2015 to inform the program improvement process (and the 2014-2015 annual assessment report).

PART ONE (I): SECTION 2 - RESOURCES

I.2.1 Human Resources & Human Resource Development

The University of Colorado Denver has a varied group of resources for all employees, both faculty and staff, and for students. The College of Architecture and Planning, and the Department of Architecture, encourage access to all of these resources and support services in the areas of human resource development.

Faculty

As of the Fall semester of 2014, the Department has 19 full-time faculty (not including the Dean and Associate Dean). Of these 16, three are Full Professors with tenure, seven are Associate Professors with tenure, one is an Assistant Professor Clinical Teaching Track, two are Senior Instructors (non-tenure-track), and three are Instructors (non-tenure-track). The Senior Instructor rank comprises faculty who have served the Department continuously for many years. Of the total 16 full-time faculty, ten are licensed to practice architecture (six are tenured faculty), holding registration(s) in various states across the country. Five hold a Ph.D., one a Doctorate, twelve hold a professional Masters-tenure-track), and three are Instructors (non-tenure-track). The Senior Instructor rank comprises faculty who have served the department for numerous years.

During the 2013-2014 academic year, the Department employed 19 Honoraria Faculty, mostly professionals in the Denver/Boulder metropolitan area. The location of the College of Architecture and Planning in a vibrant metropolitan setting allows the College to draw on a large number of highly skilled and specialized adjunct faculty. Adding together the full-time and part-time honoraria faculty, the Department has a Full Time Equivalent (FTE) faculty of 17.18. Given that the Full Time Equivalent (FTE) based on 15-credit-hour per-semester course load student count of students in the architecture programs at both undergraduate and graduate levels totals to 225.6 (64.9 undergraduate and 160.7 graduate), the FTE student to FTE faculty ratio in the Department is 13.1 to 1.

Full-time Architecture Department faculty members are expected to teach four courses per academic year. This same load prevails in the other two departments in the College (Planning and Design, and Landscape Architecture). Most coursework in the Department consists of six-credit-hour studios (which have a contact time of nine hours per week) or three-credit-hour lectures/seminars (which have a contact time of three hours per week). The normal teaching load for design-oriented faculty consists of two design studios and two related classes during the academic year, with the normal contact hour load being 12 hours per week (one nine-hour studio and one three-hour lecture/seminar). The normal teaching load for faculty who primarily do large lecture subjects consists of two large lectures and two related seminar classes during the academic year, with the normal contact hour load being six hours per week (one three-hour lecture and one three-hour seminar). The normal teaching load for Instructors and Senior Instructors is six classes per year, of which two are six-credit hour studios, and four are three-credit hour lecture courses or seminars. Occasionally, several of the Department's Senior Instructors teach two studios during a given semester. In those particular cases, contact time would be 18 hours per week. On average, faculty contact time in the Department is approximately ten hours per week. The student/faculty ratio in the design studios is 12.4:1 in the undergraduate program and 13.78:1 in the graduate program.

Tenured and tenure-track faculty in the College are expected to teach four courses per academic year, amounting to 40% of their work-time. Senior Instructors are expected to spend 80% of their time on teaching and teaching-related activities. In addition to these teaching responsibilities, members of the Department faculty are expected to participate in service to the program, the College, the University and the local and regional communities. The institution's expectation is that approximately 20% of their total time will be devoted to service activities of one kind or another. The tenured and tenure-track faculty are also expected to engage in research and/or creative activity in their discipline with 40% of their overall time devoted to activities in these areas.

The University of Colorado Denver and the University of Colorado system have established policies and procedures for the appointment, evaluation, reappointment, promotion, tenure and termination of

members of the University's faculty. The College of Architecture and Planning, as an academic and administrative unit of the University, implements these policies and procedures in a manner which is consistent with their intent. All recommendations for faculty appointments, reappointments, promotion, tenure and termination originate in the academic department faculty, and are reviewed and concurred in at the College, University, and system levels.

The College has developed specific interpretations of the general institutional policies affecting its faculty. These ensure that the particular characteristics of teaching, research/creative, and service activity expected of its faculty are consistent with the demands of the disciplines represented in the College.

The following link connects to all Policy and Guidelines on the CU Denver campus:
http://www.ucdenver.edu/faculty_staff/employees/policies/Pages/default.aspx

Students

The accredited architecture program offered by the University of Colorado Denver is a graduate professional program with two tracks: a non-pre-professional undergraduate degree plus 105 (previously 114) credits MArch Track, and a pre-professional undergraduate degree plus 60 credits MArch Track. As a result, its student body is made up of students from several different applicant pools. Those students who have a Bachelor's Degree that is unrelated to architecture and are seeking an accredited Masters of Architecture Degree enroll in the Department's 105 credits Track; those students who are seeking both a pre-professional Bachelor of Science in Architecture Degree (BSArch) and an accredited Masters of Architecture Degree (MArch) enroll in the Department an accredited Masters of Arch to the 60 credits Track. A number of students who are seeking both a pre-professional Bachelor's Program after having received their pre-professional Bachelor's Degree in one of the related design disciplines at another institution. These 'transfer' students are accepted into the 60 credits Track.

The College of Architecture and Planning offers two degrees in architecture: a pre-professional Bachelor of Science in Architecture and an accredited Master of Architecture. The Master of Architecture program is 105 credit hours (formerly 114 credit hours). Students with a Bachelor's Degree in an unrelated field are admitted to the 105 credit hour track. Students with a Bachelor's Degree in architecture are admitted to the 105 credit hour program but are awarded advanced standing based on undergraduate grades and specific coursework. The most advanced standing a student can receive is 45 credit hours, which makes their graduate course of study 60 credit hours.
Graduate Student Description

All applicants to the Master of Architecture program apply to the 105 credit track. The admissions committee sorts applicants for review based on their undergraduate coursework. Students with Bachelor's Degrees unrelated to architecture are reviewed for the full 105 credit track. Students with an undergraduate degree in architecture are reviewed for the advanced standing track (60 credit hours). For Fall 2014 admission, the Master of Architecture program received 217 applications. 102 applications were from applicants with degrees unrelated to architecture. 115 applications were from applicants with undergraduate degrees in architecture. For Fall 2014 admissions, the selectivity for applicants in the 105 credit hour track was 93% and the selectivity for students in the advanced standing track was 95%.

The applicant pool for Fall 2014 comprised 85% residents of the United States and 15% international applicants from a variety of countries in Europe and Asia. The applications from the residents of the United States were broadly distributed geographically with 20% submitted by Colorado residents. The average cumulative GPA for all applicants to the Master of Architecture was 3.36 out of 4.00.

Following review of the applicant pool by the admission committee, 204 applicants were offered places in the Master of Architecture program for the Fall 2014 semester. 109 (50%) of the admitted students were Colorado residents. 47% of the admitted students hold Bachelor's degrees unrelated to architecture. The average cumulative GPA for this cohort was 3.35 out of 4.00. 53% of the admitted students hold pre-professional degrees in architectural studies or environmental design and were

awarded substantial advanced standing up to 45 credit hours. The average GPA of this cohort was 3.37 out of 4.00.

While enrollment numbers for Fall 2014 will not be finalized until September 3, 2014, we anticipate 38 students will enroll in the 105 credit hour track and 40 students will enroll in the advanced standing track. These enrollment numbers represent a return to average program enrollment following a rise in enrollment in 2009 and 2010 and a decrease in enrollment particularly in 2012 and 2013. There were 70 new Master of Architecture students enrolled in Fall 2013, 65 in Fall 2012 and 82 in Fall 2011. It is likely that much of the fluctuation in enrollment over the past five years was due to the recession that began in 2008 which initially caused many people to consider furthering their education rather than trying to enter, or remain in, the soft job market. We saw application rates nearly double for Fall 2009 and remain high for Fall 2010. Application numbers have since returned to pre-2009 levels and remain fairly stable while the yield from the applicant pool dropped for 2013 but has rebounded for 2014. The Department will monitor the situation closely.

Overall, 203 graduate students were enrolled in the graduate portion of the accredited MArch program in Fall 2014. Of the students enrolled in the accredited program, 10 are international students. 41%(89 of 203) of the student body is female. 14% (29 of 203) are racial minorities. The average age of students in the graduate portion of the accredited MArch program is 29 years.

While out-of-state students make up approximately 10% of the first year class of the MArch program the percentage of non-resident graduate students in the accredited graduate program as a whole is considerably lower. This difference in percentages is due to the fact that State of Colorado policy allows students to establish residency after one year of full-time residence in the State, subject to certain statutory requirements. Most U.S. residents in the program tend, as a result of this policy, to be classified as residents at the beginning of their second year and through this qualify for the lower in-state tuition.

Recent figures on total MArch degrees awarded are as follows: in academic year 2012-2013, 105 degrees were awarded; in academic year 2011-2012, 109 degrees were awarded; in academic year 2010-2011, 84 degrees were awarded; in academic year 2009-2010, 88 degrees were awarded, and in academic year 2008-2009, 87 degrees were awarded. The recent changes in enrollment in the 105 credits MArch Track's first year (mentioned above) will take several more years to assess the actual graduating class size.

A student's "normal" duration in the 114 credits MArch program would be seven semesters. With the recent change in curriculum to a 105 credit MArch, the normal duration will be six semesters. 76% of the students graduated in the academic year 2013-14 will have completed the degree within the expected time of completion and 86% will have completed the degree within 150% of the expected time.

Undergraduate Program Description

The College of Architecture and Planning began offering a pre-professional Bachelor of Science in Architecture (BS ARCH) degree in Spring 2013. Because this program is entering its second full academic year in Fall 2014, data on students is limited. The BS ARCH program graduated its first student at the end of Summer 2014. We anticipate that fewer than 10 students will graduate at the end of Fall 2014.

The admissions process and decision making for the BS ARCH program is centrally administered by the Office of Undergraduate Admissions. The Architecture faculty determined the minimum requirements for admission for freshmen and transfer students and the Office of Undergraduate Admissions adheres to those requirements in making admission decisions. Students who do not meet the admissions criteria for direct admission to the BS ARCH program but meet the minimum requirements for admission to the University of Colorado Denver may be admitted as pre-architecture students. These students have access to limited architecture course offerings and are switched to BS ARCH majors once they meet minimum GPA requirements. Students begin taking architecture coursework in their sophomore year.

There were 7,301 applications for freshman admission to the university for fall 2014, a 66% increase over last year's total of 4,385 and a 139% increase over 2012 application numbers. Applicants are admitted based on meeting a set of qualifications for each academic program with an unlimited number of spaces available therefore selectivity has remained flat. If application numbers continue to rise at their current rate, we anticipate a greater degree of selectivity at the undergraduate level. The University of Colorado Denver does not require any confirmation from their admitted students so we cannot provide a profile of the freshman admits for Fall 2014 until after census date (September 3, 2014) when the University releases student demographics data. For the entering freshman class of Fall 2013, the average SAT score was 1079 out of 1600. The average high school GPA for this cohort was 3.40 out of 4.00. 49% of new freshmen for Fall 2013 were students of color and the ratio of males and females was evenly split.

Applications to the BS ARCH program have been steadily increasing since the program was launched in Spring of 2013. There were 156 applications to the BS ARCH program in Fall 2013. 89 were from first time freshmen and 59 were from transfer students. Out of the total applicant pool, 81 were Colorado residents, 54 non-residents and 20 applicants had residency status under review/not determined). From this cohort, 101 were accepted (66 Colorado residents, 29 nonresidents, 6 whose residency status was under review/not determined). Out of the group of applicants who were offered a place in the program, 36 students actually enrolled as new freshmen (27 Colorado residents and 9 nonresidents). There were 25 students who transferred into the college from other institutions, and 5 who transferred in from other academic units on the campus. Of these transfer students from other institutions, 19 were Colorado residents and 6 were non-residents. The average GPA for transfer students was 3.02 out of 4.00.

There were 259 applications to the BS ARCH program for Fall 2014 representing a 75% change over Fall 2013 applications. 136 applications were from first time freshmen and 123 were from transfer students. 73% of the applicants for Fall 2014 were admitted. The residency status of the students entering the BS ARCH program cannot be accurately reported until after census date (September 3, 2014).

Enrollments in the BS ARCH program have been steadily increasing since Spring 2013. In Fall 2013 there were 98 undergraduate students enrolled in the BS ARCH program. Of this cohort, 79 (81%) were residents of the State of Colorado; 19 (19%) were non-residents. The gender and ethnicity percentages of the 98 BS ARCH students in the Fall of 2013 were: 34 (35%) were female and 64 (65%) were male; in terms of minority status, 4 (4%) were African American; 2 (2%) were American Indian; 8 (8.2%) were Asian American; 25 (26%) were Hispanic/Latino; 1 (1%) were Pacific Islander; 52 (53%) were White; 2 (2%) were International students; and 4 (4%) did not provide this information. While it is still too early to report on the students entering the program for Fall 2014, we anticipate an increasingly diverse student body based on overall trends at the University of Colorado Denver.

Staff Description

The College of Architecture and Planning currently employs 17 classified and exempt professional staff to implement and assist with the management of its academic and administrative programs. The Assistant Dean of Administrative Services (Andy Reid) provides management and oversight of budget and personnel services. The College has a Director of Human Resources & Grants and Contracts (Danielle Brunner), an Assistant Director of Budget & HR Services (John Semple), an Assistant Director of Finance (Denise Weber), and an Accounting Technician II (Claudia Woodman). There is also an Assistant Dean of Academic Services and Extended Studies (Leo Darnell) who provides ongoing leadership and oversight of the academic support infrastructure of the College, manages student services staff and develops strategies and processes that contribute to the mission of the University, campus and CAP. In addition, he coordinates Continuing and Professional Education and Extended Studies initiatives working across all academic programs in the College, including management oversight of and management support related to other College programs and initiatives. This Assistant Dean provides guidance and direction in dealing with the complexities of the internal organization. There is a Director of Internships and Mentorships (Chris Nims). Another staff member serves as the Director of Communications and Executive Assistant to the Dean (Betsy Metzger).

The Manager of Admissions and Outreach (Rachel Kuroiwa) has comprehensive responsibility for recruitment, admissions and marketing for the College's one undergraduate program, five masters' programs and PhD program. In addition, the manager provides alumni program support. The Academic Advisor and Special Initiatives Coordinator (Katherine Hartung) and Academic Advisor for the Undergraduate Program (Krista Busch) serve in similar roles for the undergraduate and graduate architecture programs. These staff members handle registration and day-to-day walk-in advising duties for the architecture programs. They maintain the academic records of students from the point that they are admitted to their programs, and assist the program Associate Chairs with certain phases of student progress evaluation. The Manager of Admissions and Outreach (Rachael Kuroiwa) works with prospective students to ensure the criteria for application are understood. The admission process for the undergraduate program is handled centrally on the University of Colorado Denver campus, whereas the graduate program controls its own admissions. The Manager of Admissions and Outreach oversees the graduate admissions process and is supported by an Administrative Coordinator for Graduate Admissions (position currently vacant), who also serves as Administrative Assistant for the PhD Program. Another position in the student services group is the Academic Advisor and Course Coordinator (Patty McKissock) who is responsible for scholarships, tuition awards (specifically for the MURP, MArch and HIPR programs) and assists with course management and scheduling, as well as provides advising for three of the College's graduate programs.

The staff members assist the College's three Chairs and Associate Chairs and serve as staff support to the Architecture Department, as well as, the Planning and Design and the Landscape Architecture Departments. They are the primary point of contact for students needing assistance with program, college, and university policies and procedures.

The College has a receptionist and Administrative Assistant (Liz Marsh). This staff member greets visitors, and assists faculty, students, and staff with a wide range of requests including event management, room scheduling, basic advising, and Student Services appointment scheduling. She is frequently the point of first contact between the program and prospective students, and as a result often acts as initial advocate for and promoter of the College.

The College's labs are staffed by three permanent employees as well as part-time student workers. The Computer Lab manager manages the student Computer Lab (IT), the Visual Resource Center Coordinator oversees the Visual Resources lab, and the Lab Coordinator manages the Design Fabrication lab. These staff members have primary responsibility for ensuring that the College's facilities and equipment are maintained, and that both the facilities and the equipment are accessible to the students and the faculty in the academic programs. In IT services, the College has a Computer Lab Manager (Mike Harring), who supervises the Computer Lab. He reports to the IT Department and serves the College fulltime under a contract agreement. He monitors student use of the computer laboratories, does maintenance and repairs, and advises the College on computer needs. The Coordinator for the Visual Resource Center (Jesse Kuroiwa) is a professional photographer, manages the digital image collection, professional lighting studio, and portfolio development facilities, and keeps records of the circulation and use of that equipment by faculty, students and professionals. The Coordinator for the Visual Resource Center also acts as cinematographer and College photographer by documenting lectures, events, and studio award winners' work for the College archives. This staff member offers direct assistance to students in the creation and development of portfolios. The Digital Fabrication Lab Coordinator (T.J. Brauer) manages the model/wood shop and spray booth facilities. He makes sure that the equipment is used safely and appropriately, and that the lab and shop policies are respected.

The College also employs a number of student workers on an hourly basis. The students provide clerical, computer lab, visual resource center and fabrication lab support.

Other General Information Relative to Department and Student Human Resources Support

All members of the Department faculty are evaluated by the students enrolled in each class they teach in each semester of the academic year. This evaluation is mandated by the Board of Regents, and uses a standardized Faculty Course Questionnaire as its instrument. Faculty also are evaluated by the Department Chair in the spring of each year through a formal evaluation process. That process and the criteria used for evaluation appear in the College By-Laws. The general policies for faculty

development at the University of Colorado are established by the Laws of the Regents. The College's policies and procedures for the evaluation of faculty members for salary adjustment, reappointment, promotion, and tenure are established in the College By-Laws. The duties and responsibilities of the Dean are defined by the Laws of the Regents of the University of Colorado, and the provisions of the College's By-Laws. The duties and responsibilities of the Associate or Assistant Deans are normally established by the Dean. For the most part, the Associate and Assistant Deans assist the Dean in the operation of the College and represent the Dean at a range of meetings and functions in the University. The duties and responsibilities of the Department Chairs are described in the College By-Laws and The Laws of the Regents.

The range of student support services provided by the university is described in the University of Colorado Denver Catalog. The College of Architecture and Planning's academic policies, procedures, and guidelines for students are detailed in the College's By-Laws. The College's admission policies, procedures, and requirements are described in the University of Colorado Denver Catalog.
The University of Colorado provides a broad range of support services to its undergraduate and graduate students on both its Denver and the Boulder campuses. Both the University and the College of Architecture and Planning have established academic, administrative and ethical policies and procedures for students enrolled in the institution and the College's three programs. The institutional policies establish: the requirements and procedures for admissions, progress evaluation and graduation; the ethical codes for students, faculty and staff; and the processes and procedures through which student and faculty rights and grievances may be addressed. These general policies have been adopted and are implemented by the college and its academic programs.

The College's policies and procedures extend and supplement those of the institution. They establish procedures for residency and academic standing, academic advising and personal counseling; student progress evaluation; the award of advanced standing in the academic programs; student evaluation of faculty performance, as well as a range of policies defining the program's expectations of its students and their rights, responsibilities, and privileges while they are enrolled in the programs in architecture, landscape architecture, urban and regional planning, and urban design.

The institution provides general counseling, career guidance and placement services to the student community. The most effective advising, counseling, guidance and placement activities for students in the architecture program takes place at the program level. While the major role of the student's academic advisor is that of academic advising, their advising role is not restricted to this function. Both the student's advisor and the rest of the program faculty can and do provide personal counseling and career guidance to majors on a regular basis. The program chair and faculty maintain close contact with professional practices and programs in the area, the region and the nation. Through this extensive range of contacts, they serve as a significant resource for the identification of professional and educational opportunities for students either in the form of internships or graduate placement in practice. The program, through its faculty, as a result provides its students with a real and positive context within which any and all concerns may be addressed, discussed, and resolved.

Policies Regarding Human Resource Development Opportunities

The Department carries a budgetary line item for faculty travel associated with professional development, including the presentation of papers and participation in conferences. Although there is no written policy, faculty submit requests for approval, including a proposal and budget, which are review for approval by the department chair.

Lecture Series and Visiting Critics

The College of Architecture and Planning has an established lecture series. The College's various Departments do not run independent lecture programs, but rather collaborate on one lecture program for the entire College each semester. A member of the faculty serves as lectures coordinator, assisted by recommendations for lecturers from the Chairs and Department Faculty. Since the past accreditation visit, the lecture series has invited:

Visiting Lecturers brought to the schools since the previous site visit

D: Denver; B: Boulder (Lectures in Denver unless noted otherwise)

Spring 2009.

Jason Volen (Binary Design)	February 3 (B)	
Harry Teague "Razzle Dazzle"	February 9	
Puay-peng Ho	March 2	
Dawn Finley (Interloop Architecture)	March 16	

Fall 2009.

Ken Tadashi Oshima	August 31	*Japan: In-Between Space*
Susan Saarinen & Mark Coir	September 14	*Saarinen Design Tradition.*
Mina Marefat	September 28	*Islamic Design in the Work of Frank Lloyd Wright.*
Jianguo WANG	October 5	*Adaptive Reuse of Industrial Buildings in China.*
R. Craig Miller	October 19	*The Miller House: Saarinen, Girard, Kiley.*
David Tryba	November 2	*Contemporary Urbanism.*
Kivi Sotamaa	November 16	*Sensation.*
Monica Ponce de Leon	October 17	*Disciplinary Transgressions.*

- October 17th, AIA Colorado Design Conference, Keystone.

Spring 2010

Kathryn Dean	February 1 (D) February 2 (B)	*Constructive Continuum*
Michael McCoy	February 8 (D) February 9 Boulder	*Eero Saarinen & the Technology of Architecture*
Xia Jun	February 15	*632M Spiral*
James Timberlake	February 22 Denver	*Strategies*
Steve Chucovich	March 8 (D) March 9 (B)	*Works of and Thoughts about Architecture*

Fall 2010

David Gobel	September 20	*The Architecture of the Savannah Plan*
Zuhair Fayez	September 27	*The Master Architect vs. The Master Firm*
Curt Fentress	October 4	*Constructive Confluence*
Scott Findley	October 11	*21st Century Double Happiness*

Spring 2011

Bart Prince	February 7 Jeffery W. Limerick Memorial Lecture	*Bart Prince & Architecture*
Scott Lindenau	February 21 Feldberg/Roark Lecture	*Studio b 'process+works'*
Craig Curtis	February 28 AIA Committee of the Environment Lecture	*The Miller Hull Partnership - Public Works*

Fall 2011

Jeff Sheppard, Roth + Sheppard	September 12	*Ideation: From Parti to Reality*
Lori Ryker Executive Director, Artemis Institute	September 19	*Remote Studio*
Andy Cohen Executive Director, Gensler	October 3	*Gensler Worldwide*
Joshua Prince Ramus REX Architecture	October 17 The Feldberg/Roark Lecture	*Agency*

Anthony Vidler Dean, Cooper Union	October 31	*Where in the World is Theory?*
Dong Wei Professor and Vice Dean, School of Architecture Southeast University, Nanjing	November 7	*A New Wave of Urban Renewal in China*
Ed Mazria Mazria Inc.	November 14	*Architecture on the Brink*

Spring 2012

Zuhair Fayez President, Zuhair Fayez Partnership	January 23	*Designing for Faith*
Greg Kingsley CEO, KL&A Structural Engineers & Builders	February 27	*Adventures with Architects*
Jeffrey T. Schnapp Professor, Romance Languages & Literature, Comparative Literature GSD & Fellow, Berkman Center, Harvard University	March 5	*Panorama of the Cold War*
Augustin Ioan Dean of Graduate Research Ion Mincu University, Bucharest	March 12	*Retrofuturism: Sacred Spaces Today*
Michael Mesko Robert Stern Architects and ICA&A, NYC	April 9	*Classical Detailing in Contemporary Practice*
Peter Stuchbury Peter Stuchbury Architecture, Australia	April 5	*Evolution or Adaptation*

Fall 2012

Peter Pennoyer	Oct. 15	*Classical Architecture*
Nichael Palwyn	Oct. 24	*Bio-mimicry*
Kango Kuma	Nov. 5	*Re-building Post-Tsunami Japan*
Kyle Miller	Nov. 12	*Visual Fabrication*

Spring 2013

Juhani Pallasmaa		
Brad Cloepfil	April 8	*The Architect's Perspective*

Fall 2013

Rick Joy Principal, Rick Joy Architects	August 26	*Taking the Time*
Warren T. Byrd, Jr. Principal, Nelson Byrd Woltz Landscape Architects	September 9	*a dot or a line, will be alive*
Alan Greenberg Classical Architect	September 10	*Why Classical Architecture?*
David Tryba Principal, Tryba Architects	October 10	*You didn't know you came to make a city…*
Lisa Schweitzer Associate Professor, USC	October 16	*Representing Race, Class, Gender, and Transit, service: Planning Communication on Twitter*

Spring 2014

Ken Reardon Prof. of City & Regional Planning, U. of Memphis	February 11	*Advocacy Planning: All and Well in the Bluff City*
David Adjaye	March 17	*Works*
Gerardo Salinas + Chris O'Hara Rojkind Architects/Studio NYL	April 3	*Hecho en Mexico*
Dick Farley Principal, Richard Farley Urban Design	April 14	*Visual Thinking*

Visiting Critics

The Department also maintains an active program of inviting visiting critics from outside the Denver metropolitan area to both campuses for studio final juries. These critics include academics from other institutions and practicing professionals. The department helps arrange and manage these visits. They consult with the faculty at large each semester for suggestions about whom to invite. Faculty and students participate in hosting these critics. Literally hundreds of additional, uncompensated guest critics from within the metropolitan area serve on the Department's studio juries in any given academic year (these guests are not listed below). Since the prior accreditation visit, visiting critics for both sites receiving travel compensation have included:

Summer 2009
Robert Harris – Colorado Springs, CO,

Fall 2009
Adam Jackaway – , Boulder CO
Harry Teague -- Harry Teague Associates, Aspen, CO
Richard Shiga – Portland, OR

Spring 2010
Harry Teague – Harry Teague Associates, Aspen, CO
Ken van Kesteren – Poss Architects, Carbondale, CO (current)

Fall 2010
Scott Lindenau — Studio B Architects, Aspen, CO
Michelle Rinehart – Washington, DC

Spring 2011
Hilary Byron – Virginia Tech, Blacksbury, VA
Kyle Miller – University of Kentucky, Lexington, KY
Mark Childs – University of New Mexico, Albuquerque, NM

Fall 2011
Roger Schluntz – University of New Mexico, Albuquerque, NM
Sally Stewart — The Mackintosh School, Glasgow Scotland

Spring 2012
Richard Cameron –Atelier ET CO,

Fall 2012
Mark Sarkisian— Stanford University, Palo Alto, CA

Fall 2013
Robert Mantho –Glasgow School of Art, Glasgow Scotland
Francisco Uvina – University of New Mexico, Albuquerque, NM
Mitchell DeJarnett –California State Polytechnic University, Pomona, CA
Jose Galarza – University of Utah, Salt Lake City, UT

Spring 2014
Kristina Yu -- University of New Mexico, Albuquerque, NM
Harry Teague -- Harry Teague Associates, Aspen, CO
Marvin Clawson – Clawson Architects, Maplewood NJ
Mark Sarkisian — Stanford University, Stanford, CA

Exhibitions

The College of Architecture and Planning has four exhibition spaces: the Dean's Gallery (adjacent to the administrative offices), the first floor (which is shared with other colleges on campus), the Octagon (adjacent to the main lobby and the 3rd floor faculty offices), and the 5th-floor gallery (adjacent to the 5th-floor studios and faculty offices).

Exhibitions

The Struggling City: From Japanese Urban Projects in the 1960's
Rojkind + Studio NYL – fall 2012
Figures in spaces – spring 2014

Hosted
Warren Byrd – fall 2013
David Owings Tryba – fall 2013
Sketchbooks – fall 2013
End-of-semester student work/Design Awards – fall 2013
350000 Campsites – summer 2014

College
2013 AIA Convention – summer 2013
950,000 Campsite – spring/summer 2013
End-of-semester student work/Design awards – spring/summer 2013

Student Support Services

The Department of Architecture provides a diverse range of opportunities that enrich and enhance the education of its students. The Department supports student organizations such as AIAS and the Tau Sigma Delta chapters. Students are also encouraged to participate in the College's travel abroad programs, as well as consider the broad range of study opportunities present in similar programs offered by other accredited instructions. The Department offers its students a range of tuition waivers, scholarships, and fellowships, specifically intended to provide enrichment opportunities. It supports an active and focused internship program for its students, giving them access to opportunities in the profession in the Denver/Boulder metropolitan area. The program is designed to encourage and empower students to take responsibility for finding ways to enrich their own educational experiences.

All incoming students are sent a packet of information at the beginning of the summer that includes campus information, college information and a schedule of courses. Students with related undergraduate degrees are evaluated for advanced standing credits by the department's Associate Chair and are mailed an advanced standing summary that details classes they have to complete and classes which are accepted for advanced standing. Advanced standing is determined on an individual basis after a review of the students' portfolio and transcripts. The student advisors are the first point of contact for all students from the beginning of the admissions process through registration. Students are encouraged to meet with the Student Advisors if they have any problems or concerns and guidance is given so that these are resolved in a timely fashion. They also see the Student Advisors to get an updated advising sheet and to be advised before they register for classes each semester. Exceptions and substitutions to course work in the curriculum are approved by the Associate Chair of the Architecture Department. Students are encouraged to meet with the faculty for mentoring. Each fall the students' attend an orientation organized by the Student Advisors and members of the various student organizations. They are given another packet of information at this time as well as verbal information. This is also an opportunity for new students to meet faculty and continuing students. The Architecture Department has established and continues to nurture strong links with the following University student support services offices:

The Career Center
International Education Office (Study Abroad Office is included in the IEO.)
Student Employment Office
Student Life Office

Admissions and Records Office

The Career Center sponsors a yearly job fair and local firms are invited to participate and also do seminars. The state Intern Development Coordinator, appointed by the Colorado Chapter of the American Institute of Architects facilitates seminars and makes regular presentations to students to explain architectural registration procedures and makes packets of information on IDP process available to students. A permanent architecture faculty member serves as the Education Coordinator and is the liaison between students and the state IDP Coordinator.

Student Participation in Field Trips and Off-Campus Activities

Design studios and other courses at both the undergraduate and graduate programs routinely offer students the opportunity to travel to distant locations under faculty supervision for site and research purposes. These trips include travel within the State of Colorado, across the Intermountain West region, and travel nationally.

Student Participation in Student Professional Societies, Honor Societies, & Campus-Wide Activities

The most organized form of student participation is in the chapter of the American Institute of Architecture Students (AIAS). The Department's chapter is very active. AIAS has sought to better prepare students for their transition into the professional realm while managing to provide students with fun and relaxing activities at the same time. Some of the academic activities AIAS has recently promoted are a continuing lecture series (approx. 1 lecture/wk., ranging from new Chair of Architecture introductions/Q&A to Women in Architecture), visits to local architectural practices, and end-of-semester pizza-parties and movies. AIAS has helped also organized the periodic Beaux Arts Ball in the spring. In spring 2014 an awards luncheon was organized to recognized outstanding students and professionals. While largely a social event, it also incorporates networking (such as inviting professionals to attend and, this past year, combining the event with AIA's YAAG [Young Architects Awards Gala] event). The College announced tuition assistance awards for the next year (sponsored by AIAS) as well as winners of the annual design-build competition. AIAS also attempts to augment its students' educations by sending members to the annual AIAS Grass Roots leadership conference, and also to the annual AIAS FORUM, where students attend lectures on various topics in architecture, visit sites, tour buildings, and meet other students of architecture from around the country. The Department supports these activities financially.

AIAS has also been active in volunteerism while maintaining its ties with the American Institute of Architects (AIA) as well. AIAS-Boulder sends its president to the monthly AIA-North Chapter Board of Director (BOD) meetings. AIAS-Denver sends its treasurer to AIA-Denver BOD meetings while the president of AIAS-Denver attends—and is a voting member in—the AIA-Colorado BOD meetings. Members of AIAS serve on most department faculty committees, and students also have seats o college committees such as the academic affairs committee, computer committee, faculty affairs committee, and the student fees committee (appropriating monies towards the students' interests). AIAS seeks to take positive relationships with the professional community, the academic community and, most importantly, the students through active membership and involvement by the membership in all of these activities. By involving its members AIAS is a much stronger organization, and this experience is what will make members of AIAS very competitive beyond the classroom.

Policies for Appointment, Promotion, and Tenure, and for Assessing Faculty Development Opportunities

The institution, the College, and the Department have established faculty policies and procedures to facilitate the enhancement and development of the faculty. Well-defined criteria and procedures for the annual evaluation of faculty performance and for faculty reappointment, tenure, and promotion have been established and published, and are given to each new faculty member upon entering the department. Policy resources and forms can be found on the following site:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Resource%20Guide%20July%202013.pdf

Evidence of the Program's Facilitation of Faculty Research, Scholarship and Creative Activities

Individual research and/or creative activities are expected of all members of the faculty as a condition for reappointment, tenure, and promotion. The University has established a differentiated workload policy, which requires that the members of its faculty engage in teaching, in research, and creative activity, and in instructional and public service. For standard faculty contracts, this policy requires 40% teaching, 40% creative activity or research, and 20% in service. Research and creative activity are always considered in all salary adjustment, reappointment, and tenure and promotion decisions.

Creative Activities: Considerable mentoring and development efforts have occurred regarding faculty involvement in national programs and publications offering peer-review support for creative activities. As a result of this, Department faculty have over the past six year period won a number of ACSA Faculty Design Awards. These awards were given for both built and theoretical projects. In addition, several faculty have published their theoretical design work in peer-reviewed venues.

Sabbaticals/Leaves: Established institutional policies allow faculty to take both personal and professional leaves of absence. Tenured members of the University's faculty are eligible for paid sabbatical leave after six years of full time service. Those sabbaticals are subject to the approval of the Dean and the Vice Chancellor for Academic Affairs, and are generally granted for one semester at full salary, or one year at half salary. Faculty file a plan of how the sabbatical will encourage their professional development. Since the last accreditation visit, the following tenured faculty have been granted sabbatical leaves:

Spring 2009	Bob Flanagan
Spring 2011	Hans Morgenthaler
	Patricia O'Learny
	Peter Schneider
Spring 13	Amir Ameri
Spring 2014	Osman Attman

Professional Meetings: The Department actively supports its faculty in attending professional meetings. In recent years, the average travel support available per faculty member in the Department has been $2,000 per academic year – a sum approximately equivalent to one professional meeting trip per faculty member. Depending on how many faculty actual take advantage of their allocation, some faculty are able to be supported for more than one trip per academic year. On average, approximately two-thirds of the full-time faculty utilize department travel funds to some degree in any given year. Limited funds have also, on occasion, been made available to part-time honoraria faculty. All faculty apply to the Chair for approval of funds. Travel to meetings may be within the State of Colorado, national, or international.

Faculty Knowledge of Practice and Licensure: A full review of the practice and professional credentials of the full-time faculty for the most recent NAAB statistical review sheet showed that 10 of the full-time faculty are licensed architects. Overall, 60% of the Department's courses are taught by honorarium faculty, who are typically licensed practicing professionals. This helps insure that knowledge of practice and licensure remains current within the Department. The recent statistical review showed that 12 of the professionals regularly teaching in the Department are licensed. In addition, the chair of the department frequently attends the monthly Board meetings of AIA Colorado, and reports back to the faculty on changes in architectural practice and licensure. Members of the professional community regularly sit on the Department's student juries and critiques, bringing issues of the concerns of practice to all studios.

1.2.1a Faculty and Staff

Administration, Faculty and Staff Positions in the Department of Architecture

The current roster of full-time faculty is:

Professors
Mark Gelernter -- Dean of the College of Architecture and Planning
Julee Herdt,

Associate Professors
Amir Ameri
Osman Attmann – Director, PhD Program
Robert Flanagan
Phil Gallegos -- Director of the Bachelor of Science in Architecture program
Michael Jenson -- Associate Dean of the College of Architecture and Planning
Christopher Koziol – Director, MSHP Program and Director of CCCD
Keith Loftin – Director of Dar Al Hekma Initiative
Taisto Makela – Director of Finnish Initiative
Hans Morgenthaler
Ekaterini (Kat) Vlahos – Chair, Department of Architecture

Assistant Professors
None at this time

Associate Professor Clinical Teaching Track
Barbara Ambach

Full-Time Senior Instructors
Ranko Ruzic (50% FTE)
Erik Sommerfeld—Director of Design Build Certificate (100% FTE)

Full-Time Instructors
Amir Alrubaiy (100% FTE)
Ken Andrews (67% FTE)
Matt Shea -- Associate Chair (100% FTE)
Melanie Schellenbarger (67% FTE)
Jo Vandenburg (67% FTE)

Percentage Taught by Faculty in the Graduate Program for the academic year 2013-2014 here are the numbers:

	# of Sections	% of Total
Adjunct	28	30.8
NTPF	33	36.3
T/TT	30	33.0
Total	91	

The department staff consists of:
5 Classified Staff
14 Professional/Exempt Staff
5 Professional Research Assistants

Matrix of Faculty Assignments for the Past Two Years:

Matrix for Faculty Credentials

Faculty Member	Expertise	ARCH 5110	ARCH 5111	ARCH 5120/21	ARCH 5130/31	ARCH 5140/41	ARCH 5210	ARCH 5220	ARCH 5230	ARCH 5240	ARCH 5310	ARCH 5320	ARCH 5330	ARCH 5340	ARCH 5350	ARCH 5360	ARCH 5410	ARCH 6150/51	ARCH 6170/71	ARCH 6210	ARCH 6212	ARCH 6230	ARCH 6231	ARCH 6249	ARCH 6254	ARCH 6290	ARCH 6310	ARCH 6313	ARCH 6314	ARCH 6351	ARCH 6352	ARCH 6353	ARCH 6370	ARCH 6373	ARCH 6390	ARCH 6412	ARCH 6450	ARCH 6451	ARCH 6452	ARCH 6453	ARCH 6460	ARCH 6463	ARCH 6464	ARCH 6471	ARCH 6472	ARCH 6473	ARCH 6490	ARCH 6520	ARCH 6730	ARCH 6775
Adams,Elaine	LEED Certification																											X																						
Ambach,Barbara G	Architectural and Graphic Design					X												X	X																					X										
Ameri,Amir H	Design, Historical Studies							X	X																X																									
Andreas,Frederick M	Design, LEED, Green																		X									X	X																					
Andrews,Kenneth Alfred	Design, Professional																	X	X																					X										
Attmann,Osman	Design, Green Building											X															X								X															
Brown,Rachel Longstreth	Design and Representation	X	X	X																																		X												
Carnicelli,David	Professional Practice, Construction Documents																X																			X														
Christman,Abigail	Building Conservation																									X																								
Dalglish-Perry, Jill	Daylignting																															X																		
Day,Wilson D	Design					X																																												
Epstein,Richard H	Urban Design																									X																								
Flanagan,Robert Hugh	Digital Design																																									X	X							
Gallegos Jr,Phillip Benitez	Structure, Design/Build															X			X														X	X											X					
Herdt, Julee																																																		
Hirth, Kevin	Design, Digital Fabrication																																							X										
Hughes,T. John	Architectural Photography																																								X									
Hutton,Paul C	Daylignting																															X																		
Johnson,Jennifer Elaine Steffel	Urban Planning and Housing																									X																								
Kozioi,Christopher Jude	Design, Community Outreach										X								X							X																								
Kruger,Cameron Preston	Design and Representation																		X																X															
KUROIWA, Jesse																																									X									
Langhorst,Joern Wilm	Landscape Architecture																									X																			X					
Lawrence,Scott Samuel	Design, Digital Design				X	X																																					X							
Lee,Yuk	Urban, Regional Planning																																																X	
Lindberg,James B	Building Conservation																					X																												
Loftin,Laurence K	Design and Theory				X	X	X																	X																										
Makela,Taisto H	History and Theory																				X					X																							X	
Moore,William Everett	Design/Build																																											X	X					
Morgenthaler,Hans	History and Theory							X	X																	X																								
Morris,Eric	Design, Professional Practice																X	X																																
Nims,Christopher Grant	Design, Programming																	X																			X													
Perce, Steve																		X																																
Ruzic,Ranko	Design and Representation																	X						X																										
Schneider,Peter A	Design and Theory																		X							X																								
Shea,Matthew John	Design and Representation	X	X	X																						X												X												
Shellenbarger,Melanie T	History and Theory							X												X						X																								
Short,Melanie Rae	Building Technology, Building Conservation										X	X																		X																				
Sobey,James Albert	Human Factors and Behavior									X																																								
Sommerfeld,Erik Alan	Design, Design Build					X													X							X								X											X		X			
Streete,Annicia Latoya	Design, Structures	X		X																																														
Thenhaus,Clark Morgan	Design, Digital Fabrication					X																																								X			X
Tolderlund,Leila	Living Roofs																																		X															
Vandenburg,Joan Diane	Structures, Building Technology														X	X																																		
Vlahos,Ekaterini	Design,Historic Preservation																		X				X								X																			
Wujek Jr,Joseph B	Building Systems												X	X																																				

I.2.2 Administrative Structure and Governance

The Department of Architecture resides in the College of Architecture and Planning. There is one Chair of the department, an Associate Chair, and a Director of the Bachelor of Science in Architecture. The Associate Chair and Director oversee programmatic matters and student issues for the graduate and undergraduate programs.

The Chair has the responsibility to be both leader and administrator for the department, providing leadership toward the achievement of the highest possible level of excellence in teaching, research, and service activities of the department. In addition to providing leadership, the Chair is responsible for managing the budget, allocation of departmental resources, and working with the department's committees for academic policy. The College has one Dean, Dr. Mark Gelernter, to whom the Chair reports and an Associate Dean who works directly with the Chair. The college includes three departments: Architecture, Landscape Architecture, and Planning. The Department of Architecture hosts the Master of Science in the Historic Preservation program, and the Landscape and Planning Departments host the Master of Urban Design. All three departments contribute to both programs.

The College of Architecture and Planning also includes one Associate Dean. The Associate Dean reports directly to the Dean of the College of Architecture and Planning (CAP), and oversees all central administrative aspects of CAP's academic programs and student life. The associate dean manages Assistant Dean(s), Chairs, Directors, and appropriate college staff as well as working closely with the Dean and faculty on strategic projects important to the overall college's overall mission of achieving prominence and distinction in the areas of design research and education regarding the built environment.

To ensure transparency and broad faculty participation in the governance of the Department of Architecture, consistent with the Laws of the Regents, the Department of Architecture's governance is structured around four standing committees. In 2013, Academic and Curricular Affairs committees combined to develop the structure of the new curriculum. The committees are charged with the implementation of the rights and responsibilities delegated to the faculty by the Laws of the Regents, including the development and implementation of policy concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics, and other academic matters. In turn, the duties and responsibilities of the chair are interpreted in terms of these working rules and committee structure, as stipulated by the Laws of the Regents. The duties and responsibilities of the chair are specified in Article V, Sect. 1. In matters of policy and decision-making, all committees act in an advisory capacity to the faculty. All committees report directly to the faculty.

The standing committees of the Department of Architecture are:

1. Academic Affairs Committee
2. Faculty Affairs Committee
3. Student Affairs Committee
4. Curricular Affairs Committee

Committee Charges:

1. *Academic Affairs Committee*: the committee's primary charge is the development of academic policies that ensure clarity and transparency in the academic affairs of the Department.
2. *Faculty Affairs Committee:* the committee's primary charge is development and implementation of policies and procedures for faculty appointment, evaluation and reappointment at all ranks.
3. *Student Affairs Committee*: The committee's primary charge is the development and implementation of academic policies pertaining to student admission and academic progress.
4. *Curricular Affairs Committee*: the committee's primary charge is curriculum oversight and implementation.

Committee Membership:

Each standing committee consists of four faculty members and one student representative. A minimum of two members of each committee are tenured/tenure-track

faculty members. The chair of each standing committee is a tenured faculty member. The faculty members of each committee are nominated and elected by the faculty of the Department of Architecture for a two-year non-consecutive term.

Ad-Hoc Sub-Committees:

Each standing committee may call for the formation of one or more temporary sub-committees to conduct the business of the committee as needed. The size of each Ad-Hoc Committee membership may vary in accord with the scope of the task at hand. The members of sub-committees shall be faculty in the Department of Architecture nominated and elected by the faculty of the Department for a period not exceeding one year.

The Executive Committee:

In addition to the four standing committees, there is an executive committee, whose membership consists of the Department Chair, Associate Chair(s) and the Chairs of the four standing committees. The Department Chair serves as the chair of the Executive Committee. The Executive Committee's charge is to coordinate executive tasks among the various responsible parties, set reasonable goals and objectives for each academic year, and identify, distribute and assign tasks to various committees.

The Chair's responsibilities are defined by a University of Colorado policy statement, included below:

University of Colorado • Administrative Policy Statement
Policy Title: Roles and Responsibilities of Department Chairs (APS Number: 1026)

I Introduction
Policy included as an appendix to the Laws of the Regents, to be used in conjunction with Article 4.

II Policy Statement
A Roles and Responsibilities of the Chair
"The Laws of the Regents delegate the development of the working structure of a department to the department in consultation with the appropriate dean. Each college and school has its own mechanism in place to select the department chair and to define the specific roles and responsibilities. In all instances, it is recognized that the department chair is first and foremost a member of the faculty, a teacher and scholar of the highest order, contributing to the academic and scholarly missions of the department. As chair, the faculty member is also the designated administrative leader of the department and the leader of the faculty, staff, and students who comprise the department." Seeks advice from departmental faculty and students. Associate Chairs assist in responsibilities.

1 Leader of the Department
a The Chair has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in teaching, research, and service activities of the department.
- Articulate goals of the department (within/without)
- Articulate the department's actions in pursuit of these aims
- Climate that is collegial
- Inform the department of the stances and actions of the Dean and other administrators that might affect the department.

b Essential link between administration and the department
c Responsible for the recruitment, selection, and evaluation of both the academic and staff personnel of the department.
- Recommends appointments, promotion, merit increases and terminations.
- Responsibility to ensure faculty are aware of the appointment, reappointment, promotion, tenure and post-tenure process.
- Adequate faculty mentoring programs are in place
- Faculty performance reviews are conducted regularly

d Receptive to questions, complaints, grievances and suggestions

2 Administrator of the Department
   a Assignment of teaching and other duties within the department consistent with appropriate FTE levels and college/school workload expectation.
   b Preparation of the schedule of courses
   c Arrangement of assignment of duty for counseling of students and for training and supervision to TAs
   d Preparation of the budget and administration of the financial affairs of the department.
   e Sabbatical leaves
   f Reporting faculty change/departures
   g Custody and authorized use of University property charged to the dept.
   h Departments observance of proper health and safety regulations
   i Records, personnel files, prep of reports
   j Reporting on faculty compliance with the 1/6th rule
   k Reporting to the dean conflicts of interest
   l Reporting to the dean problems that cannot be resolved

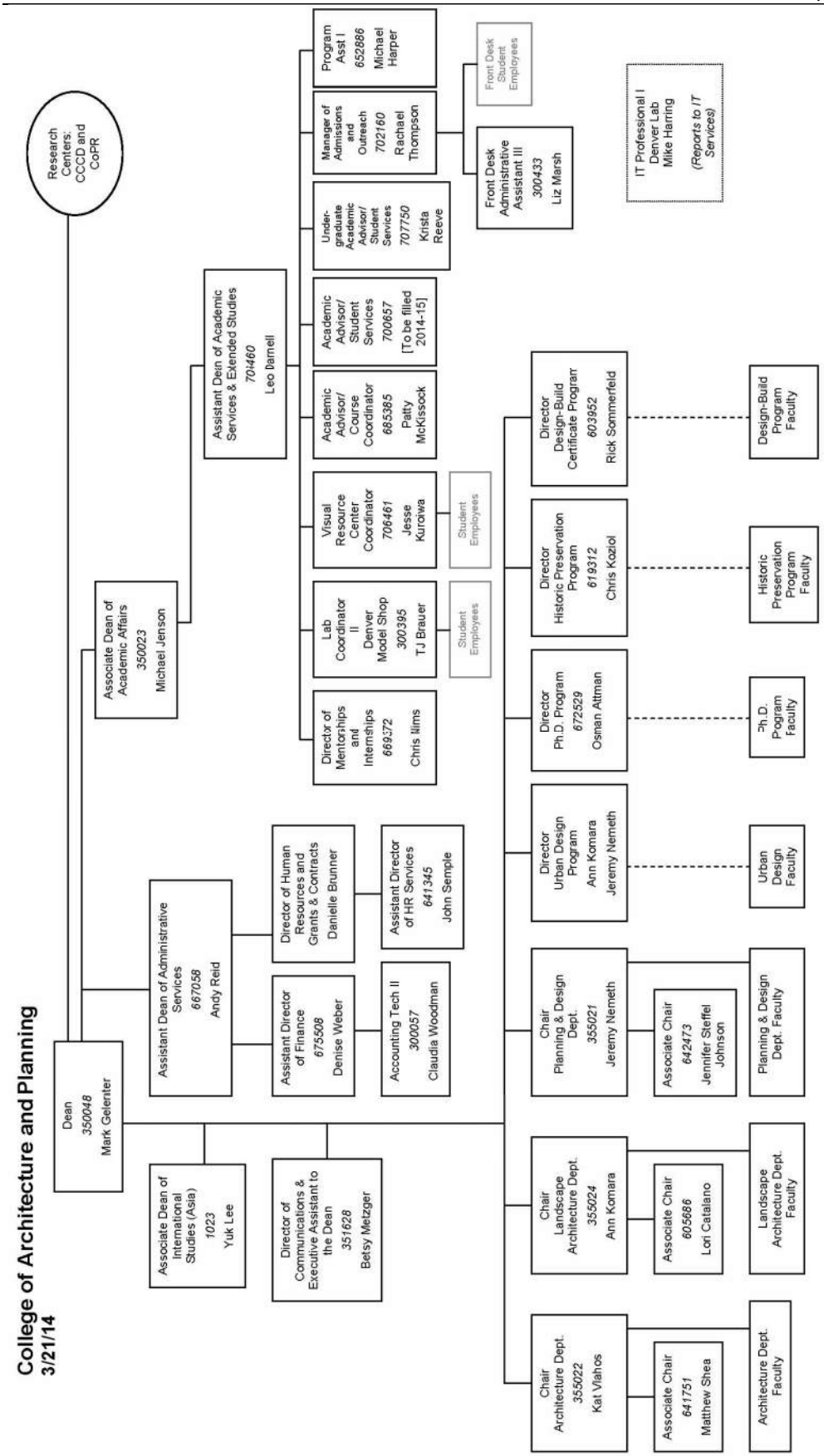
B Appointment
   1 Criteria - The appointment of department chairs should be based on the following criteria:
      a Ability to provide intellectual leadership in the development of departmental faculty and programs.
      b Ability to provide administrative leadership in the effective functioning of the department; and
      c Personal skills to deal effectively with faculty, administrators, and support staff within the college and campus structure.

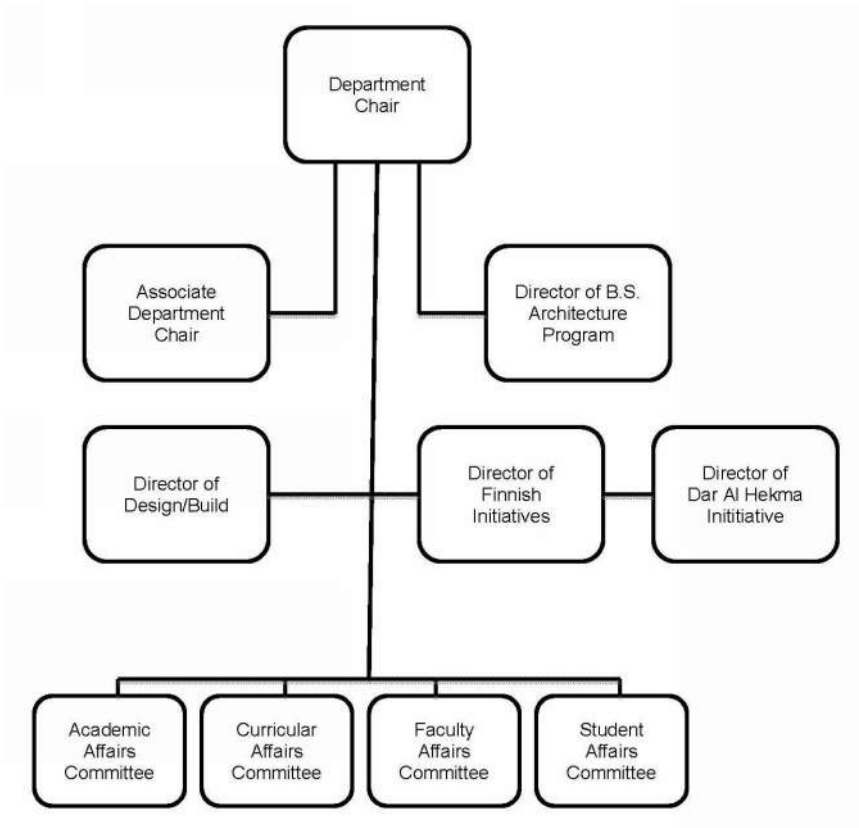
Degree Programs Offered in the Unit:

The College of Architecture and Planning offers a total of seven (7) degree programs:

M Arch -	Master of Architecture
BS Arch	Bachelor of Science in Architecture
M LA	Master of Landscape Architecture
M URP	Master of Urban and Regional Planning
M UD	Master of Urban Design
MSHP	Master of Science Degree in Historic Preservation
PhD	Doctorate in Design + Planning

Organization diagrams: the following pages include an organization chart for the entire College of Architecture and Planning and a separate chart specific to the Department of Architecture.


College of Architecture and Planning
3/21/14
Research Centers: CCCD and CoPR
Dean
350048
Mark Gelenter
Associate Dean of International Studies (Asia)
1023
Yuk Lee
Director of Communications & Executive Assistant to the Dean
351628
Betsy Metzger
Associate Dean of Academic Affairs
350023
Michael Jenson
Assistant Dean of Administrative Services
667058
Andy Reid
Director of Human Resources and Grants & Contracts
Danielle Brunner
Assistant Director of Finance
675508
Denise Weber
Assistant Director of HR Services
641345
John Semple
Accounting Tech II
300057
Claudia Woodman
Assistant Dean of Academic Services & Exended Studies
701460
Leo Darnell
Director of Mentorships and Internships
669372
Chris Ilims
Lab Coordinator II Denver Model Shop
300395
TJ Brauer
Student Employees
Visual Resource Center Coordinator
706461
Jesse Kuroiwa
Student Employees
Academic Advisor/ Course Coordinator
685385
Patty McKissock
Academic Advisor/ Student Services
700657
[To be filled 2014-15]
Under-graduate Academic Advisor/ Student Services
707750
Krista Reeve
Manager of Admissions and Outreach
702160
Rachael Thompson
Front Desk Administrative Assistant III
300433
Liz Marsh
Front Desk Student Employees
Program Asst I
652886
Michael Harper
IT Professional I Denver Lab
Mike Harring
(Reports to IT Services)
Chair Architecture Dept.
355022
Kat Vlahos
Associate Chair
641751
Matthew Shea
Architecture Dept. Faculty
Chair Landscape Architecture Dept.
355024
Ann Komara
Associate Chair
605686
Lori Catalano
Landscape Architecture Dept. Faculty
Chair Planning & Design Dept.
355021
Jeremy Nemeth
Associate Chair
642473
Jennifer Steffel Johnson
Planning & Design Dept. Faculty
Director Urban Design Program
Ann Komara
Jeremy Nemeth
Urban Design Faculty
Director Ph.D. Program
672529
Osman Attman
Ph.D. Program Faculty
Director Historic Preservation Program
619312
Chris Koziol
Historic Preservation Program Faculty
Director Design-Build Certificate Program
603952
Rick Sommerfeld
Design-Build Program Faculty



Department Of Architecture – Organization Chart*

Note: The Finnish Initiatives and the Dar Al-Hekma Initiative are College of Architecture and Planning initiatives. The director of the Finnish Initiative reports to the Chair of the Department of Architecture. The director of the Dar Al-Hekma Initiative reports to the Dean.

I.2.3 Physical Resources

The Department of Architecture's academic space is now at a single location at the CU Denver Building at 1250 14th Street in Denver's urban core. The College of Architecture & Planning occupies five of the eight floors of this building (as opposed to three and one-half floors occupied at the Denver Campus in 2009), with an additional floor (Level 6) designated for renovation and remodel for the college in the future. A small amount of space on Levels1 and 2 remains assigned to CU Denver administrative functions, and the College of Arts & Media occupies Level 8. Floor plans of this building can be found at the end of this section.

Including the annex and the soon to be acquired 6th floor, the College controls approximately 103,437 ASF of space of which approximately 41,000 ASF is or will be dedicated studio space.

General Facilities: Teaching, Gallery Studio, Administrative, and Faculty Offices

The CU Denver Building at 1250 14th Street is an eight-story building plus two levels of below-grade parking, located adjacent to and across Speer Boulevard and Cherry Creek from the multi-institution Auraria Campus. The College of Architecture and Planning occupies six of the floors. The Department of Architecture shares its portion of this building with the Department of Planning and Design, the

Department of Landscape Architecture, and the college's Ph.D. program. Three elevators serve all eight public floors, and one additional elevator connects the lobby to the two levels of below-grade parking, making the entire facility accessible. All floors have restrooms, many of which are ADA accessible.

The entry sequence from 14th Street includes a public lobby on the Level1 that is used as a changing gallery for the college. There is also a continuously staffed security station at this entry level. Students, staff, and faculty in the College of Architecture & Planning have 24-hour, 7-day-a-week access outside of normal business hours to the building. Swiping an encoded information case at the main entrance's card reader and signing in at that station afford evening and night access. Security cameras are operative at many locations throughout the entry zone and the stairwells. No major security incidents have been recorded within the college.

Significant renovation of the building in phases from 2012-2014 (following on the remodeling of Level Seven in 2009) has made for vast improvement in the ability of the program to provide adequate space for all functions. The designation of CU Denver as the sole provider for architectural degree programs by the state led to assignment of nearly the entire building to the college. A combination of funding sources enabled the college to remodel existing space and to convert space previously occupied by other academic programs. Academic space now includes a large classroom/auditorium that seats 100 comfortably plus nine medium-sized classrooms and seven smaller seminar rooms to suit a range of teaching settings. All programs within the college share the classroom space. Since the building is prevented by existing physical constraints from having a large lecture hall sufficient to assemble the entire graduate or undergraduate programs, auditoriums across Speer Boulevard on the Auraria Campus are used intermittently for this need. The teaching spaces within the college are located on Level 2 through Level 5. These spaces are often used by design studios as critique rooms, and all have large, unobstructed walls appropriate for pin-ups and juries. The larger teaching spaces are fully equipped for computer presentations.

The building has three exhibition spaces: the Main Lobby area (shared with the College of Arts & Media; the Dean's Gallery (a large reception area which is used for changing displays and occasionally for design studio juries); the Main Lobby display area; and the 2nd Floor gallery. All of these spaces are easily visible to students during their day-to-day activities in the building, and the Lobby Gallery provides convenient display space for visitors to see. Security for the upper level galleries consists of standard locks and doors.

Design studios are located on Levels 2, 4, 5, and 7. All students taking studios at the graduate program have a design studio space dedicated to their own exclusive use. The furniture provided by the college is high-quality wood desks with tilt tops, most of which are of recent manufacture. Design studios have a high degree of flexibility and re-configurability; while there are several smaller rooms where individual studios are placed, most of the space is "open planning" in character. From a pedagogical standpoint, this flexibility is useful in that it easily allows for various groupings of studios by theme, year, and size. The three graduate level disciplines are not separated within the studio spaces, in order to encourage multi-disciplinary interaction. All architecture students have a half-size locker available in the immediate studio area. These lockers are in some locations used to partially "partition" the studios, giving each working group some sense of individuality within the open plan.

The central administrative suite of the College of Architecture & Planning, including the Dean's office and the offices of the departments of Architecture, Landscape Architecture, and Planning are located on the 3rd Level. This administrative suite includes the Dean's office, Associate Dean, Assistant Dean, department Chairs, and the college's administrative staff. It is a visible and highly accessible area. In addition to these spaces, Level 3 also includes a large open area for Centers and a student lounge/cafeteria.

All full-time faculty in the department have an office exclusively for their own use. All full-time faculty have a computer and phone in their office. Shared offices are available for part-time honorarium (adjunct) faculty, again with a computer and phone. Currently, most part-time faculty share an office with three of four other part-time staff or faculty.

Challenges: Although the space is functioning well, and the renovations of the past three years have made significant improvements, there are several areas of facility needs that the program will focus on in the near future. These include:

1. The location of the current fabrication lab limits the materials that can be used, since it is not possible to get 4' x 8' sheets of panel material to the space. There is not adequate space for some of the equipment, and thus the program has laser cutters but not 3d printers.

2. The space occupied by the Centers (on Level 3) would be better assigned to studios and faculty office space. The college is considering moving the Centers to the "Annex" space on Level 1, currently occupied by university administrative functions. This space has separate access from the plaza facing 14th Street.

3. Students are no longer working at the studio desks in the ways that the desks were originally set up. The college is beginning to study these needs and how they might be addressed.

4. Renovation of Level 6 is anticipated to begin soon, so that the floor can be occupied in late 2015

Future Plans for CU Denver Building

In addition to the renovation described above that is planned for Level 6, a comprehensive renovation master plan has been developed, covering most areas of the 1250 14th Street Building and including minor additions as well as interior remodeling. This work will include;

a. Level 1: Renovations to the entrance to include relocation of College of Architecture and Planning Centers to move from Level 3 to the street level to occupy space now used by the university for other functions. An addition to the southwest (plan south on the existing building plans) would include both indoor and outdoor fab lab facilities.
b. Level 2: The second level of the current annex would be renovated and occupied by the Centers. An interior stair would connect this area to the Centers on Level 1.
c. Level 3: The space to be vacated by the Centers will be converted to faculty offices and support space, plus a new classroom and a critique space in the west corner of the floor, which would be a new enclosure.
d. Level 4: Current studio/lounge space will be converted to two lecture spaces (large and small), and the student lounge will be relocated and expanded.
e. Level 5: Offices currently on this floor will be relocated to the expanded office suite on Level 3, allowing the 5th Level have an added studio. The two in-filled corners of the building (east and west) will be devoted to new critique spaces.
f. Level 6: The floor will be occupied and devoted to studio spaces plus critique spaces at the in-filled corners.
g. Level 7: Level 7 will continue as a studio floor, with the addition of the two critique spaces at the in-filled and enclosed corners.

Plan diagrams for these renovations will be made available in the team room. The first phase of this work, on Levels 1, 2, 3, and 6 will be completed in 2014-2015.

Computer Facilities

The College of Architecture and Planning continues to invest heavily in computer resources and infrastructure. This process is managed by a college-wide computer committee to oversee operations and recommend policies to the faculty and administration concerning the integration of computer technologies into architectural education. The college requires all students admitted to its graduate programs to own a computer. ITS support, and the power and networking infrastructure on the Denver Campus and at 1250 14th Street, allows students to use their own laptops in the facilities.

The college has a dedicated computer lab for all of the college's disciplines of approximately 1800 square feet on the 4th Level. It consists of a main computer space suitable for projection and teaching purposes, a secondary area for additional day-to-day computing needs, a system manager's office, and a plotting room. The lab was established by the college in cooperation with the Office of

information Technology (formerly CINS – the information technology services group of the university on the Denver Campus) and is managed by the university's OIT Services. The facilities have increased since the last accreditation visit.

The lab is now equipped as follows:

Computers:
36 Intel Pentium Dual Core PC's and 11 Intel i7 PC's running Windows 7 Pro; 4 Apple Mac's running OS 10.6.8

18 computers in a classroom format for instruction. 16 are in a general use area. 5 are used exclusively for PhD. 1 to run the print shop.

42 machines have been purchased for Fall 2014 term. 38 new Intel i7 PC's and 4 Apple iMacs running OS 10.9.2.

Scanners:
16 small format (8.5 x 11); 4 small format (11 x 17); 1 large format color (36"); 1 large format B&W (36")

Server:
1 Windows 2008R2 server with 8TB of storage for entire college.
Purchased in 2011

Printing:
1 large format laser printer/plotter; 2 large format color printer/plotter; 1 small format color laser printer; 2 small format B&W laser printers

Network:
All systems are 100baseT Ethernet/Internet savvy and are accessible 24 hours a day in a secure room. Lab and classroom machines are connected to University domain over a wired Ethernet network.
Throughout the CAP building there is a secure wireless network that students, staff and faculty use.

Software:
Software upgrades within the main lab are a constant occurrence. The most recent versions of all major interdisciplinary software are available to students and faculty in the labs, including: AutoDesk Education Master Suite (AutoCAD, 3D Studio Max, Revit), SketchUp, Adobe Creative Suite Design Premium (Photoshop, InDesign, Illustrator, Dreamweaver), Microsoft Office 2013. These are updated regularly to stay current with the newest release.

Classrooms:
11 instructional classrooms (320A, Octagon, 320C, 340, 440, 460, 470, 480, 490, 495, 505) that contain a computer and projector.
1 studio area (7th Floor) has a high definition large format LCD TV and separately partitioned a projector. There are projectors in the three breakout room located on the second floor. Also a large LCD in classroom 2005. 1 dedicated Polycom video conferencing room (CU 490).

The Facility for Advanced Spatial Technology (FAST) Lab forms the core of geo-spatial analytical activity at the University of Colorado Denver. The FAST functions as a partnership between the College of Architecture and Planning the Department of Geography and Environmental Sciences/College of Liberal Arts and Sciences and the School of Public Affairs. This multidisciplinary laboratory provides state-of-the-art GIScience technology (geographic information systems, remote sensing, GPS, and cartography) for teaching and research on the downtown Denver campus. At present, the FAST supports the following proprietary spatial analysis and visualization software: ArcGIS desktop 10.2.2 (ArcInfo Version), ArcGIS server, ERDAS Imagine, ENVI, LizardTech, Google Earth Pro, and Adobe Design Standard. And the following, free and open source software: QGIS 2.4., GRASS GIS, DIVA-GIS, uDig, MapServer, PostgreSQL/PostGIS, GPS Utility, GPS Babel, 3DEM, GeoDa, Inkscape, the GIMP, SketchUp Make, Pencil, Dia, and R/R-Studio. The FAST runs Windows

7 desktops, and a mix of Windows Server 2008 R2, Citrix XenApp 6.5, and CentOS 6 to support our in class and online classes.

Visual Resource Centers (VRC) on the Denver and Boulder Sites: Descriptions and Evaluations

Visual Resource Center (VRC)

The College maintains a Visual Resource Center on the 4th floor of the CU Denver Building, with the following resources:

VRC Digital Image Collections
The VRC has been for some time an academic leader in digital images and computerized access to its image collections, having begun the transition from recording with analog 35mm file slides to digital images as early as 1988. The college has amassed a digital image library of over 108,000 images, which depict contemporary practices as well as the history of architecture, landscape architecture, and urban and regional planning. Faculty and students in the college, for research and as a teaching tool use, the Architecture and Planning Digital Library and other image collections. This digital image library comprises several image collections:

The College of Architecture and Planning collection includes over 100 videos of visiting lecturers who gave talks at as a part of the college's visiting lecturer series. This collection includes approximately 46,200 images owned by the college.

The College of Architecture and Planning has also licensed over 58,000 images from professional vendors that are accessible to students and faculty for research and teaching purposes. These images include the Archivision base collection and modules 1-4 and modules 6-8.

The Architecture and Planning digital Library has the distinction of being the largest teaching image database on the Auraria Campus. Access to the digital image library is achieved by logging on to http://www.artstor.com from a campus computer. Students and faculty can create a username and password, which allows them to log on from any computer for 100 days. Every time they log on from campus, the 100-day counter resets.

The digital library database allows user to save groups of images for student review within the database, the ability to create PowerPoint style presentations in the Luna Insight software, as well as the ability to easily export images from the database to the end-users' computers for use in PowerPoint or Keynote presentations. The database also has the capability to play videos, and display pdfs or Microsoft office files. Access to the Architecture and Planning image collection is IP-restricted to users at the Auraria Campus.

The Architecture and Planning digital Library grows by approximately 5000 images each year in response to requests by faculty members and students. New digital images are purchases from commercial vendors, made by the professional photographers on the VRC staff, or donated by students, faculty members, or private contributors from their own personal image collections.

The VRC also sponsored a website from 1998-2013 called the "Electronic Library of Colorado Architecture, Landscape and Planning" which showcases Colorado buildings and sites that were photographed by students as part of photography courses in the college since 1998. This web site contains over 4700 images depicting more than 300 buildings and sites and is essentially a sub-collection of the Architecture and Planning image collection. These digital images remain available for review and use by the public since the college owns the copyright to all of these images. (http://vrc.colorado.edu)

Flickr Image Collection
The VRC produces an image collection of college events, projects, and initiatives which is available to the public at http://www.flickr.com/photos/cap_vrc/ This collection contains more than 4,250 images and grows by approximately 2500 images per year. The Flickr collection provides a showcase for photographs taken by College of Architecture and Planning pro photographers, as well as a repository for sharing images via social media. This collection highlights college reviews, projects, builds, and other special events.

Campus Digital Image and Movie Collections:
Another visual resource image collection is available to students and faculty members at the University of Colorado campuses through a subscription image database called "ARTstor." The ARTstor Digital Library has amassed 1.6 million images since its launch in 2004 and continues to grow each year. Over 454,000 of those images are classified as Architecture and City Planning images, and all 1.6 million are available to students and faculty via http://www.artstor.org. Educational movies pertinent to architecture are found in other primary university locations including the Auraria Library, which purchases and stores movies at the request of college faculty members each year.

35mm Slide Collections:
The Visual Resource Center of the College of Architecture and Planning continues to main its legacy collection of 35mm analog slides for use by college faculty members who may not have made to transition yet to digital instruction. The slide collection in Denver has approximately 33,000 images.

Services:
Staff members of the VRC provide a number of technical educational services in order to produce materials for course-related work, research, and student portfolios. These include professional portfolio digital photography instruction, coordinated by the VRC staff and faculty member and provided to graduate and undergraduate students as part of their first-year architectural studio course or design media course. Students are taught how to use high-end digital cameras and to professionally light the models and drawings created in their courses. Student employees of the VRC are available to scan images from faculty members' personal slide collections for use in current architecture and planning courses. Faculty members may keep their own digital image files. Staff also provide training on scanning images to course teaching assistants, who further facilitate digital classroom presentations.

The VRC pays for and provides access to high quality digital cameras, both still and video, for faculty and students to use for educational purposes, whether documenting a local site that will be redeveloped as a class project, interviewing local professionals for a research paper, or capturing images for a scholarly publication. Special light meters are provided and checked out for use in the students' daylighting classes. Equipment carts and traditional audiovisual equipment, such as overhead, opaque, and 35mm slide projectors and a TV/VCR/DVD mobile unit are also available through the VRC for instructional use.

Additionally, the VRC coordinator and student employees serve as staff photographers for the college, documenting important events such as awards ceremonies, graduation receptions, field charrettes, research center activities and projects, and student competition entries. The resulting photographic images are used to illustrate a variety of publications, including the University Course Catalog, brochures for prospective students, the college's web site, faculty professional publications, research center web sites and publications, and alumni newsletters.

Hours and Staffing: The VRC's hours of operation vary from 32 to 42 hours per week each semester, Monday through Friday. The VRC is staffed by one 80% FTE employee who has been trained as a professional photographer and visual resources curator, as well as student employees. Student fees and the general fund are used to maintain the VRC.

Design and Digital Fabrication Lab Facilities

Since 2000, the Design Fabrication Lab has been run by a full-time professional employee who is a member of the Society of Academic Woodshop supervisors (S.A.W.) and the Furniture Society.

Keys to the risk management and instructional programs are:

1) Implementation of comprehensive safety orientations for all students, Basic Safety Orientations, which include fire and building safety policies;
2) The availability of up to 16 hours of specialized, dedicated, and structured training for any student wishing further expertise on specific pieces of equipment (Tool Seminars) including written tests;
3) Procedures for the proper storage and use of hazardous materials, including flammables;
4) Processes for chemical waste pick-up and disposal, as well as dust collection;

5) Management of MSDS listing library for materials in use;
6) Installation of the "Saw Stop" safety table saw;
7) Extensive student monitor training and supervision; and
8) Expanded hands-on teaching capacity in the lab.

The shop is located on the 4th Floor of the Dravo Building. Occupying total space of 3,000 square feet, it includes a storage/assembly area of 700 square feet; a machine shop of 1,200 square feet, a 300 square foot spray booth, and a digital lab of 800 square feet. The equipment list is extensive.

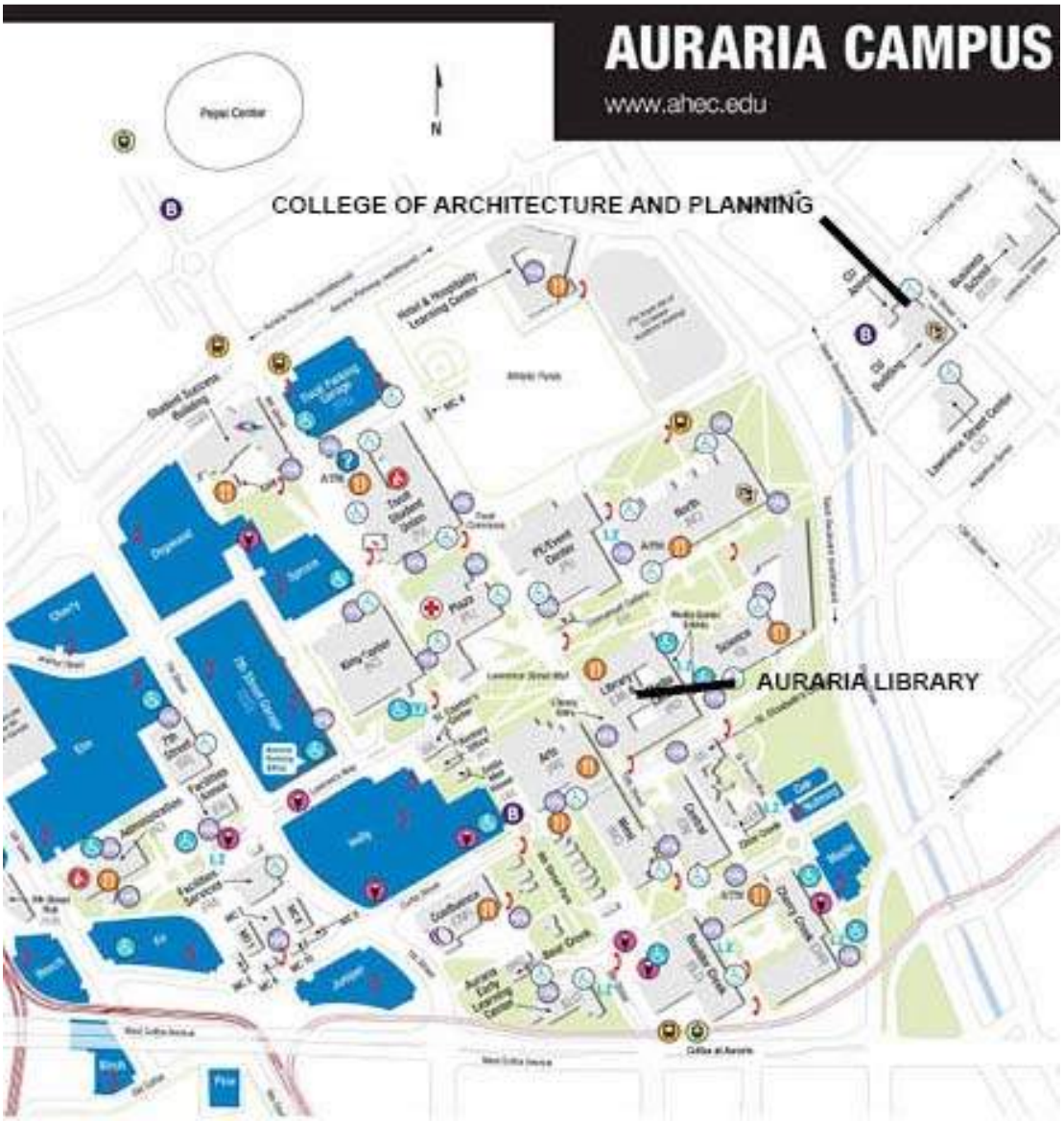
Students wishing access to any part of the facility must have participated in a mandatory Basic Safety Orientation and have a signed Safety Agreement on file. The Basic Safety Orientation informs students of their responsibilities while using the facilities and instructs them in the use and basic techniques of the bench-mounted tools located in the machine area.

Up to twenty students are hired per semester to assist the full-time lab employee, and they are paid according to their expertise with woodworking machinery and operations. The Design Fabrication Lab is open and monitored 98 hours per week with extended hours during crunch periods. The maximum number of students the area can accommodate is 45. The lab operates as technical support facility for faculty members teaching studios requiring extensive shop use (such as the Comprehensive Studio).

All flammable materials are used in the Spray Booth area including spray painting and spray mounting.

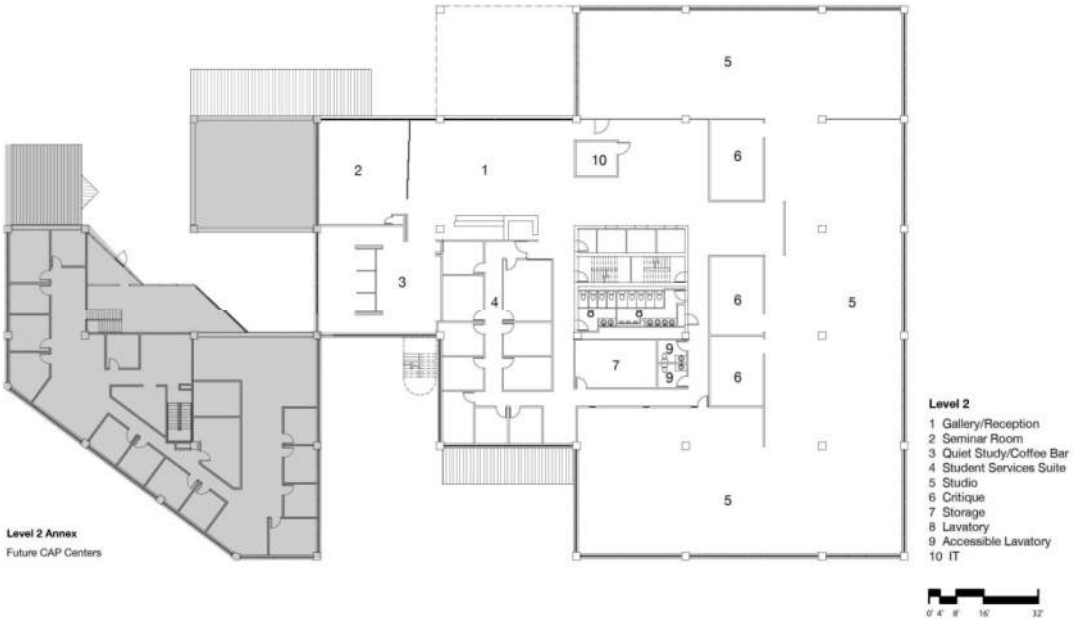
Up to 14 students are hired per semester to assist the full-time lab employee, and they are paid according to their expertise with woodworking machinery and operations. The Design Fabrication Lab is open and monitored 98 hours per week with extended hours during crunch periods. The maximum number of students the area can accommodate is 12. The lab also operates as technical support for faculty members teaching studios requiring extensive shop use (such as the Comprehensive Studio).

Refer to the following pages for a site plan of the University of Colorado Denver and the Auraria Campus, followed by graphic floor plans of the CU Denver Building at 1250 14th Street, Denver, Colorado. Areas pochéd in gray indicate space assigned to other programs or CU Denver administrative functions on the 1st and 2nd Floor and space on the 6th floor designated for future use by the College of Architecture & Planning. All other space is assigned to the College of Architecture Planning.

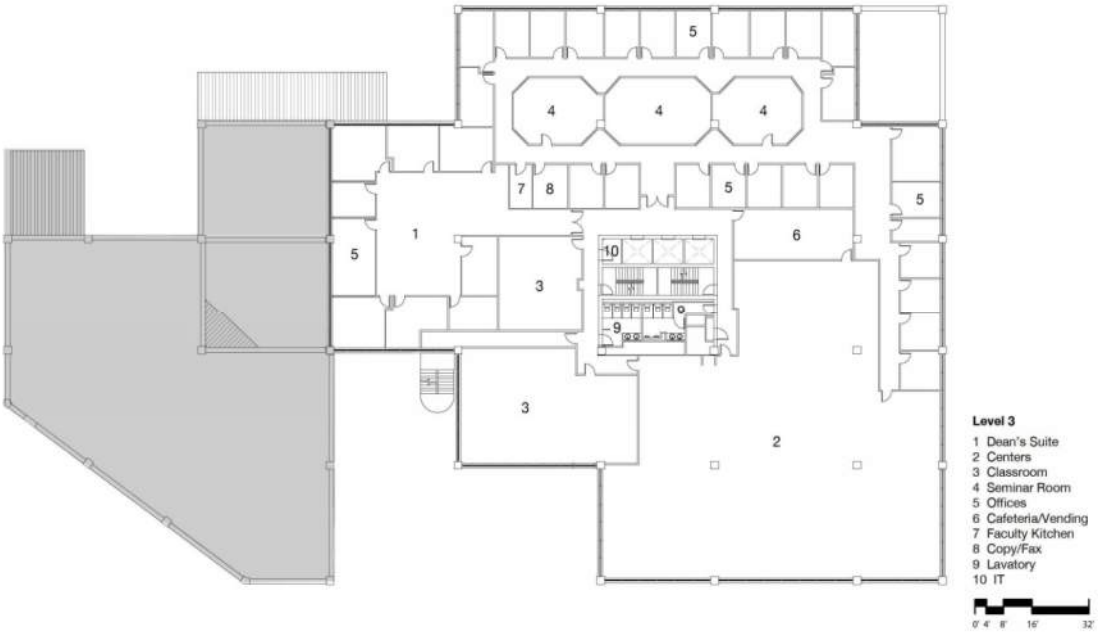


Site Map of the University of Colorado Denver and the Auraria Higher Education Center (AHEC), indicating the college of Architecture and Planning at 1250 14th Street and the Auraria Library

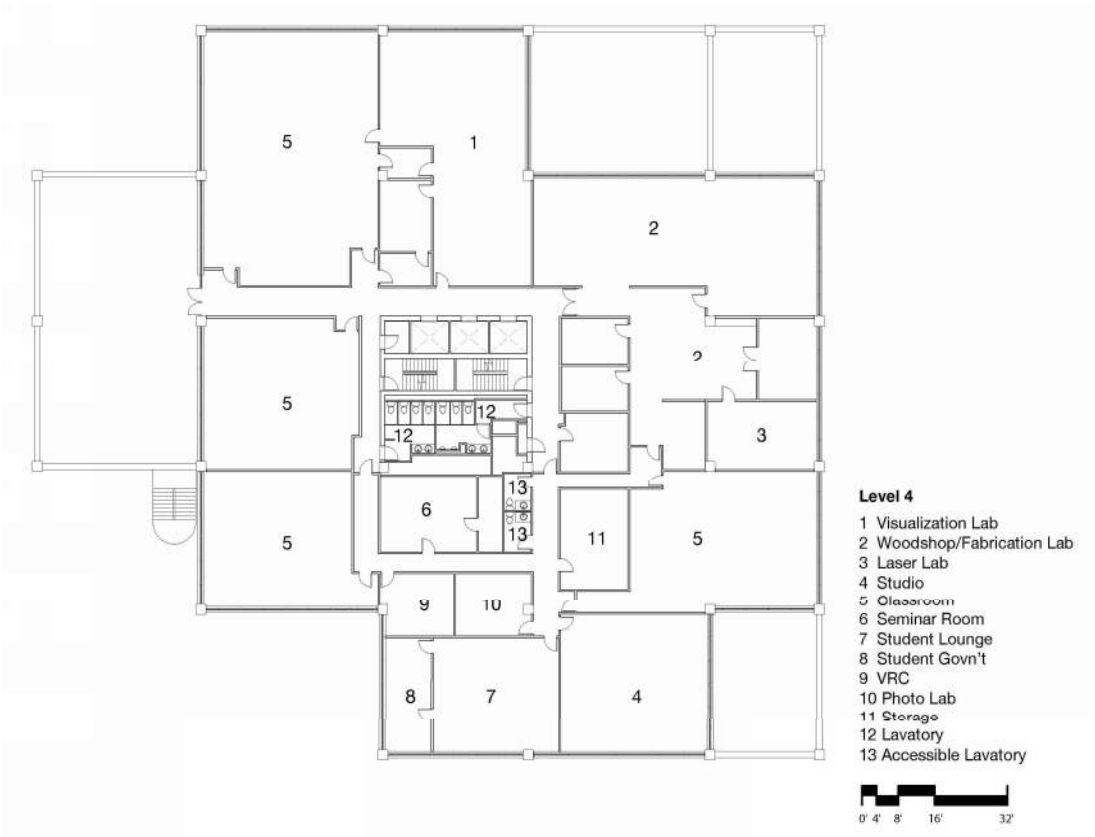
CU Denver Building – 1250 14th Street, Denver
Level 1 Floor Plan



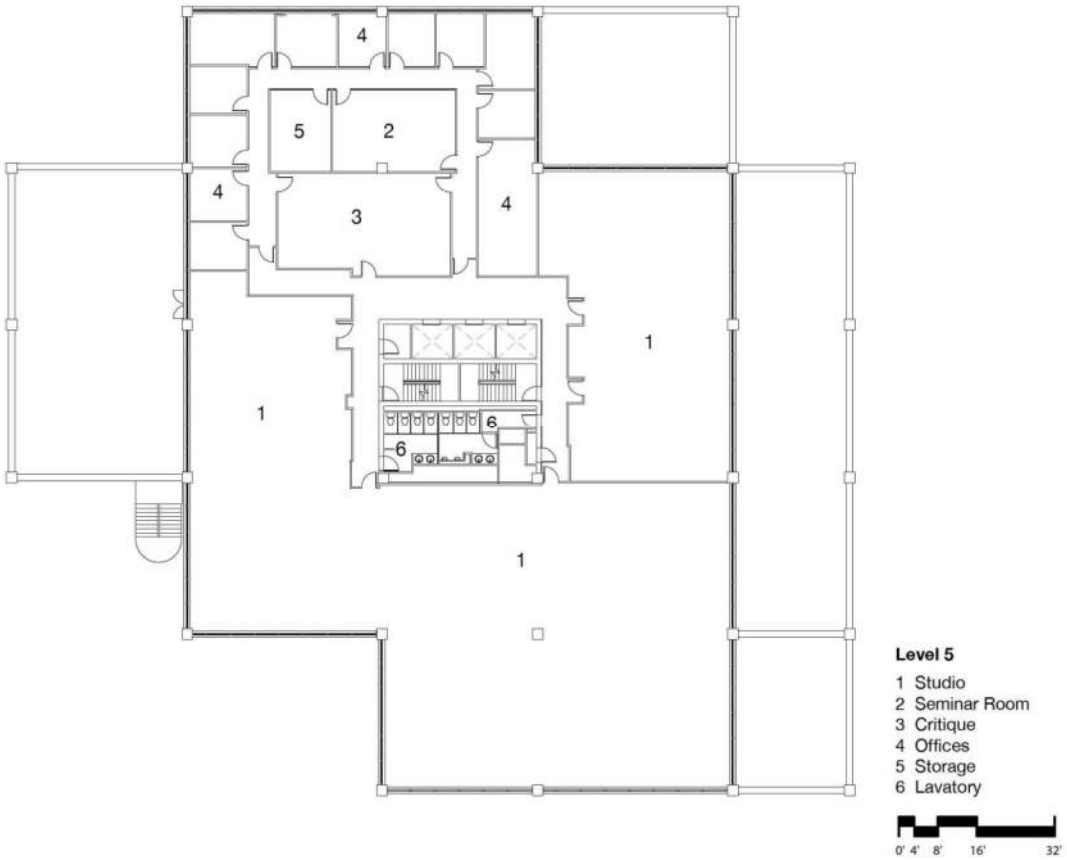
CU Denver Building – 1250 14th Street, Denver
Level 2 Floor Plan



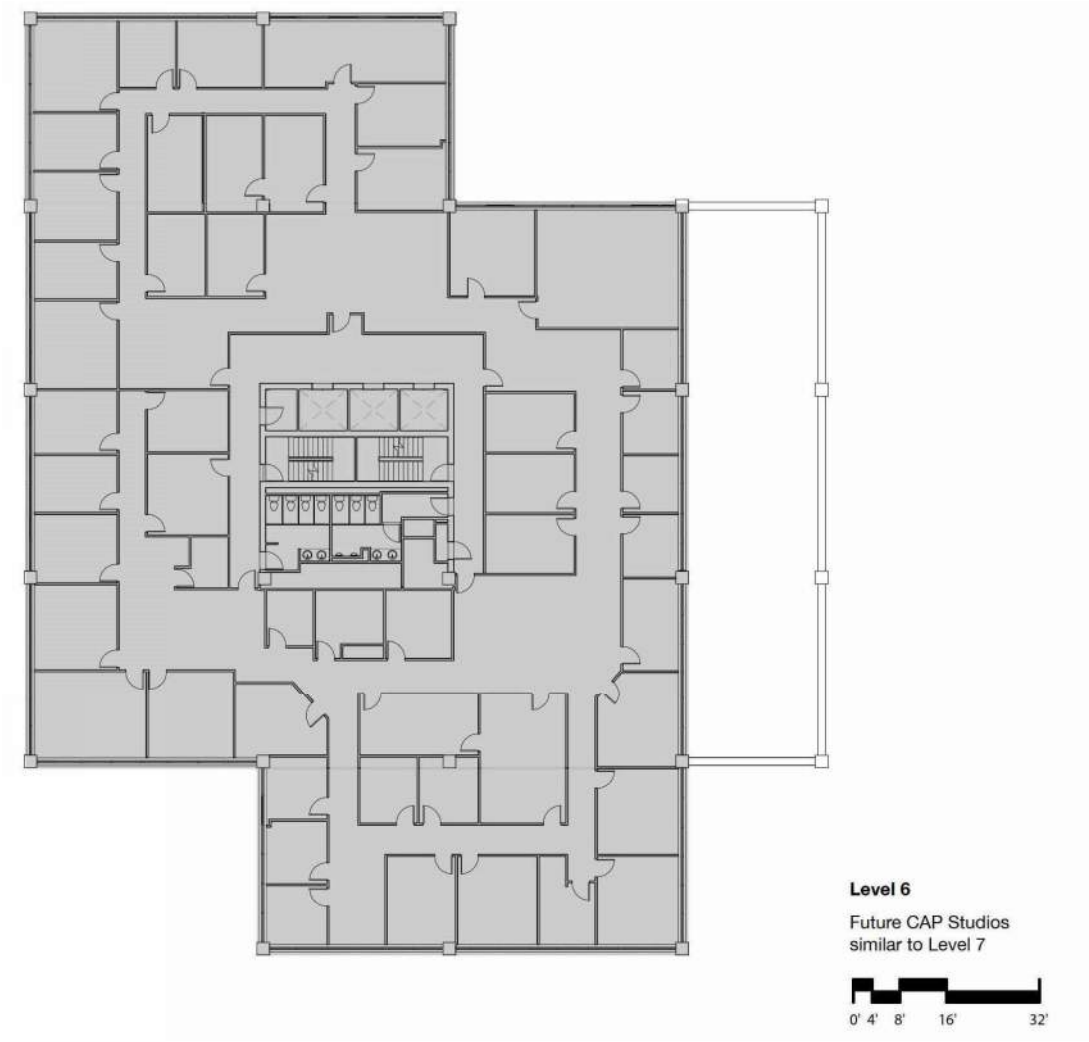
CU Denver Building – 1250 14th Street, Denver
Level 3 Floor Plan



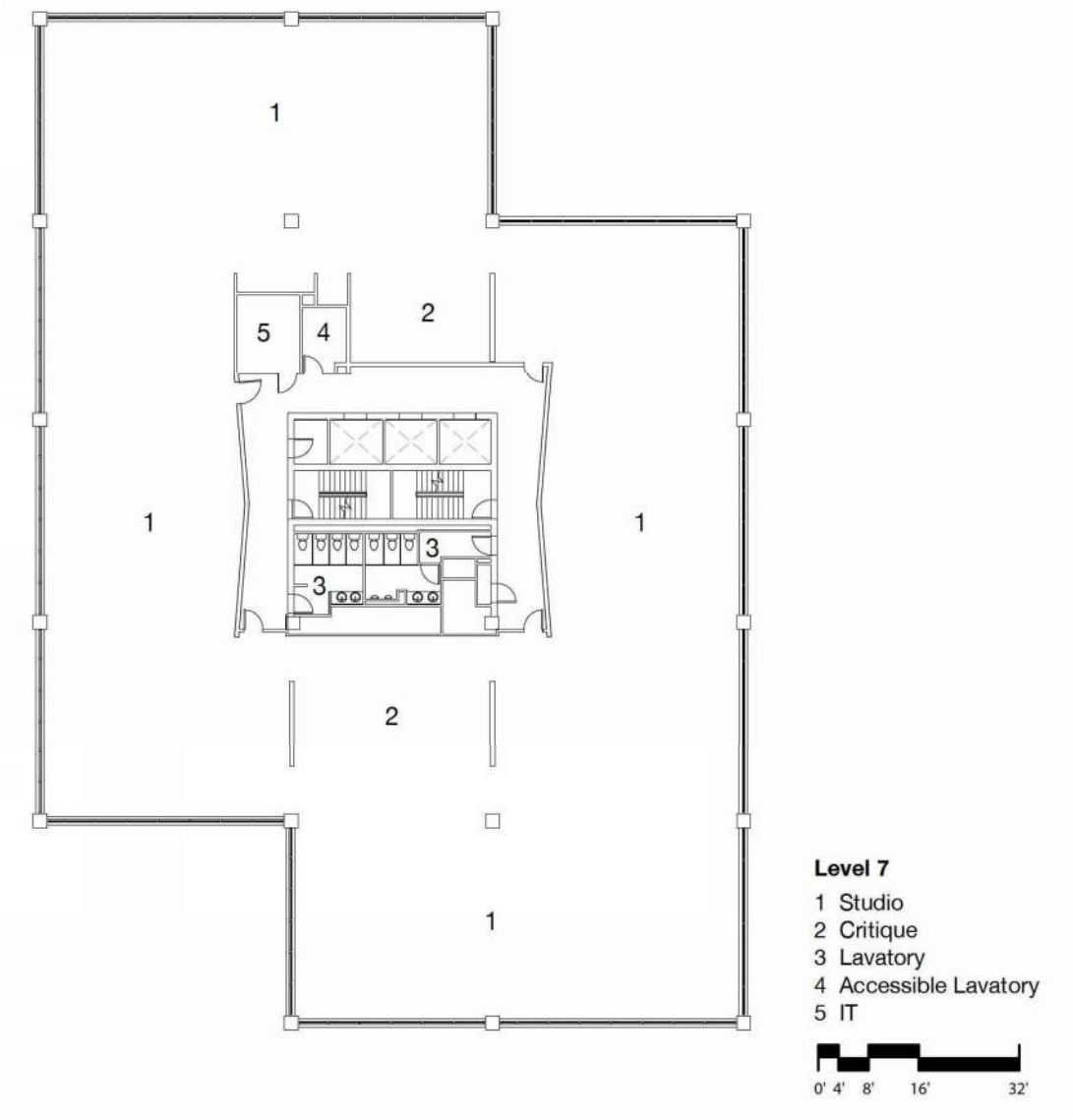
CU Denver Building – 1250 14th Street, Denver
Level 4 Floor Plan



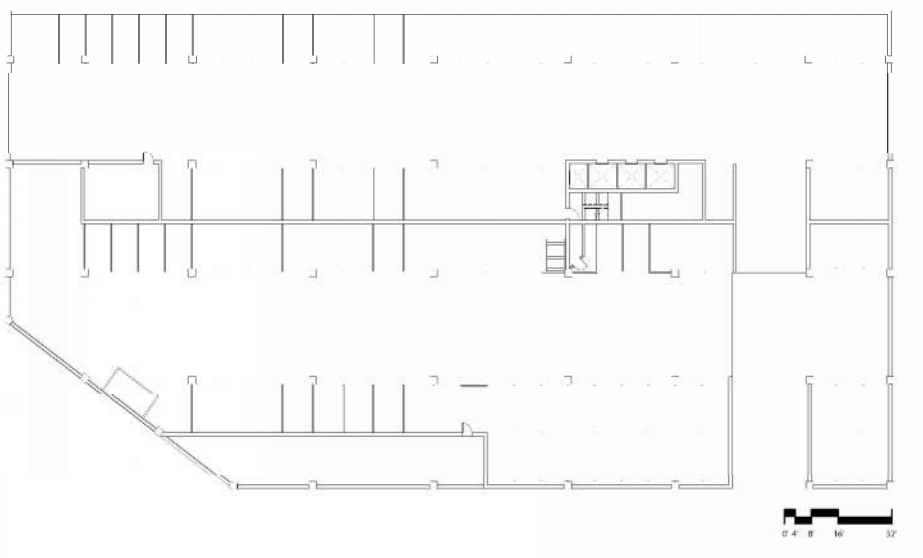
CU Denver Building – 1250 14th Street, Denver
Level 5 Floor Plan



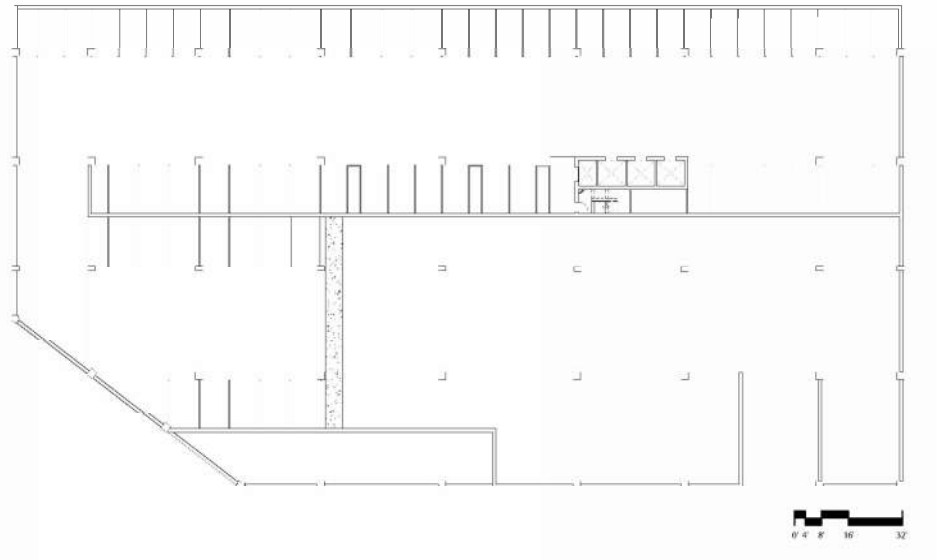
CU Denver Building – 1250 14th Street, Denver
Level 6 Floor Plan



CU Denver Building – 1250 14th Street, Denver
Level 7 Floor Plan



CU Denver Building – 1250 14th Street, Denver
P2 Parking Level (reduced scale)



CU Denver Building – 1250 14th Street, Denver
P2 Parking Level (reduced scale)

I.2.4 Financial Resources

Annual Budgets

The university State Allocation of General Funds document outlines how the State General Fund budget is determined as it moves through the State Legislature, the Colorado Commission on Higher Education, the Board of Regents and to the university Budget Office. Though the Anschutz Medical Campus and Denver Campus have different areas of focus, the campus budget methodology is very similar.

Budget Office

http://www.ucdenver.edu/about/departments/Budget/Pages/default.aspx

Budget Process

http://www.ucdenver.edu/about/departments/Budget/Process/Pages/default.aspx
Refer to Chart I.2.4a: University of Colorado Denver, Colorado Higher Education Funding Overview, for a graphic illustration of the state funding process.

Denver Campus Budget Process: See Attached Chart I.2.4b; University of Colorado Denver, Denver Campus funds Allocation Process, for an illustration of the funding process specific to the Denver Campus.

The College of Architecture and Planning has a method of budgeting in which the activities that incur costs in identified areas are accounted for, analyzed, and then linked to the mission and strategic goals of the department and institution. Currently, the institution is developing a Budget Priorities process for all programs and Colleges. The implications of this budget model for the College of Architecture and Planning, and Department of Architecture will become clearer over the next year. During the 2013-14 academic year the university set baseline budgets for all units. Operating funds are accrued primarily through three sources: state appropriations, tuition, and revenue from research activities, plus any carryover from previous years. Each unit receives a portion of this budget in relation to the revenue it generates for the university. The dean's office determines the proportion of this revenue distributed to units within the college through discussion and advising from the Executive Committee. For FY2014, the Department of Architecture received about $2,227,300 from the baseline budget, which covers salaries and department operations. This is supplemented by other sources of revenue such as gifts, course fees, and fee-based courses, which cover additional operations, special events, publications and equipment.

The University of Colorado Denver works on an annual budget. Institutional Financial Issues within the College of Architecture and Planning are as follows:

Enrollment

Enrollment in M ARCH program dropped from 304 students in Fall 2009 to 192 in Fall 2013. Corresponding Student Credit Hour production went from 3,984 in Fall 2009 to 2,607 in Fall 2013. Fall 2013 UG Enrollment in M ARCH program for Fall 2014 is estimated to be 209. Enrollment in UG program for Fall 2014 is estimated to be 188.

The college has entered into agreement with the campus through FY 2018 to provide increased funding as the undergraduate program grows in size.

Funding

The only known or anticipated increases in funding are those contained in the MOU to provide adequate financial support to the department as the undergraduate program grows in size.

Changes in fund models

Since last visit the ENVD program has been separated from CAP. This precipitated change in both revenue and expense for the college. Campus and college adopted a ten-year financial plan in 2012 that will ensure sufficient financial support until the undergraduate program is large enough to provide adequate revenue to college to meet all expenses.

Other Financial Issues

None known

Financial comparison to other units

Data is available comparing expenditures per enrolled student for the Department of Architecture with other units.

Capital Investments

Capital investments in buildings, furniture and equipment are budgeted and coordinated by the Dean's office; so departmental budgets do not reflect these expenses. The most significant changes in the department's facilities over the last six years has been the modification of about 59,600 square feet of space, at a total cost of $4.3 million. Capital investments in buildings and most furniture are not at the Dean's office level, but at the campus level.

Endowments and Gifts

The endowments listed are disbursed according to their specific agreements. They all benefit the Department of Architecture in some way, either directly through regular contribution of funds for department use or through faculty and student support. Each spring quarter, the students are invited to submit a scholarship application for departmental awards. The funds available include disbursements from some of the endowments listed below. Others are awards made available on a yearly basis.

Actual Expenditures by Category for the College and the Department for Fiscal Years 2009-2913

	2009 College	2009 Dept	2010 College	2010 Dept	2011 College	2011 Dept	2012 College	2012 Dept	2013 College	2013 Dept
Faculty Salaries	$ 3 ,805,652	$ 1,962,322	$ 3,993,063	$ 2,031,349	$ 4,286,712	$ 2,363,938	$ 4,238,750	$ 2,285,714	$ 2,798,210	$ 1,255,080
Part-time Faculty Salaries	$ 819,519	$ 493,705	$ 917,829	$ 284,548	$ 680,652	$ 410,228	$ 668,041	$ 403,841	$ 469,792	$ 234,414
Student Faculty/Assistants	$ 452,842	$ 79,972	$ 402,701	$ 65,525	$ 417,912	$ 115,089	$ 349,552	$ 150,021	$ 133,758	$ 44,282
University Staff Salaries	$ 922,086		$ 949,125		$ 1,007,565		$ 1,116,346		$ 909,405	
Classified Staff Salaries	$ 440,333		$ 472,149		$ 487,830		$ 433,852		$ 177,289	
Student Hourly Wages	$ 218,864	$ 245	$ 265,003		$ 254,019		$ 254,717		$ 106,188	
Benefits	$ 1,398,259	$ 574,440	$ 1,515,969	$ 589,371	$ 1,649,427	$ 723,771	$ 1,751,515	$ 766,116	$ 1,252,815	$ 475,947
Operating Expenses	$ 1,320,462	$ 30,322	$ 1,444,078	$ 33,556	$ 1,523,679	$ 33,415	$ 1,313,500	$ 32,931	$ 676,040	$ 18,371
Travel	$ 111,439	$ 27,326	$ 77,332	$ 17,095	$ 113,232	$ 30,000	$ 121,186	$ 32,752	$ 80,512	$ 17,036
Fixed Assets	$ -		$ 749,191		$ 52,849		$ 85,370		($10,141)	
Student Aid	$ 287,419	$ 58,250	$ 284,936	$ 60,000	$ 329,164	$ 60,000	$ 381,034	$ 52,750	$ 154,066	$ 47,250
Total	$ 9,776,875	$ 3,226,582	$11,071,376	$ 3,081,444	$10,803,041	$ 3,736,441	$10,713,863	$ 3,724,125	$ 6,747,934	$ 2,092,380

Expenditures by Category for the College of Architecture and Planning and the Department of Architecture through April (10th month) of Fiscal Year 2014

	2014 College	2014 Department
Faculty Salaries	$ 2,474,539	$ 1,301,739
Part-time Faculty Salaries	$ 390,573	$ 251,585
Student Faculty/Assistants	$ 170,319	$ 65,094
University Staff Salaries	$ 1,092,744	$ 1,789
Classified Staff Salaries	$ 173,007	
Student Hourly Wages	$ 87,643	
Benefits	$ 1,324,463	$ 480,332
Operating Expenses	$ 588,260	$ 21,377
Travel	$ 36,188	$ 7,432
Fixed Assets	$ 5,013	
Student Aid	$ 131,852	$ 61,945
Total	$ 6,474,601	$ 2,191,293

Expenditures per Student – comparison with other UCD Colleges and Schools

	Main Campus Expenditures FY 2013	Student Headcount Fall 2012	$ per student headcount
College of Arts and Media	$ 7,978,196	1,176	$ 6,784
College of Architecture and Planning	$ 5,446,799	469	$ 11,614
Business School	$15,065,849	2,624	$ 5,742
College of Liberal Arts and Sciences	$35,541,511	6,858	$ 5,182
School of Education and Human Development	$ 8,882,865	1,146	$ 7,751
College of Engineering and Applied Sciences	$ 9,043,090	1,088	$ 8,312
School of Public Affairs	$ 4 ,612250	672	$ 6,863

Current year (2014) Projected Revenue and Expenses for the college

Revenue for the college (revenue not broken out by department)	
College of Architecture and Planning	$ 6,190,938
College Instructional Fee	$ 305,436
Campus Information Technology Fee	$ 49,865
Other Miscellaneous Revnue	$ 81,698
Total Revenue	$ 6,627,937

Expenses for the college and the department (general fund only)	CAP	ARCH
Faculty Fulltime Salary	$ 2,486,045	$ 1,309,683
Faculty Part-time Salary	$ 397,745	$ 258,757
Faculty Student Salary	$ 168,246	$ 65,536
Staff Pro Exempt Salary	$ 1,093,807	$ 1,789
Staff Classified Salary	$ 173,007	
Student and Other Salary	$ 97,213	
Faculty Fulltime Benefits	$ 901,507	$ 454,001
Faculty Part-time Benefits	$ 34,713	$ 21,986
Faculty Student Benefits	$ 332	$ 60
Staff Pro Exempt Benefits	$ 329,714	$ 812
Staff Classified Benefits	$ 57,482	
Student and Other Benefits	$ 285	
Operating Expenses	$ 633,815	$ 26,071
Travel	$ 45,509	$ 12,165
Student Aid	$ 132,502	$ 61,945
Fixed Assets Costs	$ 5,013	
Total Expenses	$ 6,556,934	$ 2,212,805

Forecasts for Projected Revenue and Expenses for the college

Projected Revenue for the college (revenue not broken out by department)	FY 2015	FY 2016
College of Architecture and Planning	$ 6,414,684	$ 6,682,866
College Instructional Fee	$ 344,780	$ 393,006
Campus Information Technology Fee	$ 49,865	$ 49,865
Other Miscellaneous Revnue		
Total Revenue	$ 6,809,329	$ 7,125,737
Projected Expenses for the college and the department (general fund only)		
Faculty Fulltime Salary	$ 2,421,357	$ 2,552,752
Faculty Part-time Salary	$ 464,001	$ 477,921
Faculty Student Salary	$ 117,043	$ 120,554
Staff Pro Exempt Salary	$ 1,172,224	$ 1,259,641
Staff Classified Salary	$ 172,542	$ 177,718
Student and Other Salary	$ 105,850	$ 106
Faculty Fulltime Benefits	$ 911,841	$ 955,648
Faculty Part-time Benefits	$ 40,832	$ 42,057
Faculty Student Benefits	$ 291	$ 300
Staff Pro Exempt Benefits	$ 351,674	$ 377,904
Staff Classified Benefits	$ 55,670	$ 57,340
Student and Other Benefits	$ 270	$ 270
Operating Expenses	$ 855,631	$ 885,500
Travel	$ 94,599	$ 97,437
Student Aid	$ 117,073	$ 120,589
Fixed Assets Costs		
Total Expenses	$ 6,880,898	$ 7,125,737

Endowments: The College of Architecture and Planning currently has no major endowments. It does have 14 smaller endowments, yielding between $780 and $8,700 annually. Of these fourteen, three are designated for scholarships in the Department of Planning and Design, three are designated as interdisciplinary scholarships, one each are in support of the Department of Planning and Design, cross-cultural exchange with Dar Al-Hekma College in Jeddah, Saudi Arabia, small town planning and community development, a lecture series and the Urban Design program. The remaining three endowments provide a scholarship for a disadvantaged architecture student, support technology instruction in architecture and provide general support for the education in the practice of architecture.

Endowments

63470679	Koch Planning	330074	$ 8,700	URPL program support
63478558	Moulton	330091	$ 5,280	scholarships to grad students
63400578	Fayez Exchange	330104	$ 4,800	cultural exchange
63413222	Mark Murphy	330003	$ 4,680	Small town planning and community development
63474134	Hovey	330089	$ 4,500	disadvantaged ARCH student
63400348	Rogers Arch	330106	$ 2,400	support for practice of ARCH
63470682	Felberg	330100	$ 2,340	lecture series
63470677	Sternberg	330060	$ 2,040	grad student - focus area rotates
63470685	Trafton Bean	338001	$ 1,620	URPL scholarship
63470674	Sasaki	330031	$ 1,260	all disciples
63470684	David Hill Scholarship	334029	$ 1,250	URPL scholarship
63400763	LaFarge	334046	$ 1,140	technology instruction in ARCH
63475540	Nuzum	334036	$ 1,020	support for Urban Design
63470683	Giltner	334028	$ 780	URPL scholarship

Please refer to the illustrative charts on the following two pages.

Chart I.2.4a: University of Colorado Denver, Colorado Higher Education Funding Overview

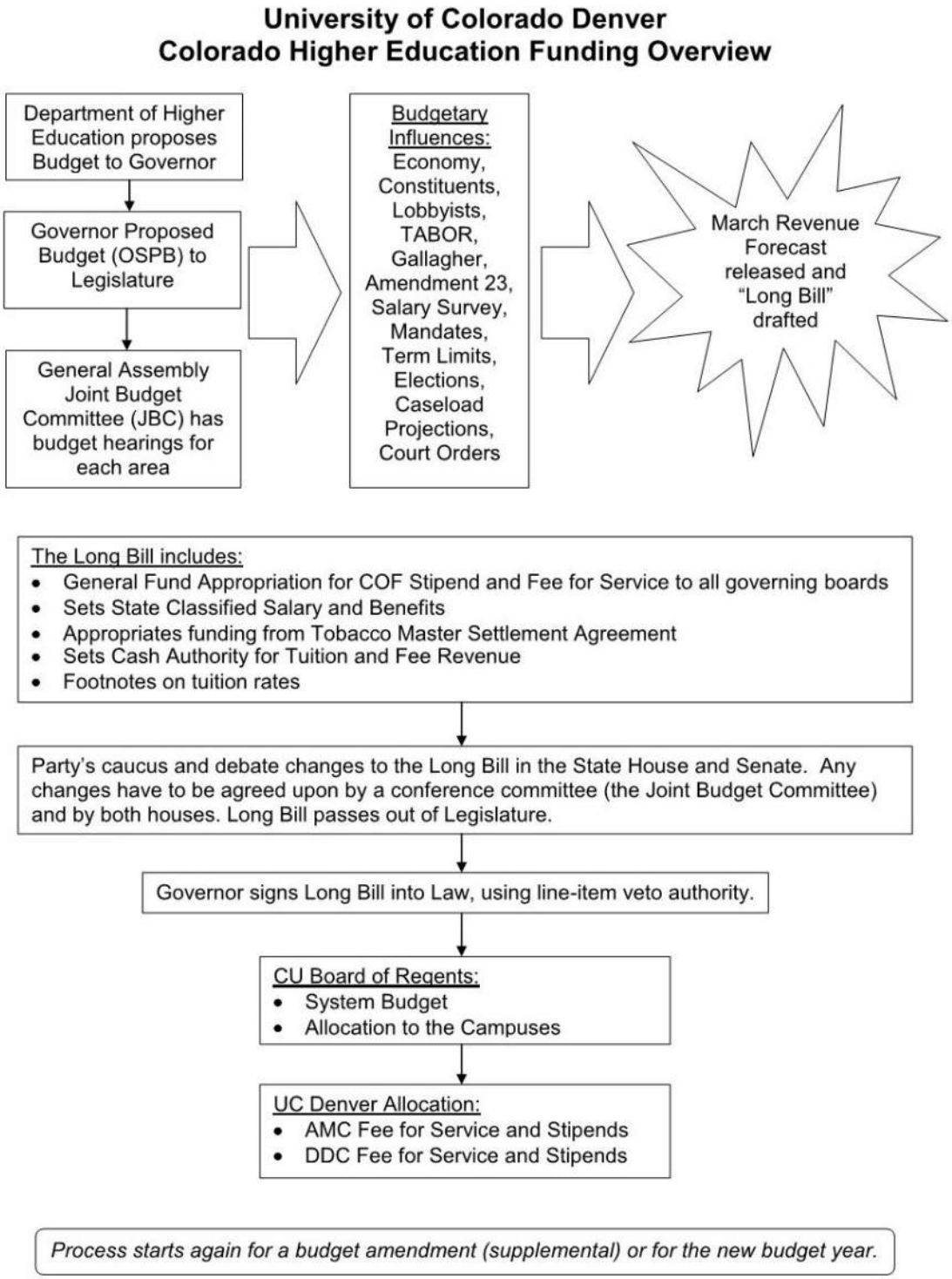
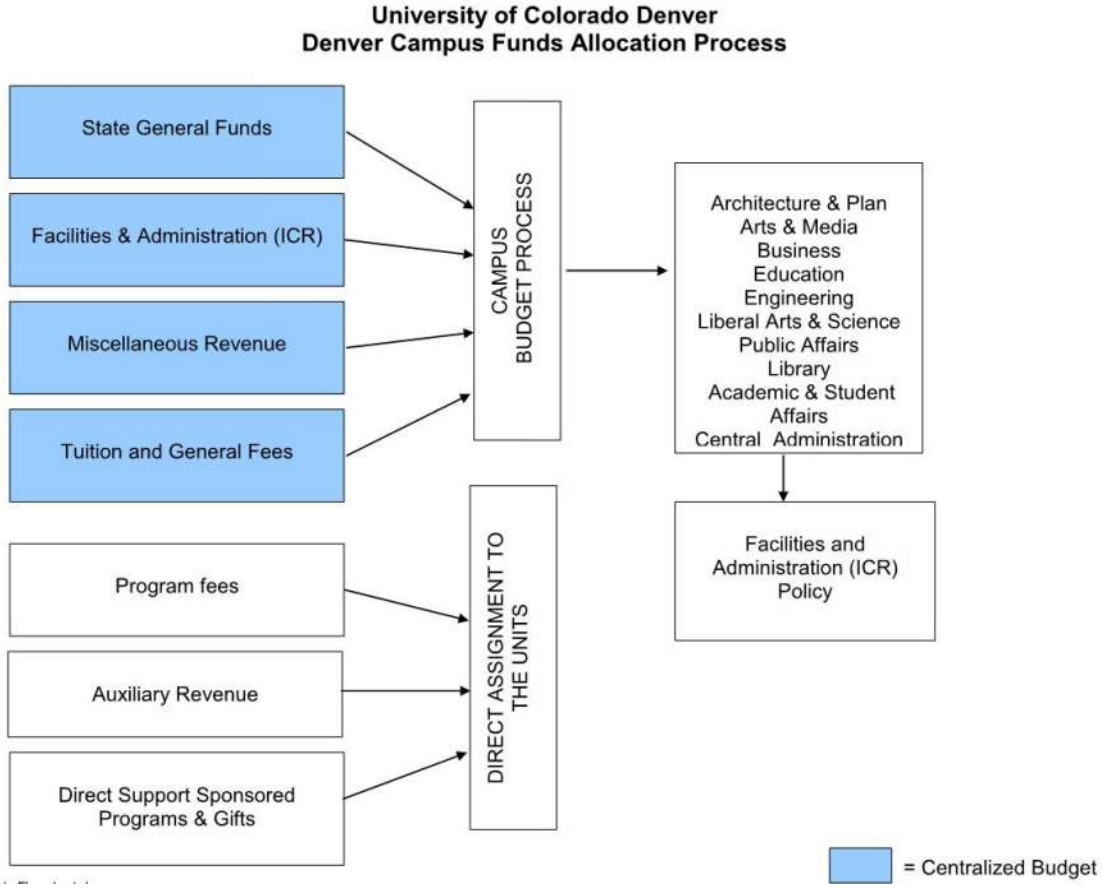


Chart I.2.4b: University of Colorado Denver, Denver Campus Funds Allocation Process



I.2.5 Information Resources

Auraria Library Self-Assessment
The Auraria Library is unique among the University of Colorado (CU) libraries in that it serves Metropolitan State College University, and the Community College of Denver in addition to the University of Colorado Denver Downtown Denver Campus. The combined population of the three schools is the largest and most diverse in Colorado—over 40,000 students and faculty.

The Auraria Library is one of the busiest academic libraries in Colorado. Over 900,000 users enter the library building each year and the Library's web pages record over 5 million "hits" annually. The Auraria Library is the campus library serving students, faculty, and staff of the graduate programs of the College of Architecture and Planning.

Though per-student funding at the Auraria Library falls short of other Colorado libraries, the Library has worked to satisfy the information and research needs of our students and faculty through responsive collection development, cooperative purchasing with other institutions, and creative collection development initiatives. In 2007 the Auraria Library completed an extensive revision of its Collection Development Policy.

The Auraria Library liaison for the College of Architecture and Planning is Karen Sobel, the Arts & Architecture Collection Development Librarian.

Library Collections

The Auraria Library has a written Collection Development policy that supports the curriculum and programs of the College of Architecture and Planning. The Auraria Library's 20+-page Collection Development policy address satisfying the needs of master's degree and higher level graduate studies as well as faculty research and creative activities library support, which requires more specialized (and usually more expensive) materials. Despite a very limited budget, the Auraria Library has historically understood the need for specialized, often more expensive, materials required for architectural research and strives to adjust its overall budget upward to accommodate those needs. The Arts and Architecture Collection Development Librarian, in communication with faculty and students, dispenses budget monies for architecture, planning, and related discipline spending. This person works with the Auraria Library's acquisitions vendor, Yankee Book Peddler, to create an approval plan profile. This profile expedites preview information about the most relevant book titles in various architectural and planning sub-disciplines, which are then made available in a timely fashion for quick ordering/pre-processing. Periodic communiqués are distributed in the weekly CAP newsletter highlighting database updates, newly purchased titles of interest and general library news.

The Auraria Library building houses over 1,090,000 online and print titles, including 206,000+ eBooks, 87,890+ online journals, 822 databases, and numerous government publications. The Auraria Library owns over 10,500 monographs classified "NA" in the Library of Congress classification system. For additional statistics, titles classified in the HT1-395; NK1700-3599; SB451-485, and TH areas.

Due to modest budget allocations, the Auraria Library has a philosophy of collecting materials representative of available resources across the discipline spectrum, including materials from different time periods and geographic regions. It is a top priority to support the College of Architecture and Planning's curriculum. To that end, the Auraria Library endeavors to purchase books, DVDs, databases, or journal subscriptions requested by any student, faculty, or staff member associated with the College of Architecture and Planning, insofar as budget permits.

To care for aging, though still valuable books and other materials, the Auraria Library is a charter member of PASCAL, a state-of-the-art off-site storage and preservation facility located on the new Anschutz Medical Campus. Operating since March of 2001, The Health Sciences Library shares PASCAL with several other area academic libraries. Michael Kelty is the on-site PASCAL manager.

In accordance with our collection development policy, the Auraria Library has begun emphasizing purchase of journals in electronic format wherever possible. Many of our electronic journals ("e-journals") provide online full-text access that is available 24/7 on or off-campus to students and faculty. A number of

the journal subscriptions provide both print and online access. The print collection is comprised of current periodicals and "bound periodicals." The bound periodicals are older issues that are being retained by the Library. In rare cases, some older issues are stored in a micro format (microfiche or microfilm). For journals not owned by the Auraria Library, the Library's Interlibrary Loan/Information Delivery system, ILLiad, provides convenient access to the many article requests it receives via e-mail, delivering full-text of a document to the requestor electronically at no charge. For journals owned by another Prospector Library, the most common method of delivery involves scanning a journal article and emailing it to the requestor within 24 hours. Interlibrary loan service is free to CU Denver and other campus school students, faculty, and staff. A document delivery service for faculty members to assist with their research needs provides e-mailed photocopies of articles found in journals we own. Articles requested by faculty can be delivered to their e-mail, office, or home by the Interlibrary Loan department, so faculty would fill out an online interlibrary loan request. This service was previously limited to out-of-Library requests.

The Auraria Library subscribes to many of the periodicals listed in the AASL (Association of Architecture School Librarians) Core List, dated 2009. Some of the titles in the list are no longer available, have changed names or been incorporated into other publications, or are foreign language titles, some of which are notoriously difficult to obtain and claim even if a library has paid for a subscription. The Auraria Library has historically worked with the Ebsco subscription service and continues to do so with satisfactory results. For the foreign language journals we have recently signed on with the Harrassowitz Company as they have a physical presence in Europe and have helped us to claim missing issues of some titles such as *Domus* and *l'Architecture d'Aujourd'hui*.

The Auraria Library collects videos, DVDs, and streaming video related to architecture and its allied disciplines. We also subscribe to various electronic databases. For journal articles, the Avery Index online is considered the premier architecture database. In addition Art Full Text and Art History Retrospective both have a lot of journal articles and book reviews pertaining to architecture, landscape architecture, and urban and regional planning. The ARTstor database, a database of images, continues to expand. A recent communication with from ARTstor indicated that there are now over 1,500,000 graphical images in their database, which has also introduced a new user interface that has made searching and storing images easier and faster. ARTstor provides various training aids including free, live "webinars" which can be attended in the comfort of one's office as well as various handouts and other training aids for instructors. In addition, the Auraria Library has begun a subscription to "Shared Shelf" to provide server space and cataloging/metadata analysis of our own images, e.g., those photographed by CAP faculty. The Auraria Library and the College of Architecture and Planning are collaborating on the storage and promotion of locally-owned images. Matthew Mariner, Head of Special Collections and Digital Initiatives from the Auraria Library is working with Jesse Kuroiwa, Visual Resources Center Coordinator, College of Architecture and Planning, to add many thousands of local images to the Shared Shelf server.

The architecture monographic collection ("NA") is housed on the second floor of the Auraria Library. New ranges of shelving were purchased several years ago and library staff has shifted many of the books to redistribute the weight of the collection and provide more room to browse by not packing so many books on a shelf. There were previously some lighting problems as well as questions concerning weight load and balancing of the shelving with appropriate and adequate shelving braces. These concerns were investigated and the NA/architecture books and monographs were moved to another area of the Library with access to better natural light. In addition, shelving procedures have addressed the issue of weight load distribution and less books are now stored on each shelf. Thus, the shelving braces are now adequate to the task.

The Archives and Special Collections area of the Auraria Library houses more than 50 rare or expensive folios of architectural drawings and elevations, including those of Frank Lloyd Wright. For security purposes of these rare and/or expensive materials, use is restricted to the Archives and Special Collections area. Limited free photocopying is available since the material doesn't circulate. The Archives and Special Collections area is secured by ceiling-high outer walls and keying restricted to department personnel. The Archives and Special Collections area is currently open Monday through Friday, 10 a.m.-12 noon and 1-4 p.m. Further information may be obtained by calling 303-556-8373. Finally, Archives and Special Collections is being expanded and security improved to an even greater degree as part of a 2014 summer renovation project.

The Research Help Desk is staffed most hours the Library is open to assist campus students, faculty, and staff with research questions. Such long service hours are atypical at college libraries and our users

benefit from this additional service. Our degreed librarians and library school graduate interns assist students and faculty in their research involving online databases, the Internet, and print resources. In addition, users may make appointments for more personalized assistance offered by Auraria Library subject specialists and instruction librarians. Recently updated services provide assistance with reference questions via e-mail or online chat reference sessions through the AskAcademic service, which is staffed 22/7 (except holidays) by Auraria personnel as well as contract librarians and staff throughout the world. During the day, approximately 9:00 a.m. to 5:00 p.m. weekdays, an online IM chat window is open and librarians will provide live, interactive IM chat sessions to answer specific questions.

Auraria Library's librarians, including those who work at the Research Help Desk, enjoy faculty status. All have earned an American Library Association (ALA) accredited Master's Degree in library science or affiliated field. Most classified staff at the AskUs Desk have earned at least a bachelor's degree. The Auraria Library faculty members, classified staff, and graduate student interns have prepared a number of tutorials and help guides that are available on the Auraria Library website, http://library.auraria.edu (click on the Research Guides icon near the top of the page).

General and subject-specific library research instruction at both introductory and more advanced levels is available. Faculty members from the three Auraria campus schools schedule sessions with the Library to bring their classes to the Library for instruction. The Library has a state-of-the-art, hands-on, instruction room with 22 PC workstations and has recently completed construction of a second classroom, which is equipped with 20 wireless laptop PCs. "Class and Subject guides" are created to supplement the discipline-specific instruction given to many upper division and graduate level classes. In preparing class guides, the Arts and Architecture Collection Development Librarian works closely with the Architecture professors, perusing their syllabi and requesting actual topics being researched by students in order to provide real-life topic searches and examples in class. In addition, the Arts and Architecture Collection Development Librarian is available for one-on-one consultation with students who have chosen their topics or are exploring potential topics for their theses, dissertations, or other research projects, as well as providing assistance to professors for their research and creative activities.

There is general current awareness information and library updates on the "About the Library" area of the Auraria Library webpage. A "New Materials List" is updated monthly. The list consists of new materials arranged into Library of Congress call number ranges and includes hypertext links to bibliographic records of the books and other materials. Gift books and donations added to the collection in the past month are included in the new materials list as they are new to the Library, even though they may be copyrighted 10-15 or more years earlier.

Collections are catalogued using the MARC, AMC, AACR2, and RDA national standards. Library faculty and staff have access to online national cataloging networks such as OCLC. "Copy cataloging" for many newly-acquired books as well as a new "PROMPTCat" system whereby Yankee Book Peddlers provide shelf-ready books delivered to the Auraria Library, have expedited the catalog-to-shelf timeframe. Non-book materials are catalogued by the Auraria Library metadata and cataloging librarians and advanced level library technicians. The Auraria Library's online catalog, Skyline, uses Triple I's (III's) Millennium as its online public access (OPAC) software. All Auraria Library catalogs, online sources and subject and class guides are available to students and faculty, on-campus or off-campus. Off-campus access is through the use of proxy server software. Off-campus access includes full-text e-books as well as full-text journal article databases and citation-only databases. Users may access catalogues of most major university libraries around the country via the WorldCat database and other online indexes through Skyline.

Use of the architecture book and journal collections is high; the Auraria Library circulates almost 8,000 architecture-related books per year. The Auraria Library has an extensive written circulation policy. The Auraria Library's online system supplies access to the Library's catalog, hundreds of article and research databases, librarian-created 'how-to' and subject guides, class guides to supplement library instruction classes, and the Internet. In September 2007 the Library began integrating "federated searching" into the Library's research portal, allowing simultaneous searching of pre-selected or user-selected groupings of databases. A search box on the Auraria Library homepage allows access to many simultaneous resources, i.e., books, journals, newspaper articles, book reviews, etc. The Library continuously solicits comments on this evolving technology.

Skyline, the Library's online public access catalog (OPAC), offers directional access to the Library's in-

house holdings, links to online journals, e-books, and downloadable audiobooks, and links to a growing collection of cataloged web sites deemed particularly useful to our patrons. UCD faculty, staff and students have free, off-campus access to all of the Library's online resources, including subscription databases, and hundreds of full-text online journals, via proxy software which validates student, faculty or staff status via a user's campus ID and password.

The Reserves/Audio-Video Media Services area of the AskUsDesk provides convenient access to required reading materials selected by the faculty. Reserves allows many students to equally share class assigned readings. Electronic Reserves allows students to access course materials via the Internet. Readings selected by faculty are scanned and stored online, usually as PDF files, and can be viewed and printed by registered students who attend any of the three institutions on campus. All materials, print and electronic, in the Reserve collection are accessible on the Reserves/Audio-Video Media Web pages via Docutek E-Res software.

The Library is a member of Prospector, a highly-used shared online catalog consortium that provides users with holdings of over 30 large academic and public libraries statewide, as well as the University of Wyoming. Prospector provides access, via a single, "global" search, to over 22 million books, journals, DVDs, CDs, videos and other materials owned by a Prospector library. Materials not owned by the Auraria Library or that are checked out or missing can be requested via Prospector and delivered by courier within 2-4 days for pickup at the AskUs Desk. If the user prefers, s/he may go to a Prospector library and use a UCD identification card to check out the material for "same day" access. In addition, for ordering books, materials, and journal articles not available through Prospector, the Auraria Library uses an online electronic interlibrary loan system called ILLiad. This extends the reciprocal borrowing of materials throughout the United States.

Librarians and staff at the AskUs Desk and the Research Help Desk of the Auraria Library all have general knowledge of the architecture and planning materials owned by the library, including books, journals, and online databases. Faculty and classified staff of the Auraria Library receive an orientation to the Architecture and Planning materials and reference work for those disciplines conducted by the Arts and Architecture Collection Development Librarian. Student workers and library interns also receive an orientation to the resources. There is no clerical support per se provided for Architecture and Planning materials. Library technicians in technical services, including those in acquisitions and cataloging/metadata analysis, provide general support for the architecture and planning programs. Salaries and benefits in support of the Architecture and Planning program at the University of Colorado Denver are commensurate with those of other Auraria Library faculty and staff. Funding is available for library faculty and staff to attend various local and regional training and professional development activities. A larger amount is available to faculty and staff who serve as officers in a professional organization and/or are speakers at a national conference. Many general training and vendor sessions, workshops, diversity events, and webinars are available to all library faculty and staff.

The Library re-opened its Faculty Reading Room in summer 2006. This key/password accessible space contains a PC and two Macs, a scanner, and a work table, as well as a study alcove where one or several students may confer with a faculty member. Several newly-added group study rooms for students are now available as well and are located on the first floor. Although the new group study rooms do not provide wireless access, they do have blackboards and tables/chairs for small classes or study groups.

There is currently adequate space for all activities and services, for collections, and for the staff, though the Auraria Library is currently on a list for State capital improvements and substantial building renovation funds. Fiscal year 2013-14 saw $4 million dollars going toward the renovations, which include the "Discovery Wall," a state-of-the-art multi-media display device that is becoming the centerpiece and a focal point of the first floor. The Auraria Library Discovery Wall is a resource designed to showcase, disseminate and curate academic content created by the Auraria Campus community. The Discovery Wall may be utilized by Auraria Campus Faculty, Staff and Students to enhance traditional learning and teaching in a purposeful manner through digital video and interactive applications. Fiscal year 2014-15 may see as much as $20 million in state funds for even more extensive renovations and upgrades to the Auraria Library! Library administration has worked diligently to raise funds and promote the services of the Library and has gotten its proposals and information into the hands of the fund-raisers and budgetary personnel who can make it happen.

Governor John Hickenlooper attended one of the Library promotional activities in 2013 and was given a tour and an overview of ideas and plans for the renovations and upgrades for this, the largest academic campus in the State of Colorado (in terms of number of students served by the three campus institutions of higher education).

Library collections are housed in a barrier-free environment. Elevators are provided for second-floor access, where the circulating books are shelved. Environmental controls for the Auraria Library generally function properly and temperature and humidity are kept at an optimal level. The HVAC system generally provides a comfortable environment in which to study and work. In most parts of the Library, due to recent renovation and upgrading, there is sufficient lighting. There are written emergency procedures and disaster plans in case of campus/Library emergencies. In addition, fire drills occur periodically on the Auraria campus, including the Library. A new campus emergency alert system was recently implemented via email and telephone to provide reverse 911 alerts. Further safeguards for theft protection of books, journals, and other easily transportable resources, such as DVDs, would be helpful. The alarm system at the front door of the Auraria Library, the only legitimate entry/exit for patrons, is currently being studied for increased security, as some people have figured out ways to bypass the alarm system.

The Library has over 1,000 seats and 160 computers in a 180,000 square-foot building. In September 2007, Word, PowerPoint, and Excel were added to the public PC's. In addition, 57 laptops and iPads are available for checkout to campus students, faculty and staff. The Library updates the public computers on a regular basis. A pay-for-print system exists in the Technical Services Help area for printing assignments, journal articles, and web information. Students or faculty can purchase a print card and add more money to it as needed. Photocopiers are located throughout the building. An on-site copy center, "Clicks," provides copies of paper, micro format, and electronic media, as well as sells computer disks and a small number of office supplies.

Monies are allotted for Library resource development in "Architecture." Additionally, monies allotted to several other disciplines at the three campus schools benefit our architecture students and faculty members, including Engineering, Art, Art History, Urban Design and Planning, and Landscape Architecture. The Library purchases books, films in DVD and in streaming video, journals, and databases intended to address all areas of architecture, planning, urban design and planning, and landscape architecture.

The library collection is organized and accessible and the Auraria Library follows standard library operating procedures. All operations and services have been discussed in other sections of this document. The Auraria Library is working on major renovations and upgrades of its computer plug-ins and wireless access; these upgrades are scheduled for the summer of 2014.

While all students and faculty are encouraged to suggest resources to add to our collection, there is not a formal collection advisory committee at the Auraria Library at this time, though Library faculty and staff would certainly be open to attending departmental meetings, etc., in an effort to collect more suggestions. Recommendations are also encouraged and can be submitted online by any library user.

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

I.3.1 Statistical Reports:

Program Student Characteristics

Qualification of Students

In evaluating applicants, the following factors are taken into account by the Admissions Committee:

- A portfolio of work in the visual arts and/or design
- A Statement of Purpose
- Background and experience
- Written recommendations from three people who can evaluate the past record and future promise
- Scholastic record and aptitude as evidenced by transcripts
- Non-English speaking foreign applicants must submit test scores with no less than >>>>>

The department has concluded that no one factor is a single indicator of success. The most reliable indicator of success comes through the evaluation of all these factors taken together.

MArch Entering GPAs

	Fall 2007	Fall 2014
Average CUM GPA	3.38	3.36
Average CUM GPA-6 Studio	3.42	3.35
Average CUM GPA-4Studio	3.33	3.37

Annual Applications and New Enrollments

	Fall 2007	Fall 2014
Applicants	222	217
Denials	40	13
Offers	182	204
Enrolled	61	78

TOEFL
75 Internet based test with subscore minimums of 15 (Reading) 15 (Listening) 18 (Speaking) 17 (Writing)

IELTS
6.5 minimum with 5.5 minimum band scores

Time to Graduation:

Graduate Students Graduation Rates						
	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14*
Percentage of matriculating students who complete the accredited degree program within the "normal time to completion"						
	75%	74%	77%	72%	73%	76%
Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.						
	84%	82%	81%	84%	83%	86%
* Does not include summer 2014						

Program Student Demographics by Gender and Ethnicity:

Master of Architecture Students - by Gender and Ethnicity	Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**	F	M	**Total**
African American	1	3	**4**	4	1	**5**	5	1	**6**	4	1	**5**	3		**3**	2		**2**
Asian American	11	2	**13**	10	1	**11**	7	3	**10**	5	3	**8**	4	4	**8**	4	3	**7**
Hispanic	6	8	**14**	6	9	**15**	5	9	**14**	4	4	**8**	6	4	**10**	6	7	**13**
International	3	5	**8**	3	8	**11**	2	11	**13**	3	7	**10**	3	9	**12**	4	6	**10**
Native American	1		**1**					1	**1**	1	1	**2**	1	5	**6**		5	**5**
Unknown	7	15	**22**	8	18	**26**	10	14	**24**	14	14	**28**	13	11	**24**	8	10	**18**
White	89	130	**219**	104	133	**237**	95	119	**214**	100	116	**216**	84	95	**179**	63	83	**146**
Pacific Islander										1		**1**	3		**3**	2		**2**
Grand Total	**118**	**163**	**281**	**135**	**170**	**305**	**124**	**158**	**282**	**132**	**146**	**278**	**117**	**128**	**245**	**89**	**114**	**203**

Program Student Demographics by Residency:

Master of Architecture Students - by Residency	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Domestic Non-Resident	45	49	53	45	53	27
International Non-Resident	8	11	12	9	11	10
Resident	228	245	217	224	181	166
Grand Total	**281**	**305**	**282**	**278**	**245**	**203**

Demographics compared to the University of Colorado Denver overall – Denver Campus:

School/ College	Student Level	Minority						Non-Minority				Fall 2013 Total
		Asian American	African American	Pacific Islander	Hispanic	Native American	Minority Total	White	Internat-ional	Unknown	Non-Minority Total	
		Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013	
SCHOOL/COLLEGE AND LEVEL												
Denver Campus												
Arts and Media	Undergraduate	91	50	8	160	21	330	744	11	43	798	1,128
	Graduate	0	0	0	1	0	1	8	1	0	9	10
	Arts and Media Total	91	50	8	161	21	331	752	12	43	807	1,138
Arch & Planning	Undergraduate	8	4	1	25	2	40	52	2	4	58	98
	Graduate	14	7	2	26	8	57	265	46	41	352	409
	Arch & Planning Total	22	11	3	51	10	97	317	48	45	410	507
Business	Undergraduate	158	63	6	207	12	446	700	216	68	984	1,430
	Graduate	67	22	2	55	7	153	738	121	83	942	1,095
	Business Total	225	85	8	262	19	599	1,438	337	151	1,926	2,525
Education	Graduate	26	27	3	96	9	161	811	30	129	970	1,131
	Education Total	26	27	3	96	9	161	811	30	129	970	1,131
Engineering	Undergraduate	106	36	5	78	8	233	366	82	44	492	725
	Graduate	19	20	3	18	1	61	178	158	26	362	423
	Engineering Total	125	56	8	96	9	294	544	240	70	854	1,148
Liberal A & S	Undergraduate	727	416	41	1,026	101	2,311	3,157	398	233	3,788	6,099
	Graduate	24	24	0	54	9	111	364	32	44	440	551
	Liberal A & S Total	751	440	41	1,080	110	2,422	3,521	430	277	4,228	6,650
Public Affairs	Undergraduate	13	13	1	76	6	109	97	3	8	108	217
	Graduate	15	12	1	41	6	75	327	24	40	391	466
	Public Affairs Total	28	25	2	117	12	184	424	27	48	499	683
Non-Degree	Undergraduate	6	3	0	7	1	17	31	7	0	38	55
	Graduate	18	9	1	23	4	55	167	10	34	211	266
	Non-Degree Total	24	12	1	30	5	72	198	17	34	249	321
Denver Campus Total		1,292	706	74	1,893	195	4,160	8,005	1,141	797	9,943	14,103
CAMPUS AND LEVEL												
Denver Campus												
Undergraduate		1,109	585	62	1,579	151	3,486	5,147	719	400	6,266	9,752
Graduate		183	121	12	314	44	674	2,858	422	397	3,677	4,351
Denver Campus Total		1,292	706	74	1,893	195	4,160	8,005	1,141	797	9,943	14,103

Notes:
Includes UCD students with state reportable credit hours as defined by the Colorado Commission on Higher Education.
Race/ethnicity data collection has changed format for Fall 2010, making historical comparison more difficult. See full report definitions for details on the changes.

Program Faculty Characteristics

Demographics:

Full Professors: The Department of Architecture has four full professors.

Dr. Mark Gelernter
Julee Herdt
Ekaterini (Kat) Vlahos
Laurence Keith Loftin III

Associate Professors:

Dr. Amir Ameri
Dr. Osman Attman
Robert Flanagan
Dr. Michael Jenson
Dr. Chris Koziol
Dr. Taisto Makela
Dr. Hans Morgenthaler

Sr. Instructors

Ranko Ruzic

Instructors

Amir Alrubaiy
Matthew Shea
Eric Sommerfeld

Demographics (race & gender) for all full-time instructional faculty:

	Male	Female
American Indian or Native Alaskan		
Asian		
Native Hawaiian or Pacific Islander		
Black or African American		
Hispanic/Latino	1	
White	14	5
Other	2	
Nonresident alien		
Race and ethnicity unknown		
TOTAL	17	5

Number of Faculty Promoted each year since the last visit:

Laurence Keith Loftin III 2014
Ekaterini (Kat) Vlahos 2014

Number of Faculty Receiving Tenure each year since last visit:

Osman Attmann 2010
Christopher Koziol 2012

Number of Faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed:

As of the preparation of this report, there are 12 (twelve) faculty maintaining licenses in a jurisdiction in the U.S., as follows:

Full-time professors:

Barbara Ambach, (Colorado, Maryland)
Robert Flanagan (Colorado)
Phillip Gallegos (Colorado, New Mexico)
Christopher Koziol (Colorado, Illinois)
Lawrence Keith Loftin III (Colorado)
Christopher G. Nims (Colorado)
Ranco Ruzic (Colorado)
Joan D. Vandenburg (Colorado)
Ekaterini (Kat) Vlahos (Maryland)

Lecturers:

Shana Cohen (Massachusetts, Colorado)
Cameron P. Kruger (Colorado)
Melanie Short (Colorado)
James Albert Sobey (Colorado)

Retired – emeritus status granted:

Joseph Juhasz 2009
George Hoover 2012
Patricia O'Leary 2012
Peter Schneider 2013

I.3.2 Annual Reports:

All annual reports since the program's last accreditation review have been submitted electronically and will be supplied by the NAAB.

Annual Report Verification Statement

I hereby affirm that all data submitted to the NAAB through the Annual Report Submission System since the last visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

2013 – Present

Ekaterini Vlahos
Chair
Department of Architecture
University of Colorado Denver

2009-2013

Taisto Makela
Chair
Department of Architecture
University of Colorado Denver

2004-2009

Hans Morgenthaler
Chair
Department of Architecture
University of Colorado Denver

I.3.3 Faculty Credentials:

Faculty Resumes: Faculty Resumes are included in Supplemental Information Section 4.2 Faculty Resumes.

Faculty Matrix: The Faculty Matrix is included in section I.2.1 Human Resources and Human Resource Development under "Faculty Matrix of Assignments for the Past Two Years.

Faculty Exhibit: An exhibit of faculty work will be included in the team room.

Faculty Credentials: The faculty of the Department of Architecture are a highly qualified architectural component with the appropriate degrees, experience, and scholarship in their teaching and specialty areas. The primary areas of coursework to which the faculty members are assigned, fall into five categories:

1. Design Studies
2. Representational Studies
3. Historical/Cultural Studies
4. Technological Studies
5. Professional Studies

An overview of faculty credentials is given below per these categories:

Design Studies

Faculty with broad academic and practice experience teach the Design Studio Sequence. The studio team, organized in accordance with the curricular sequence, includes the following faculty assignments:

ARCH 5110/5111 and **ARCH 5120/5121**: Rachel Brown, Matthew Shea, and Annicia Street

Rachel Longstreth Brown is a Lecturer with diverse work experience with an emphasis on improving the human condition through teaching, design and policy work.
Matthew Shea is the Associate Chair of the Department of Architecture and an Instructor in the Department of Architecture. His teaching focus since 2006 has been in architectural representation and graphics, and in developing the design studio sequence.

Annicia Street is a Lecturer with an Engineering and Architecture background which creates a unique hybrid skill set as a practicing professional and in the academic field.

ARCH 5130/5131: Keith Loftin and Scott Lawrence

Laurence Keith Loftin III is a Full Professor with expertise in Vernacular and Traditional Architecture, with a recent focus on the Classical Roots of Traditional Design. Registered as an architect in Colorado, Loftin has published books and articles on a number of architectural subjects.

Scott Lawrence is a Lecturer developing a research agenda in contextually responsive design inquiry. He is the recipient of awards for excellence in architectural education in 2011 (campus) and 2012 (state).

ARCH 5140: Keith Loftin, Scott Lawrence, Erik (Rick) Sommerfeld

Laurence Keith Loftin III is a Full Professor with expertise in Vernacular and Traditional Architecture, with a recent focus on the Classical Roots of Traditional Design. Registered as an architect in Colorado, and has published books and articles on a number of architectural subjects.

Scott Lawrence is a Lecturer developing a research agenda in contextually responsive design inquiry. He is the recipient of awards for excellence in architectural education in 2011 (campus) and 2012 (state).

Erik (Rick) Sommerfeld is a Senior Instructor in the Department of Architecture and Director of the Design Build Certificate Program. The Design Build Program has been recognized with awards on a national and international level.

ARCH 6150: Barbara Ambach, Alfred Andreas, Eric Morris, Christopher Nims, Steve Perce, and Ranko Ruzic

Barbara Ambach is an Associate Professor Clinical Teaching Track whose work includes: Architecture Design Studios, Digital Portfolio Design and Graphic Communication Courses, Project Manager and Designer for the "CU Denver Building Conceptual Design" Proposal, and Project Liaison and Designer for 2nd Floor Renovations (Completed Fall 2013).
Fred Andreas: Fred Andreas AIA LEED AP: Recognized expertise includes sustainable design, green building technologies, building physics, sustainable urban design and planning, eco-city development, international appropriate technology and preservation.

Eric Morris is a Lecturer and registered architect whose expertise is in teaching Studio Design, Technical Methods and Materials. He has taught all levels for both Undergraduate and Graduate Design Studio, Methods and Materials, Advanced Drawing, and Professional Practice.
Christopher Nims, FAIA, NCARB is an Adjunct Associate Professor, licensed architect, and past-principal with Tryba architects in Denver. In addition to practice, he has taught courses in pre-design and design studio in both the graduate and undergraduate programs.

Steve Perce is a Lecturer, licensed architect and co-founder of bldg.collective architecture and design located in a Boulder, Colorado.

Ranko Ruzic, AIA is a Senior Instructor recognized for architectural design with multiple design awards for built projects (ten AIA design awards from 1983 to 2005), predominantly for higher education clients.

ARCH 6170: Phillip Gallegos, Christopher Koziol, Cameron Kruger, Erik (Rick) Sommerfeld, and Ekaterini (Kat) Vlahos

Phillip Gallegos is an Associate Professor who has completed 15 design-build summer projects between 1991 and 2009, in Colorado. In addition to a focus on electronic open platforms and online education, he has completed Community Design Master Plans in Las Cruces, Tucumcari, Corrales, Cochiti, Grants, and Barelas, NM.

Christopher Koziol, AIA is an Associate Professor and licensed architect who explores the public context of architecture as both practitioner and scholar. Beginning with a focus on the role of historic preservation in the transformation of the American city, he has expands his field of interest to consider the role of design and designers in the public realm.

Cameron P. Kruger, AIA is a Lecturer, architect, builder, and developer with 25 years of residential experience in single-family, multi-family, and campus housing throughout the American West.

Erik Sommerfeld is a Senior Instructor in the Department of Architecture and Director of the Design Build Certificate Program. The Design Build Program has been recognized with awards on a national and international level.

Ekaterini "Kat" Vlahos is a Full Professor, the Chair of the Department of Architecture, and the Director of the Center of Preservation Research. Her research focuses on understanding the evolution of vernacular architecture and working cultural landscapes in the region through

documentation, analysis and preservation. Registered as an architect in Maryland, she has published articles and received grants to support research and creative work.

Representational Studies

Required coursework in the Representation Studies category includes the Introduction to Architectural Graphics.

ARCH 5510 Introduction to Architectural Graphics is taught by Matthew Shea.

Matthew Shea is the Associate Chair of the Department of Architecture and an Instructor in the Departments of Architecture. His teaching focus since 2006 has been in architectural representation and graphics and in the design studio sequence.

Historical/Cultural Studies

The category of Historical/Cultural Studies includes in the required curriculum for the March degree, the Introduction to Architecture and History and Theory of Architecture courses.

ARCH 5120 Introduction to Architecture is taught by Keith Loftin:

Laurence Keith Loftin III is a Full Professor with expertise in Vernacular and Traditional Architecture, with a recent focus on the Classical Roots of Traditional Design. Registered as an architect in Colorado, and has published books and articles on a number of architectural subjects.

ARCH 5220 History and Theory of Architecture and **ARCH 5230** History and Theory of Architecture II are taught by Amir Ameri, Taisto Makela, Hans Morgenthaler, and Melanie Shellanbarger.

Amir H. Ameri is an Associate Professor who explores the dialogue between architecture and culture. Publications include studies in the history of theoretical discourse and history of building types.

Taisto H. Mäkelä is an Associate Professor whose general research topic is architecture and cultural identity and has recently published and lectured internationally on wood architecture and art museums.

Hans Morgenthaler is an Associate Professor and an architectural historian. His writings include work on the architect Erich Mendelsohn.

Melanie Shellanbarger is an Instructor whose work highlights a focus on architecture and place, especially Colorado and American West, architecture and the cultural landscape as a source of identity, residential design, and concepts of home.

Technological Studies

Technological Studies include three areas of required coursework: Building Construction & Methods, Sustainable Systems, and Structures.

ARCH 5310 Building Construction & Methods I, **ARCH 5320** Building Construction & Methods II: taught be Melanie Short and Osman Attman (on sabbatical).

Melanie Short is a Lecturer and Assessment Coordinator at the Center of Preservation Research who has performed over 75 historic structure assessments throughout Colorado and brings a broad background in historic preservation, project design and management.

ARCH 5330 Sustainable Systems I and **ARCH 5340** Sustainable Systems II are taught by Joseph Wujek:

Joseph Benjamin Wujek, M.A is a Lecturer whose research, expertise, and specialty areas include: Building science (applied); Building system forensics (investigations/audits); Building systems integration/constructability; Sustainable building systems; and Teaching methods in architecture/architectural engineering.

ARCH 5350 Structures I and **ARCH 5360** Structures II: Taught by Phillip Gallegos and Joan Dianne Vandenburg:

Phillip Gallegos is an Associate Professor who has completed 15 design-build summer projects between 1991 and 2009, in Colorado. In addition to a focus on electronic open platforms and online education, he has completed Community Design Master Plans in Las Cruces, Tucumcari, Corrales, Cochiti, Grants, and Barelas, NM.

Joan D. VandenBurg is an Instructor who brings an expertise in Structures for both the Graduate and Undergraduate programs, and has taught College Algebra, Fundamentals of Statistics, Geometry and Physics.

Professional Studies

Professional Studies includes within the required course curriculum, Professional Practice and Human Behavior and Pre-Design.

ARCH 5410 Professional Practice is taught by Eric Morris

Eric Morris is a Lecturer and registered architect, with expertise in teaching Studio Design, Technical Methods and Materials. He has taught all levels in both Undergraduate and Graduate Design Studio, Methods and Materials, Advanced Drawing, and Professional Practice.

ARCH 5420 Human Behavior & Pre-Design (ARCH 5420) is taught by James Sobey

James Albert Sobey AIA is a Lecturer with 30+ years as an architectural practitioner with research foundations in anthropology, multiple competition awards, a LEED Platinum Certified Museum in 2013, and a Denver AIA Board nomination for College of Fellows 2013.

PART ONE (I): SECTION 4 - POLICY REVIEW

The following documents are available in the team room:

Studio Culture Policy

Self-Assessment Policies and Objectives (Outcomes Policy attached and on website: http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Pages/default.aspx

Personnel Policies including:
Position descriptions for all faculty and staff

Reappointment, Tenure, & Promotion
CAP and Department
Regents Policies https://www.cu.edu/regents/laws-and-policies)

EEO/AA Equal Employment Opportunity/Affirmative Action:
https://www.cu.edu/ope/policy/aps-5001-equal-employment-opportunity-and-affirmative-action

Faculty Development, including but not limited to: research, scholarship, creative activity, or sabbatical.

Campus Policy: https://www.cu.edu/ope/policy/aps-1021-faculty-development-and-mentoring

Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)

Square feet per student for space designated for studio-based learning

Square feet per faculty member for space designated for support of all faculty activities and responsibilities

Admissions Requirements

Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs

Policies on academic integrity for students (e.g., cheating and plagiarism)

College Honor Code:
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/facultystaff/PoliciesForms/Documents/Honor%20Code-Graduate%20Students-Fall%202009.pdf

Code of Student Conduct (University):
http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria:

Student Performance Criteria are met by the Master of Architecture degree program in the courses as indicated in the attached SPC matrix. Because of the significant restructuring of the curriculum for the fall semester of 2014, the matrix (which is based on this new curriculum) includes a key/legend to map these courses to the previous curriculum. Since student work displayed in the team room will include material from both current and previous courses, this key will be essential for the review of student work for the two years previous to the visit. A large format version of the SPC matrix will be available in the team room.

The process by which students are evaluated for entrance with advanced standing is described in Section II.3 Evaluation of Preparatory Pre-Professional Education.

New and Old Curriculum: The new curriculum was instituted in the fall semester of 2014. Therefore, student work in the team room will include materials from both old and new curriculum. A majority of the course numbers and titles are the same, but there are several changes noted below. The team room itself will be organized in accordance to the studios in the new curriculum. Student work prior to and including summer 2013 will be so noted and included with work from the new curriculum where appropriate.

Key to changes in curriculum (old to new):

New Curriculum (effective fall 2014)	Old curriculum (summer 2014 and prior)
ARCH 6150 Design Studio VI	Combines ARCH 6150 and ARCH 6151
ARCH 6172 Integration Studio	Replaces A5111 Intro to Arch Representation
ARCH 5310 Bldg. Construction & Methods I	Replaces ARCH 5310 Intro to Bldg. Technology
ARCH 5320 Bldg. Construction & Methods II	Replaces ARCH 5320 Bldg. Construction & Methods
ARCH 5330 Sustainable Systems I	Replaces ARCH 5330 Environmental Control Systems I
ARCH 5330 Sustainable Systems II	Replaces ARCH 5330 Environmental Control Systems II
ARCH 5420 Human Behavior and Pre-Design	Replaces some content of ARCH 5240 Human Factors in Design (see key to SPC below)
ARCH 5430 Digital Project Delivery (BIM)	New required course
ARCH 5440 Sustainable Practices & Site Des.	New required course

Key to SPC found prior to fall 2014 in discontinued courses:

ARCH 5240 Human Factors in Design: SPCs B.1 Pre-Design, B.2 Accessibility, and B.3 Sustainability now found in ARCH 7170 Design Studio VI, SPC C.2 Human Behavior now found in ARCH 5420 Human Behavior and Pre-Design.

LA 6632 Site Planning: SPC B.3 Sustainability now found in ARCH 7170 Design Studio VI

Please refer to the SPC Matrix on the following page.

Six Semester Program (New)

Student Performance Criteria

Course Number	Course Title	Credit Hours	Critical Thinking and Representation	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation Skills	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research	Integrated Building Practices, Tech	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Leadership and Practice	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Ethics and Professional Judgment	Legal Responsibilities	Community and Social Responsibility
				A	A	A	A	A	A	A	U	U	U	U		A	A	A	A	A	A	U	U	U	U	U	U		A	U	U	U	U	U	U	U	U
				A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12		C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
Design Studies																																					
ARCH 5110	Design Studio I	6							X		X																										
ARCH 5120	Design Studio II	6							X		X																										
ARCH 5130	Design Studio III	6			X				X	X	X																										
ARCH 5140	Design Studio IV	6			X				X	X	X								X																		
ARCH 6150	Design Studio V	6						X						X		X																					
ARCH 6170	Design Studio VI	6			X		X				X	X					X	X	X	X	X		X	X					X								
ARCH 6172	Integration Seminar	3					X																														
Representational Studies																																					
ARCH 5510	Introduction to Arch Representation	3				X																															
Historical/Cultural Studies																																					
ARCH 5210	Introduction to Architecture	3																																			
ARCH 5220	History of Architecture I	3		X								X	X	X																							
ARCH 5230	History of Architecture II	3		X								X	X	X																							
Technical Studies																																					
ARCH 5310	Building Construction and Methods I	3																									X										
ARCH 5320	Building Construction and Methods II	3																		X							X										
ARCH 5330	Sustainable Systems I	3																X					X		X												
ARCH 5340	Sustainable Systems II	3																X					X			X											
ARCH 5350	Structures I	3																						X													
ARCH 5360	Structures II	3																						X													
Professional Studies																																					
ARCH 5410	Professional Practice	3																				X									X	X	X	X	X	X	
ARCH 5420	Human Behavior and Pre-Design	3														X														X					X		X
ARCH 5430	Digital Project Delivery (BIM)	3				X	X																														
ARCH 5440	Sustainable Practices and Site Design	3																X	X																		
Selectives																																					
ARCH 65XX	Representational Selective	3																																			
ARCH 62XX	H/C Studies Selective	3																																			
ARCH 63XX	T Studies Selective	3																																			
Electives																																					
Open Electives		15																																			
Total Credit Hours		105																																			

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation:

The University of Colorado Denver is accredited by the North Central Association of Colleges and Schools (NCACS - 30 North LaSalle Street, Suite 2400, Chicago Illinois 60602-2504: telephone: 1-800-621-7440, Fax: 312-263-7462) to award bachelors, masters, and doctoral degrees. The most recent review and re-accreditation took place in 2011. The institution received a full ten-year term of accreditation.

A copy of the most recent letter from the regional accrediting commission, dated July 25, 2011 is attached on the following page:

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

July 25, 2011

Dr. Jerry Wartgow
Interim Chancellor
University of Colorado Denver
Chancellor's Office P.O. Box 173364; Campus Box 168
Denver, CO 80217-3364

Dear Dr. Wartgow:

This letter is formal notification of the action taken concerning University of Colorado Denver by The Higher Learning Commission. At its meeting on July 18, 2011, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Colorado Denver and to adopt any new items affecting the Statement of Affiliation Status.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Annual Institutional Data Update. If the current Commission action included changes to the demographic, location, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Monday, August 8. If you have questions about these documents, please contact Andrew C. Lootens-White, your staff liaison before Friday, August 5. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation,* Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Andrew C. Lootens-White.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Board Chair

II.2.2 Professional Degrees and Curriculum:

The University of Colorado Denver Department of Architecture offers one accredited degree, the Master of Architecture. The accredited degree is a 105 credit hour first professional degree. It is divided into five areas of study:

I. Design Studies

Given that Architecture is a language, in the broader sense of the term, of form and space, and individual designs are complex cultural statements (promoting and sustaining specific values, beliefs, and ideals in space and time), the broader objectives of the design studio sequence are:

1. Teaching students the language of form and space and expanding their vocabulary over time.
2. Teaching students how to:
    a. Decipher, evaluate, and form ideas understood as a complex set of values, beliefs, and ideals (requiring analytical skills and an understanding of the link between form and ideology).
    b. Express and communicate ideas in form and space (requiring formal and visual communication skills).

The primary objective of the studio pedagogy is to promote a heightened understanding of the complex dialogue between architecture and culture, and along with that a spirit of exploration, experimentation, critical engagement, creative thought and innovation. To this end, the sequence of studios will be divided into three broad categories:

<u>Elemental Studios</u> (introductory) - Aside from focusing on the development of a common formal vocabulary and the skills needed to communicate mechanically and digitally, the pedagogical goals of these studios may be summarized as learning:

1. The language of architecture, its formal elements and their expressive potential
2. Learning how to speak this language willfully and effectively.

To this end, one may proceed from the exploration of the expressive potential of the more abstract elements of architecture, e.g., solids and voids, planes and lines, to their more concrete expressions, e.g., columns, walls, stairs, windows, corners, etc., to their assemblages into paths and places, rooms and passages. In turn, one may also proceed from detail, to building, to site, to city over the extended time frame of the curriculum.

In the end, students should have a clear understanding that to design means forming an idea in relation to the specifics of the problem at hand and then struggle to realize and express that idea in architectonic form through deliberate and successive assemblage or composition of parts. Students should come away with a clear understanding of the crucial interplay between analysis and design as two complementary processes. They should understand analysis as a process of moving from realization to abstraction (e.g., from form to principle, to intent) and design as a process of going from abstraction to realization (e.g., from intent to form).

Formally, students should be able to conceive and construe a willful and detailed architectural composition that incorporates structure, light, and material as expressive elements of an experiential composition.

<u>Analytical studios</u> (intermediate) - Assuming students come to these studios with an understanding of the formal elements of architecture and their expressive potential, as well as the ability to speak this language willfully and effectively, the pedagogical goals of the analytical studios may be defined as developing a thorough understanding of architecture as the spatial dimension of culture, and buildings as ideological constructs. This entails learning how to design in deference to specific ideologies or world-views. The latter, of course, requires the ability to analyze and decipher the complex relationship between architectural form, function, and ideology.

In this segment of the studio curriculum students should learn how culture appropriates architecture through program and aesthetics. They should develop an understanding of program as a cultural interpretation of function and aesthetics as a mode of cultural appropriation of form, in keeping with specific cultural agendas, presuppositions, or world-views. To develop an appreciation for architecture as the spatial dimension of culture, it is important to assign design problems that require the students to become aware and eventually learn to operate outside the confines of their own (sub)cultural presuppositions and in the process develop an understanding and an appreciation for their own presuppositions, as such.

Formally, the focus of analytical studios should be on developing greater appreciation for compositional hierarchies leading to detail, i.e., understanding the role of primary, secondary and tertiary elements of the composition and clarification of intent in each subsequent layer of the hierarchy. The focus should also be on developing greater appreciation for experiential progression and the significance of relationships. It should be emphasized that culture primarily communicates through architecture experientially and not merely statically. Cultural ideas are communicated as an experience that is imparted.

Students should complete this sequence of studios with a clear understanding of how design ideas are formed through the analysis of the program as a cultural recipe for action and perception and how to transform those ideas into formal strategies and specific architectural experiences.

Reflective studios - These studios should follow in much the same vain as the analytical studios, focusing on small-scale institutional buildings in various contexts. These studios will differ primarily in assuming a reflective/critical stance as opposed to the affirmative stand of the analytical studios. The assignments should require students to engage programmatic issues or rather cultural presuppositions critically and explore the ways in which architecture can play a critical as well as an affirmative role within the broader cultural context.

These studios should focus on the cultural institutions they serve in order to explore the link between form, function, and ideology. The intent would be to probe and demonstrate that edifices, intended or not, are ideological constructs, that they express ideas (theses) and as such reaffirm and reinforce or else critically engage the values, beliefs, ideas and the ideals of the culture they serve. How theses are formed and given architectonic form and what specific role buildings do or can play within the wider cultural context are some of the issues that would be explored in these studios.

These studios should probe the history of the chosen institutional building type, identifying its formal continuities and discontinuities in time. The stylistic discontinuities should be accounted for in relation to the ever-shifting cultural context. The continuities in functional distribution and spatial organization should be analyzed in turn as the attributes of specific institutional demands and requirements whose purpose is the promotion and sustenance of a set of cultural presuppositions.

The pedagogical intent of these design exercises is twofold. The goal is to foster and further develop the type of analytical skills essential to deciphering the complex relationship between architecture and the culture industry it perpetually serves, i.e., the skills essential to the formation and evaluation of design ideas and programs. It is also the goal of these exercises to promote a conscious re-evaluation of all the subconscious assumptions regarding spatial organization, the relationship of parts to whole, the inside to the outside, the particulars of volume and mass, solid and void, path and place, structure and material, ornamentation, proportion, scale, and others. A building that speaks silently of the designer's ability to willfully manipulate the language of architecture as opposed to faithfully re-produce its various speech acts.

II. Representational Studies

The objectives of analytical and representational studies courses are to teach students not only how to effectively re-present what is seen or envisioned (both mechanically and digitally), but also to ensure students have a thorough understanding of drawing in all its manifestations as:

a. A communication tool - as distinct from representation.
b. A design tool - as distinct from communication.

Both skills, particularly the latter, require understanding abstraction as an analytical process, a mode of thinking, and a mode of visualizing. They require developing an understanding of abstraction as a means to an end and learning how to think with and through abstraction as a primary component of the design process.

III. Historical/Cultural Studies
Courses in the historical studies area focus on the history of Architecture as a history of ideas, realized through form. They offer lessons in formal and spatial composition as they explore the inextricable link between specific historical examples and the broader social, political, economic, and ideational context of their production.

The objective of this area of studies is to make students keenly aware of the intricate and complex link between culture and design. This requires a deliberate focus on developing effective formal and conceptual analytical skills. The former enables students to decipher the formal and compositional intricacies of the object of study, while the latter enables them to decipher its conceptual and ideational underpinning.

IV. Technological Studies

The specific objective of this area of study is to introduce students to current and emerging sustainable building technologies. The broader objective is to introduce students to the scientific methodology that is integral to investigation of technology. The goal is to make students aware of technology not as technique per se, but as a problem-solving process that mandates logical analysis and creative and context-specific solutions. A vigorous investigation of sustainable building practices pertinent to the health and welfare of the built environment and the cultures that use them are at the core of this area of study.

V. Professional Studies

The objective of this area of study is to introduce students to the various facets of the professional practice of architecture, including project management, client role and requirements, legal responsibilities, ethical and professional responsibilities, financial management, community and social responsibility, and programming.

There are two tracks through the program:

> **The six-studio sequence:** This sequence is designed for students who do not have a pre-professional degree in architecture or related field but hold a minimum of a four-year baccalaureate degree in an unrelated discipline.
>
> **The four-studio sequence:** This sequence is design for students who hold a pre-professional baccalaureate degree in architecture or related field. In order to be eligible for this track a student must have completed four studios in the pre-professional degree with a grade of a B or better. Students in our newly formed Bachelor of Science in Architecture program will be reviewed and accepted to this sequence using the same criteria used for applicants from other architecture programs.

All students are accepted to the 105 credit hour program and are then reviewed for advanced standing for previous course work on a case-by-case basis. As such there will be one description of the curriculum and two ideal courses of study. The first will be the outline of the complete six-studio, 105 credit hour curriculum followed by the course of studio for the full 105 credit hours curriculum and the outline of a course of study for a typical student with a pre-professional degree entering the four-studio sequence.

Six-Studio 105 Credit Hour First-Professional Master of Architecture Curriculum

I. Design Studies			
ARCH	5110	Design Studio I (Elemental)	6
ARCH	5120	Design Studio II (Elemental)	6
ARCH	5130	Design Studio III (Analytical)	6
ARCH	5140	Design Studio IV (Analytical)	6
ARCH	6150	Design Studio V (Reflective)	6
ARCH	6170	Design Studio VI (Reflective)	6
ARCH	6172	Integration Seminar	3
		Total Design Studies Credit Hours	**39**
II. Representational Studies			
ARCH	5510	Introduction to Arch. Representation	3
		Representation Studies Selective	**3**
		Total Representational Studies Credit Hours	**6**
III. Historical/Cultural Studies			
ARCH	5120	Introduction to Architecture	3
ARCH	5220	History and Theory of Architecture I	3
ARCH	5230	History and Theory of Architecture II	3
ARCH	62XX	Historical/Cultural Studies Selective	3
		Total Historical/Cultural Studies Credit Hours	**12**
IV. Technological Studies			
ARCH	5350	Structures I	3
ARCH	5360	Structures II	3
ARCH	5310	Building Construction and Methods I	3
ARCH	5320	Building Construction and Methods II	3
ARCH	5330	Sustainable Systems I	3
ARCH	5340	Sustainable Systems II	3
ARCH	63XX	Technological Studies Selective	3
		Total Technological Studies Credit Hours	**21**
V. Professional Studies			
ARCH	5410	Professional Practice	3
ARCH	5420	Human Behavior and Pre-Design	3
ARCH	5430	Digital Project Delivery	3
ARCH	5440	Sustainable Practices and Site Design	3
		Total Professional Studies Credit Hours	**12**
VI. Open Electives			
ARCH	6XXX	Architecture Electives	15
		Total Open Elective Credit Hours	**15**
Total Credit Hours in MArch Curriculum			**105**

Six-Studio 105 Credit Hour First-Professional Master of Architecture Course of Study

First Year – Fall Semester			
ARCH	5510	Introduction to Arch. Representation	3
ARCH	5120	Introduction to Architecture	3
ARCH	5350	Structures I	3
ARCH	6XXX	Selective	3
			18
First Year – Spring Semester			
ARCH	5120	Design Studio II (Elemental)	6
ARCH	5360	Structures II	3
ARCH	5220	History and Theory of Architecture I	3
ARCH	5420	Human Behavior and Pre-Design	3
ARCH	6XXX	Selective	3
			18
Second Year – Fall Semester			
ARCH	5130/31	Design Studio III (Analytical)	6
ARCH	5310	Building Construction and Methods I	3
ARCH	5330	Sustainable Systems I	3
ARCH	5230	History and Theory of Architecture II	3
ARCH	6XXX	Selective	3
			18
Second Year – Spring Semester			
ARCH	5140	Design Studio IV (Analytical)	6
ARCH	5340	Sustainable Systems II	3
ARCH	5320	Building Construction and Methods II	3
ARCH	5440	Sustainable Practices and Site Design	3
ARCH	6XXX	Elective	3
			18
Third Year – Fall Semester			
ARCH	6150	Design Studio V (Reflective)	6
ARCH	5430	Digital Project Delivery	3
ARCH	5410	Professional Practice	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			18
Third Year – Fall Semester			
ARCH	6170	Design Studio VI (Reflective)	6
ARCH	6172	Integration Seminar	3
ARCH	6XXX	Elective	3
ARCH	6XXX	Elective	3
			15
Total Hours			**105**

Four-Studio 105 Credit Hour First-Professional Master of Architecture Course of Study (with typical advanced standing)

First Year – Fall Semester			
ARCH	5130	Design Studio III (Analytical)	6
ARCH	5420	Human Behavior and Pre-Design	3
ARCH	6XXX	Selective	3
ARCH	6XXX	Selective	3
			15
First Year – Spring Semester			
ARCH	5140	Design Studio IV (Analytical)	6
ARCH	5430	Digital Project Delivery	3
ARCH	6XXX	Selective	3
ARCH	6XXX	Elective	3
			15
Second Year – Fall Semester			
ARCH	6150	Design Studio V (Reflective)	6
ARCH	5440	Sustainable Practices and Site Design	3
ARCH	6XXX	Elective	3
ARCH	6XXX	Elective	3
			15
Second Year – Spring Semester			
ARCH	6170	Design Studio VI (Reflective)	6
ARCH	6172	Integration Seminar	3
ARCH	6XXX	Elective	3
ARCH	6XXX	Elective	3
			15
Total Hours			**60**

Students who are accepted into the four-studio sequence and receive maximum advanced standing for previous course work are required to take a minimum of 60 credit hours to complete the Master of Architecture. Please see section II.2.3 for a complete explanation of the evaluation of pre-professional preparation.

Previous Curriculum

Prior to implementing the new curriculum (above) in the fall semester of 2014 the department offered a seven-studio 114 credit hour First-Professional Master of Architecture degree. Advanced standing allowed an applicant with a pre-professional degree to gain up to 54 credit hours of advanced standing; requiring them to complete 60 credit hours, including four studios at UCD.

Previous Seven-Studio 114 Credit Hour First-Professional Master of Architecture Course of Study

First Year – Fall Semester			
ARCH	5110	Design Studio I	6
ARCH	5111	Introduction to Drawing	3
ARCH	5120	Introduction to Architecture	3
ARCH	5310	Introduction to Building Tech.	3
			15
First Year – Spring Semester			
ARCH	5120	Design Studio II	4
ARCH	5121	Design Seminar II	2
ARCH	5220	History of Architecture I	3
ARCH	5320	Building Construction and Methods	3
LDAR	6632	Site Planning	3
ARCH	64XX	Prof. Elective Course	3
			18
Second Year – Fall Semester			
ARCH	5130	Design Studio III	4
ARCH	5131	Design Seminar III	2
ARCH	5230	History of Architecture II	3
ARCH	**5240**	**Human Factors**	**3**
ARCH	5330	Environmental Control Systems I	3
ARCH	XXXX	Elective	3
			18
Second Year – Spring Semester			
ARCH	5140	Design Studio IV	4
ARCH	5141	Design Seminar IV	2
ARCH	5340	Environmental Control Systems II	3
ARCH	5350	Structures I	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			18
Second Year – Summer Semester			
ARCH	6150	Design Studio V (Comp)	4
ARCH	6151	Design Seminar V (Comp)	2
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			12
Third Year – Fall Semester			
ARCH	6170	Design Studio VI/VII (Adv.)	4
ARCH	6171	Design Seminar VI/VII (Adv)	2

ARCH	5360	Structures II	3
ARCH	5410	Professional Practice	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			18
Third Year – Spring Semester			
ARCH	6170	Design Studio VI/VII (Adv)	4
ARCH	6171	Design Seminar VI/VII (Adv)	2
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			15
Total Credit Hours			**114**

Transitional Curriculum

As the result of developing and installing a new curriculum the department felt it was only fare to allow the cohort of students who matriculated in the fall of 2013 to opt into the new curriculum, which would require fewer credit hours and more flexibility in their elective choices. Due to the students starting in the previous curriculum we had to create a transitional course of study.

Transitional Six-Studio, 105 Credit Hours First Professional Master of Architecture Course of Study

First Year – Fall Semester			
ARCH	5110	Design Studio I	6
ARCH	5111	Introduction to Drawing	3
ARCH	5120	Introduction to Architecture	3
ARCH	5310	Introduction to Building Tech.	3
			15
First Year – Spring Semester			
ARCH	5120	Design Studio II	4
ARCH	5121	Design Seminar II	2
ARCH	5220	History of Architecture I	3
ARCH	5320	Building Construction and Methods	3
LDAR	6632	Site Planning	3
ARCH	64XX	Selective (Rep Studies)	3
			18
Second Year – Fall Semester			
ARCH	5130	Design Studio III	4
ARCH	5131	Design Seminar III	2
ARCH	5230	History of Architecture II	3
ARCH	5350	Structures I	3

ARCH	5330	Sustainable Systems I	3
ARCH	XXXX	Selective	3
			18
Second Year – Spring Semester			
ARCH	5140	Design Studio IV	4
ARCH	5141	Design Seminar IV	2
ARCH	5340	Sustainable Systems II	3
ARCH	5360	Structures II	3
ARCH	5420	Human Behavior and Pre-Design	3
ARCH	XXXX	Selective	3
			18
Third Year – Fall Semester			
ARCH	6150	Design Studio V	4
ARCH	6151	Design Seminar V	2
ARCH	64XX	Digital Project Delivery	3
ARCH	5410	Professional Practice	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			18
Third Year – Spring Semester			
ARCH	6170	Design Studio VI (Comp)	4
ARCH	6171	Design Seminar VI (Comp)	2
ARCH	XXXX	Integration Seminar	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
ARCH	XXXX	Elective	3
			18
Total Credit Hours			**105**

Certificates

The program offers a Certificate in Design Build in the graduate program.

Off Campus Programs

The Department of Architecture is dedicated to students studying in other parts of the nation and the world. Currently the department administers study abroad and away programs that travel to Rome, Finland, Thailand, Guatemala, and Chicago, as well as throughout the American West. Other departments within the College of Architecture and Planning administer travel abroad programs that architecture students are able to participate in to Copenhagen, Turkey and Shanghai.

II.2.3 Curriculum Review and Development:

The Department of Architecture maintains a Curricular Affairs Committee and an Academic Affairs Committee, which are jointly responsible for the development and maintenance of the curriculum. In the academic year 2013-2014 each committee included three members.

The two committees are responsible for separate aspects of the review and maintenance of the curriculum. The Curricular Affairs Committee is responsible for reviewing issues regarding the curriculum of all the department's programs. It collects necessary information related to curricular issues and formulates a recommendation to the faculty. These recommendations are presented to the faculty, discussed, amended and enacted by the faculty as a whole. The purpose of this committee is to perform and present the required research tasks to assist the faculty with its decisions.

This academic year the Academic Affairs Committee will be responsible for completing an annual Program Outcomes Assessment for the University of Colorado Denver. In this Program Outcomes Assessment the Academic Affairs Committee must assess the efficacy of certain required courses (as determined the previous year) in the delivery of the Student Performance Criteria. This assessment is carried out by surveying, compiling, and analyzing responses from academics and professionals who were asked to review competency of the student work as it relates to the Student Performance Criteria. As part of the assessment process the committee must set a plan for the assessment of the following academic year. Findings from this assessment are submitted to the university and to the Curricular Affairs Committee. The Chair and Associate Chair of the department completed this report.

As a result of these annual reviews and in conjunction with a survey conducted by our chapter of American Institute of Architecture Students (AIAS) the Curricular and Academic Affairs where tasked with reworking the curriculum to increase the rigor of our required courses and to create more flexibility in the structure of the curriculum so as to increase the ability of students to specialize in areas of interest. As a result:

- The curriculum was reduced from 114 credit hours to 105 credit hours.
- The studio sequence was reduced from seven studios to six studios.
- The curriculum was divided in to five areas of study: Design Studies, Representational Studies, Historical/Cultural Studies, Technical Studies, and Professional Studies.
- Technology sequence was reorganized (Structures before Building Construction and Methods)
- Human Factors was transformed into a Professional Studies requirement addressing Pre-Design.
- Site Planning was absorbed into a course that addresses larger scale issues of sustainable practices and site design

Proposed Process for Adding, Deleting or Adjusting Courses from the Curriculum

To add or adjust an existing or proposed elective course to the course catalog the faculty must complete a course proposal/adjustment form, which includes the name of the course, learning outcomes, credit hours, pre- or co-requisites and rationale for the addition or adjustment of the course. The Curricular Affairs Committee must receive the proposal by August 1st of the academic year preceding the year in which it will be offered. The Curricular Affairs Committee will review the course and if accepted will propose a catalog number and submit it to the college-wide Academic Affairs committee for review and acceptance by September 1st of the academic year preceding the year in which it will be taught. Upon acceptance of the adjustment or addition the course is added to the course catalog for the following year.

The Curricular Affairs committee upon an annual review of the curriculum will propose deletion of elective courses. Courses will be deleted because existing faculty are no longer teaching them or the faculty member who was responsible for delivering the course is no longer teaching in the program.

To add, adjust or delete a required course the proposal must be brought to the Curricular Affairs committee by August 1st of the academic year preceding the year in which it will be instated. The Curricular Affairs committee will review the proposal and will prepare and deliver recommendation to

the faculty at the first faculty meeting of the academic school year. The faculty will vote on the proposal. If accepted by the faculty the proposal will be sent to the college-wide Academic Affairs committee for review and acceptance by September 1st of the academic year preceding the year in which it will be taught. Upon acceptance of the adjustment, addition or deletion of the course is added to the course catalog for the following year.

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

The Department of Architecture grants advanced standing in the accredited Master of Architecture program in two ways: a transcript review of students entering into the four-studio sequence and through the use of course waiver requests. Given either method of acquiring advanced standing students cannot be granted more than 45 hours of advanced standing.

The transcript review is completed in two phases. The first phase of the review is completed by the admissions committee, which determines which track the applicant is to be placed—either the six-studio or four-studio track. In order for an applicant to be eligible for the four-studio track they must have completed four studios in a pre-professional architecture program with a grade of B or better. Effectively in this phase the student can receive up to 12 credit hours toward the 105-credit degree.

In the second phase, the graduate academic advisor for the Master of Architecture program and the Associate Chair review the transcripts of each student admitted to the four-studio track for courses taken as an undergraduate in a pre-professional program that satisfy the Student Performance Criteria in required courses in our first-professional Master of Architecture program. Additionally, there are a few students who are not admitted to the four-studio track due to deficiencies in their portfolio; their transcripts are reviewed using the same criteria used to review the four-studio track students. Advanced standing is given only for required courses (see Table below) and the student must have completed the course with a grade of a B or better. Effectively in this phase the students can receive up to 33 credit hours toward the 105-credit degree.

Courses Eligible for Advanced Standing

I. Design Studies			
	ARCH	5110	Design Studio I (Elemental)
	ARCH	5120	Design Studio II (Elemental)
II. Representational Studies			
	ARCH	5510	Introduction to Arch. Representation
III. Historical/Cultural Studies			
	ARCH	5120	Introduction to Architecture
	ARCH	5220	History and Theory of Architecture I
	ARCH	5230	History and Theory of Architecture II
IV. Technological Studies			
	ARCH	5350	Structures I
	ARCH	5360	Structures II
	ARCH	5310	Building Construction and Methods I
	ARCH	5320	Building Construction and Methods II
	ARCH	5330	Sustainable Systems I
	ARCH	5340	Sustainable Systems II
V. Professional Studies			
	ARCH	5410	Professional Practice
	ARCH	5420	Human Behavior and Pre-Design
	ARCH	5430	Digital Project Delivery
	ARCH	5440	Sustainable Practices and Site Design

The second way in which advanced standing is granted is through a Course Waiver Request form. This form is used to request that a required course in the Master of Architecture program be waived due to course work previously taken as an undergraduate. In this process the student must fill out the Course Waiver Request form with the course(s) previously completed with a B or better and the course that they are requesting to waive. They must also supply a course description and the syllabus used in the course. The Academic Advisor and the Associate Chair, to ensure that the necessary Student Performance Criteria and learning outcomes have been sufficiently met by the course(s), review these requests. The Department Chair or Associate Chair approves the requests.

II.4 PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

The following language found in the 2009 NAAB Conditions for Accreditation, Appendix 5, has been posted on the College of Architecture & Planning web site:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/NAABStatement.aspx

"In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

"Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

"The University of Colorado Denver, College of Architecture & Planning, offers the following NAAB-accredited degree programs

MArch (pre-professional degree + 60 graduate credits)
MArch (non-pre-professional degree + 105 credits)

Next accreditation visit for all programs: 2015"

II.4.2 Access to NAAB Conditions and Procedures

The links to the 2009 NAAB Conditions for Accreditation and the 2012 NAAB Procedures for Accreditation are on the College of Architecture and Planning website:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/NAABStatement.aspx

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the following resources have been made available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects: In 2012 the NCARB Handbook was replaced by the NCARB Certification Guidelines, which can be found at the following link: http://www.ncarb.org/~/media/Files/PDF/Guidelines/Cert_Guidelines.pdf
Towards an Evolution of Studio Culture: The AIAS document can be found via the NAAB.org web page for "public documents\school resources\: http://www.naab.org/f/documents/home.aspx?path=Public+Documents and again via the

American Institute of Architecture Students web site:
http://www.aias.org/website/download.asp?id=312
The Emerging Professional's Companion: http://www.epcompanion.org
www.NCARB.org
www.aia.org
www.aias.org
www.acsa.org

Links to these can be found on the College of Architecture and Planning website via:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/CareersInternships/Pages/CareersInternships.aspx

In addition to the services offered by the University of Colorado Denver Career Center, the College of Architecture and Planning partners every semester with top firms and agencies to offer internships for academic credit. This program, managed by the Director of Mentor and Internship Programs at the college, serves as a resource to students as they assemble a resume, representative examples of their work, and a statement of professional intent. Students must contact firms from the list maintained by the program, schedule their own interviews, present their portfolios, and negotiate the terms of the internship. The objective of the program is to immerse students in their chosen field and to begin the networking process.

II.4.4 Public Access to APRs and VTRs

The following documents have been made available to the public:

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

These documents can be found via links from the College of Architecture & Planning web page:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/NAABStatement.aspx

II.4.5 ARE Pass Rates

The NCARB.org web site was accessed in April of 2014 to review ARE pass rates for graduates of the University of Colorado Denver Master of Architecture program. The pass rates are from 2012, the most recent data available at that time. The NCARB web page for this information is:

http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx

This page is the "ARE Pass Rates by School" portal, which allows access to pass rates for the ARE by school and by exam section for 2012 and the five previous years.

A link to this information is provided on the College of Architecture and Planning website at:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/NAABStatement.aspx

PART THREE – PROGRESS SINCE THE LAST SITE VISIT

III.1.1 Responses to Conditions Not met:

The Department of Architecture was visited on March 14-18, 2009. The Visiting Team Report indicated that the following Conditions (from the 2004 NAAB Conditions for Accreditation) were not met. The 2009 VTR comments quoted below are followed by the current APR response:

Condition 3.2 Program Self-Assessment Procedures

VTR Comment: *This condition is NOT met. The new "consolidated" university has recently published a new 2008-2020 Strategic Plan and the college has identified "Integrative Design" as a unifying strategy. Furthermore, the APR identifies "tiered" tools for program assessment. However, a systematic implementation of rubrics, surveys, and outcome assessment tools are not evident in how the program identifies initiatives or curricular direction. "Vertical" evaluation of course outcomes and curricular goal alignment is not evident. Annual reviews of faculty performance are, by university policy, limited to the use of student course evaluations. An administrative structure to coordinate and implement annual assessments is inconsistent.*

APR Response: Please refer to section I.1.5 Self-Assessment Procedures for a description of the current procedures that the university, college, and department have instituted. The department of Architecture has instituted rubrics, surveys, and other outcome assessment tools, and these are also described in this section.

A strategic planning exercise was initiated in Spring 2014 with the review of the new curriculum structure developed by the faculty in Spring 2013/Fall 2013. As the new curriculum is phased in, beginning with the Fall 2014 semester, this program self-assessment and strategic planning process will continue, using the tools developed during this planning process.

Condition 3.5 Studio Culture

VTR Comment: *This condition is NOT met. While the team recognizes the inclusion of a written policy in APR Volume 2: Supplemental Information, acknowledgement of its content, implementation, or participation was not confirmed by students and faculty. The policy submitted does not acknowledge the goals of mutual responsibility or process review. The Studio Culture policy is not visible through public document or online information.*

APR Response: Studio Culture is now a part of the broader Condition I.1.2 Learning Culture and Social Equity. Following this current framework from the *2009 NAAB Conditions*, the Department of Architecture has viewed the Studio Culture policy and the process by which it is reviewed and implemented as an element within the wider Learning Culture of the program and the College of Architecture and Planning. A revised policy, the result of student and faculty input, is posted on the college website at the following location, linked from the page with other policies applicable to students of the college.

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Documents/Studio%20Culture%20Policy-Arch%208_2011.pdf

Condition 3.12 Professional Degrees and Curriculum

VTR Comment: *This condition is NOT met. The department of architecture at the University of Colorado Denver offers the Master of Architecture under two curricular tracks. One track is for those with a non-pre-professional undergraduate degree plus 114 credits and takes seven semesters. The other track is for those with a pre-professional undergraduate degree plus 60 credits and takes four semesters.*

Although the program website and graduate catalog outline the two tracks, there is some confusion through the admission process as all letters of admission state that candidates are admitted to the "114-credit track" and students with pre-professional degrees are eligible for advanced standing.

The review of transcripts and other admission materials for above stated advanced standing is done in such a manner to ensure that candidates with a pre-professional degree have met NAAB Student Performance Criteria prior to entering the graduate program but that process is not always made clear to the candidates until after admission.

Also the team did NOT find evidence of compliance with the 45 credit hours of general studies (as defined as coursework with content "outside architectural studies" and therefore not addressing Student Performance Criteria). The APR inaccurately represents compliance with the Condition in Section 2.2 – Summary to Responses to Changes in the NAAB Conditions in stating, "The department is complying with the increase of the general education credits to the required 45 credits."

Additionally, the program offers a post-professional Master of Architecture II. As the nomenclature of this degree is the same as the professional degree, the program is strongly encouraged to rename this particular degree offering to avoid confusion.

APR Response: The pre-professional degree is now given at CU Denver as the BS (Arch) degree within the Department of Architecture and using the same facilities at the Denver Campus. This has allowed for a significant improvement in the continuity of the path between the two programs, for students wishing to continue, with advanced standing, to complete the MArch program in two additional years. While the Department of Architecture views the admission process for students from the BSArch program as a subset of the review of students applying from all pre-professional degree programs, the process is clearly simplified due to the fact that the curriculum for both the undergraduate and graduate programs is developed within the same department (please see Part II: Section 3 Evaluation of Preparatory/Pre-Professional Education). This has allowed for clear requirements for the 45 credit hours in General Studies for students completing the Master of Architecture program (please see Section II.2.2 Professional Degrees and Curriculum).

The college no longer offers the Master of Architecture II program. The other degrees offered within the college are titled to be distinct and not to cause confusion (MLA: Master of Landscape Architecture; MURP: Master of Urban + Regional Planning; MUD: Master of Urban Design; MS: Historic Preservation; and a PhD in Design + Planning).

Condition 3.13.14 (SPC) Accessibility

VTR Comment: *This criterion is NOT MET. Though there is limited evidence of awareness of issues of accessibility in building design, there is significantly inaccurate representation of handicapped requirements and no substantive evidence of demonstrated ability in the design of accessible sites.*

APR Response: This Student Performance Criterion is now SPC B.2 *Accessibility*. While still at the level of ability, the description for the current SPC has been made more detailed (Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities). The method to deliver this expanded content is touched on throughout the curriculum but exhibited specifically in the work of studio course 6170 Design Section VI, which has included under its course objectives "Performance and accuracy of Accessibility and Life Safety. Studio assignments are organized to provide focus on the specifics of the requirements for this SPC."

Condition 3.13.16 (SPC) Program Preparation

VTR Comment: *This criterion is NOT MET. The team found selective evidence of work that meets this criterion; however, not all students are required to take a course that includes the criteria of program preparation. The team did not find consistent evidence of the assessment of client user needs and the assessment of their implication for a design project.*

APR Response: Where the 2004 Condition 3.13.16 Program Presentation was specific to this subject area, this is now included in the SPC B.1 Pre-Design. The description of requirements is much the same in the 2009 Conditions as before. This material is covered in coursework in 5420 Human Behavior and Pre-Design and in the studio sequence in Course 6150 Design Studio V.

Condition 3.13.18 Structural Systems [60-credit hour track]

VTR Comment: *This criterion is NOT met. The team found adequate evidence in two courses, ARCH5350 Structures I and ARCH5360 Structures II, which are required courses for the M Arch 114-credit hour track.*

However, the team was not provided evidence for AREN4035 Architectural Structures 1 and AREN4045 Architectural Structures 2, which are required course for students in the undergraduate program on the Boulder Campus who may later enter the MArch 60-credit hour track.

The team notes though, that not all M Arch 60-credit hour track students graduated from the Boulder program. The team recognizes that the admission process maintains a system of review for candidates from other pre-professional programs to ensure compliance with this criterion.

APR Response: The 2009 VTR noted specifically that this SPC (now SPC B.9 Structural Systems) was Not Met for students graduating from the then BENVD program at the Boulder Campus. With the restructuring of the architecture programs to the BS (Arch) and MArch programs, both located in the same facilities and within the same program at the Denver Campus, this previous confusion has been eliminated. The structural courses in the current BS (Arch) program are Arch 3341 Structures I and 4340 Structures II. As discussed in section II.3 Evaluation of Preparatory/Pre-Professional Education, student work from the BS Arch program is evaluated on an individual basis when consideration is given to granting admission with advanced standing. ARCH 5350 Structures I and ARCH 5360 Structures II fill this curriculum role in the M Arch 105 credit hour program.

Condition 3.13.26 Technical Documentation

VTR Comment: *This criterion is not met. The team found evidence of the ability to make technically precise drawings but no evidence of the ability to write outline specifications.*

APR Response: Technical Documentation is now SPC A.4, and the description of requirements has been expanded from that in the *2004 Conditions.* The ability to “write outline specifications” is included in the curriculum for ARCH 6170 Design Studio VI and ARCH 6172 Integration Seminar, with a focus on developing this SPC to the level of *ability* in ARCH 6172.

III.1.2 Responses to Causes of Concern:

The Department of Architecture was visited on March 14-18, 2009. The Visiting Team Report from March 2009 indicated four Causes of Concern. The 2009 VTR comments quoted below are followed by the current APR response:

Cause of Concern 1. Campus Relationships

VTR Comment: ***Campus Relationships****: The relationship between the UC Denver and CU Boulder campuses and degree programs needs clarification. While the team recognizes program statements regarding the "non-professional" environmental design (ENVD) culture and coursework, it remains a fact that the ENVD program serves a critical role in the 60-credit hour M Arch track and therefore is responsible for two essential components leading to accreditation:*

a. verification of general education responsibilities and credit hours, and
b. provision of technical prerequisites for appropriate transfer of credit and design competency to the UC Denver program.

Furthermore, while the role of research – and the development of research centers requiring both financial and intellectual capital – is viewed as critical to both campuses, there is little evidence of cooperative approaches on how such research can serve students differently at both campuses. Primary evidence of this concern is the role of "sustainability" as an identifying quality for both students and faculty in making distinct yet complementary contributions to the programs.

APR Response: The 2009 VTR accurately identified a significant challenge to the architecture program. This has been addressed following authorization by the state of Colorado for University of Colorado Denver to be the sole provider of the pre-professional and professional architectural degree programs in the state. As of the fall semester of 2013, CU Denver has offered a four-year pre-professional BS (Arch) program in the same facility as the MArch program. The physical facilities were remodeled and greatly expanded to accommodate the new program and to address deficiencies in the physical resources that had existed earlier.

Housing the two programs in the same facility and—equally important—having the curriculum developed in tandem within the same department of the College of Architecture and Planning, has enabled the program to address a number of critical issues. These include the verification and management of General Education requirements and the facilitation of the review of credits for transfer for students completing the pre-professional degree and wishing to continue, with advanced standing, in the MArch degree program.

Please refer to Sections I.2.3 Physical Resources, II.2.2 Professional Degrees and Curriculum, and Section 3 – Evaluation of Preparatory/Pre-Professional Education for more detailed discussion.

Cause of Concern 2: Strategic Planning

VTR Comment: ***Strategic Planning****: changes in program leadership has made it difficult to develop consensus around the Strategic Plan goals of the college (also see Appendix A.4 – Program Mission) focused around the general theme of "Integrative Design," with four distinct "Communities of Interest." This theme and the goals attached complement a new "Strategic Plan: 2008-2009" (recently published by the university, which describes its ambitions that result from creating a "consolidated" university structure. In this context (and with reflection on the "UC Denver"/'UC Boulder" comments above), it will be a considerable challenge to the program to develop clear educational strategies that balance degree delivery methods, resource development, and the institution's clear focus on research."*

APR Response: As noted in sections I.1.4 Long-Range Planning and I.1.5 Program Self-Assessment Procedures, the program initiated a strategic planning process in Fall 2013, in concert with the planning for the new curriculum, for which the phase-in is beginning in Fall 2014.

As described in section I.1.4 Long-Range Planning, the Department of Architecture currently has proposed a number of initiatives that could strengthen the goals and focus the mission of the department to advance the development of a strategic plan in pursuit of the discipline and practice of architecture. These include 1) Design Build, a program established in 1997 and receiving national attention, 2) initiatives developed in the three areas of focus including historic preservation with an emphasis on architecture and cultural landscapes, 2) traditional architecture, 3) community engagement, and 4) emerging practices, 5) two international initiatives—the Finnish Initiative and Dar Al-Hekma Initiative, In Fall 2014 the initiatives, each tied to strategic goals, will be developed and discussed in breakout groups with a request and recommendation for action.

Cause of Concern 3: **Community Engagement**

VTR Comment: ***Community Engagement****: The UC Denver Campus has a clear asset in the proximity to the metropolitan area, new development and planning, public discourse concerning environmental priorities, and professional practice. Providing clear communication to students and a structure for engagement with these opportunities could become a hallmark of this program and would invite critical discourse with a broad array of professionals.*

APR Response: As described in Section I.1.1: History and Mission community engagement initiatives have recently included: community design-build projects; designs for alternatives to suburbia; development of new codes and design guidelines to encourage livelier cities; discovery of sustainable design principles through the documentation, analysis and preservation of agricultural landscapes, Colorado ranches, and cultural landscapes; and proposals of ways for neighborhoods and communities to recover from natural disasters. Students and faculty had engaged these challenges in partnerships among the disciplines and with the program's external communities.

Students in the college have also had opportunities to: participate in multi-disciplinary teams, modeling the practices of today's successful design and planning firms; interact with outstanding practicing designers and planners in the Denver metro area, through internships, mentorships, design juries, lectures, and student professional organizations, and; engage with communities in the region to explore design solutions to complex issues.

Cause of Concern 4: Facilities

VTR Comment: ***Facilities****: The balance between enrollment and physical space/resources has reached a limit for effective delivery of degree programs and the college's efforts to identify and activate a research agenda. Design studios, lab facilities, lecture spaces, public presentation areas (which contribute to both collaborative learning and program culture), and space to host public groups are all needed. While the college and the university have identified the priority of moving forward with a new facility; this will clearly demand great attention and effort in the next few years.*

APR Response: The restructuring of the architectural degree programs (featuring the co-location of the undergraduate and graduate programs) at the Denver Campus as well as the pressing need to address facilities needs such as those identified in the 2009 VTR, resulted in two measures that have greatly changed this picture. These are: the dedication by the university of the vast majority of space within CU Denver Building at 1250 14th Street in Denver's urban core, and the funding necessary for the expansion and remodel.

In addition to expanded studio and classroom space, the public face of the college has been improved, including a dedicated lobby display area on the First Floor and a large display and

reception area on the Second Floor. The open area behind the lobby is dedicated to lectures and gatherings. Praxlab and the Design Awards were hosted by CAP in the open space with great success.

Please refer to Section I.2.3 Physical Resources for an expanded discussion.

III.1.3 Summary of Responses to Changes in NAAB Conditions:

The 2009 NAAB Conditions for Accreditation include numerous changes from the 2004 Conditions, some of which are structural but many of which include new content for requirement and standards. The re-structuring of the architectural degree programs at the University of Colorado, including the co-location of the undergraduate (now BSArch degree) program with the graduate degree programs of the College of Architecture and Planning at the CU Denver Building at 1250 14th Street in Denver, have given impetus to the Department of Architecture to re-design the program to align with the new Conditions and to address deficiencies noted in the previous 2009 VTR.

Some of the changes to the NAAB Conditions of particular note and relevance to this APR are listed below in order of the sections of the APR:

Identity and Self-Assessment

This section combines the "Introduction to the Program" elements (now I.1.1 History and Mission) with sections that formerly appeared as Conditions 3.1, 3.2, 3.4, and 3.5.

The Condition 3.5 Studio Culture is now included within the new Section 1.1.2 Learning Culture and Social Equity, which also includes the subject of 2004 Condition 3.4 Social Equity. The Studio Culture policy at the MArch program at the University of Colorado Denver has evolved, and, in accordance with the new Condition, is now viewed as part of the broader perspective of Learning Culture. The combination of Learning Culture and Social Equity in a single Condition has afforded the program an additional means to gauge the recent evolution of the program and to address the deficiencies noted in the previous VTR with respect to the Studio Culture policy.

Resources

Conditions 3.6 and 3.7 from the *2004 Conditions* are now combined into a single Condition I.2.1 Human Resources & Human Resources Development. This has helped eliminate some of the confusion that may have arisen previously with two Conditions using similar titles and shared terminology.

The Conditions on Physical Resources and Information Resources do not rely as much in the *2009 Conditions* on quantitative evaluation as they did in the *2004 Conditions*. These sections are addressed in this current APR with a focus on this adjusted emphasis on outcomes (for instance, "Space to support and encourage studio-based learning" in lieu of "design studio space for the exclusive use of each student in a studio class," and the elimination of the requirements for "office space for the exclusive use of each full-time faculty"). While these changes haven't resulted in any significant re-assessment of how space is used in the college, it has allowed the program to look more carefully at the physical environment in which the program operates in terms of what it allows the program to accomplish instead of having a "checklist" of specific requirements to be met.

Institutional and Program Characteristics

This section now includes Conditions requiring statistical information and Annual Reports to be included in the APR, bringing a greater depth to the background material included in the report. Condition I.3.3 Faculty Credentials provides an area to provide an introduction to the faculty component of the program, and it provides definition for the Faculty Exhibit to be included in the Team Room. Essentially, the bulk of this condition is satisfied by the faculty resumes that are included in the Appendix.

Policy Review

This section refers to the Appendix 3 of the 2009 Conditions for the list of policies to be included in the Team Room. While noting this requirement as an actual Condition (Section 4 – Policy Review), the fact that it has been noted as such has been a useful prompt to the Department of Architecture to

identify—and to define the website links for—these policies well in advance of the preparation of the actual team room.

Educational Outcomes and Curriculum: Student Performance Criteria

The Student Performance Criteria (SPC) have been reformulated and redefined into 32 SPC (instead of 34), organized into the three Realms. While this APR response does not make an attempt at an exhaustive comparison of the changes between the old and new *Conditions*, there are a number of critical changes that the program has focused on since the previous visit and in particular while designing the new curriculum going into effect in the fall of 2014. These include the elevation of the SPC for Sustainable Design (now B.3) and Life Safety (now B.5) from the level of understanding to that of ability. The former SPC 13.4 Research Skills has been reset from ability to understanding and it is now bifurcated within two of the new SPC, A.11 Applied Research and A.5 Investigative skills, reflecting perhaps a more accurate assessment of the roles of these knowledge/skills in the work of students (particularly in preparation at the beginning of a studio course). Finally, new SPC, such as C.9 Community and Social Responsibility, and other combined SPC elements (A.9 Historical Traditions and Global Culture in lieu of 13.8, 9 and 10 – Western Traditions, Non-Western Traditions, and National and Regional Traditions) have paralleled the efforts of the College of Architect and Planning to define a program that sees itself within a broad global context while reinforcing its links to its own regional and local communities.

Curricular Framework

This section takes the Professional Degrees and Curriculum element and adds II.2.3 Curriculum Review and Development. Since Professional Degrees and Curriculum was an element deemed Not Met per the 2009 VTR—and using the opportunities to redefine the curriculum with the development of the BS (Arch) pre-professional degree program at CU Denver—this section has received particular attention in this APR.

Evaluation of Preparatory/Pre-Professional Education

There is a new Section 3: Evaluation of Preparatory/Pre-Professional Education. This covers an area identified by the 2009 VTR as Not Met by the program. The Department of Architecture, prompted by the re-alignment of the program and the co-location of the new BSArch program in Denver, has revised its procedures for evaluation of students with a pre-professional degree seeking advanced standing in the MArch program.

Public Information

As with the section of Policy Review, the inclusion of the elements of this section as a Condition has allowed the program to address issues such as the availability of accreditation materials on websites that can be accessed by all, well in advance of the scheduled visit.

PART FOUR: SUPPLEMENTAL MATERIALS

IV.1.1 Course Descriptions:

ARCH 5000, Math and Physics for Architects, 3 credits.

Course Description: Provides the review of mathematics and physics. This is a prerequisite for the graduate technology courses. Does not count toward the required credits for the MARCH degree.

Course Goals & Objectives:
- Use applied math to find solutions for physical problems, in the areas of Algebra, Geometry and Trigonometry.
- Develop an understanding of the use of derivatives and integrals for applications in physics.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Order of operations, Algebra
- Equations with Fractions, Exponents & Radicals, Moment
- Factoring, Quadratic Equations
- Trigonometry, Vector Analysis
- Geometry
- Proportions, Graphing, Linear systems
- Derivatives
- Integrals

Prerequisites:
None

Textbooks/Learning Resources:
Technical Mathematics with Calculus, 6th edition, Calter & Calter, John Wiley & Sons, 2011, ISBN 978-0470-46472-4

Offered (semester and year):
Summer only; annually

Faculty assigned, Summer 2014:
Joan Diane Vandenburg

ARCH 5110, Design Studio I, 6 credits.

Course Description: This first of four core design studios introduces the basic strategies and techniques of architectural design. Focuses on the languages of design, as well as on traditional and digital methods of visualizing architectural ideas and forms.

Course Goals & Objectives:
- Understand basic architectural design terms
- Understand and be able to derive at least three formal ordering systems
- Understand and be able to draw conventional architectural drawings
- Be able to build architectural models
- Understand the basic issues confronting the designer regarding spatialization of a basic program
- Prepared to build upon these ideas and skills in future studios

Student Performance Criterion/a addressed:
A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Topical Outline:
Abstract Design (Subtractive, Additive, and Hybrid) 40%
Transposition/Translation (20%)
Programed Design (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Ching, Francis. Architecture: Form, Space and Order. John Wiley and Sons, New York: 2007 (ISBN 978-0262112840)
Various articles posted on Canvas

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2013, Fall 2014:
Matthew John Shea
Rachel Longstreth Brown
Annicia Latoya Streete

ARCH 5111, Architectural Graphics I, 3 credits.

Course Description: This course explores the development of graphic skills emphasizing drawing as a means to design. It includes investigation of drawing types and methods; diagramming of ideas and systems; informative, exploratory and developmental sketching.

Course Goals & Objectives:
- Record architectural ideas in his or her sketchbook;
- Develop architectural ideas in support of a design project in his or her sketchbook or on trace paper;
- Draw proper line weights using graphite pencils and lead holders;
- Create graphite tones;
- Draw correctly, with appropriate line weights and tones the conventional architectural drawings – plans, sections, elevations, paraline drawings and perspectives;
- Add shades and shadows to the conventional architectural drawings;
- Create a composition that includes the conventional architectural drawings.

Student Performance Criterion/a addressed:
A. 3.Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

Topical Outline:
- Orthographic Projection 30%
- Paraline Projection 30%
- Perspective Projection 30%
- Composition 10%

Prerequisites:
None

Textbooks/Learning Resources:
Ching, Francis. Design Drawing. Wiley and Sons, New York: 2010 (ISBN 9780470533697)

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Matthew John Shea
Rachel Longstreth Brown

ARCH 5120, Design Studio II, 4 credits.

Course Description: The second of the four core design studios focuses on concepts of small-scale building design, siting, and context. Through a number of design exercises, students learn how these factors help shape buildings.

Course Goals & Objectives:
- Understand basic architectural design terms
- Understand and be able to derive at least three formal ordering systems
- Understand and be able to draw conventional architectural drawings
- Be able to build architectural models
- Understand the basic issues confronting the designer regarding spatialization of a basic program
- Prepared to build upon these ideas and skills in future studios

Student Performance Criterion/a addressed:
A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Topical Outline:
- Context Analysis
- Single Family Residential Design
- Multi-Family Residential Design

Prerequisites:
ARCH 5110 and ARCH 5110

Textbooks/Learning Resources:
Ching, Francis. Architecture: Form, Space and Order. John Wiley and Sons, New York: 2007 (ISBN 978-0262112840)
Various articles posted on Canvas

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Matthew John Shea
Rachel Longstreth Brown
Annicia Latoya Streete

ARCH 5121, Design Seminar II, 2 credits.

Course Description: Supports fuller discussion of the key themes and concepts in ARCH 5120.

Course Goals & Objectives:
- Understand basic architectural design terms
- Understand and be able to derive at least three formal ordering systems
- Understand and be able to draw conventional architectural drawings
- Be able to build architectural models
- Understand the basic issues confronting the designer regarding spatialization of a basic program
- Prepared to build upon these ideas and skills in future studios

Student Performance Criterion/a addressed:
A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Topical Outline:
- Context Analysis
- Single Family Residential Design
- Multi-Family Residential Design

Prerequisites:
ARCH 5110 and ARCH 5111

Textbooks/Learning Resources:
Same as ARCH 5120.

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Matthew John Shea
Rachel Longstreth Brown
Annicia Latoya Streete

ARCH 5130, Design Studio III (Analytical), 6 credits.

Course Description: The third of the four core studios focuses on concepts of program, architectural meaning and human behavior in buildings. Through a number of design exercises, students learn how these factors help shape buildings.

Course Goals & Objectives:
- Collect and reflect upon relevant precedents
- Diagram, distill and incorporate principles and design strategies
- Explore various options and opportunities
- Raise appropriate questions and develop a specific viewpoint
- Complete a design process based on well-integrated information and concepts

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Topical Outline:
- Context Analysis
- Program Analysis
- Schematic Design

Prerequisites:
ARCH 5120 and ARCH 5121

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Laurence K Loftin
Scott Samuel Lawrence

ARCH 5131, Design Seminar III, 2 credits.

Course Description: Supports fuller discussion of the key themes and concepts in ARCH 5130.

Course Goals & Objectives:
- Collect and reflect upon relevant precedents
- Diagram, distill and incorporate principles and design strategies
- Explore various options and opportunities
- Raise appropriate questions and develop a specific viewpoint
- Complete a design process based on well-integrated information and concepts

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Topical Outline:
- Context Analysis
- Program Analysis
- Schematic Design

Prerequisites:
ARCH 5120 and ARCH 5121

Textbooks/Learning Resources:
None

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Laurence K Loftin
Scott Samuel Lawrence

ARCH 5140, Design Studio IV, 4 credits.

Course Description: The second analytical design studios focuses on concepts of small-scale building design, siting and climate. Through design exercises, students learn how these factors shape buildings.

Course Goals & Objectives:

- Foster and develop the analytical skills essential to the formation and evaluation of design ideas and programs.
- Understand the complex relationship between architecture and culture
- Learn to willfully manipulate the language of architecture in deference to context.

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Topical Outline:
Site/Program Analysis (10%)
Composition (10%)
Perspective (10%)
Materiality (10%)
Light (10%)
Synthesis (35%)
Participation/Presentation (15%)

Prerequisites:
ARCH 5130

Textbooks/Learning Resources:
Multiple assigned readings (see syllabus), multiple recommended readings

Offered (semester and year):
Fall and Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Amir Ameri
Barbara G Ambach
Scott Samuel Lawrence
Laurence K Loftin
Erik Alan Sommerfeld
Clark Morgan Thenhaus
Rachel Longstreth Brown
Shana Rochelle Cohen

ARCH 5141, Design Seminar IV, 2 credits.

Course Description: Supports fuller discussion of the key themes and concepts in ARCH 5140.

Course Goals & Objectives:
- Foster and develop the analytical skills essential to the formation and evaluation of design ideas and programs.
- Understand the complex relationship between architecture and culture

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Topical Outline:
Site/Program Analysis (10%)
Composition (10%)
Perspective (10%)
Materiality (10%)
Light (10%)
Synthesis (35%)
Participation/Presentation (15%)

Prerequisites:
ARCH 5130 and ARCH 5131

Textbooks/Learning Resources:
Multiple assigned readings (see syllabus), multiple recommended readings

Offered (semester and year):
Fall and Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Amir Ameri
Barbara G Ambach
Scott Samuel Lawrence
Laurence K Loftin
Erik Alan Sommerfeld
Clark Morgan Thenhaus
Rachel Longstreth Brown
Shana Rochelle Cohen,

ARCH 5210, Introductions to Architecture, 3 credits.

Course Description: This course introduces students to fundamental architectural "Conversations" developed through the history of Architecture and shows how they can be continued in our time.

Course Goals & Objectives:
Have been introduced to

- Vernacular and Traditional Architectures, their forms, rationales and design strategies.
- Modern Architectures, their forms, rationales and design strategies,
- Various roles and responsibilities of the architect,

Be able to

- to look at the architectural compositions and see how they are organized,
- to observe the resultant social and cultural implications.
- to critically evaluate these designs in the larger context life, death, and imagination.

Student Performance Criterion/a addressed:
A.1. Communication Skills: *Ability* to read, write, speak and listen effectively.
A.5. Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two and three dimensional design.
C.9. Community and Social Responsibility: *Understanding* of the architect's responsibilities to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Topical Outline:

- **Origins of Architecture:** Sheltering, Modeling, Founding, Dwelling, Remembering, Classical
- **Modernity:** Beginnings of Modernism, Le Corbusier and Modernism, Kuhn and the Course of Modernism, Continuity of Themes from Traditional to Modern Architecture, Tada Ando
- **"Interlude":** Post-Modernism, After Post-Modernism, Regionalism
- **The Constants:** Space, Building, Corners, Design Thinking, Practice, Criticism
- **Larger Themes:** Development of Cities, Rome, Regenerative Architecture

Prerequisites:
None

Textbooks/Learning Resources:
Laurence Keith Loftin III, Origins of Architecture. Kendall-Hunt. ISBN-978-1-4652-0161-4
Richard Weston, Key Buildings of the 20th Century. W.W. Norton & CO. ISBN-10: 0393733114
Le Corbusier, Towards a New Architecture. Create Space. ISBN-10: 1466216395
Robert Venturi, Learning from Las Vegas. MIT Press. ISBN-10: 026272006X
Alain de Botton, The Architecture of Happiness. Vintage. ISBN-10: 0307277240
Lisa Heschong, Thermal Delight in Architecture. MIT Press. ISBN-10: 026258039X
Vincent Canizano (ed.), Architectural Regionalism. Princeton Arch. Press. ISBN-13: 978-1-56898-616-6
Hoffman, Sustainable Architecture White Papers. Earth Pledge. ISBN-0-9675099-1-2

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Laurence K. Loftin

ARCH 5220, History and Theory of Architecture I, 3 credits.

Course Description: This course traces history of Architecture from the Paleolithic Age through the 16th century. Formal languages and theories that shaped architectural history will be explored.

Course Goals & Objectives:
- Be familiar with the major styles in the global development of architecture and urban design
- Be able to recognize significant buildings, monuments, and built environments and distinguish the key characteristics for each period covered
- Understand architecture as a vital expression of human values and cultural behavioral systems
- Be aware of the various socio-economic, cultural, technological, and environmental influences on architectural design
- Understand the inherent connections of the built environment to the natural environment, and the subsequent implications for cultural and environmental sustainability
- Be able to speak and write informatively and convincingly about architectural design
- Develop an historic design lexicon and visual literacy
- Gain an appreciation for architectural history as precedent, foundation, inspiration and point of departure for contemporary architecture and design
- Be able to critique a building or design
- Be able to identify what makes sense in an interpretation and what does not
- Be able to formulate informative theses and convincing arguments
- Be able to assess the relativity of scientific and scholarly theses and arguments

Student Performance Criterion/a addressed:
A.1. Communication Skills: *Ability* to read, write, speak and listen effectively.
A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
A.10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Topical Outline:
- Historical Traditions and Global Culture (50%)
- Cultural Diversity (25%)
- Applied Research (15%)
- Communication Skills (10%)

Prerequisites:
ARCH 5210

Textbooks/Learning Resources:
Marvin Trachtenberg & Isabelle Hyman: Architecture - from Prehistory to Post-Modernism, New York: Prentice Hall Art, 2003

Offered (semester and year):
Spring; annually
Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Amir H. Ameri
Hans Morgenthaler
Melanie T. Shellenbarger

ARCH 5230, History and Theory of Architecture II, 3 credits.

Course Description: This course traces the history of Architecture from the late 16th century to the late 20th century. Formal languages and theories that shaped architectural history will be explored.

Course Goals & Objectives:

- Be familiar with the major styles in the global development of architecture and urban design
- Be able to recognize significant buildings, monuments, and built environments and distinguish the key characteristics for each period covered
- Understand architecture as a vital expression of human values and cultural behavioral systems
- Be aware of the various socio-economic, cultural, technological, and environmental influences on architectural design
- Understand the inherent connections of the built environment to the natural environment, and the subsequent implications for cultural and environmental sustainability
- Be able to speak and write informatively and convincingly about architectural design
- Develop an historic design lexicon and visual literacy
- Gain an appreciation for architectural history as precedent, foundation, inspiration, and point of departure for contemporary architecture and design
- Be able to critique a building or design
- Be able to identify what makes sense in an interpretation and what does not
- Be able to formulate informative theses and convincing arguments
- Be able to assess the relativity of scientific and scholarly theses and arguments

Student Performance Criterion/a addressed:
A.1. Communication Skills: *Ability* to read, write, speak and listen effectively.
A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
A.10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Topical Outline:
- Historical Traditions and Global Culture (50%)
- Cultural Diversity (25%)
- Applied Research (15%)
- Communication Skills (10%

Prerequisites:
ARCH 5220
Textbooks/Learning Resources:
Marvin Trachtenberg & Isabelle Hyman: Architecture - from Prehistory to Post-Modernism, New York: Prentice Hall Art, 2003
Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Amir H. Ameri
Hans Morgenthaler
Melanie T. Shellenbarger

ARCH 5240, Human Factors in Design, 3 credits.

Course Description: This class addresses designing for a range of built environments while considering principles, patterns and metric from research in cultural, perceptual, cognitive and behavioral sciences.

Course Goals & Objectives:
- Develop an awareness of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- Develop an awareness of the ethical principles that people bring to design.
- Develop an awareness of the cultural values, principles and patterns that influence the built world.
- Develop an awareness of the diversity of human needs, values, behavioral norms, social and spatial patterns that characterize different cultures and the implications of this diversity for the societal roles and responsibilities of the architect.
- Develop an understanding of the shifts that occur and have occurred in the social, political, technological, ecological and economic factors that shape the practice of architecture.
- Develop an understanding of the patterns of privacy, community and personal ritual that influenced the built world.
- Develop an understanding of the psychological principles and processes of perception.
- Develop understandings of the design processes brought to perception and application.

Student Performance Criterion/a addressed:
B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

Topical Outline:
- Evaluate basic human factors and environmental behavior research: 20%
- Select and develop a relevant and constructive research topic: 20%
- Comprehensive analyses and evaluations of building complexes: 20%
- Organize complex information into verbally and graphically organized: 20%
- Translate human factors research into presentable data and design proposals: 25%

Prerequisites:
ARCH 5120 and 5210

Textbooks/Learning Resources:
Lawson, Bryan. *The Language of Space*. Architectural Press, Oxford, 2001.
Zeisel, John. *Inquiry by Design*. W.W. Norton & Company, New York, 2006.
Many articles are read and distributed on Canvas.

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2013, Fall 2014:
James Sobey

ARCH 5310, Introduction to Building Technology, 3 credits.

Course Description: This course will build student awareness and understanding of both conventional and emerging construction materials, assemblies, techniques and methods; and provide a technical vocabulary and ability.

Course Goals & Objectives:
- Loads on Buildings and their Reactions:
- Understand the differences between dead, live, rain and wind loads.
- Understand other loads such as snow and earthquake.
- Understand the concepts of compressive, tensile, ductility and brittleness.
- Understand other reactions such as modulus of elasticity, bending, shear and bearing strength.
- Acquire experience in recognizing structural failures. Materials and Systems of Construction:
- Understand soils and excavations and the interactions with below-grade construction.
- Understand materials and methods of wood construction.
- Understand materials and methods of steel construction.
- Understand materials and methods of stone, brick and concrete unit masonry construction.

Student Performance Criterion/a addressed:
B.12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Topical Outline:
- Materials and Methods
- Foundations and Soils
- Wood Construction
- Steel Construction
- Concrete Construction
- Masonry Construction
- Cladding

Prerequisites:
None

Textbooks/Learning Resources:
Building Construction: Principles, Materials, and Systems (2009 update), Mehta, et al. ISBN: 9780135064764

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Melanie Rae Short

ARCH 5320, Building Construction and Methods, 3 credits.

Course Description: This course focuses on principles and processes of building construction, and introduces major constructional systems. It stresses the relationship between architectural concepts and building technology.

Course Goals & Objectives:
- understand and learn the ability to make a comprehensive analysis and evaluation of buildings;
- basic principles of building envelope systems, including the selection, evaluation, and detailing of foundations, exterior finishes, glass and glazing, cladding and roofing, and interior finishes;
- material properties and concepts of detailing and connections;
- principles of green architectural systems

Student Performance Criterion/a addressed:
B.5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
B.12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Topical Outline:
- Foundations
- Structural Frames
- Building Envelopes

Prerequisites:
ARCH 5310

Textbooks/Learning Resources:
Mechanical and Electrical Systems in Architecture, Engineering and Construction. 5th edition. Joseph B. Wujek and Frank Dagostino. Pearson Education/Prentice Hall. 2010. *(required)*
Mechanical and Electrical Equipment for Buildings. Walter T. Grondzik, Alison G. Kwok, Benjamin Stein, John S. Reynolds. John Wiley. *(optional)*
Mechanical and Electrical Systems in Buildings. William K. Y. Tao, and Richard R. Janis. Pearson Education/Prentice Hall. *(optional)*

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Melanie Rae Short

ARCH 5330, Environmental Control Systems, 3 credits.

Course Description: The first course in the environmental control systems sequence introduces the concepts and methods of environmental control and energy conservation in buildings.

Course Goals & Objectives:
- Understand and identify the mechanical equipment and systems in buildings
- Understand how a building interacts thermally with the exterior environment: this leads to a detailed consideration of the heating, ventilation and air conditioning systems (HVAC) used in buildings
- Address acoustics issues associated with these systems in buildings
- Apply sustainable design principles, concerning the use of energy and water resources

Student Performance Criterion/a addressed:
B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
B.8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Topical Outline:
- Thermal, environmental, and comfort concepts
- Fundamentals of heat transfer
- Concepts in building science
- Heating load computations for buildings
- Cooling load computations for buildings
- Hvac systems, equipment and distribution
- Solar thermal systems in buildings

Prerequisites:
None

Textbooks/Learning Resources:
Mechanical and Electrical Systems in Architecture, Engineering and Construction. 5th edition. Joseph B. Wujek and Frank Dagostino. Pearson Education/Prentice Hall. 2010. *(required)*

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2013, Fall 2014:
Joseph B. Wujek Jr.

ARCH 5340, Environmental Control Systems II, 3 credits.

Course Description: The second course in the environmental control systems sequence focuses on plumbing, lighting, acoustic and conveyance systems in buildings and the minimization of their environmental impact.

Course Goals & Objectives:
- Understand the engineering design process
- Understand plumbing systems for buildings
- Understand codes and fire protection systems
- Understand electrical systems for buildings
- Understand illumination and code compliance
- Understand signal equipment
- Transportation systems for buildings
- Address building acoustics
- Apply sustainable design principles, concerning the use of energy and water resources

Student Performance Criterion/a addressed:
B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
B.8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
B.11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Topical Outline:
- Plumbing fundamentals
- Building water supply systems
- Sanitary drainage systems
- Wastewater treatment and disposal systems
- Building storm water drainage systems
- Electricity theory
- Building electrical materials and equipment
- 19 building electrical design principles
- Light and architectural lighting systems
- Life safety systems in buildings
- Building telecommunication systems
- Acoustical control systems in buildings
- Building conveying systems
- Emerging sustainable technologies

Prerequisites:
ARCH 5330
Textbooks/Learning Resources:
Mechanical and Electrical Systems in Architecture, Engineering and Construction. 5th edition. Joseph B. Wujek and Frank Dagostino. Pearson Education/Prentice Hall. 2010.
Offered (semester and year):
Spring only; annually

Faculty assigned, Spring 2012, Spring 2013, Spring 2014:
Joseph B. Wujek Jr.

ARCH 5350, Structures I, 3 credits.

Course Description: The first course in the structures sequence introduces the analysis and design of structural elements, and on principles of static's and the strength of materials.

Course Goals & Objectives:
- Consider the proportional effects of forces on structures, the static interaction between external forces, internal forces, geometry and material type
- Develop an understanding of the relationship between construction materials and structural systems at the theoretical design level
- Resolve force systems in a plane
- Calculate the stress in an ideal structural member under a given type of force system

Student Performance Criterion/a addressed:
B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Topical Outline:
- Math Review: Algebra, Geometry, Trig
- Vectors: Components/Resultants
- Vectors: Equilibrium, Moment
- Free Body Diagram, Reactions
- Trusses: Joint method
- Trusses: Section method
- Load Trace
- Shear & Moment Diagrams
- Properties of Materials
- Moment of Inertial
- Bending in Beams
- Shear in Beams
- Deflection in Beams
- Columns

Prerequisites:
ARCH 5000 or College Calculus with grade of B or better.

Textbooks/Learning Resources:
Statics and Strength of Materials for Architects and Building Construction 4rd Edition, Onouye & Kane, Pearson Prentice Hall, ISBN 978-0135079256

Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Summer 2014, Fall 2014:
Joan Diane Vandenburg
Annicial L. Streete

ARCH 5360, Structures II, 3 credits.

Course Description: The second course in the structures sequence focuses on the relationship between architectural concepts and the selection of structural systems and addresses qualitative/quantitative analysis.

Course Goals & Objectives:
- Critically think about structural systems
- Develop a vocabulary and structural understanding that allows them to communicate effectively with structural consultants in practice
- Develop, design, and integrate the structural system of a building with other architectural and technical components

Student Performance Criterion/a addressed:
B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Topical Outline:
- **STATICS REVIEW: LOAD PATH; GRAVITY + LATERAL WIND**
- **LATERAL LOAD ANALYSIS**
    - Lateral Loads: Wind Forces and Codes
    - Lateral Loads: Earthquake Forces
- **STEEL**
    - Steel Design: LRFD Approach and Load Combinations
    - Steel Beams: Load combinations
    - Steel Axial Loads: Flexure, Pre-engineered products
    - Steel Connections: Columns and combined loading analysis
- **REINFORCED CONCRETE R/C**
    - Reinforced Concrete: Design Theory & Approach
    - R/C: Beam Design for shear, moment, & deflection
    - R/C: Footings Design Column and Wall, & Slabs
    - R/C Columns & Walls
- **WOOD**
    - Wood Floor and Roof Systems
    - Wood Sheathing, Diaphragm, Column
    - Wood Columns and combined loading

Prerequisites:
ARCH 5350

Textbooks/Learning Resources:
Simplified Engineering for Architects and Builders, 11th edition, Ambrose & Tripeny, John Wiley & Sons, 2010, ISBN 978-0-470-43627-1

Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Joan Diane Vandenburg

ARCH 5410, Professional Practice, 3 credits.

Course Description: Introduces the essential elements of professional practice through topics such as internship, licensing, services, modes of practice, fees, marketing, and production procedures.

Course Goals & Objectives:

- Understand what management issues confront the business of providing architectural services
- Use the principles and practices of business to impact the operation of their own business of providing these services to clients
- Apply the principles of Practice Management, Business Management, Personal Development, and Project Delivery

Student Performance Criterion/a addressed:

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.

C.3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C.4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C.5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C.6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

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

C.8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

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.

Topical Outline:

The Architect: Understanding the profession and issues of ethics, The paths to licensure, State Boards and Reciprocity, The standard of care & responsibility, Professional liability.

The Firm: Organizing a firm - sole proprietor, LLC, Inc., etc., Marketing in the design profession, Managing architectural services, Human resources and the costs of labor.

The Project: Building Development Zoning and Codes, Project delivery approaches, Fee quoting, Contracts, Construction documents, CAD, & BIM Bidding, construction administration and post occupancy services, Claims lawsuits and dispute resolution Stakeholders interests Financing the project and the realities of real estate

Prerequisites:

None

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice: Wiley (October 27, 2008)

Offered (semester and year):

Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:

Eric Morris, David Carnicell

ARCH 6150, Comprehensive Design Studio 4 credits.

Course Description: A required studio focusing on an architectural project from schematic design through detailed development including structural, environmental systems, life safety, wall sections and building assemblies. A comprehensive program will inform the architectural project

Course Goals & Objectives:
Development of a Design Process and Concept
- Analysis of the Site Conditions and Urban Context
- Formal and spatial relationships of Program
- Tectonic development of Structural Systems and Details

Student Performance Criterion/a addressed:
B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

C. 1. Collaboration: *Ability* to work in collaboration with others and in multi- disciplinary teams to successfully complete design projects.

Topical Outline:
- Program Analysis and development
- Conceptual and Morphological Design of Building
- Design Development
- Material Selection and application

Prerequisites:
ARCH 5140

Textbooks/Learning Resources:
Allen, Edward, *Fundamentals of Building Construction*. third edition. John Wiley & Sons 1999.
Brookes. Alan & Grech, Chris. *Building Envelope and Connections*,

Offered (semester and year):
Fall and Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Barbara G Ambach
Eric Morris
Christopher Grant Nims
Steve Perce
Ranko Ruzic
Scott Lawrence

ARCH 6151, Comprehensive Design Seminar 2 credits.

Course Description: Supports fuller discussion of the key themes and concepts in ARCH 6150.

Course Goals & Objectives:
Development of a Design Process and Concept
- Analysis of the Site Conditions and Urban Context
- Formal and spatial relationships of Program
- Tectonic development of Structural Systems and Details

Student Performance Criterion/a addressed:
B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

C. 1. Collaboration: *Ability* to work in collaboration with others and in multi- disciplinary teams to successfully complete design projects.

Topical Outline:
- Program Analysis and development
- Conceptual and Morphological Design of Building
- Design Development
- Material Selection and application

Prerequisites:
ARCH 5140

Textbooks/Learning Resources:

Allen, Edward, *Fundamentals of Building Construction*. third edition. John Wiley & Sons 1999.

Brookes. Alan & Grech, Chris. *Building Envelope and Connections*,

Offered (semester and year):
Fall and Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Barbara G Ambach
Eric Morris
Christopher Grant Nims
Steve Perce
Ranko Ruzic
Scott Lawrence

ARCH 6170, Advanced Design Studio VI/VII, 4 credits.

Course Description: Students enter the advanced design studio after successfully completing the four core design studios and comprehensive studio (ARCH 6150). Students must take two advanced studios (unless they wish to undertake a thesis; see ARCH 6950). Topics vary according to faculty interests.

Course Goals & Objectives:
Development of a Design Process and Concept
- Analysis of the Site Conditions and Urban Context
- Formal and spatial relationships of Program
- Tectonic development of Structural Systems and Details

Student Performance Criterion/a addressed:
A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Topical Outline:
Varies by section.

Prerequisites:
ARCH 6150

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Spring, Summer, and Fall; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erik Alan Sommerfeld
Cameron Preston Kruger
Christopher Jude Koziol
Frederick M Andreas
Barbara G Ambach
Clark Morgan Thenhaus
Kevin M. Hirth
Matthew J. Shea
Scott S. Lawrence
Amir W. Alrubaiy

ARCH 6171, Advanced Design Seminar VI/VII, 2 credits.

Course Description: Supports fuller discussion of key themes and concepts in ARCH 6170. Students must take two advanced design seminars (unless they wish to undertake a thesis; see ARCH 6950).

Course Goals & Objectives:
Development of a Design Process and Concept
- Analysis of the Site Conditions and Urban Context
- Formal and spatial relationships of Program
- Tectonic development of Structural Systems and Details

Student Performance Criterion/a addressed:
A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Prerequisites:
ARCH 6150

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Spring, Summer, and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erik Alan Sommerfeld
Cameron Preston Kruger
Christopher Jude Koziol
Frederick M Andreas
Barbara G Ambach
Clark Morgan Thenhaus
Kevin M. Hirth
Matthew J. Shea
Scott S. Lawrence
Amir W. Alrubaiy

ARCH 6210, History of American Architecture, 3 credits.

Course Description: Examines the history of American architecture from prehistoric times to the present, mainly within the geographical borders of the present-day United States.

Course Goals & Objectives:
- Objectives are for students to:
- Become familiar with interpretive approaches and methodologies in American architectural history and bring their own ideas to bear in challenging existing interpretations
- Continue to build a historic design lexicon and visual literacy, and recognize significant buildings, monuments, and built environments throughout the United States
- Develop a critical understanding of architecture as an expression and embodiment of human cultural, societal, philosophical and technological development
- Develop and practice research, writing and presentation skills

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Native American Architecture
- Domestic Vernacular
- Urban Ideals: From Tall Building to Skyscraper
- Early Modernism in America
- National Park Service Architecture
- Mid-Century Modernism
- Suburban Explosion
- Post-Moderism

Prerequisites:
ARCH 5210, ARCH 5220 and ARCH 5230

Textbooks/Learning Resources:
Gelernter, Mark. *A History of American Architecture: Buildings in Their Cultural and Technological Context*, 1999.
Upton, Dell. *Architecture in the United States*, 1998
Poppeliers, John C. *What Style is it? A Guide to American Architecture*, 2003
Carley, Rachel, Ray Skibinski and Ed Lam. *The Visual Dictionary of American Domestic Architecture*, 1997

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Melanie Shellenbarger

ARCH 6212, History of Modern Architecture, 3 credits.

Course Description: Examines the various theories, accomplishments and ideals of modern architecture in the 20th century focusing on issues including the relationship between theory and practice.

Course Goals & Objectives:
Upon successful completion of the course, students will gain an appreciation of architecture as a constituent element in the shaping of modern movement architecture and culture; develop an understanding of historiography and the ability to do historical research; develop the ability to research and interpret the design practices of individual architects; develop understandings about the impact of intellectual and social convictions on the form of the works that conviction produces; and cultivate individual student perspectives informing his/her studio design work.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Students explore selected "masterworks" using traditional draughting techniques and instruments. Complimenting the drawing exercises, through readings and discussions the Modern Movement's relationship with classical notions of functional perfection, beauty, the detail, and tectonics will be explored. Issues concerning technology, nature, and ethics will also be considered. We will closely analyze *primary* texts with students selecting case-study "masterworks" to study. In this manner, Modern Movement theory will be compared to Modern Movement practice.

Prerequisites:
Architecture 5220, Architecture 5230.

Textbooks/Learning Resources:
Programs and Manifestoes of 20th Century Architecture, edited by Ulrich Conrads (Cambridge, MA: MIT Press, 1971).
Le Corbusier, *Toward an Architecture* (Los Angeles: Getty Publications, 2007).

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2013, Fall 2014**:**
Taisto H Makela

ARCH 6222, Contested Terrains, 3 credits.

Course Description: This class will explore the different processes, factors and forces and determine and influence occupation, use and built form through the phenomena of conflict and contestation in urban conditions.

Course Goals & Objectives:

- develop critical understanding of major issues, approaches, ideologies, methodologies and key concepts intrinsic to the idea of "landscape", "space", "place" and their construction and contestation;
- develop critical understanding of environmental, social, cultural, political and economic issues and processes surrounding the (re-) development of a variety of landscapes with a focus on cities and urbanity;
- develop critical understanding of possibilities and limitations of design and planning responses to contested landscapes and places.
- develop critical understanding of design methods and strategies, in particular strategic, performative and open-ended methods and approaches.
- develop critical understanding of role of representation and representational techniques in framing and facilitating discourse and design processes
- understand place and landscape as discursive cultural constructs, and the ethical obligations relevant to the participation in the cultural, economic, ecological and social processes that underlie place and landscape

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

- Critical exploration and interpretation of key texts and films that engage multiple constructs of "cities", "urbanism", "culture", "nature" etc., issues of social, cultural, economic and ecological constructions of space and place, issues of contestation and conflict, and might provide frameworks for developing values, measures and strategies for the analysis and making of (urban) space and place.
- Case studies of key precedents and approaches
- Synthetic discussion: emergent approaches – limitations and possibilities

Prerequisites:
None

Textbooks/Learning Resources:

Pdf's of required and recommended readings will be accessible to students through the class folder on Canvas.

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2013, Fall 2014:
Joern W. Langhorst

ARCH 6231, Regionalisms & the Vernacular, 3 credits.

Course Description: Explores the history of the built environment from evolutionary change; peoples meeting utilitarian needs, response to environmental forces, societal expectations, and aesthetic aspirations through design. Cross-listed with HIPR 6110.

Course Goals & Objectives:

- Apply knowledge drawn from historic cultural landscapes to contemporary architectural issues.
- Learn from the vernacular to better understand building sustainably in the American West.
- Rethink preservation as being a dynamic process.
- Understand the key characteristics of the region's rural historic landscapes
- Engage local communities.
- Develop appreciation and knowledge of Colorado's rural heritage can be broadened and explored.
- Raise awareness of issues related to rural cultural landscapes and possible design solutions.
- Develop an understanding of vernacular architecture and landscapes through analysis.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Project One: Case Studies: Cultural Landscapes / Vernacular Architecture /(30%) (individual)
Project Two: Ag Land Analysis and Patterns / Regional/National Issues (30%) (individual)
Project Three: Preservation Plan / Local Issues (30%) (group)
Participation (Discussions, Site Visits, Readings/Questions) (10%)

Prerequisites:
None

Textbooks/Learning Resources:
REQUIRED TEXTBOOKS/READINGS

- Old Fences, New Neighbors by Peter R. Decker, ISBN 0-8165-1771-1
- Ranching West of the 100th Meridian edited by Richard L. Knight, Wendell C. Gilgert and Ed Marston, ISBN 1-55963-827-3

OPTIONAL TEXTBOOKS/READINGS

- The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl by Timothy Egan. ISBN-10: 061834697X
- Nothing Daunted: The Unexpected Education of Two Society Girls in the West by Dorothy Wickenden
- The Backbone of the World: A Portrait of the Vanishing West Along the Continental Divide by Frank Clifford

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Ekaterini Vlahos

ARCH 6232, Reading The City, 3 credits.

Course Description: Introduces the history of global cities through selected typologies. Explores similarities and differences among cities considered against the larger cultural, political and socio-economic envelope.

Course Goals & Objectives:
- Be aware of ways different urban stakeholders may value and act upon the city (Chicago is the current case study city.)
- Be able to connect field experience to course themes
    - **The Lakefront:** Public space in image, in law and in practice
    - **Architectural Tourism:** The historical significance of creating a "Chicago School of Architecture"
    - **Immigration, the Places of Labor History & Memorialization:** Haymarket, Hull House & Pilsen
    - **Race & Place:** Chicago's South Side and the "race question"
    - **Making Culture**: Big design moves and the authenticity problem
    - **Housing & Landscape Conservation:** Bungalows, greystones and who occupies them and the parks and boulevards around them
- Prepare and adapt a field study plan organized around a clear understanding of the limits and opportunities of a specific media type (e.g., illustrated journal, annotated sketchbook, annotated photo project, "new media" project)
- Effectively apply and adapt the study + media strategy in the field
- Develop an organized report (using the chosen media) and present this to classmates

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- First week assignments are: a statement of thematic interest of about 1500 words (15% of grade), and a media strategy of about 1000 words (5%).
- Second week assignment is the execution of the thematic exploration as evidenced by the media project (50%).
- Third week assignment is the presentation of the thematic project to the class and submitted (30%).

Prerequisites:
None

Textbooks/Learning Resources:
Various case-specific links and resources provided through Canvas LMS

Offered (semester and year):
Maymester Only; Annually

Faculty assigned, Maymester 2013, Maymester 2014:
Christopher Jude Koziol

ARCH 6249, Sketching as Seeing, 3 credits.

Course Description: Sketching promotes seeing, and seeing promotes thinking. This course is designed to help you think & see by the regular practice of sketching & the discipline of keeping a sketchbook.

Course Goals & Objectives:
- Students will learn/improve sketching skills (technique and skill of sketching both, that existing, and that imagined).
- Students will improve observation (of what we see and experience, what we imagine)

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Drawing and other representational techniques (90%)
Presentation skills (10%)

Prerequisites:
None

Textbooks/Learning Resources:
Le Corbusier. *Voyage d'Orient*. Milano: Electa; New York: Rizzoli, 1988.
Betty Edwards, *Drawing on the Right Side of the Brain*.
Brian Edwards. *Understanding Architecture Through Drawing;* Taylor & Francis 2008.
Marco Frascari, *Eleven Exercises in the Art of Architectural Drawing,* Routledge 2011.
Robin Hazelwood, *An Introduction to Drawing.* Arcturus Publishing Limited 2004.
Erwin Herzberger, *Freehand Drawing.* Stuttgart: Kramer, 1988.
Rob Krier. *Architectural Composition*. New York: Rizzoli, 1988.
Paul Laseau. *Graphic Thinking for Architects and Designers,* Van Nostrand 1980.
Norman Crowe and Paul Laseau. *Visual Notes*, 1984.
David Lewis, edited by. *Pencil Drawing techniques,* Watson-Guptil 1984.
Henry McGoodwin. *Architectural Shades and Shadows*. Boston: Bates & Guild Co, 1904; Washington, DC: AIA, 1990.
Christina Paredes. *Sketch: Public Buildings,* Loft Publications, Barcelona, Spain
Edward Robins, *Why Architects Draw*, MIT1994.
Kendra Schank Smith, *Architect's Sketches- Dialogue and Design.* Architectural Press w/ Elsevier, 2008.
Saleh Udin, *Axonometric and Oblique Drawing,* McGraw-Hill Co, Inc. 1997

Offered (semester and year):
Fall, Spring, and Summer; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Ranko Ruzic
Scott Lawrence
Laurence K. Loftin
Setareh Kiumarsi

ARCH 6254, Architecture, In Theory, 3 credits.

Course Description: Explores theories and texts that have influenced the analysis and the production of architectural form focusing on the expressive potential of architectural forms. Cross-listed with DSPL 7016.

Course Goals & Objectives:
- Understand the history of theoretical discourse on architecture
- Acquire the analytical skills essential to a critical engagement with architectural theory.

Student Performance Criterion/a addressed:
N/A, Elective Course

Topical Outline:
Communication Skills (10%)
Investigative Skills (15%)
Historical Traditions (30%)
Cultural Diversity (30%)
Applied Research (15%)

Prerequisites:
Arch 5230

Textbooks/Learning Resources:
Multiple assigned readings (see syllabus), multiple recommended reading

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014**:**
Amir H. Ameri

ARCH 6275, History Native American Arch, 3 credits.

Course Description: Introduces Native American architecture from 12th century to present. Course focuses on cultural, technological, philosophical and aesthetic ideas that helped shape these buildings throughout history.

Course Goals & Objectives:
- Understand the historical context of the region you will be working in
- Appreciate the cultural context of the four corners region
- Learn about historical traditions in building and culture
- Develop an understanding of architectural social responsibility

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Discussion of ethnographic readings
- Analysis of existing documentation
- Site visits

Prerequisites:
ARCH 6370

Textbooks/Learning Resources:
Baker H. Morrow and V. B. Price, eds., *Anasazi Architecture and American Design* (Albuquerque, NM: University of New Mexico, 1997).
Robert S. McPherson, *Comb Ridge and Its People: The Ethnohistory of a Rock* (Logan, UT: Utah State University Press, 2009).
Sacred Land Sacred View: Navajo Perceptions of the Four Corners Region (Provo, UT: Brigham Young University Press, 1992).
The Journey of Navajo Oshley (Logan, UT: Utah State University Press, 2000).
Bainbridge Bunting, *Early Architecture in New Mexico* (Albuquerque, NM: University of New Mexico Press, 1976). Permission received from the Press to use electronic copy—no charge.

Offered (semester and year):
Spring only; annually.

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014
Atsushi Yamamoto, Hiroko Yamamoto and Jose Galarz

ARCH 6290, Special Topics in Cultural Studies, 3 credits.

Course Description: Various topics in cultural studies, according to current faculty and student interests.

Course Goals & Objectives:
Varies by section.

Student Performance Criterion/a addressed:
N/A – Elective Course.

Topical Outline:
Varies by section.

Prerequisites:
ARCH 5210, ARCH 5220 and ARCH 5230

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Fall and Spring; annually.

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Jennifer Steffel-Johnson
Christopher Jude Koziol
Joern Wilm Langhorst
Taisto H Makela
Hans Morgenthaler
Melanie T Shellenbarger
Erik Alan Sommerfeld
Abigail Christman
Michael L. Nulty
Jerem R. Nemeth
Ekaterini Vlahos

ARCH 6313, LEED Certification, Greenbuilding Seminar, 3 credits.

Course Description: This course uses the LEED Certification process to provide a framework for the 1st step in a two-stage Professional Accreditation process, focusing on LEED GA.

Course Goals & Objectives:

This course will follow the 1st step in a two stage Professional Accreditation process focusing on the LEED GA, Green Associate process, examining the associated Green Building issues, the process of integrated, sustainable design and techniques and prepare the student for the required, success- full passing of the LEED Accreditation Exam, providing for LEED Accredited Professionals status. The process will develop an understanding of green building practices and principles, and familiarity with LEED requirements, resources, and processes.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- In-depth familiarity with the LEED Rating System;
- LEED project registration/technical support/certification processes,
- LEED documentation requirements;
- Design and construction industry standards and process;
- LEED standards referenced in the Rating System;
- Green & sustainable design strategies and practices & LEED Credits
- Green and sustainable design resources and tools.

Prerequisites:
ARCH 5310 and ARCH 5330

Textbooks/Learning Resources:

LeafVisual Green Associate Exam Guide: A Visual Explanation of Sustainable and High Performance Buildings and its Benefits, and a Comprehensive Study Guide for USGBC's LEED Green Associate Exam (v3.0), Visual 2009.

LEED Reference Manual v3.0; Paladino Consulting LLC, Washington, D.C., 2009. PDF on Blackboard.

LEED materials will be augmented by selected readings & web research in Green Building and Architecture.

Offered (semester and year):
Fall and Spring, annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Elaine Adams
Alfred M Andreas

ARCH 6314, LEED AP Advanced Greenbuilding Seminar, 3 credits.

Course Description: This advanced LEED Certification and Accreditation course builds on the first LEED GA course and prepares the student for the LEED AP BD+C exam.

Course Goals & Objectives:

This course will follow the 2nd step in a two stage Professional Accreditation process focusing on the LEED AP, Accredited Professional process, examining the associated Green Building issues, the process of integrated, sustainable design and techniques and prepare the student for the required, success- full passing of the LEED Accreditation Exam, for LEED Accredited Professionals status.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

- Green Building Design & Construction
  - LEED for New Construction
  - LEED for Core & Shell
  - LEED for Schools
  - LEED for Retail: New Construction and Major Renovations
  - LEED for Healthcare
- Green Interior Design & Construction
  - LEED for Commercial Interiors
  - LEED for Retail: Commercial Interiors
- Green Building Operations & Maintenance
  - LEED for Existing Buildings: Operations & Maintenance
- Green Neighborhood Development
  - LEED for Neighborhood Development
- Green Home Design and Construction
  - LEED for Homes

Prerequisites:
ARCH 6313

Textbooks/Learning Resources:
LEED Professional Accreditation Study Guide. V 3.0 USGBC, Colorado Chapter, Denver, CO: 2010
LEED Reference Manual v3.0; Paladino Consulting LLC, Washington, D.C., 2009. PDF on Blackboard.
USGBC Website: LEED Rating Systems downloads (Rating Systems, Checklists, Guidelines, Regional Priorities, etc)

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Elaine Adams
Frederick M Andreas

ARCH 6351, Building Conservation, 3 credits.

Course Description: This course emphasizes 1) Historic Building Types & Methods, 2) Field and Lab Methods of Building Assessment, and 3) Management of Building Rehabilitation in preservation.

Course Goals & Objectives:
- Understand Building Assessment -- Field and Lab Methods
- Understand Historic Building Types and Methods
- Understand Issues of Code Upgrades and Sustainability in Building Conservation
- Understand Professional Management of Building Rehabilitation

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
History of building technologies and materials identification (60%)
Recommendations and remedial repairs (40%)

Prerequisites:
ARCH 5310 and ARCH 5320

Textbooks/Learning Resources:
Young, Robert A., P.E.. *Historic Preservation Technology: A Primer,* John Wiley & Sons, Hoboken, New Jersey: 2008

Offered (semester and year):
Spring Only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Melanie Rae Short

ARCH 6352, Documentation, Analysis, Representation, 3 credits.

Course Description: Course focuses on skills development in in-situ documentation of the historic environment and includes a) historic records, b) measurement, c) Photometric methods, d) graphic representation. Cross-listed with HIPR 6310.

Course Goals & Objectives:
• Understand a wide range of documentation technologies.
• Understand the level of accuracy, time commitment and resources needed for field work.
• Understand a processes for assessing a situation and documenting accordingly.
• Present their project outcomes using the HABS/HAER/HALS graphic presentation models

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Analysis: Evolving City 30%
Documentation: Direct Measurement 30%
Representation: Visual Explanations 30%
Participation 10%

Prerequisites:
None

Textbooks/Learning Resources:
All readings and articles are posted in the course folder: DOCUMENTATION

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Ekaterini Vlahos

ARCH 6353, Daylighting Design, 3 credits.

Course Description: This course introduces students to the fundamentals of daylighting design including how it is perceived and how it impacts building energy flows.

Course Goals & Objectives:
The objective of this course is to introduce students to the fundamentals of daylighting design. At the conclusion of the class, students should be able to properly implement daylighting in their future school and professional projects.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Historical development of daylighting
- Daylighting sources – sun, sky, clouds, ground, and buildings
- Understanding the movement of the sun through the sky – altitude & azimuth
- Biophilia and views, Spectrum and health, Variability and psychology
- Sidelighting and Toplighting basics
- Glazing options, including translucent products
- Shading devices design – sunshades, louvers and light shelves
- Active (tracking) systems
- Integration with electric lighting and automated control systems
- Heat gain, heat loss and energy flow
- Physical and computer modeling of daylighting

Prerequisites:
ARCH 5330 and ARCH 5340

Textbooks/Learning Resources:
Greg Ander, *Daylighting Performance and Design*

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Jill Dalglish-Perry
Paul C Hutton

ARCH 6354, The Art of Proportion, 3 credits.

Course Description: This course covers the use of proportional systems in the Classical tradition using graphic exercises culminating in a Beaux-Art style ink-wash of a classical column. Cross-listed HIPR 6090.

Course Goals & Objectives:

- Classical Elements: Students will be able to *identify* and *draw* the standard classical elements, including moldings and decoration.
- Ink-Wash: Students will learn basic competency in the Beaux-Arts ink-wash technique. They will be able to *perform* simple and graded washes in India ink.
- Proportioning Systems: Students will be able to *use* various classical proportioning systems in their designs and compositions, including: the root rectangles, the golden section rectangle, the *ad quadratum*, and the *ad triangulum*.
- Shade & Shadow: Students will *learn* to construct shade and shadow in orthographic projection following the system of the Beaux Arts.
- The Classical Orders: Students will be able to *draw* the Five Orders and describe their distinguishing characteristics.

Student Performance Criterion/a addressed:
N/A Elective Course

Topical Outline:

- Demonstration of the correct construction of the orders and understanding of the classical elements through drafting and delineation (30%).
- Demonstration of ink-wash technique, correct construction of shade & shadow, and original design work using the classical vocabulary and proportion (70%).

Prerequisites:
None

Textbooks/Learning Resources:
Chambers, William. *A Treatise on the Decorative Part of Civil Architecture*. 1791; New York: Benjamin Blom, 1968.
Chitham, Robert. *The Classical Orders of Architecture*. 1985; Oxford: Architectural Press, 2005.
Drexler, Arthur, editor. *The Architecture of the Ecole des Beaux-Arts*. New York: The Museum of Modern Art, 1977.
ICAA Classical Primer: http://www.classicist.org/publications-and-bookshop/handbook/.
Magonigle, H. Van Buren, FAIA. *Architectural Rendering in Wash*. New York: Charles Scribner's Sons, 1928.
McGoodwin, Henry. *Architectural Shades and Shadows*. Boston: Bates & Guild Co, 1904; Washington, DC: AIA, 1990.
Palladio, Andrea. *The Four Books on Architecture*. Translated by Robert Tavernor and Richard Schofield. Cambridge, Massachusetts: The MIT Press, 1997.
Roma Antiqua: Forum, Colisée, Palatin. Paris: Ecole nationale supérieure des Beaux-Arts, 1985.
Vignola, Giacomo Barozzi da. *The Five Orders of Architecture*. London: Williams Sherwin, 1669; New York: Dover, 2011.
Ware, William R. *The American Vignola: A Guide to the Making of Classical Architecture*. 1903; New York: W.W. Norton, 1977; New York: Dover, 1994.

Offered (semester and year):
Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Kameron P. Kruger

ARCH 6355, Urban Conservation: Context and Reuse, 3 credits.

Course Description: Cities are dynamic. Preservationists cannot freeze cities in a static representation of the past. The course deals with philosophical and political contexts, but emphasizes the role of strategic design intervention in the shaping of evolving cities.

Course Goals & Objectives:
This course covers traditional preservation activities, but also recognizes the importance of progressive change. Readings are diverse, with several emphases:

- Approaches to and Understanding of Urban Change
- Innovation & Change
- Growth and Preservation in the Modern City
- Current Approaches to Urban Scale Historic Preservation
- Cultural identity enhancement
- Curatorial management
- Reuse and redevelopment
- Tourism development and symbolic manipulation
- Comparative Case studies from Multiple Cities

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Theories of urban change (20%)
Urban Conservation practice (40%)
Urban morphology investigation (15%)
Final project presentation (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Page, Max, and Randall Mason. 2004. Giving Preservation a History: Histories of Historic Preservation in the United States. Routledge. ISBN-10: 0415934435 and select articles.

Offered (semester and year):
Spring Semester; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Christopher Jude Koziol

ARCH 6370, Introduction To Design Build, 3 credits.

Course Description: Introduction to Design Build project delivery methods important to architects. Course introduces ethical questions, role of the architect, owner, consultant and subcontractors.

Course Goals & Objectives:
This introduction is to acquaint architecture students to several points of view about Design-Build, and investigate potential for design and construction as one continuous act from the standpoint of design and architecture. The course will also prepare students for the series of studio and construction projects that constitute the Graduate Design-Build Certificate Program at UCD. This is not a design course but a seminar to discuss the crossroads, opportunities and dangers of designing and building.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- History of Design-Build
- Design-Build in Education
- Design-Build Terminology
- Architect As Contractor
- Managing DB Projects
- Managing Estimating & Scheduling
- Legal Issues: Contracts
- Insurance and Bonding
- Finance and Development
- Reading Pro-formas
- Global Dialogues

Prerequisites:
None

Textbooks/Learning Resources:
The Architects Guide to Design Build Services, The American Institute of Architects John Wiley & Sons, Current Edition
Brunelleschi's Dome, Ross King, Penguin Books, 2001

Offered (semester and year):
Fall Semester only: Annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Phillip Benitez Gallegos Jr
Craig Cherry

ARCH 6373, Construction in Design Build, 3 credits.

Course Description: Using a single project, students fully explore the design phase, estimating, scheduling and project management skills in traditional construction concurrent with a build on site.

Course Goals & Objectives:
- Understand construction sequence and building inspections
- Understand building codes and how they apply to a specific project
- Develop budgets based on construction drawings
- Develop construction timelines with critical paths
- Learn to secure materials
- Understand the basic architectural assemblies applied to a specific project
- Learn where the drawings "break down" in the field during construction and how architects can better communicate their ideas graphically.
- Understanding basic principles of structural design as it relates to a specific project.
- Work in collaboration with others to create a built project.
- Learn to work in a community for social good.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

Build Project	(60%)
Design Project	(30%)
Overall Attitude/ Attendance	(10%)

Prerequisites:
ARCH 6170/71, ARCH 6370

Textbooks/Learning Resources:
In addition to the technical readings selected readings from various sources will be handed out throughout the semester. These readings will relate to the social and economic direction that the design takes. The readings will help set a conceptual agenda rooted in current architectural theory that will help guide the project.

International Building Codes
Architectural Graphic Standards
International Building Code, IBC
American National Standards Institute, ANCI

Offered (semester and year):
Fall and Maymester only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erik Alan Sommerfeld

ARCH 6375, Green Tech I, 3 credits.

Course Description: Green Tech is a "real build" course in which students advance their knowledge of environmental design through full-scale construction of architectural elements, furnishings, accessories, finishes, outdoor gear, or even clothing.

Course Goals & Objectives:
In Green Tech students create beautiful, unique, full-scale "eco functional art." The course helps them gain respect for discarded and abandoned materials – the unwanted -- as beautiful, practical, inspirational sources for furniture designs. They learn to create beauty in design while also helping reduce solid waste headed to scrap bins and landfills.

Student Performance Criterion/a addressed:
N/A Elective Course

Topical Outline:
Work is produced through:

- Sketching and model building.
- Shop drawings.
- Construction drawings.
- Fabrication drawings.
- Detail Development.
- Prototyping.
- Final full-scale construction.

Prerequisites:
ARCH 5310 and ARCH 5320

Textbooks/Learning Resources:
None

Offered (semester and year):
Fall and Spring; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Julee A. Herdt

ARCH 6390, Special Topics in Technical Studies, 3 credits.

Course Description: Various topics in technology, according to current faculty and student interests.

Course Goals & Objectives:
Varies by section.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Varies by section.

Prerequisites:
ARCH 5310 and ARCH 5320

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Spring, Summer, and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erik A. Sommerfeld
Julee A. Herdt
Osman Attman
Frederick M. Andreas

ARCH 6450, Pre-Design, 3 credits.

Course Description: This seminar focuses on the process and tools to support the predesign phase of a project. The course includes lecture, case studies and a hand- on exercise and student presentations. Learning involves research, data assimilation and interpretation, documentation, consensus building, constituency facilitation, early programmatic conceptual development and testing to position a project for success.

Course Goals & Objectives:

- Understanding predesign methodologies and processes
- Understanding information gathering tools and process
- Using graphic, verbal and writing skills to communicate design intent
- Further development of critical thinking and communication
- Advancing team leadership, communication and documentation skills
- Learning thru precedent, case studies and student project

Student Performance Criterion/a addressed:
N/A Elective Course

Topical Outline:

- Principles of Pre-Design
- Project analysis
- Presentation of analysis

Prerequisites:
None

Textbooks/Learning Resources:
Problem Seeking: An Architectural Programming Primer, 5th Edition 2012, William M. Pena, FAIA , Steven Parshall, FAIA and William Caudill, FAIA
Programming for Design, Edith Cherry, FAIA
Supplementary Text /
Architectural Programming: Informational Management for Design, Donna Duerk

Offered (semester and year):
Fall, Spring and Summer Semesters Annually

Faculty assigned, Spring 2013, Fall 2013, Spring 2014, Fall 2014:
Christopher G. Nims

ARCH 6451, Digital Applications in Design, 3 credits.

Course Description: Course introduces first year students to Graphic Design Concepts and Digital Applications to create digital, printed and physical presentations of their work.

Course Goals & Objectives:
By the end of the class the student should be able to produce the following types of drawings through the use of 2d and 3d software packages:
Diagrammatic:
- produce diagrams that spatialize data
- produce a set of small multiples
- produce diagrams that effectively layer information
- effectively annotate diagrams/imagery to augment content

Orthographic:
- produce conventional orthographic design drawings using correct line weights, line types, poche, and textures in a 2D environment
- extract orthographic drawings from a 3D model

Compositional:
- design boards on an organizational grid that unifies presentation
- present ideas hierarchically through scale, placement, color, white space, etc.
- produce sequenced, relational boards that clarify your process and/or narrative

Expressive:
- populate and render orthographic drawings
- produce rendered 3D designs (explorative drawing or the potential spatialization of an idea)
- produce a sited perspective of a digital model

Digital/Analog Interface:
- scan, crop, and resize analog drawings
- integrate analog work into digital graphics
- print graphics as working drawings and as presentation
- produce digital presentation of work

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Development of 3D digital model
Exporting graphic information from 3D digital model
Manipulation of graphic information in digital realm
Presentation of materials

Prerequisites:
ARCH 5110

Textbooks/Learning Resources:
Farrelly, Loraine. Basic Architecture: Representational Techniques, AVA Publishing: 2008.
Ching, Francis. Design Drawing. Wiley Publishing: 2010.

Offered (semester and year):
Spring 2013, Spring 2014

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Matthew J. Shea
Rachel L. Brown

ARCH 6452, Digital Portfolio Design, 3 credits.

Course Description: This course introduces students to the Graphic Design Concepts and the Digital Applications used to create both Printed and Web-based Portfolios.

Course Goals & Objectives:
The class will engage in the following activities:
- collect and catalog images and descriptions of previous work
- explore basic concepts of Graphic Design and Composition
- answer Nine Questions for Successful Portfolio Design
- develop a comprehensive Flowchart for Organizing and Navigating the Portfolio on the Web
- design and implement a Web-based Portfolio using Photoshop, InDesign and Dreamweaver
- translate the Web-based Portfolio into a Paper Portfolio

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- 9Q's and Flowchart 10%
- InDesign Comps 10%
- Web-based Portfolio 50%
- Paper Portfolio 30%

Prerequisites:
ARCH 5110, ARCH 5120, ARCH 5130

Textbooks/Learning Resources:
BarbaraAmbach.com HTML and CSS Tutorials and other Online Resources
Designing A Digital Portfolio Cynthia L. Baron New Riders Publishing
Portfolio Design Harold Linton Winter 2004
Typographic Design: Form and Communication Rob Carter, Ben Day, Philip Meggs Van Nostrand Reinhold, 1993
Type and Image: The Language of Graphic Design Philip Meggs Van Nostrand Reinhold, 1992

Offered (semester and year):
Fall and Spring; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014**:**
Barbara G. Ambach

ARCH 6453, Introduction To Digital Design & Fabrication, 3 credits.

Course Description: An introductory class to Computer Aided Design (CAD) and Computer aided manufacturing (CAM). Students explore how technologies apply to architecture focusing on parametric/algorithmic design approaches.

Course Goals & Objectives:
As we explore the outer limits that technology affords us in state-of-the-art architectural production, we will also ask the all-consumptive questions:

- How does this inevitable progress fit into today's developmental theories of ar- chitecture?
- How will this inevitable progress alter to course of developmental theory, prac- tice, and execution in architecture?
- What role does digital fabrication have in today's architectural production, and how might this change as prevailing technology continues to evolve and de- velop?

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

- Points
- Lines
- Contours
- Regulated grids
- Unregulated grids 1
- Projections
- Midterm forum
- Spring break
- Surfaces
- Interfaces
- Materials
- Assemblies
- Projections

Prerequisites:
None

Textbooks/Learning Resources:
Tutorial Videos, Software Manuals, and various articles poste on Canvas.

Offered (semester and year):
Fall, Spring and Summer; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Kenneth A. Andrews
Kevin Hirth
Clark M. Thenhaus

ARCH 6460, Architecture Photography, 3 credits.

Course Description: Introduces key concepts and techniques of photography in general, and architectural photography, where basic principles of exposure, focal length, composition and darkroom procedures are taught.

Course Goals & Objectives:
Students who have successfully completed this course should have the ability to evaluate and manipulate lighting situations. They will demonstrate the ability to compose an image for dramatic effect, the ability to shoot architectural exteriors in the daytime and the evening, the ability to photograph uncomplicated interiors, the ability to prepare a scene for maximum impact, the ability to see the possible connections between photography and other art forms, and, finally, the ability to produce a major photographic project.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Sketching as Photographing (familiarization with camera controls, viewing the world as a photographer, digital image editing) 15%
- Photographing Architectural Interiors/Exteriors (familiarization with basic lighting techniques, integrating photography with architectural design principles, learning how to showcase someone else's work) 27%
- Studio Lighting (using the portfolio photography room to showcase one's own model) 10%
- Open-ended art project focused on creativity and generating meaning 33%
- Presentations on artists/photographers aimed at understanding artistic works and exposing students to artistic/photographic ideas 5%
- Participation 10%

Prerequisites:
None

Textbooks/Learning Resources:
Photoshop Masking & Compositing (2nd Edition) by Katrin Eismann
In-class handouts and lectures

Offered (semester and year):
Fall, Spring and Summer; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
T. John Hughes
Jesse R. Kuroiwa

ARCH 6463, Beginning Revit, 3 credits.

Course Description: Introduces beginning design students to basic building components and Revit techniques.

Course Goals & Objectives:
The objective is to integrate Revit into the design studio environment by understanding the Revit interface (designing the process of design.)

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Principles of Building Information Modeling
- User Interface
- Project creation
- Graphical and statistical information output

Prerequisites:
None

Textbooks/Learning Resources:
The primary software is Revit and secondarily Autodesk's 3Dstudio MAX, Adobe's Photoshop, and Google SketchUP.

Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014**:**
Robert H Flanagan

ARCH 6464, Intermediate Revit, 3 credits.

Course Description: Explores advanced capabilities of Revit to manage documents, integrate with 3D Studio MAX, simulate environmental conditions, manage computational data linkages and map topographic forms.

Course Goals & Objectives:
The objective is to demonstrate how REVIT is effectively integrated into the design studio environment. It is an exploration of Revit's architectural design capabilities as employed in professional practice.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Importing topographical forms
- Project construction and integration
- Computational linkage management
- Exporting model to and rendering in 3D Studio MAX

Prerequisites:
ARCH 6463

Textbooks/Learning Resources:
Autodesk's Revit, 3D Maps 2014, Autodesk's 3Dstudio MAX*, Adobe's Photoshop, and Google SketchUP

Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Robert H. Flanagan
Scott S. Lawrence

ARCH 6470, ACE Mentoring, 3 credits.

Course Description: Graduate students work with professional architects, designers, and engineers mentoring students in selected local high schools to learn problem solving, graphics and model making.

Course Goals & Objectives:
ACE stands for Architecture, Construction and Engineering. Independent Study means that you will be working quite 'independently' with the faculty facilitator in a support role.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Assist lead mentor with development of schedule.
- Attend all sessions and final presentations: 1 meeting per week, 3 hours total – 2 hour meeting and 1 hour prep.
- Further develop Architecture/Landscape Architecture Lesson plans and customize based on project.
- Assist / provide input on project for the year and expectations for deliverables for RFP.
- Keep a weekly journal documenting student progress and observations of the program.
- Present LEED topic each week to students.

Prerequisites:
ARCH 5220, ARCH 5230

Textbooks/Learning Resources:
None

Offered (semester and year):
Spring only; Annually

Faculty assigned, Spring 2013, Spring 2012**:**
Taisto Makela

ARCH 6471, Managing Quality & Risks, 3 credits.

Course Description: An approach to risk management including contracts, insurance, financial analysis, dispute resolution and client relationships, utilizing case studies to study quality assurance.

Course Goals & Objectives:

- Students will learn how to select appropriate insurance programs
- Students will learn strategies for dealing with insurance companies, owners and others when defective acts are discovered
- Students will learn about project financing
- Students will learn how to create and analyze appropriate contracts and contract documents
- Students will learn about common legal proceedings
- Students will discuss ethics as it relates to topics explored in the class
- Students will learn OSHA about safety standards

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

Class discussion on readings	(10%)
Assignments	(60%)
Failure Assessment research paper	(20%)

Prerequisites:
ARCH 6370

Textbooks/Learning Resources:
Fisher, Thomas. Ethics for Architects: 50 Dilemmas of Professional Practice. New York: Princeton Architectural Press, 2010
Segal, Paul. Professional Practice. New York and London: WW Norton and Company, 2006.
Other selected readings from various sources will be handed out throughout the semester

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erick Allen Sommerfeld
William Everett Moore

ARCH 6472, Architecture in a Single Source Project Delivery, 3 credits.

Course Description: Directed to the practice of architecture with design build and other single source delivery systems examining codes, zoning, building systems, legal questions for the architect.

Course Goals & Objectives:
Class topics will engage architecture directly and through the lens of "built things". How do parallel professions deal with Making? …Production? …Delivery?

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Architect as leader
- Project management
    - Why the project?
- Market changes = design changes
    - Who benefits? / who pays?
- Real estate development
- Service vs. Products
- Sales / marketing
- Audience vs. Consumers?
- Finance
- Sustainability
- Innovation
- Design influence
- Construction contracting
- Failures
- Modular

Prerequisites:
ARCH 6370

Textbooks/Learning Resources:
Single Source Delivery for Architects, Bill Moore

Class Workbook
Jersey Devil Design-Build Book, Michael J. Crosbie
Devil's Workshop, Susan Piedmont-Palladino & Mark Alden Branch
Refabricating Architecture, Stephen Kieran, James Timberlake
Integrated Practice in Architecture, George Elvin
Bamboo Building Essentials, DeBoer / Groth

Offered (semester and year):
Spring only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Erik Alan Sommerfeld
William Everett Moore

ARCH 6473, Research Tools and Methods, 3 credits.

Course Description: Introduces the thesis in architecture and establishes the scholarly basis for the research and construction of a Master's Thesis project. This course will provide the student with the research practices and methodologies to develop the scholarship and products required to produce a Thesis Project Proposal. Completion of this course is a prerequisite for the student to submit the Thesis Proposal for departmental approval to continue with the remaining 9 credits of thesis work.

Course Goals & Objectives:
- Research topics; formulating research questions; developing a research project concept

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
- Literature reviews and bibliographies; software for bibliographies and research (Endnote); library and archive databases, search engines, etc.
- Human subjects; academic integrity; research ethics
- Research habits; practices that support the research process
- Identifying and analyzing practice problems through reflection on practice;
- Research methods; underlying principles and assumptions presumed by different approaches
- Research design; assessing multiple alternate research designs for developing and addressing an actionable research question
- Tools for practitioner engagement; participatory research approaches; the role of stakeholders in research; issues of race/class/gender in research;

Prerequisites:
None

Textbooks/Learning Resources:
Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams *The Craft of Research, 2nd Edition (Chicago Guides to Writing, Editing, and Publishing)*. 2nd ed. Chicago, IL: University of Chicago Press, 2003.
Maxwell, Joseph A. *Qualitative Research Design: An Interactive Approach*. Vol. 42 Applied Social Research Methods Series. Thousand Oaks, CA: Sage Publications, 2004.
Strunk, William, Jr., and , E.B. White, Roger Angell. *The Elements of Style, Fourth Edition*. Needham Heights, MA: Allyn & Bacon, 2000.
Turabian, Kate L. et al. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. 7th ed. Chicago, IL: University Of Chicago Press, 2007.
Yin, Robert K. *Case Study Research: Design and Methods, Third Edition*. Vol. 5 Applied Social Research Methods Series. Thousand Oaks, CA: Sage Publications, 2003.

Offered (semester and year):
Spring only; annually

Faculty assigned, Spring 2013, Spring 2014:
Joern W. Langhorst

ARCH 6490, Special Topics in Professional Studies, 3 credits.

Course Description: Various topics in professional studies according to current faculty and student interests.

Course Goals & Objectives:
Varies by section.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
Varies by section.

Prerequisites:
ARCH 5310 and ARCH 5330

Textbooks/Learning Resources:
Varies by section.

Offered (semester and year):
Fall and Spring; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Rick Sommerfeld
Clark Morgan Thenhaus
Scott S. Lawrence
Christopher J. Koziol
Barbara G. Ambach

ARCH 6520, Architecture in Other Cultures
Architecture in the Urban Context of Rome, 3 credits

Course Description: Various studies of architecture and urbanism in foreign countries.
This course will involve the primary activity of design of an urban intervention for a site located in historic central Rome.

Course Goals & Objectives:
The assigned project involves analysis and observation of existing conditions on and around an assigned site. This will include examination of the assigned site as a historical continuum in its existing physical context and as a contemporary working environment in its use and activity. The city, its architecture, piazzas and monuments combined with its culture, politics, industry, and daily activity will be used as a laboratory to help define the urban experience

Student Performance Criterion/a addressed:

Topical Outline:
- The course will consist of design studies and sketches within historic Rome. A design intervention proposal is to be made at the site by each student team. The intervention should be based upon the lessons of Rome including stylistic, topographical, programmatic and contextual responses
- Student teams will work to analyze tier site to include historic development, cultural and architectural significance.
- A fully developed design proposal for an architectural and/or urban intervention will be presented using traditional hand architectural drawings and media.

Prerequisites:
ARCH 5130

Textbooks/Learning Resources:
None

Offered (semester and year):
Summer only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014:
Phillip B. Gallegos
Ranko Ruzic

ARCH 6624, The Built Environment in Other Cultures, 3 credits.

Course Description: The intent is to broaden students' perspectives by asking them to examine design within another culture. Each student prepares a proposal of study including a statement of the problem to be addressed, the type of field research to be undertaken and the nature of the report to be produced.

Course Goals & Objectives:
This course is intended to introduce design students to the great diversity of building traditions in Rome, from the era of the early kingdom, through republican, imperial, medieval, renaissance, and contemporary periods. The city will be used a laboratory for discovery, lecture, touring, sketching, and research for the students. This course will be conducted in Rome, Italy

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:
The course will consist of lectures, walking tours, sketching, and research on the physical character of Rome. The course requires completion of three specific academic assignments:

- Research paper on an assigned site/building and comprehensive field presentation
- Completion of sketchbook including assigned sketches and personal field notes
- Graphic documentation of the site analysis and research paper on selected site.

Prerequisites:
ARCH 5130

Textbooks/Learning Resources:
None

Offered (semester and year):
Summer only; annually

Faculty assigned, Summer 2013**:**
Phillip B. Gallegos

ARCH 6775, Bluff General Elective, 3 credits.

Course Description: Provides students the opportunity to focus their attention on one of three areas: technical studies, professional studies, or cultural studies. Students will complete coursework as it relates to Design Build Bluff. Counts as a general elective.

Course Goals & Objectives:
- Understand technical documentation from manufacturers and how to apply it to specific projects
- Understand building codes and how they apply to a specific project
- Understand the basic architectural assemblies applied to a specific project
- Learn how architects can better communicate their ideas graphically.
- Understanding basic principles of structural design as it relates to a specific project.
- Work in collaboration with others to create construction drawings.
- Learn to work in a community for social good.

Student Performance Criterion/a addressed:
N/A – Elective Course

Topical Outline:

Construction Drawings and Technical Documentation as Team Lead	(60%)
Construction Drawings and Technical Documentation as Team Member	(30%)
Collaboration	(10%)

Prerequisites:
ARCH 6370

Textbooks/Learning Resources:
In addition to the technical readings selected readings from various sources will be handed out throughout the semester. These readings will relate to the social and economic direction that the design takes. The readings will help set a conceptual agenda rooted in current architectural theory that will help guide the project.

At least 2 technical documents that relate to your portion of the construction documents
International Building Codes
Architectural Graphic Standards
International Building Code, IBC
American National Standards Institute, ANCI

Offered (semester and year):
Spring and Fall only; annually

Faculty assigned, AY Spring 2013, Fall 2013/Spring 2014, Fall 2014**:**
Erik A. Sommerfeld

ARCH 5110, Design Studio I (Elemental), 6 credits.

Course Description: The first of two elemental design studios focused on the language of design, organizational and spatial systems, principles, and analog and digital methods of visualization.

Course Goals & Objectives:
- Understand basic architectural design terms
- Understand and be able to derive at least three formal ordering systems
- Understand and be able to draw conventional architectural drawings
- Be able to build architectural models
- Understand the basic issues confronting the designer regarding spatialization of a basic program
- Prepared to build upon these ideas and skills in future studios

Student Performance Criterion/a addressed:
A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Topical Outline:
- Stereotomic Design Studies
- Tectonic Design Studies
- Integrative Design Studies
- Organization Analysis of Studies
- Translation and Implementation of Derived Strategies

Prerequisites:
ARCH 5111 or 5510

Textbooks/Learning Resources:
Required Books for Studio I:
Ching, Francis. Design Drawing. Wiley and Sons, New York: 2010 (ISBN 9780470533697)
Ching, Francis. Architecture: Form, Space and Order. John Wiley and Sons, New York: 2007 (ISBN 978-0262112840)

Suggested Reading Before Semester:
Cross, Nigel. Design Thinking. Bloomsbury Academic, New York: 2011. (ISBN 978-1-8478-8636-1)
Bielefeld, Bert (ed.). Basics: Architectural Design. Birkhauser, Basel: 2013 (ISBN 978-3-03821-560-8)

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2014:
Matthew John Shea
Kevin Hirth
Jane Jordan Gravely

ARCH 5130, Design Studio III (Analytical), 6 credits.

Course Description: This is the first of two analytical studios in which students develop a thorough understanding of architecture as the spatial dimension of culture, and buildings as ideological constructs deciphering the complex relationship between architectural form, function, and ideology.

Course Goals & Objectives:
- conceptualization of Ideas and Methodologies
- analysis of Site, Context and Experience
- translation of Concepts to Form and Program
- implementation of an Architectural Language
- execution in Model-Making and Presentation Skills

Student Performance Criterion/a addressed:
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Topical Outline:
- analytical aspects of Context, Site & Program
- spatial and compositional variations on the Cube
- experiential qualities of Materiality, Light & Structure
- design strategies for an “infill” space
- design strategies for an “edge” space
- design strategies for an “object” space

Prerequisites:
ARCH 5120

Textbooks/Learning Resources:
On Typology. Rafael Moneo. Oppositions 13. MIT Press. Cambridge, Ma. 1978
Architecture and Disjunction. Bernard Tschumi. MIT Press. Cambridge, MA.
Four Trace Concepts in Landscape Architecture. Christophe Girot. in James Corner, ed., Recovering Landscape: Essays in Contemporary Landscape Architecture. Princeton Architectural Press. NY. 1999
Complementary Opposites. SunTzu. from the Art of War Strategy. Ancient Chinese Philosopher

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2014:
Barbara Ambach
Annicia Steete
Shana Cohen
Tyler Michieli

ARCH 5330, Sustainable Systems I (Formerly Environmental Control Systems), 3 credits.

Course Description: The first course in the sustainable systems sequence introduces the concepts and methods of environmental control and energy conservation in buildings.
Course Goals & Objectives:

- Identify and understand operation of traditional and advanced heating, ventilation and air conditioning (HVAC) and active and passive thermal (heating and cooling) equipment and systems in buildings
- Apply principles of psychrometrics, heat/moisture loads and the interaction of the building envelope and building systems with the exterior environment resulting in a comprehensive consideration of HVAC and passive thermal systems
- Address aesthetic, environmental (indoor air quality), and acoustical issues associated with these systems in buildings
- Apply sustainable design principles concerning energy and water resource consumption, efficiency and performance

Student Performance Criterion/a addressed:
B.3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
B.8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Topical Outline:

- Thermal, environmental, and comfort concepts
- Fundamentals of heat transfer
- Concepts in building science
- Heating load computations for buildings
- Cooling load computations for buildings
- HVAC systems, equipment and distribution
- Solar thermal systems in buildings

Prerequisites:
None

Textbooks/Learning Resources:

- Mechanical and Electrical Systems in Architecture, Engineering and Construction. 5th edition. Joseph B. Wujek and Frank Dagostino. Pearson Education/Prentice Hall. 2010.

Offered (semester and year):
Fall only; annually

Faculty assigned, Fall 2014:
Joseph B. Wujek Jr.

IV.1.2 Faculty Resumes:

Name: Amir Alrubaiy

Courses Taught (Two academic years prior to current visit):
ARCH 2110 – Undergraduate Design Studio I
ARCH 3110 – Undergraduate Design Studio II
ARCH 3801 – Architectural Computer Media
ARCH 4110 – Architectural Engineering Studio
ENVD 2120 – Undergraduate Urbanism Studio II
ENVD 2130 – Undergraduate Landscape Studio III
AREN 1027 – Engineering Drawing and Digital Applications

Educational Credentials:
B.S. Philosophy, Kent State University, 1995
MLA, University of Colorado Denver, 2003
MARCH, University of Colorado Denver, 2005

Teaching Experience:
Lecturer, University of Colorado Denver CAP, 2007-2010
Instructor, University of Colorado Denver ENVD, 2010-2012
Instructor, University of Colorado Boulder ENVD, Fall 2012
Instructor, University of Colorado Denver CAP, Spring 2013-Present

Professional Experience:
Intern, Design Workshop, Denver 2001-2003
Intern, 4240 Architecture, Denver 2004-2006
Project Designer/Job Captain, Craine Frahm Architects, Denver, 2006-2007
Project Designer, AR7 Architecture, Denver, 2007-2008

Recent Research:
Emerging Practices in Architecture/Formation of PRAXLAB (with Michael Jenson)
Conceptual Design for reuse of UCD CAP building (with Barbara Ambach)

Professional Memberships:
The American Institute of Architects

Name: Barbara Ambach, Associate Professor CT

Courses Taught (Two academic years prior to current visit):
ARCH 6170/71 Advanced Architecture Design Studio
ARCH 6150/51 Comprehensive Design Studio
ARCH 5140/41 Architecture Design Studio IV
ARCH 6452 Digital Portfolio Design
ARCH 6490 Graphic Communication

Educational Credentials:
M.Arch, Southern California Institute of Architecture [SCI-Arc], 1997
Architectural Association [AA], 1985-86
B.Arch, Rhode Island School of Design [RISD], 1985
B.F.A, Rhode Island School of Design [RISD], 1984**Teaching Experience:**

Professional Experience:
Self Employed Architect, 1991-present
D.W. Taylor Associates Architects, Ellicott City, Maryland, 1988-89
Sharon and Sharon Architects & Planners, Tel Aviv, Israel, 1989
Ayers Saint Gross Architects & Planners (ASG), Baltimore, Maryland, 1986-89
Koski Solomon Architects & Planners, London, England, 1986
Cho Wilks Benn Architects & Planners, Baltimore, Maryland, 1985
Lerner Associates Architects, Providence, Rhode Island, 1984
Taylor/Siegmeister Associates, Baltimore, Maryland, 1981-97

Selected Publications and Recent Research:
CU Denver Building Conceptual Design, 2013
CU Denver Building 2nd and 7th Floor Renovations, 2009-2013
Consultant to CSU-VTH for the Design of a New Veterinary Hospital and Campus Masterplan
Website Development and Consultation, various 2009-present
Exhibit Design, various 2009-present
Book Design, Nan Ellin. Integral Urbanism, Routledge Publishers. New York, New York. 2006

Professional Memberships:
Licenses/Registration: NCARB
Licenses/Registration: State of Colorado
Licenses/Registration: State of Maryland

Name: Amir H. Ameri

Courses Taught:
ARCH-5141 Design Seminar IV
ARCH-5140 Design Studio IV
ARCH-5220 History of Architecture I
ARCH-5230 History of Architecture II
ARCH-6254 Architecture, In Theory
DSPL-7950 Doctoral Thesis Research
DSPL-7840 Independent Study
ARCH-6840-904 Independent Study

Educational Credentials:
B.Arch., University of California, Berkeley, 1978
M.S.Arch., Cornell University, 1980
Ph.D., Cornell University 1988

Teaching Experience:
Assistant Professor, Temple University, 1987-1994
Assistant Professor, Temple University, 1987-1994
Assistant Professor, Temple University, 1987-1994
Associate Professor, Parsons School of Design, 1994 – 98
Visiting Professor, Cornell University, 1999
Associate Professor, Portland State University, 2001 – 2005
Associate Professor, University of Colorado, Denver, 2005 –

Selected Publication and Recent Research

Refereed Books, Book Chapters, and Articles

Architecture of the Illusive Distance (Ashgate Publishing: Forthcoming 2014)

The Thesis, the Pendulum, and the Battlefield (International Journal of Art and Design Education, Wiley-Blackwell Publications, vol.32, no.4, in press, 2014).

Architecture of the Illusive Distance (Screen, Oxford University Press, vol.54, 439-62, 2013).

The Aesthetics of Architecture: Philosophical Investigations into the Art of Building, Goldblatt, David and Roger Paden editors, Wiley-Blackwell Publishers, 81-91, 2011)

Imaginary Placements (The Journal of Aesthetics and Art Criticism, Wiley-Blackwell Publishers, vol.69, no.1, 81-91, 2011).

Architecture Pedagogy, Cultural Identity, and Globalization (The International Journal of the Arts, Common Ground Publishers, vol.2, no.6, 45-54, 2009).

Refereed Conference Papers

The Path to Elsewhere: The Transcenium Experience (Proceedings of the 102th ACSA Annual Meeting, 2014).

The Illusive Aesthetics of Architecture (Proceedings of the International Congress of Aesthetics, the International Association for Aesthetics, pp.38-49, 2013).

On the Figure of Nature in the Aesthetics Edifice of Architecture (Proceedings of the Beauty: Exploring Critical Issues Conference, Mansfield College, Oxford University, pp. 1-9, 2012).

On The Use Value of History (Proceedings of the 100th ACSA Annual Meeting, 699-708, 2012).

The Other Space of Cinema (The 8th international Crossroads in Cultural Studies Conference, 2010).

A Thesis Fable (Proceedings of the 97th ACSA Annual Meeting, 656-62, 2009).

Architecture Pedagogy in the Age of Globalization (Proceedings of 96th ACSA Annual Meeting, 4-14, 2008).

Name: Rachel Brown

Courses Taught (Two academic years prior to current visit):
ARCH 5110 Graduate Studio 1
ARCH 5111 Introduction to Architectural Drawing
ARCH 5120 Graduate Studio 4
ARCH 5210 Graduate Studio 4 Seminar
ARCH 6451 Digital Graphics
ARCH 3120 Undergraduate Studio 3
ARCH 3703 Design Thinking

Educational Credentials:
B.A. Sociology + Economics, Bucknell University, 1990
University of Colorado at Boulder, Graduate work in Sociology, 1990
M.Arch, University of Colorado Denver, 2011

Teaching Experience:
Teaching Assistant, Bucknell University (Sociology + Economics) 1989-1990
Teaching Assistant, University of Colorado at Boulder (Sociology) 1990
Facilitator, National Corrective Training Institute, 1991-1993
Outreach Coordinator, Colorado Coalition for the Homeless, 1992-1997
Community Education Coordinator, Colorado Coalition Against Domestic Violence, 1997-1999
Teaching Assistant, University of Colorado Denver, Introduction to Architecture, Fall 2008
Teaching Assistant, University of Colorado Denver, Environmental Control Systems, 2009-2010
Lecturer, University of Colorado Denver, 2011-Present
Professional Experience:
Owner, 2 Skirts, LLC, 2010-Present
Design Consultant, Weaver Custom Contracting, 1999-Present
Selected Publications and Recent Research:
Address Unknown (curriculum on homelessness), Colorado Department of Education, 1993
Professional Memberships:
Licensed Real Estate Broker (Colorado), 2000-Present

Name: Abigail Christman

Courses Taught (Two academic years prior to current visit):
ARCH 6290-004- Survey, Significance and Recognition

Educational Credentials:
B.A. in History, University of the South, 1996
M.A. in Public History, Middle Tennessee State University, 1998
M.A. in Histories and Theories of Architecture, Architectural Association School of Architecture, 2003

Teaching Experience:
Lecturer, University of Colorado Denver, 2010-present

Professional Experience:
Architectural Historian. Hess, Roise and Company. Minneapolis, MN 1999-2002
Architectural Historian. Richard Grubb & Associates. Cranbury, NJ 2003-2005
Survey Director. Colorado Preservation, Inc. Denver. CO 2005-2012
Survey Coordinator. Center of Preservation Research. CU Denver 2012-present

Selected Publications and Recent Research:

Professional Memberships:

Name: Kirsten A. Coe

Courses Taught:

ARCH 3110	Design Studio II	(Spring 2013)
ARCH 3120	Design Studio III	(Fall 2013)
ARCH 3120	Design Studio III	(Spring 2014)

Educational Credentials:
B.F.A., Cum Laude, University of Colorado-Boulder, 2004
M.Arch, University of Colorado-Denver, 2010
Visiting School: Berlin Laboratory, Architectural Association, London, 2010

Teaching Experience:
Graduate Teaching Assistant, University of Colorado-Denver, 2009
Lecturer, University of Colorado-Denver, 2013-Present

Professional Experience:
Owner & Lead Designer, k.coe Studios, Inc., Denver, CO, 2013-Present
Program Coordinator, Colorado Housing & Finance Authority, Denver, CO 2011-2014
Intern Architect, Lubowicki Architecture, Denver, CO 2011
Intern Architect, RNL, Denver, CO 2010-2011
Intern, Governor's Office of Economic Development & International Trade, Denver, CO, 2010
Pre-Construction Manager, RealArchitecture/UnrealConstruction, Denver, CO, 2004-2007

Design Awards / Grants / Accolades:
2010 George Hoover Award__Best Advanced Studio Project, University of Colorado
2010 AIAS Design Excellence Award__2nd Place Advanced Studio, University of Colorado
2009 Alumni Association Graduate Scholarship__Academic excellence, University of Colorado
2009 H+L Excellence in Design Graduate Scholarship__Academic excellence, Univ. of CO
2009 Eugene D. Sternberg Scholarship__Graduate research, University of Colorado
2009 AIAS Design Excellence Award Winner__Studio IV Class Winner, University of Colorado
2004 Departmental Honors, Thesis: Quick Currents, University of Colorado
2003 Jones Memorial Scholarship__Academic excellence, University of Colorado
2003 Boulder Arts Commission__Grant to fund research in lighting innovation, Boulder, CO
2002 Eve Drewelowe Scholarship__Excellence in Painting, University of Colorado
2002 UROP Grant__Teaching collaboration with Project YES Youth Center, Lafayette, CO
(15) Exhibits of artwork and installations across Denver/Boulder
(5) Works completed for a private commission or held in a private collection.

Faculty Resume

Name: Shana S. Cohen, RA, LEED AP BD+C

Courses Taught (Two academic years prior to current visit):
ARCH 5140/5141 – MArch Studio IV
ARCH 2110 – B.S. Arch Studio I
Educational Credentials:
B.S. Arch, University of Michigan, 2001
MArch Rhode Island School of Design, 2006

Teaching Experience:
Faculty, The Boston Architectural College, Boston, MA, 2007-2012
Adjunct Faculty, Wentworth Institute of Technology, Boston, MA, 2009-2011
Adjunct Faculty, Rocky Mountain College of Art and Design, Denver, CO, 2013-present
Lecturer, University of Colorado Denver, Denver, CO, 2013-present
Professional Experience:
Intern, Redstone Architects, Southfield, MI, 2000
Intern, Design Partnership of Cambridge, Charlestown, MA, 2001-2003
Intern, Moskow Linn Architects, Boston, MA, 2005-2006
Architect/Associate, CBT/Childs Bertman Architects, Boston, MA, 2006-2011

Licenses/Registration: Massachusetts, Colorado
LEED AP BD+C, United States Green Building Council (USGBC)
Selected Publications and Recent Research:
N/A
Professional Memberships:
USGBC

Name: Robert Hugh Flanagan

Courses Taught (Two academic years prior to current visit):
ARC 6463 Introduction to Revit
ARC 5210 Intermediate Revit

Educational Credentials:

1971	B.S in Textile Technology, UMASS Dartmouth,
1989	MARCH, University of Colorado,
1989-94	Lecturer, University Colorado Denver,
1993-1999	Senior Instructor. Department of Architecture, UCD
1999-2005	Assistant Professor, Tenure Track, UCD
2005-present	Associate Professor, with tenure, UCD

Professional Academic Credentials:

2011-2013	Chair Denver Campus Faculty Assembly. UCD campus.
2009-2011	Vice Chair Denver Campus Faculty Assembly. UCD campus.
2005-2006	Acting Associate Chair, Department of Architecture, CAP

Professional Experience:

1989 -- 1996	Intern/Architect, IT Coordinator Urban Design Group.
1996-Present	Architect, State of Colorado #203083.

Selected Publications and Recent Research:

2014 Flanagan, Robert. Session: "The Authentic Renovated. “The Grave yard of the Authentic: Madam Tussauds.” (EDRA45)

2013 Flanagan, Robert (University of Colorado Denver) Session “Inquest of the Authentic.” Presentation #1 “Authentication of Architecture: Health + Spiritual Healing. Co-Author, Professor Joseph Juhasz.

2012 Flanagan, Robert. “Building Information Modeling (BIM) and Authenticity” - Flanagan. Symposium: The Concept of Authenticity in Design in the Twenty-First Century. (EDRA43).

2011 Flanagan, Robert. Symposium: "There Went the Neighborhood” Robert Flanagan/co-author Joseph Juhasz, University of Colorado. (EDRA42).

2011 Flanagan, Robert. Symposium: “Post War Destruction and Construction in the US: Shaping a New Landscape and Way of Life.” Co-Author w/ Joseph Juhasz, American Psychological Association, Annual Convention 2011.

2010 Flanagan, Robert (presenter), coauthor Juhasz, Joseph. “Yes, in My Neighborhood.” WHAT DO CHILDREN LEARN FROM THE BUILT ENVIRONMENT? 48th International Making Cities Livable Conference.

2010 Flanagan, Robert. “Deliver this Place from Evil and the Malign Influences of Satan” - Flanagan. Symposium: "Where Does Evil Reside”. EDRA41).

2009 Flanagan, Robert. “Earthly Kingdoms Celestial Realms.” Symposium: The Virtual World, the Invisible World, and the Sacred World. APA Annual Convention.

Name: Phillip Gallegos, Associate Professor

Courses Taught (Two academic years prior to current visit):
ARCH 3130 Construction Practices I, Hybrid Online
ARCH 3120 Architecture Studio 3 Coordinator
ARCH 4110 Architecture Design Studio 4
ARCH 5350 Structures I, Online
ARCH 6170/6171 Advanced Architecture Studio and Seminar
ARCH 6370 Introduction to Design Build
ARCH 6373 Design Build in Guatemala: Study Abroad
ARCH 6472 Architecture as Single Source: Study Abroad
ARCH 6520 Urban Context Rome: Study Abroad
ARCH 6624 Roman Built Environment: Study Abroad

Educational Credentials:
B.Arch., University of Notre Dame, 1971
Master of Architecture Urban Design, University of Colorado, 1973
Arch D., University of Hawaii Manoa, 2007

Teaching Experience:
Associate Professor, University of Colorado Denver, 1989-Present
Research Professor, University of New Mexico, 2007-2010
Visiting Scholar, University of Hawaii Manoa, 2005-2006
Director and Visiting Professor, Center for Built Environment Studies, 1987-1989

Professional/Academic Experience:
Director BS Architecture Program University of Colorado Denver, 2013-Present
Director Design Planning Center, University of New Mexico, 2007-2010
Chair, Department of Architecture, University of Colorado Denver, 2001-2007 Acropolis Construction, Pueblo, CO 1978-2002
Holst and Gallegos, Architects, Pueblo, CO 1983-86, 1976-81
Am-Cor Architects and Engineers, Pueblo, CO 1981-83
Pueblo Regional Planning Commission, Pueblo 1973-76

Licenses/Registration: Colorado (B-946), New Mexico (1690)

Selected Publications and Recent Research
Enduring Legacies: Ethnic Histories and Cultures of Colorado, Edited by Arturo Aldama, Chapter 5, "Religious Architecture in Colorado's San Luis Valley," by Phillip Gallegos, University Press of Colorado
Moving Beyond Borders: Julian Samora and the Establishment of Latino Studies, Edited by Alberto Lopez Pulido, Chapter 17, "Early Mentor," by Phillip Gallegos, University of Illinois Press
"Design Build Construction and Teaching," *Building Educators Technology Conference,* College Park, MD
Honors and Awards:
Teacher of the Year, College of Architecture and Planning, 2012-2013
Design Build Institute of America, Educational Leadership Award, 2007
Emerging Leaders Program, University of Colorado System, 2003
Service Recognition Award, University of Colorado at Denver, 2002
Honorable Mention, Distinguished Leadership Awards, Academic Category, Design Build Institute of America, 2000
Faculty Medal, Tau Sigma Delta, 1990
Teaching Award, University of Colorado at Denver, 1998
Fellowship, Association of Collegiate Schools of Architecture, Construction and Technology Institute at MIT, 1988
Service Recognition Award, Colorado Commission on Higher Education, 1985
Colorado J.C.I. Senate, Outstanding Young Coloradan, 1982

Name: Mark Gelernter, Dean, Professor of Architecture, Associate AIA

Courses Taught (Two academic years prior to current visit):
Last taught Principles of Sustainable Design and Urbanism, but not in last 2 years.

Educational Credentials:
B.Arch., Montana State University, 1974.
Ph.D. in Architecture, University of London, 1981.

Teaching Experience:
Full Professor (tenured), College of Architecture and Planning, CU-Denver, 1997-
Associate Professor (tenured), College of Architecture and Planning, CU-Denver, 1993-97.
Associate Professor, College of Environmental Design, CU-Boulder, 1988-93.
Associate Professor, School of Architecture and Planning, CU-Denver, 1987-88.
Lecture in Architecture (tenured). Bartlett School of Architecture and Planning, University College London, London, England, 1979-87.
Part-time Design Tutor, Bartlett School of Architecture and Planning, University College London, London, England, 1978-79.
Visiting Assistant Professor, Pre-Design Professions Department, Kansas State University, Manhattan, 1976.
Instructor in Architecture, School of Architecture, Montana State University, Bozeman, 1975-6
.

Professional Experience:
Dean, College of Architecture and Planning, CU-Denver, 2003-.
Acting Vice Chancellor for Academic Affairs, CU Denver, 2001.
Associate Vice Chancellor and Dean of the Graduate School, CU-Denver, 1998-2003.
Associate Dean, College of Architecture and Planning, CU-Denver, 1996-98.
Director of Undergraduate Studies, College of Environmental Design, CU-Boulder, 1988-93.
Studio Coordinator, Bartlett School of Architecture and Planning, University College London, 1981-87.
Designer, Korell and Iversen Architects, Great Falls, MT, 1974-75

Selected Publications and Recent Research:
"Reviving a Paradigm of Traditional Design for Contemporary Practice", video recorded keynote lecture at the Classical Tradition Conference, Salt Lake City, Utah, Feb. 2014.
"Making Room for Traditional Architecture", *Traditional Building*, New York, February 2013,Vol. 26, No. 1, pp. 12-17.
"Reflections on the Modernist Objections to Tradition", in Efe Duyan and Ceren Öztürkcan, eds., *ArchHist '12: Interactions in the History of Architecture,* Conference Proceedings 23-25 May 2012, Mimar Sinan Fine Arts University (Dakam Publishing, Istanbul, Turkey, 2013), pp. 8-20.
Gelernter, Mark. *A History of American Architecture: Buildings in their Cultural and Technological Context*; (University of New England Press and Manchester University Press, hardback 1999, paperback 2001, translated into Korean 2007).
Sources of Architectural Form: A Critical History of Western Design Theory. (St. Martin's Press and Manchester University Press, 1995).
Illustrated Sir Banister Fletcher's *A History of Architecture*, 19th edition, editor John Musgrove (Butterworth Press, London, 1987).
"Reconciling Lectures and Studios", *The Journal of Architectural Education* , Vol. 41, No. 2, Winter 1988, pp. 46-52.

Professional Memberships:
The American Institute of Architects, Associate Member
Institute of Classical Architecture and Art

Name: Julee Herdt, AIA

Courses Taught: ***Italicized = upcoming***
ARC 6170/6171 (Grad/Undergrad) Green Technology Eco-Furniture Competition *Spr '15* ARC 6170/6171 (Grad/Undergrad) Green Technology Eco-Furniture Competition *Fall '14*
ARC 6170/6171 (Grad) Green Technology BioSIPs Eco-Furniture Competition Spr '14
ARC 6170/6171 (Grad and Undergrad) Green Technology Revampt Competition Fall '13
BUSINESS Independent Study with MBA Students, BioSIPs Business Planning Spr '14
BUSINESS Independent Study with MBA Students BioSIPs Business Planning *Fall '13*
ARC 6170/6171 Design StudioPre-Fab_Small Scale Green Residential *Spr '15*
ARC 6170/6171 Design Studio Habitat for Humanity Green Residential *Fall '14*
ARC Independent Studies, Green Construction Techniques, Fall '13, '14 *thru Spr '15*

Educational Credentials:
M.Arch, Southern California Institute of Architecture, L.A. and Switzerland, SCI-Arc, 1989
Bachelor of Architecture, University of Tennessee, 1980
Math and Science, College of Engineering, University of Louisville 1977-1978
Bachelor of Science in Industrial Technology, Western Kentucky University, 1975

Teaching Experience:
Professor of Architecture, University of Colorado 2007 to present
Associate Professor of Architecture, University of Colorado 2002 thru 2006
Assistant Professor of Architecture, University of Colorado 1993-2001

Professional Experience:
Coop Himmelblau. Architect. Vienna, Austria 1992
Venice Biennale Project. Architect for SCI-Arc project 1991
Morphosis Architects. Architect. Los Angeles, CA 1989-1990
Frank O. Gehry & Associates. Santa Monica, CA 1988

Selected Publications and Recent Research:

Patent filings based on my CU research; first-ever from College of Architecture & Planning

- Utility patent: "BioSIPs Structural Insulated Building Panel"
- Utility patent: "Engineered shaped fiber (ESF), Cut, Fold, Shape (CSF) Technology"
- Provisional patent: "BioSIPs, Structural Insulated Building Panel"
- Provisional patent: "Bio-based Structural Insulated Panel Testing Prototypes"

Grants & Cooperative Research and Development Agreements

- "Quantification and application of fundamental material properties for 3D-enginered fiberboard for BioSIP development" CRADA w/ U.S. Department of Agriculture
- American Society of Testing Materials (ASTM) and Universal Building Code (UBC) Testing and Standards Report. Material science and structural testing of full-scale BioSIPs panels
- State of Colorado, Advanced Technology Fund Research Grant: "Diverting Solid Waste into High Performance, Environmental Building Products"

Publication in progress w/USDA: *Engineered Molded Fiber Material Science Applications*

Professional Memberships: The American Institute of Architects

Name: Kevin Hirth

Courses Taught (Two academic years prior to current visit):
ARC 6170 Advanced Design Studio - The Kirkland Foundation
ARC 6453 Introduction to Digital Fabrication – Type/Form Variations

Educational Credentials:
M.Arch. with distinction, Harvard University, 2011
B.S. Arch., University of Virginia, 2006

Teaching Experience:
Lecturer, Northeastern University, 2013
Teaching Assistant, Harvard University, 2009-11

Professional Experience:
Indie Architecture, Denver CO, Project Designer 2013-14
Jonathan Levi Architects, Boston MA, Studio Design Leader 2009, 2011 - 13
Gensler, San Francisco CA, Intern Architect 2010
Gregg Bleam Landscape Architect, Charlottesville VA, Project Manager 2006-09
Formwork Design Associates, Charlottesville VA, Intern Architect 2006
3North Architects, Richmond VA, Intern Architect 2005
Rau and Associates, Richmond VA, Intern Architect 2004
SMBW Architects, Richmond VA, Intern 2001

Selected Publications and Recent Research:
GSD Platform 4. Harvard GSD. Actar Press. Featured. 2011
GSD Platform 3. Harvard GSD. Actar Press. Featured. 2010
Continuity Integration Integrity. Harvard University Press. Featured. 2009
GSD Platform 2. Harvard GSD. Actar Press. Featured 2009

Name: T. John Hughes

Courses Taught Over Last Two Years:
ARCH 6460 Architectural Photography

Educational Credentials:
BA English, Trinity College (CT) 1968
MA Digital Photography, Savannah College of Art and Design 2008

Teaching Experience:
Instructor, Art Institute of Colorado 1985-2009
Primarily Architectural Photography and Photo History
Lecturer, University of Colorado Boulder ENVD, 1997-99
Technical Photography for undergraduates
Adjunct, University of Colorado Denver 1999 to present (two year hiatus)
Architectural Photography

Professional Experience:
Commercial Architectural Free Lance Photographer. 1981-2010 Clients included architects, interior designers, magazines, developers and builders.
Fine Art Photographer 1992 to Present.
Numerous individual and group shows.(most recently, solo show 25 prints at the National Conference of the National Trust for Historic Preservation 10/13 in Indianapolis)

Selected Publications and Recent Research:
Fine art images from photo project "Apparitions" to be featured in Columbia University Architecture Journal, Future Anterior.
"Apparitions" profiled in college photography textbook, Elements, by Angela Faris-Belt.
"Cityscape Panorama Project" featured in two editions of Elements.

Professional Memberships:
American Society of Media Professionals 1993-2009

Name: Michael K. Jenson, PH.D.
Assistant vice Chancellor for Research/Creative Activities (Office of Research Services)
Associate Dean for Academic Affairs (College of Architecture & Planning
Associate Professor of Architecture (Department of Architecture

Courses Taught (Two academic years prior to current visit): Advanced Studio 6170/6171

Educational Credentials:
PhD. In Philosophy, University of Edinburgh, Edinburgh, Scotland, 1996
Master of Architecture, Columbia University, 1991
BS (Architecture), University of Texas, Arlington, TX, 1989

Teaching Experience:
Associate Professor of Architecture, University of Colorado Denver/Boulder, 2008-Present
Assistant Professor of Architecture, University of Colorado Denver/Boulder, 2001-2008
Senior Instructor/Architecture, University of Colorado Denver/Boulder, 1997-2001

Professional Experience:
Management By Design (MBD), Denver, CO, Principal 2008-2011
The Fifth Art Design, Inc., Denver, CO, Principal, 1999-2010
James, Harwick, & Partners, Dallas, TX, Project Architect, 1996-1997
Ricardo Bofill, Taller de Arquitectura, Paris, France, Project Architect, 1991-1993
Taller USA, New York, NY, Intern Architect, 1990-1991

Academic Service Positions:
12/13—PRES ASSISTANT VICE CHANCELLOR FOR RESEARCH/CREATIVE ACTIVITIES
08/12—PRES ASSOCIATE DEAN FOR ACADEMIC AFFAIRS
05/10—06/12 DIRECTOR, UNDERGRADUATE ARCHITECTURAL STUDIES

Selected Publications and Recent Research:
Mapping the Global Architect of Alterity: Convention, Practice, Representation, and Education, Routledge, 2014.
"The Global Nomad: Navigating Mediated space at a Global Scale," in Global Media, Culture, and Identity, Routledge, Rohit Chopra & Radhika Gajjala, ed., 2011
"Sustainability: Ethics or Technology?" in Climate Change: Sustainability/Responsibility—Transaction on Architectural Education, no. 47. Ebbe Harde, ed., Vilhelm Jensen & Partners, 10-25, 2010.
"A Globalized Studio Environment: Configuring Reflexive Spatial Agendas," Open House International, special issue: Shaping the future of Learning Environments/Emerging Paradigms and Best Practices. 34: 1/113-112, 2009.
"Power, Utopia, and the Manipulation of the Historical Consciousness: Perspectives from Collingwood," Journal of Utopian Studies, 19:2/233-264, 2008.
"Process Representation, and Architectural Agency in an Age of Complexity and Change," The Journal of Architecture, 12:02/April 2008.
"Educating the 21st Century Architect: Complexity, Innovation, Interdisciplinary Methods, and Research in Design." Design Studio Pedagogy: Horizons for the Future, Urban International Press, 47-62, 2007.

Honors, Recognition, Awards, Grants:
The College of Architecture and Planning/Faculty Excellence Award for Research
The College of Architecture and Planning/Faculty Excellence Award for Service
1st Prize, EAAE/Montana Prize/Article Entitled: "Sustainability: Technology or Ethics?

Name: Cameron P Kruger, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 6170 Advanced Design Studio
ARCH 6171 Advanced Design Seminar
ARCH 6249 Sketching as Seeing
ARCH 6345 The Art of Proportion

Educational Credentials:
B.S., University of Bridgeport, 1985
M.Arch., University of Colorado Denver, 1989

Teaching Experience:
Lecturer, University of Colorado Boulder, 1990-92
Lecturer, University of Colorado Denver, 2004-present

Professional Experience:
Intern, Pellecchia Olson Architects, Denver 1989-90
Intern, Hoover Berg Desmond Architects, Denver 1990-91
Project Architect, Shubin+Donaldson Architects, Los Angeles 1993-94
Senior Associate, Anderson Mason Dale Architects, Denver 1991-92, 1994-2002
Owner, Kruger Design-Build LLC, Denver 2000-present

Licenses/Registration: Colorado

Selected Publications and Recent Research:
The Classicist No. 10, (ICAA)

Professional Memberships:
Colorado Active Architect License Number: 202926
Denver Residential Contractor License Number: 240342
The American Institute of Architects
LEED AP Homes
Board Member, Rocky Mountain Chapter, Institute of Classical Architecture & Art
ENERGY STAR Partner

Name: Scott Lawrence

Courses Taught (Two academic years prior to current visit):
ARCH 3800 Special Topics - Technical - Introduction to Revit
ARCH 3800 Special Topics - Technical - Architectural Project Presentation
ARCH 4110 Design Studio IV
ARCH 5130/31 Architecture Studio/ Seminar 3
ARCH 5140/41 Architecture Studio/ Seminar 4
ARCH 6150/51 Comprehensive Design Studio/ Seminar
ARCH 6170/71 Advanced Design Studio/ Seminar
ARCH 6249 Sketching as Seeing
ARCH 6463 Beginning Revit
ARCH 6464 Intermediate Revit
ARCH 6490 Architectural Project Presentation

Educational Credentials:
B. ENVD, University of Colorado, Boulder, 2006
M. ARCH, University of Colorado, Denver, 2009

Teaching Experience:
Lecturer, Adjunct, University of Colorado, Denver and Boulder, 2009-2011
Lecturer, Adjunct, University of Colorado, Denver, 2011-present

Professional Experience:
Architectural Intern, Todd Architecture, Denver, CO 2006-2007
Architectural Intern, Studio Completiva, Denver, CO 2007-2008
Architectural Intern II, Bennett Wagner and Grody Architects, Denver, CO 2008-2009
President/ Co-Founder, Immersion Workshop, Thornton, CO 2011-present

Selected Publications and Recent Research:
N/A

Professional Memberships:
Associate Member, The American Institute of Architects

Name: Laurence Keith Loftin III

Courses Taught (Two academic years prior to current visit):
ARC 1110 Introduction to Architecture and Urbanism
ARC 5210 Introduction to Architecture
ARC 5130/5131 Studio Design
ARC 5140/5141 Studio Design
ARC 6170/6171 Studio Design
ARC 6249 Sketching Lab Course

Educational Credentials:
B.A in Architecture, Princeton University, 1973
MA in Architecture, University of Virginia, 1975
Assistant Professor, Louisiana Tech University, 1978-1982
Associate Professor, Louisiana Tech University, 1982-1984
Lecturer, University of Virginia, 1984-1987
Lecturer, University of Colorado, Denver, 1991-1993
Senior Instructor, University of Colorado, Denver, 1993-1995
Assistant Professor, University of Colorado, Denver, 1996-2003
Associate Professor, University of Colorado, Denver, 2003-Presen

Professional Experience:
2006 Advisor to the Clifford Still Museum Architect Selection Committee
1990-1991 Project Architect, Health Sciences Center, University of Virginia.
1988-1989 Project Architect, Facilities Planning, University of Virginia.
1986-1987 Designer. Bruce Wardell, Architect Charlottesville, Virginia.
1984-1985 Director of Furniture. Hopeman Brothers, Inc. Waynesboro, Virginia.
1977-1978 Office Manager. Abbey/Dripps, Architects, Charlottesville, Virginia.
1976-1977 Designer. John Farmer, Architect, Charlottesville, Virginia.
1975-1976 Designer. Christian Aid Mission, Charlottesville, Virginia.

Licenses/Registration: 2002-Present Registered Architect in the State of Colorado, license # 203664.

Selected Publications and Recent Research:
2012 Loftin III, L.K. Origins of Architecture. Kendall Hunt Publishers - Primer.
2005 Loftin III, L.K. An Analysis of the Work of the Finnish Architect Alvar Aalto. Edwin Mellon Press - Monograph.
2012 Loftin, L.K. "The Timeless and the Timefull: Mountain Mining Victorian Myth in Creede, Colorado." The International Association for the Study of Traditional Environments, International Conference, "The Myth of Tradition," Portland,Oregon.
2012 Loftin, L.K. & J. Victor. "The Bergeries of Provence or Where have all the sheep gone?" The International Association for the Study of Traditional Environments, International Conference, "The Myth of Tradition," Portland,Oregon.

Professional Projects - Built
2008 “CreedeView,” Creede, CO. Moutain Mining Vernacular House
2007 “First Miner,” Creede, CO. Mountain Mining Vernacular House.
2006 "Site Plan for Creede America Development." with 73 lots. Creede, CO
2005 "High King Ranch." Grandby, CO. Modular House
2003 “Prairie Lighthouse,” Prospect, CO New Town. Neo-Traditional House.
2002 “Holly House,” Park Hill, Denver. Mission Style House.

Name: Taisto H. Mäkelä, Ph.D.

Courses Taught (two academic years prior to current visit):

Spring 2014	Arch 6290: *The Classical Elements.* 3 credits.
	Arch 6470: *ACE Mentor Program.*
	DSPL 7840: *Independent Study*.
	Chair, Dissertation Committee, Alaa Al-Ban.
Fall 2013	Arch 6212: *History of Modern Architecture.*
	DSPL 7014: *Ph.D. Colloquium.*
	DSPL 7840: *Independent Study*.
	Chair, Dissertation Committee, Alaa Al-Ban.
Summer 2013	Arch 6170-71: *Aspen Studio.* 6 credits. Co-taught with Eric Anderson.
Spring 2013	Arch 6290: *Contemporary Architecture*.
Arch. 6470:	*ACE Mentor Program*.
Winterim 2012	Arch. 6520: *Architecture in Other Cultures - Thailand*.
Fall 2012	Arch 6290: *History of Modern Architecture*

Educational Credentials:

1991 Princeton University. Ph.D., Architectural History, Theory, and Criticism.
1987 Princeton University. M.A., Architectural History, Theory, and Criticism.
1982 University of Oregon. B.Arch. Magna Cum Laude.
1978 British Columbia Institute of Technology. Dipl. Building Technology.

Teaching Experience:

1997-present Associate Professor, University of Colorado Denver.
1989-97 Assistant Professor, University of Colorado Denver.
1988-89 Lecturer, Southern California Institute of Architecture.
1985-88 Assistant in Instruction, Princeton University.

Selected Publications and Recent Research:

2014 "Finnish Architecture: A Critical Introduction, 1960-2010," *A Critical History of Contemporary Architecture: 1960-2010*, edited by Elie Haddad and David Rifkind (Farnham, Surrey: Ashgate Publishing, 2014). Book chapter.
"Wood and Light", *Capturing the Present: The Multiple Perspectives on Contemporary Architecture* Symposium, Lebanese American University, Beirut, April 24. Lecture.
Four Art Museums,Denver: Ponti, Libeskind, Adjaye, Cloepfil. Zaragoza University, Spain. April 3. Two-hour lecture.
The Cultural Continuum of Wood Architecture in Finland. Universidad Alfonso X el Sabio, Madrid, Spain. April 1. Two-hour lecture.
"Finnish Wooden Architecture," University of Utah, February 7. Lecture.
2013 "Why the Classical? Two decades of Teaching at the University of Colorado Denver," *The Classicist* No. 10, edited by Richard John, pp. 102-107. Journal chapter.
"Architecture and Cultural Identity", University of Ljubljana, Slovenia. Lecture.
Keynote Speaker, "Architecture and Ethics," *31st Piran Days of Architecture* Conference, Piran, Slovenia.
"Reima Pietilä, Shaman," Oulu University, Finland. September 23. Lecture.
"Four Art Museums: Ponti,Libeskind, Adjaye, Cloepfil." Aalto University, Helsinki, Finland. Lecture.
"Four Art Museums: Ponti, Libeskind, Adjaye, Cloepfil." Tampere University of Technology, Finland. Lecture.
"Architecture and Cultural Identity," January 7. King Mongkut's Institute of Technology Ladkrabang, Department of Architectural Education, Bangkok. Lecture.

Name: Hans R. Morgenthaler, PhD

Courses Taugh: (Two academic years prior to current visit):
ARCH 2230: Architectural History I
ARCH 3230: Architectural History II
ARCH 5220: History of Architecture I
ARCH 5230: History of Architecture II
ARCH 6290: Cultural Meaning of Space
ARCH 6290: Vitruvian Theory
ARCH 6290: Technological Modernism

Educational Credentials:
lic. phil. I, Universität Zürich, 1980
MA, Stanford University, 1984
PhD, Stanford University, 1988

Teaching Experience:
Assistant Professor, University of Colorado Denver, 1989-1996
Associate Professor, University of Colorado Denver, 1996-present

Selected Publications:
The Architect's History of Architecture (Kendall/Hunt Publishing Company, 2007) [2nd edition 2008; 3rd edition 2011]
"'Why should we be laymen with respect to art?' The Formative Years 1910-1919," and "'It will be hard for us to find a home.' Projects in the United States 1941-1953," in *Erich Mendelsohn Architect 1887-1953* (The Monacelli Press, 2000)
The Early Sketches of German Architect Erich Mendelsohn: No Compromise with Reality (The Edwin Mellen Press, 1992)
"Chronology versus System: Unleashing the Creative Potential of Architectural History." *Journal of Architectural Education* 48 (May1995):218-226

Professional Memberships:
Member of the Society of Architectural Historians
Member of the Association of Collegiate Schools of Architecture

Name: Christopher G. Nims, FAIA, NCARB

Courses Taught (Two academic years prior to current visit):
Arch 6150 Comprehensive Studio Spring 2013
Arch 6450 Predesign Seminar Fall/Spring 2005 - 2013

Educational Credentials:
B. Arch, University of Colorado 1971
M. Arch / Urban Design, University of Colorado 1973

Teaching Experience:
Adjunct Teaching, University of Colorado 1977-Present
Continuing Education Instructor, International Facilities Manager Association (IFMA) Strategic Planning 1977-1995
Associate Professor/Adjunct, University of Colorado 2001 – Present
Director of Mentor and Internship Programs, University of Colorado 2001-Present

Professional Experience:
Intern, Rogers Nagel Langhart (RNL Design) 1971-73
Programming Architect, Caudill Rowlett Scott (CRS) 1974-1977
Vice President/Principal, Gensler 1977-2001
Principal, Tryba Architects 2001 – 2011
Retired from practice in 2011

Licenses/Registration: Current: Colorado
Previous Licenses: Alabama, Arizona, Arkansas, Kansas, New Mexico, North Carolina, Oklahoma, Tennessee, Utah, Montana, North Dakota, Nebraska, Wyoming

Selected Publications and Recent Research:
Recognized as a contributor to the First Edition of Problem Seeking by William M. Pena, FAIA 1977

Professional Memberships:
The American Institute of Architects
National Council of Architectural Registration Boards
(NCARB Colorado State Education Coordinator)

Name: Jill Dalglish Perry, PE, LEED AP BD+C

Courses Taught (Two academic years prior to current visit):
ARCH 6353 Daylighting Design
ARCH 3803 Special Topics – Daylighting Design
Educational Credentials:
B.S., University of Colorado, Boulder, 1994

Teaching Experience:
Instructor, University of Colorado, Denver, 2011-present
Professional Experience:
Dalglish Daylighting, Denver, CO 2009-present
Ambient Energy, Denver, CO 2008-2009
The Weidt Group, Denver, CO 2007-2008
Pahl, Pahl, Pahl Architecture, Denver, CO 2005-2007
BCER Engineering, Arvada, CO 2001-2003
ABS Consultants, Denver, CO 1998-2001
The Engineering Enterprise, Alameda, CA 1996-1997
Baltes/Valentino Associates, San Francisco, CA 1995-1996
CJS Lighting, Sacramento, CA 1994-1995
Selected Publications and Recent Research:
Dalglish, Jill. “Connecting Architecture with Nature.” Becoming a Green Professional. By Holley Henderson. Hoboken: Wiley, 2012. 267. Print.
Professional Memberships:
Illumination Engineering Society

Name: Ranko Ruzic, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 6170/71 Design Studio VI, Advanced Design Studio and Seminar
ARCH 6150/51 Design Studio V, Comprehensive Design Studio and Seminar
ARCH 6290 Sketching as Seeing, Cultural Study Seminar
ARCH 6290 Design Theory Anxiety, Cultural Study Seminar

Educational Credentials:
B.Arch., University of Croatia, Zagreb, 1973
M.Arch., University of Colorado, Boulder, 1978

Teaching Experience:
Lector, Colorado University, Boulder, 1990-1995
Lector, Colorado University Denver, 1998-2002
Senior Instructor, University of Colorado Denver, 2005-present

Professional Experience:
Intern, Project Architect, Hoover Berg Desmond, Denver, CO 1978-1981
Project Designer, Hoover Berg Desmond, Denver, CO 1984-1995
Design Principal, AR7 Architects, CO 1995 – 2011
Design Principal, NAC Architecture Denver, Denver, CO 2011 – 2013
Consulting Principal, NAC Architecture, Denver, CO 2013- present

Licenses/Registration: Colorado

Professional Memberships:
The American Institute of Architects

Name: Matthew Shea

Courses Taught (Two academic years prior to current visit):
ARCH 5110 - Design Studio I
ARCH 5120 - Design Studio II
ARCH 6170 - Advanced Design Studio
ARCH 5111 - Introduction to Drawing
ARCH 6451 - Introduction to Digital Applications

Educational Credentials:
B.A.(Philosophy), University of Colorado, Colorado Springs 1998
M.A. (Philosophy), The New School for Social Research, New York, 2002
M.ARCH., University of Colorado Denver, 2006

Teaching Experience:

2012–present	Instructor, University of Colorado Denver (Denver Campus)
2010–2011	Instructor, University of Colorado Denver (Boulder Campus)
2006–2010	Lecturer, University of Colorado Denver (Denver Campus)

Administrative Appointments:

2012 - present	Associate Chair, Department of Architecture, College of Architecture and Planning, University of Colorado Denver

Professional Experience:

2008 - present	Mongo Urban Practices, LLC, Denver, Colorado
2006 - 2009	8 Track Architecture, Denver, Colorado

Selected Publications and Recent Research:

Awards and Honors

2013	Service Award College of Architecture and Planning, UC Denver
2006	Alpha Rho Chi Medal, College of Architecture and Planning, UC Denver
2006	Henry Adams Medal, College of Architecture and Planning, UC Denver

Professional/ Board Memberships:

2008 - 2011	The Center for Transitional Landscapes Advisory Board
2004 - 2006	American Institute of Architects, Denver Chapter, Board of Directors

Name: Melanie T. Shellenbarger

Courses Taught (Two academic years prior to visit):
ARCH 1110 Introduction to Architecture
ARCH 3114 History and Theories of Architecture I
ARCH 3214 History and Theories of Architecture II
ARCH 3300 Cultural Landscapes Seminar
ARCH 5220/ARCH 2230 History of Architecture I/Architectural History I
ARCH 6210/HIPR 6090 American Architecture History
ARCH 6290/HIPR 6090 Regionalism: Architecture in Place
ARCH 6290/HIPR 6090 Architecture in Place: Changing Global Contexts

Education Credentials
Ph.D., University of Colorado Denver, 2008
BID, Interior Design Institute, 1994
MBA, John Carroll University, 1981
BA, St. Mary's College, 1975

Teaching Experience
Rocky Mountain College of Art and Design, 2000-2003
University of Colorado Denver and Boulder, Teaching Asst./Lecturer, 2004-2005
University of Colorado Denver, Senior Instructor, 2006-present
University of Colorado Boulder, Senior Instructor, 2006-2012

Professional Experience
Research Associate, University of Colorado, Center of Preservation Research, 2008-2011
Principal/Owner, Interior Design Ideas, Denver, 1998–2003
Project Designer, Newmark Diercks Design, Denver, 1999–2000
Interior Designer, David Owen Tryba Architects, Denver, 1996–1998
Associate, RNL Design, Denver, 1993–1996
Vice President, Marketing & Research Partners, Denver, 1990–1991
Senior Manager, Consulting, Ernst & Young, Cleveland, Dallas, New York City, 1978–1989

Selected Publications and Recent Research
High Country Summers: The Emergence and Development of the Second Home in Colorado, 1880 – 1940, University of Arizona Press, 2012. Finalist, Colorado Book of the Year. Winner, Robert and Judi Newman Award, History and Journalism, Rocky Mountain Chapter, Institute of Classical Architecture and Art
"Denver's Recreation Fan: The Mountains as a 'Manufacturing Plant for Recreation,'" *Denver Inside and Out* Colorado Historical Society, 2011. Finalist, Colorado Book of the Year.

Professional Memberships
American Society of Interior Designers
Society of Architectural Historians

Name: Melanie Short, LEED AP

Courses Taught (Two academic years prior to current visit):
HIPR 6510/ ARCH 6351 Building Conservation
ARCH 5310 Introduction to Building Technology
ARCH 5320 Building Construction Methods
Educational Credentials:
B.A., Grinnell College, 1995
M.ARCH., University of Wisconsin, 1998

Teaching Experience:
Lecturer, University of Colorado Denver, 2010 – present
Professional Experience:
Project Architect, SLATERPAULL Architects 1999-2011
Licenses/Registration: Colorado
Selected Publications and Recent Research:
N/A
Professional Memberships:
Rocky Mountain APTI
Historic Denver
Colorado Preservation Inc.

Name: James Albert Sobey AIA

Courses Taught (Two academic years prior to current visit):
Arch 5240 *Human Factors in Design*, University of Colorado Denver, Fall 2013, Fall 2012

Educational Credentials:
B Arts, University of New Mexico, 1975
MArch, Massachusetts Institute of Technology, 1982

Teaching Experience:
Teaching Assistant, Massachusetts Institute of Technology, 1982
Adjunct Lecture, University of Colorado Denver, 1999 - 2014
Taught 6 advanced design studios, Fall 1999 - 2004
Taught 9 lecture classes, Arch 5240, *Human Factors in Design,* Fall 2002, Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013
Guest Lecture, University of Colorado Boulder, 'Social Factors in Architecture' Presented 8 lectures, assisted in course development, Spring 2003, Spring 2007
Adjunct, University of New Mexico, taught lecture class and seminar, undergraduates and graduates: ARCH 542/342 *Human Factors and Programming,* Spring 2012
Design Studio Juror, Massachusetts Institute of Technology, University of California Berkeley, Massachusetts College of Art, Boston Architectural Center, 1988 -2014

Professional Experience:
Intern, WC Muchow and Partners, Denver, 1983 – 1986
Architect - Designer, Benjamin Thompson and Associates, Cambridge, 1987 - 1990
Architect, Bull Stockwell and Allen, San Francisco, 1990 - 1991
Principle Architect, James Sobey Architecture, Denver, 1991 - 1993
Project Designer - Architect, Fentress Bradburn Architects, Denver, 1994 - 2010
Principle, James Sobey Architecture and Design Research, Denver, 2010 – present
Sustainable housing design and construction, Honduras, 1993, 1994
Design Assistant, Jimmy Lim Architect, Kuala Lumpur, portions of, 1992, 1993
Architectural Work-Study Residency, Peter Susstrunk Architect, Switzerland, 1975, 1976

Selected Publications and Recent Research:
Research & Consultation Acknowledgment: *Civic Builders*, Curtis Fentress (Wiley, 2002)
Research Consultation: *Denver Art Museum's Hamilton Wing Design: Documenting and Archiving the Design Process*, Denver Art Museum, 2006
Design Research: *National Survey and Tour of Research and Public Library Trends*, 2007
Halasz Research Grant Recipient: *Pueblo Architecture of the Southwest,* 2010, 11, 13
Design Documents Provided: *Touchstones of Design, re-defining public architecture,* Curtis Fentress (Images and Design Work Publishing, 2010)
Professional Research and Project Designer: *The Nature Research Center*, received Platinum LEED 2013, Raleigh, with OA/FB Architects, 2013, documented in the following:
E.O. Wilson's Global Town Hall (North Carolina Museum of Natural Sciences, 2012)
NC Museum of Natural Science is state's top draw (Associated Press, 2013)
Professional Research: *Evidence Based Design in Denver Medical Facilities,* 2013
Organized consolation between students and healthcare architects
Research: *Human Factors in Design*, *text proposal in negotiation*, Routledge, 2013

Professional Memberships:
Architectural License State of Colorado, 1985
American Institute of Architects, 1985 (Denver FAIA Board of Directors nominee, 2013

Name: Erik Sommerfeld

Courses Taught (Two academic years prior to current visit):
ARCH 5140 Design Studio 4
ARCH 5141 Design Seminar 4
ARCH 6170 Advanced Design Studio
ARCH 6171 Advanced Design Seminar
ARCH 6373 Construction in Design Build
ARCH 6471 Maintaining Quality Managing Risks
ARCH 6472 Architecture as a Single Source Project Delivery

Education:
M.Arch University of Colorado at Denver, 2001B.EnvD University of Colorado at Boulder, 1997

Teaching Experience:
Honorarium Instructor, 2001-2003
Senior Instructor, 2003-present
Associate Chair, Department of Architecture, 2007-2011
Director, Design-Build Certificate Program 2012-present

Professional Experience:
Principal, the3rdspace LLC, Denver, CO 1999-Present
Vice President, Sommerfeld and Sons Construction LLC, Fraser, CO 2000-Present

Selected Publications
Amelar, Sarah. "Her Hallowed Ground." *New York Times:* 20 June 2013 D6. Print.
Szita, Jane. "CU Denver students combine the practical with the poetic." *Mark Magazine* April May 2013: 38-39.
Meinhold, Bridgette. *Urgent Architecture: 40 Sustainable Housing Solutions for a Changing World*. pg 236-241. Norton, 2013. Print.
Malone, Alanna. "Windcatcher House." *Architectural Record* March 2012.
Adkins, Michael. "The Way of the Wind- Architecture Students Merge the Culture and Functionality with the Windcatcher House." *Architect Colorado* Fall 2011: 8-12.
Adkins, Michael. "A Closer Look at the Design-Build Program." *Architect Colorado* Fall 2011: 12.
Spencer, Igrid. "University of Colorado Design Build." *Architectural Record* April 2010: 32.
Moschetti, Gary, and Rick Sommerfeld. "Pinon House." *Atomic Ranch Magazine* Summer 2010: 12-21.
Rich, Sarah. "Post Bail." *Dwell* July 2008: 148-155.
Spencer, Igrid "House of the Month." *Architectural Record* June 2008: 16.
Moore, Timothy. "Truly Inviting High-Performance Architecture." *Environmental Design and Construction* 9 January 2008.

Name: Annicia Streete, Associate AIA

Courses Taught (Two years prior to current visit):
ARCH 5110 Design Studio I
ARCH 5120 Design Studio II
ARCH 5121 Design Seminar II

Educational Credentials:
B.S., South Dakota School of Mines and Technology, 2003
M. Arch., University of Colorado, Denver, 2007

Teaching Experience:
Lecturer, University of Colorado Denver 2010-present

Professional Experience:
Intern, Sprocket Design Build, Denver, CO 2007
Intern Architect, H+L Architecture, Denver CO 2008-2014
Designer, Sprocket Design Build, Denver, CO 2014-present
Candidate for Architectural Licensure

Selected Publications and Recent Research:
Compression Buckling Behavior of 7075-T6 Aluminum Skin Stiffened Panels Fabricated by Friction Stir Welding, (2005 Society of Automotive Engineers, SAE International).
Sequence and Adjacency at Cranbrook (Journal of the American Institute of Architecture: Crit Magazine Fall 2007 Issue 64)

Professional Memberships:
The American Institute of Architects, AIA
International Interior Design Association, IIDA

Name: Joan D. VandenBurg

Courses Taught (Two academic years prior to current visit):
ARCH 5000 Math and Physics for Architects
ARCH 5350/ARCH 3340 Stuctures 1
ARCH 5360/ARCH 4340 Structures 2
ARCH 3430 Construction Practices 2

Educational Credentials:
B.S. Aerospace Engineering, CU Boulder, 1987
M.Arch, CU Denver, 1998

Teaching Experience:
Lecturer, CU Denver, CAP 2003-2013
Instructor, CU Denver, CAP 2013 - present
Instructor, Art Institute of Colorado, Gen. Ed, 2007- present

Professional Experience:
Project Engineer, The Boeing Co., Seattle, WA 1988-1994
Intern, Humphries Poli, Denver CO 1997
Project Architect, Real Architecture, Denver CO 1998-2006

Licenses/Registration: Colorado

Name: Ekaterini (Kat) Vlahos

Courses Taught (Two academic years prior to current visit):
ARCH 6350 and HIPR 6310 – Documentation, Analysis and Presentation
ARCH 6231 and HIPR 6110 – Regionalism(s) and the Vernacular

Educational Credentials:
B.Envd., University of Colorado, Boulder 1982
M.ARCH., University of Colorado Denver, 1984

Teaching Experience

2006–present	Associate Professor, University of Colorado Denver
1998–2005	Assistant Professor, University of Colorado Denver
1995–1998	Senior Instructor, University of Colorado Denver
1996–1997	Research Fellow, Tohoku Univ. of Art and Design, Yamagata, Japan
1994–1995	Instructor, Maryland Institute College of Art, Baltimore, Maryland

Administrative Appointments

2013	Chair, Department of Architecture, College of Architecture and Planning, University of Colorado Denver
2008–present	Director, Center of Preservation Research (CoPR), University of Colorado Denver

Professional Experience

1992–1998	Populos Inc., Denver, Colorado
1990–1992	Roger O. Brown Associates, Inc., Baltimore, Maryland
1987–1990	Abrahamian, Pagliassotti & Tanaka, Los Angeles, California
1983–1986	Urban Design Group, Denver, Colorado
1982–1983	Vermilion Design, Boulder, Colorado
1981–1982	Communication Arts Incorporated, Boulder, Colorado

Licenses/Registration:
Architecture License: State of Maryland #10358

Selected Publications and Recent Research:

Awards and Honors

2013	Research Award College of Architecture and Planning, UC Denver

External Funding

2013	Vlahos, E., Condition Assessment – Conifer School House, $10,000. Conifer Historical Society, Conifer, CO. (C)

Refereed Presentations at Conferences and Meetings

2013	Vlahos, E., "Public Lands and University Partnerships: Cultural Resource Management through the CESU Network." Presentation given at the George Wright Society Conference, March.

Professional/ Board Memberships:

2010-2013	Kommos Conservancy Advisory Board
2010-2011	ASLA Historic Landscape Committee
2009-2013	State Historic Fund Advisory Board
2009-2013	Schweiger Ranch Advisory Board

Name: Joseph Benjamin Wujek, M.A.

Courses Taught (Two academic years prior to current visit):
ARCH 5330 – Environmental Control Systems I (CU Denver)
ARCH 5340 – Environmental Control Systems II (CU Denver)
AREN 3050 – Environmental Building Systems I (CU Boulder)
AREN 3060 – Environmental Building Systems II (CU Boulder)
AREN 2050 – Engineering Building Systems (CU Boulder)

Educational Credentials:
M. A. Industrial Arts (Technology), University of Northern Iowa, 1979
B. S. Mechanical Engineering Technology (Summa Cum Laude), Metropolitan State University of Denver, 1989
B. S. Industrial Education (Magna Cum Laude), Montclair State University, 1978

Teaching Experience:
Professor, Front Range Community College, 1983-2012) retired
Instructor (Sabbatical Substitute), Northwest Missouri State University, 1978-80
Lecturer (Part-time), University Of Northern Iowa, 1981-1983
Lecturer (Part-time), University Of Colorado Denver, 2012-present
Lecturer (Part-time), University Of Colorado Boulder, 2005-present
Course Development, Arapahoe Community College, 2009
Adjunct Instructor (Part-time), Community College Of Denver, 1986-89
Adjunct Instructor (Part-time), Hawkeye Institute Of Technology, 1981-83

Professional Experience:
CEO/Founder, Advanced Building Consultants, LLC, 1991 to Present
Energy Consultant, Stenson, Warm, Grimes, Port, Architects, Inc,, 1980-1983
Denver Energy Resource Center, 1985
Board Member/COO, Parkwood Apartments, 2003 – Present

Selected Publications and Recent Research:
Mechanical and Electrical Systems in Architecture, Engineering and Construction 5/E, Pearson-Prentice Hall, Inc. 2010. 942 pages.
Mechanical and Electrical Systems in Construction and Architecture 4/E, Pearson-Prentice Hall, Inc. 2004. 746 pages.
Applied Statics, Strengths of Materials and Building Structure Design 1/E, Pearson-Prentice, Inc. 1999. 660 pages.
Sustainable Building Systems in Architecture, Engineering and Construction, Pearson.-Prentice Hall, Inc. ~1000 pages. (Under review).
Unpublished M.A. thesis entitled *Development of an Energy Information System for the University of Northern Iowa Solar Options Laboratory.*
Developed nationally-recognized "Home Heating Performance Rating," ASHRAE, 1989.

Professional Memberships:
American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). Chair, Education Committee (Past).
American Solar Energy Society, Education Committee (Past).
Professional Credential in CTE, Architecture and Construction, Postsecondary, Professional Full-time.
Colorado State Board for Community Colleges and Occupational Education (Current).
American Society of Home Inspectors, Inc., Certified Member (Past).
Class A Energy Audit, Iowa

IV.1.3 Visiting Team Report (2009 VTR):

National Architectural Accrediting Board, Inc.

July 21, 2009

Bruce D. Benson, President
University of Colorado, Denver
1800 Grant Street, Ste. 800
Denver, CO 80203

Dear President Benson:

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
fax 202.783.2822
email info@naab.org

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the Directors reviewed the *Visiting Team Report* for the University of Colorado, Denver, College of Architecture and Planning.

As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2009. The program is scheduled for its next accreditation visit in 2015.

Continuing accreditation is subject to the submission of *Annual Reports. Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent *Visiting Team Report* (*VTR*). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the *VTR*. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2010, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation, 2009 Edition.*

Finally, under the terms of the *2009 Procedures for Accreditation,* programs are required to make the *Architecture Program Report,* the *VTR,* and related documents available to the public. Please see Section 3, Paragraph 8 (page 18) for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Douglas L. Steidl

Douglas L. Steidl, FAIA
President

cc: Hans Morgenthaler, Head
Jeffrey Morgan, AIA, NCARB, Visiting Team Chair
Visiting Team Members

Enclosed

University of Colorado Denver
College of Architecture and Planning

Visiting Team Report

Master of Architecture
(*Pre-professional degree* plus *60* graduate credit hours)
(Undergraduate degree plus 114 graduate credit hours)

The National Architectural Accrediting Board
18 March 2009

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

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I. Summary of Team Findings

1. Team Comments

The team was very appreciative of the contributions made to the visit by the students, faculty, staff, and administration.

The team found the Master of Architecture program at University of Colorado Denver to be strong, vibrant, and centered in an academic environment, and well-grounded in contemporary societal needs and relevant architectural issues.

The strengths of the program include the following:

- University leadership that provides support for the department's growth and future planned facilities improvements, especially for the new college building.
- A positive working relationship between the college dean and the upper levels of the administration leading to human resource development, external support, and research capability.
- Student work in Design Studio I & II (ARCH 5110 & ARCH5120) that demonstrates the development of students' visual communication skills along with knowledge of contemporary design principle methodology.
- Sustained engagement with the local and state communities through programs such as the Colorado Center for Community Development, AmeriCorps, and the Colorado Center for Preservation Research.
- International initiatives currently underway and those planned.
- A faculty with an impressive array of intellectual capital that exhibits dedication and commitment to professional architectural education.
- Students who are committed, engaging, and passionate with a rich diversity of academic and experiential backgrounds.
- Strong connections between the program, its alumni and local practitioners as evidenced by the 250 professional mentors.

In addition, the faculty and department administration were responsive and accessible throughout the visit. The team was however, concerned about the quantity of student work presented as evidence of compliance in relation to the size of the program.

2. Progress Since the Previous Site Visit

Condition 3, Public Information (2003): *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2003): Text for Catalogues and Promotional Materials need to be updated in the *2003-2004 University of Colorado "Making the Boulder Choice", The College of Architecture and Planning 2002 – 2003 University of Colorado @ Denver Catalogue* and the *College of Architecture and Planning Web Site* to be consistent with the current wording of the 1998 C & P Appendix 2.

> **2009 Visiting Team Assessment:** This condition is now met. Appropriate information has been provided in both hardcopy and digital forms.

Criterion 12.13, Environmental Conservation (2003): Understanding of *the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design*

Previous Team Report (2003): Not met in courses listed. Relevant evidence not found.

> **2009 Visiting Team Assessment:** This criterion was deleted as a required element in this review. The team notes the program's attention to sustainability through several curricular initiatives and the current search for new faculty.

Criterion 12.24, Building Code Compliance (2003): Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure.*

Previous Team Report (2003): Not met. The fundamental knowledge that is available in Professional Practice but not completely transferred to the design projects in the design studio.

> **2009 Visiting Team Assessment:** This criterion was deleted as a required element in this review. The team notes that code compliance is now included in Criterion 3.13.33 – Legal Responsibilities, which has been met.

Criterion 12.26, Building Economics and Cost Control (2003): Awareness of *the fundamentals of development financing, building economics, and construction cost control within the framework of a design project.*

Previous Team Report (2003): Not met. The design impact of building economics and cost control, although referenced in Arch 5410, does not appear to have influenced the design projects submitted.

> **2009 Visiting Team Assessment:** This criterion was deleted as a required element in this review. The team notes that building economics and cost control is now included in Criterion 3.13.25 – Construction Cost Control, which has been met.

Criterion 12.28, Technical Documentation (2003): Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction.*

Previous Team Report (2003): Not met. Evidence is very sparse and rudimentary.

> **2009 Visiting Team Assessment:** This criterion is now 3.13.26 – Technical Documentation and has not been met due to a lack of inclusion of outline specifications as an *ability* evidenced through student work.

[Causes of Concern taken from VTR dated October 8, 2003]:

The Team's concerns are divided into the following categories and there are five: 1 General Issues, 2 Strategic Plan Implementation, 4 Physical Resources and 5 Human resources.

1. General
The program has a perceived lack of identity. The program has done a good job of establishing a strong foundation. It now needs to implement the strategies to deal with this perceived lack of identity.

2009 Visiting Team Assessment: See Item 5 Causes for Concern below for progress made and ongoing concerns in the areas of identity and strategic planning of the program.

2. Strategic Plan Implementation (Condition 2)
There are a few impediments that the team has identified that may impede the implementation of the strategic plan. To achieve success in the strategic plan the following tasks should be accomplished:

- Create faculty driven programs and research centers that address design and planning issues and use these to refocus the program's curriculum, certificate programs and extended studies.

- Support the concept integrating the campus budget model into College's program.

- Support for exploring differential tuition for the graduate professional programs, taking into account our peers and our market.

- Support the need for the college to achieve a presence on the street by occupying the entire ground floor of building and annex. This helps to project the concentration of community design and planning projects in partnership with the professions, by running public charettes, lectures, exhibitions, studios, etc. visible in a "storefront'.

- Support for building a more culturally diverse faculty and student body, which would create a wider range of learning opportunities that, would strengthen the program.

2009 Visiting Team Assessment: See Item 5 Causes for Concern below for progress made and ongoing concerns in the areas of identity and strategic planning of the program along with facilities issues. Improvement has been made regarding "storefront" street presence for the program with placement of a design studio inside and off of the central lobby of the building.

3. Physical Resources (Condition 7)

Denver Facility

- Address the increasingly high student faculty ratios.

- Recent incidents indicate there are serious security concerns and building management issues associated with this facility.

2009 Visiting Team Assessment: These are no longer concerns.

Boulder Facility

- The main west entrance is still not accessible. This is a serious concern and must be addressed immediately.

- The facility exceeds capacity. The current shared desk situation for first year students does not meet the current NAAB requirements.

2009 Visiting Team Assessment: See Item 5 Causes for Concern for the relationship between the Denver and Boulder campuses and degree programs. Just as other 4 year pre-professional degree programs that feed into a NAAB accredited masters program are

not assessed for the above items, the Boulder Facility was not assessed for NAAB requirements.

4. Human Resources (Condition 5)

- Increasing student enrollment is overloading support staff and faculty.

  2009 Visiting Team Assessment: This is no longer a concern.

5. Information Resources (Condition 8)

- Dramatic reduction in staffing and budgets for the Denver and Boulder libraries has decreased the hours for both libraries. The reduced hours for both libraries causes architecture student access problems.

  2009 Visiting Team Assessment: This is no longer a concern.

3. Conditions Well Met

3.13.5 Formal Ordering Systems
3.13.9 Non-Western Traditions

4. Conditions Not Met

3.2 Program Self-Assessment Procedures
3.5 Studio Culture
3.12 Professional Degrees and Curriculum
3.13.14 Accessibility
3.13.16 Program Preparation
3.13.18 Structural Systems [60-credit hour track]
3.13.26 Technical Documentation

5. Causes of Concern

The program continues to work toward clarity in several key areas affecting identity and strategic planning:

1. **Campus Relationships**: The relationship between the UC Denver and CU Boulder campuses and degree programs needs clarification. While the team recognizes program statements regarding the "non-professional" environmental design (ENVD) culture and coursework, it remains a fact that the ENVD program serves a critical role in the 60-credit hour M Arch track and therefore is responsible for two essential components leading to accreditation:

   a. verification of general education responsibilities and credit hours, and
   b. provision of technical prerequisites for appropriate transfer of credit and design competency to the UC Denver program.

   Furthermore, while the role of research – and the development of research centers requiring both financial and intellectual capital – is viewed as critical to both campuses, there is little

evidence of cooperative approaches or how such research can serve students differently at both campuses. Primary evidence of this concern is the role of "sustainability" as an identifying quality for both students and faculty in making distinct yet complementary contributions to the programs.

2. **Strategic Planning:** Changes in program leadership has made it difficult to develop consensus around the Strategic Plan goals of the college (also see Appendix A.4 – Program Mission) focused around the general theme of "Integrative Design," with four distinct "Communities of Interest." This theme and the goals attached complement a new "Strategic Plan: 2008-2020" recently published by the university, which describes its ambitions that result from creating a "consolidated" university structure. In this context (and with reflection on the "UC Denver" / "CU Boulder" comments above), it will be a considerable challenge to the program to develop clear educational strategies that balance degree delivery methods, resource development, and the institution's clear focus on research.

3. **Community Engagement:** The UC Denver campus has a clear asset in the proximity to the metropolitan area, new development and planning, public discourse concerning environmental priorities, and professional practice. Providing clear communication to students and a structure for engagement with these opportunities could become a hallmark of this program and would invite critical discourse with a broad array of professionals.

4. **Facilities:** The balance between enrollment and physical space/resources has reached a limit for effective delivery of degree programs and the college's efforts to identify and activate a research agenda. Design studios, lab facilities, lecture spaces, public presentation areas (which contribute to both collaborative learning and program culture), and space to host public groups are all needed. While the college and the university have identified the priority of moving forward with a new facility; this will clearly demand great attention and effort in the next few years.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. *Each school is expected to address these interests consistent with its scholastic identity and mission.*

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]

M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This condition is NOT met. The new "consolidated" university has recently published a new 2008-2020 Strategic Plan and the college has identified "Integrative Design" as a unifying strategy. Furthermore, the APR identifies "tiered" tools for program assessment. However, a systematic implementation of rubrics, surveys, and outcome assessment tools are not evident in how the program identifies initiatives or curricular direction. "Vertical" evaluation of course outcomes and curricular goal alignment is not evident. Annual reviews of faculty performance are, by university policy, limited to the use of student course evaluations. An administrative structure to coordinate and implement annual assessments is inconsistent.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met. However, on page 82 of the *2008-2009 University of Colorado Denver Graduate Catalog*, the text states under the M.Arch/4+2 the following: "Students completing ... a preprofessional degree from another NAAB-accredited institution...." NAAB does not accredit institutions but individual degree programs in architecture. The program is urged to correct the language in the next edition of the *Graduate Catalog*.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This condition is NOT met. While the team recognizes the inclusion of a written policy in *APR Volume 2: Supplemental Information*, acknowledgement of its content, implementation, or participation was not confirmed by students and faculty. The policy submitted does not acknowledge the goals of mutual responsibility or process review. The Studio Culture policy is not visible through public document or online information.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This condition is met.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are

strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This condition is NOT met. The department of architecture at the University of Colorado Denver offers the Master of Architecture under two curricular tracks. One track is for those with a non-preprofessional undergraduate degree plus 114 credits and takes seven semesters. The other track is for those with a pre-professional undergraduate degree plus 60 credits and takes four semesters.

Although the program website and graduate catalog outline the two tracks, there is some confusion through the admission process as all letters of admission state that candidates are admitted to the "114-credit track" and students with pre-professional degrees are eligible for advanced standing.

The review of transcripts and other admission materials for above stated advanced standing is done in such a manner to ensure that candidates with a pre-professional degree have met NAAB Student Performance Criteria prior to entering the graduate program but that process is not always made clear to the candidates until after admission.

Also, the team did NOT find evidence of compliance with the required 45 credit hours of general studies (as defined as coursework with content "outside architectural studies" and therefore not addressing Student Performance Criteria). The APR inaccurately represents compliance with this Condition in Section 2.2 – Summary of Responses to Changes in the NAAB Conditions in stating, "The department is complying with the increase of the general education credits to the required 45 credits."

Additionally, the program offers a post-professional Master of Architecture II. As the nomenclature of this degree is the same as the professional degree, the program is strongly encouraged to rename this particular degree offering to avoid confusion.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to *read, write, listen, and speak effectively*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Student work throughout the curriculum, such as ARCH 5410, demonstrates conformance with this criterion, however, there is concern with the quality of "passed" writing skills.

13.2 Critical Thinking Skills

Ability to *raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met.

13.3 Graphic Skills

Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Hand sketch capabilities in this area are emphasized and demonstrated during first year studios then progressing into digital presentation skills dominating in the second & third year studios.

13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. The team found evidence in limited and select student work.

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is well met.

13.6 Fundamental Design Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]

M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in design studio work for buildings and interior spaces; site design is strongest in the required LA 6632 course.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in Arch 6150. However, the team encourages more interdisciplinary studio options given the proximity of the landscape and urban planning programs.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in history and theory courses (ENVD 3114/3214 and ARCH 5220/5230).

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is WELL met. Evidence was found in history and theory courses (ENVD 3114/3214 and ARCH 5220/5230).

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in history and theory courses (ENVD 3114/3214 and ARCH 5220/5230).

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. The criterion is consistently demonstrated in studio projects (ARCH 6170/6171).

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence found in ARCH 5240 and ENVD 2001.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence found in ARCH 5240 and ENVD 2001.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This criterion is NOT met. Though there is limited evidence of an awareness of issues of accessibility in building design, there is significantly inaccurate representation of handicapped requirements and no substantive evidence of demonstrated ability in the design of accessible sites.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence of an understanding of passive and active principles of sustainability were found in studio work (ARCH 5140/5141).

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This criterion is NOT met. The team found selective evidence of work that meets this criterion; however, not all students are required to take a course that includes the criteria of program preparation. The team did not find consistent evidence of the assessment of client user needs and the assessment of their implication for a design project.

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in Design Studio II and LA 6632 coursework.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is NOT met. The team found adequate evidence in the two courses, ARCH5350 Structures I and ARCH5360 Structures II, which are required courses for the M Arch 114-credit hour track.

However, the team was not provided evidence for AREN4035 Architectural Structures 1 and AREN4045 Architectural Structures 2, which are required courses for students in the undergraduate program on the Boulder campus who may later enter the M. Arch. 60-credit hour track.

The team notes though, that not all M Arch 60-credit hour track students graduated from the Boulder program. The team recognizes that the admission process maintains a system of review for candidates from other pre-professional programs to ensure compliance with this criterion.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5330/5340 and AREN 3050/3060.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 6150/6151.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 6150/6151.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5330/5340 and AREN 3050/3060.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 6150/6151 and AREN 3050/3060.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5310/5320 and ENVD 3115/ARCH 5320.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

	Met	Not Met
M. Arch. (4 + 2 years)	[ ]	[X]
M. Arch. (3.5 years)	[ ]	[X]

This criterion is not met. The team found evidence of the ability to make technically precise drawings but no evidence of the ability to write outline specifications.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 6150/6151.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing*, project delivery, expanding practice settings, diversity, and others

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.33 Legal Responsibilties

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

	Met	Not Met
M. Arch. (4 + 2 years)	[X]	[ ]
M. Arch. (3.5 years)	[X]	[ ]

This criterion is met. Evidence was found in coursework for ARCH 5410.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2009 University of Colorado Denver Architecture Program Report.

In 1876, the University of Colorado was founded in Boulder. In 1912, the University of Colorado's Department of Correspondence and Extension was established in Denver to meet the needs of the State's largest and most rapidly expanding population center. The Denver Extension Center was renamed the University of Colorado-Denver Center in 1965 and, by 1969, 23 fields of undergraduate study and 11 fields of graduate study were offered in downtown Denver. In 1972 the Colorado General Assembly appropriated support to build the Auraria Campus immediately west of the downtown core. This 171-acre campus is UCDenver's current site—a campus that it shares with two other institutions: Metropolitan State College of Denver, and the Community College of Denver. In this same year the Denver "Extension Center" of CU was formally renamed the University of Colorado at Denver. Two years later, in 1974, the University of Colorado as a whole was reorganized into four campuses—Denver, Colorado Springs, Health Sciences (Denver), and Boulder. Each of these four campuses, including the University of Colorado at Denver, is currently accredited by the North Central Association of Colleges and Schools.

A few years ago an institutional initiative proposed that the UC-Denver campus and the Health Sciences Campus (also located in Denver several miles east from the Auraria Campus) should be joined administratively. As a result of this initiative, on July 1, 2004 a new single research university was formed—the University of Colorado at Denver and Health Sciences Center (UCDHSC). UCDHSC joins the strength of a comprehensive campus in downtown Denver with the research and advanced health care programs of the Health Sciences Center. Educating more than 27,000 students annually from 50 states and 134 nations, the consolidated university is one of the nation's top public urban research universities. The University was renamed the University of Colorado Denver (UC-Denver) in late 2007. Since the foundation of this new university, the Health Sciences Center moved farther west to the town of Aurora and a new campus that was built on the former site of Fitzsimons Army Medical Center.

The University of Colorado Denver is the site of the College's administration and of its graduate programs. The Denver campus's primary role is to address the need for university-based undergraduate and graduate instruction. UC-Denver seeks to provide students, whatever their ages or circumstances, with opportunities to enhance their lives and careers through higher education. Emphasis is given to professional, pre-professional, and liberal arts instruction, with a strong multi-disciplinary and applied focus for the campus's research and service functions. The University of Colorado Denver is one of the most important educational resources in the Denver metropolitan area: a major urban, nonresidential campus located in the heart of the city with a broad range of civic, cultural, business, professional and governmental activities in close proximity. UC-Denver is committed to research, technology, creative scholarship, and providing an institutional culture that reflects the plurality, collegiality, and integration of an increasingly diverse global workplace.

In 2007, UC-Denver served over 28,000 students in 115 degree programs within 12 Schools and Colleges spread over the Downtown Denver and the Anschutz Medical Campuses. Graduate and undergraduate students are taught by almost 1,400 tenured or

tenure-track faculty and a similar number of other instructional faculty. Students come to UC-Denver from 148 countries and 50 states, with the majority of students from Colorado. Racial and ethnic minorities comprise 26% of the undergraduate, 12% of the graduate, and 20% of the first professional degree student population. UC-Denver is home to the only schools of architecture and planning, medicine, pharmacy, and dental medicine, as well as the largest accredited graduate schools of education and business, in the State of Colorado. In 2007, the university conferred 3,906 degrees, including 1,655 Bachelor's Degrees, and more graduate degrees (2,251, including first professional) than any other Colorado institution of higher education.

University of Colorado Denver faculty members actively promote the campus role of an urban institution in meeting the needs of the university's students. They are alert to the challenges and advances of the urban environment, and recognize and respond to the needs of students and the Denver community. The combination of UC-Denver's dedicated faculty, its highly motivated students, and its dynamic urban environment creates a vital and exciting educational environment—an environment in which students are offered the unique educational opportunity of combining real world experiences with academic excellence.

The University of Colorado at Boulder, the site of the College's undergraduate programs, is a traditional residential university campus. It serves 28,988 students in 85 majors leading to a bachelor's degree, 70 leading to the master's degree, and 50 leading to the doctoral degree. These students were taught by over 2,220 full-time faculty members and 1,198 other instructional faculty.

The College of Architecture and Planning is comprised of three departments (Architecture, Planning and Design, and Landscape Architecture) offering professionally accredited education in a variety of design fields. These three departments each offer a professional master's program at UC-Denver. The College also offers a multi-disciplinary PhD Program in Design and Planning, the coursework for which occurs primarily at UC-Denver. In addition, the College offers an undergraduate program in Environmental Design, the coursework for which occurs at UC-Boulder. A growing number of certificate programs are also being offered at the College, along with professional development coursework. The College of Architecture and Planning has around 900 undergraduate, 500 graduate students, 40 PhD candidates, 51 full-time faculty, and 50 honorarium lecturers.

2. Institutional Mission

The following text is taken from the 2009 University of Colorado Denver Architecture Program Report.

The mission statement of the University of Colorado at Denver provides the philosophical and pedagogical foundation for the mission of the Department of Architecture.

The Mission, Role, and Scope of the University of Colorado Denver were reaffirmed in Senate Bill 03-304 signed by Governor Owens June, 2003 as follows:

> The Denver campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, masters, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area. The Denver campus has statewide

> authority to offer graduate programs in Public Administration and exclusive authority in Architecture and Planning.

To combine the two units efficiently, UC Denver adopted an Academic Master Plan in 2005. This listed a number of goals for the future development of the University. Based on this plan, and a request from the University of Colorado Board of Regents, a strategic planning process was undertaken that resulted in the establishment of a new mission and vision for the University in Spring 2007.

This Strategic Plan identifies the Mission of the University of Colorado Denver as follows:

> UC Denver is a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.

This mission is accompanied by a Vision Statement:

> By 2020, UC Denver will be a leading public university with a global reputation for excellence in learning, research and creativity, community engagement and clinical care.

Taken together, the vision and mission statements are connected to a set of values:

> To be a university greater than the sum of its parts, UC Denver embraces excellence in:
>
> - Learning and Scholarship
> - Discovery and Innovation
> - Health and Care of Mind, Body and Community
> - Diversity, Respect and Inclusiveness
> - Citizenship and Leadership

These values reflect the environment UC Denver intends to create. The mission declares UC Denver's purpose. The vision expresses its direction. The values assert its behavior. Taken together, they provide a road map to UC Denver's destination.

3. Program History

The following text is taken from the 2009 University of Colorado Denver Architecture Program Report.

The University of Colorado has been the only institution within the State of Colorado to offer professionally accredited education in architecture. The programs, the specific degree nomenclatures, the campus locales, and the administrative units through which that education has been delivered have changed significantly during the past fifty years.

The University of Colorado began offering a formal academic education in architecture in the early 1920's. That program led to the award of the degree of Bachelor of Science in Architectural Engineering, and was offered through the Department of Civil Engineering in the University's College of Engineering at Boulder.

Almost thirty years later the curriculum and program in architecture were carefully reconsidered and totally redesigned to reflect national trends in architectural education.

This led to the approval by the University's Board of Regents of a new five-year program leading to the award of the degree of Bachelor of Architecture in the Fall of 1949. In 1952, a new Department of Architecture and Architectural Engineering was established in the College of Engineering at Boulder to give the growing architecture program its own identity and greater autonomy. Ten years later, in July of 1962, a School of Architecture was established at Boulder by the Board of Regents as an independent administrative and academic unit. The goal was to further enhance the identity and autonomy of the first-professional architecture program. The five-year Bachelor of Architecture degree received its initial NAAB accreditation in the 1965/1966 academic year.

Following the School's establishment, the architecture program continued to respond to the dramatic social, cultural, economic and demographic shifts occurring in both Colorado and the rest of the nation. These transformations resulted in the change of the name of the College in 1969 to the College of Environmental Design. This change was accompanied by a change in mission and focus. The College was broadened to establish an agenda, which called for a higher degree of environmental, cultural, social, and intellectual concern within its program. It was during this period of transformation that professional graduate programs in architecture, landscape architecture, interior design, and urban and regional planning were introduced and implemented by the renamed College. The five-year Bachelor's program in architecture at Boulder was discontinued in 1972, and replaced by a 4+2 program at Boulder leading to the award of the first-professional Master of Architecture degree.

During the early 1970s, graduate professional courses were offered with increasing frequency in downtown Denver to make full use of the metropolitan core's rich contextual and professional opportunities. By 1976 all graduate professional coursework had moved from Boulder to the University's Denver campus. A number of years later, the College was renamed the College of Design and Planning to reflect its broadened mission. Administrative responsibility for the College was held jointly by both campuses. The College continued to function as a multi-campus College offering undergraduate programs in Boulder and professional graduate programs in Denver. In 1984, the two units on the two campuses were formally separated into autonomous administrative units. The Boulder unit was named the College of Environmental Design, while the Denver unit retained the name of the College of Design and Planning.

The College of Design and Planning in Denver and the College of Environmental Design in Boulder continued to offer a carefully coordinated and accredited 4+2 professional degree program until 1986. At that stage the undergraduate and graduate components of the architecture program were academically separated. The NAAB accredited degree offered by the Denver unit was changed from the two-year MArch degree (which had been coordinated with the four-year undergraduate degree at Boulder) to a stand-alone three-and-one-half year MArch degree, with an advanced standing option for graduates from a related pre-professional bachelor's program. The name of the Denver unit was changed to the School of Architecture and Planning, and the program in architecture was changed to more closely reflect the new School's mission and focus, which was to stress the theoretical, historical, cultural, disciplinary, and intellectual forces shaping the design professions and their work.

Due to these changes, the College of Environmental Design in Boulder began to offer an independent 4-year undergraduate degree in environmental design (BEnvd). No graduate coursework was offered at Boulder, and Boulder students who wished to pursue a professionally accredited degree continued their education by enrolling at Denver through the advanced standing option.

The undergraduate BEnvd program at Boulder, being an undergraduate preprofessional program with a broadly conceived mission to span various design fields, did not seek any form of independent professional accreditation once the two units were administratively and academically separated. The stand-alone graduate program in architecture offered by the University of Colorado at Denver was first accredited as a fully independent unit by the NAAB in 1975/1976. It has been continuously accredited since that time, and was last reaccredited with a six-year term in the 2003-2004 accreditation cycle.

The current organization of the two components of the College in Denver and Boulder was, created in the Fall of 1992, when the two separate units—the School of Architecture and Planning on the Denver campus and the College of Environmental Design on the Bolder campus—were combined to form a single administrative academic unit. The new unit, named the College of Architecture and Planning, was administratively located on the Denver campus, and was authorized by the President and the Board of Regents to continue offering courses leading to the award of the undergraduate Bachelor of Environmental Design degree on the Boulder campus. At the same time as the three-and-one-half year MArch degree at Denver was being reviewed for re-accreditation in 1997/1998, the newly combined 4+2 option being coordinated between the two sites was also reviewed by NAAB and received a full five-year term. This same accreditation occurred in 2003/2004. The College currently offers MArch degrees through a non-preprofessional undergraduate degree + 114 credits and a preprofessional undergraduate degree + 60 credits tracks.

The 2002/2003 academic year saw the celebration of two key anniversaries relating to the teaching of architecture at the University of Colorado: the 50-year anniversary of the Department of Architecture as a recognized disciplinary unit, and the 10-year anniversary of the reunified College of Architecture and Planning pertaining today across the two sites. A number of receptions and a major symposium occurring at both sites marked these milestones.

The various programs, specific degree nomenclatures, locales, and administrative units through which architecture has been offered at the University of Colorado are summarized in a chart on the following page.

Chronological List of College of Architecture and Planning Programs and Degrees
The chart which appears below illustrates the various degree offerings and institutional settings during the history described above.

School/College	Dates	Degrees/ Denver	Degrees/ Boulder
College of Engineering Department of Civil Engineering	1949-1952		B.S. in Architecture (5 year)
College of Engineering Department of Architecture	1952-1957		B.S. in Architecture and Architectural Engineering (5 year)
College of Engineering Department of Architecture and Architectural Engineering	1957-1962		B.Arch (5 year)

School of Architecture	1962-1970		B.Arch. (5 year)
College of Environmental Design	1970-1972	MArch (2 year)	B.ENVD (4 year) B.Arch (5 year)
College of Environmental Design	1972-1982	MArch (2 year)	B.Envd (4 year)
College of Design and Planning	1982-1985	MArch (2 year)	B.Envd (4 year)
School of Architecture and Planning (Denver)	1985-1992	MArch (3.5 year)	
College of Environmental Design (Boulder)	1985-1992		B.Envd (4 year) *non-accredited*
College of Architecture and Planning	1992-present	MArch (2 year) (3.5 year)	B.Envd (4 year)

4. Program Mission

The following text is taken from the 2009 University of Colorado Denver Architecture Program Report.

The Department of Architecture has a mission statement, which should be seen in the context of the College of Architecture and Planning's overall mission statement. As large and diverse entities having the need to serve the entire State of Colorado, the College's and Department's missions are appropriately broad and inclusive.

The College of Architecture and Planning's Mission Statement was formulated in Fall of 2004:

> In the College of Architecture and Planning we research, teach and practice ways to design environments that are meaningful and beautiful. We plan, shape and interpret those environments in ways that are collaborative, responsible, sustainable, enabling and integrative. Promoting and acknowledging diversity in subject matter, method and orientation are essential to our integrative approach.
>
> Design, research and scholarship are the distinctive practices we use to investigate, understand, integrate and affect the complex relationships between our designed environments and their natural and cultural settings. We shape, plan and evaluate those relationships to make sure that our designs are socially and environmentally appropriate, and aesthetically significant. Our need to consistently integrate design, scholarly inquiry and research acts to

> unite reason and imagination, intellect and intuition, judgment and wisdom, and mind and spirit as complementary orientations affecting our work.

The Department of Architecture's Mission Statement is:

> The architecture department's mission is to lead in the discovery, communication and application of knowledge in the discipline of architecture. The department's goals are to excel in the education of its students, in the research and creative endeavors of its faculty, and in the service to the communities and people central to its role in professional design education, research, and service.

The Department's Mission and Goals were first refined and articulated by the architecture faculty in February 1992. The Mission Statement was amended and expanded somewhat as a part of the reorganization of the College's departments in 1997.

The Department of Architecture's strategic planning activities are being accomplished within the context and under the aegis of the organizations comprising its institutional setting. That setting includes: The University of Colorado System, The University of Colorado Denver, and The College of Architecture and Planning.

The institutional planning statement that still impacts the program's strategic plan is an initiative from the President's Office. In 2001, Elizabeth Hoffman, then President of the University of Colorado system, broadened the call for integration and excellence with her "Vision 2010" plan. A five-point plan was put forward calling for:

1) A University without Walls--a university where departments and colleges on all four campuses work together, there is increased transferability between campuses and public/private collaboration benefits both research and education.

2) A Culture of Excellence—a challenge to the CU community to take on the challenge to position the University of Colorado as one of the top three public research universities in the country, with the additional goal of having CU Denver ranked among the top ten urban research universities.

3) Increasing Resources and Using Them Wisely—a goal to increase the resource base of the University and invest the funds wisely. The University realizes that there must be a partnership among the University, state and federal governments and private donors.

4) Diversity—an aggressive recruitment and retention strategy for a diverse faculty, staff and student population. The University must identify and aggressively pursue talented individuals who bring a variety of backgrounds to the CU campuses.

5) Integrated Infrastructure—a consolidation of CU's infrastructure in order to provide students, faculty, staff and constituents with user-friendly, quality services.

In 2007, the University of Colorado Denver has instituted an Academic Master Plan, and the Strategic Plan developed from that will guide the strategic development of the College of Architecture and Planning.

The University of Colorado Denver envisions itself to become a leading public research university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.

To reach this goal, UC-Denver has formulated 7 strategic priorities:

1: Maximize the opportunities of our consolidated university to achieve our vision
2: Deliver an outstanding and innovative educational experience
3: Conduct outstanding research and creative work for the public good
4: Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation
5: Enhance diversity university-wide and foster a culture of inclusion
6: Grow strong mutually beneficial partnerships that engage our local, national and global communities
7: Secure the resources to achieve our vision, while being responsible stewards of those resources

These priorities mean: (1) to develop interdisciplinary and irterprofessional learning and discovery programs and opportunities, (2) to create an outstanding learning environment to facilitate the success of our students, (3) to make the University's discovery, creativity, and innovation activities have a national—and even global—impact, (5) to grow and further diversify the student body and to grow and reshape the faculty and staff, (6) to emphasize the value the university adds to its communities and to the state, and (7) to grow enrollment and increase funding for the university. For each of the 7 priorities, the Strategic Plan lists a variety of goals, many of them with relevance for the Department of Architecture. This Strategic Plan will be presented to the Regents of the University of Colorado during 2008, and will therefore guide the future development planning in the College of Architecture and Planning.

Over the past year, the College of Architecture and Planning has articulated a bold new vision known as Integrative Design. This vision asserts that the creation of meaningful and beautiful environments involves a combination of design and research; focuses on real-world, relevant concerns; creates and uses a knowledge-base for design and planning decisions; fosters a multidisciplinary culture of individuals; and seeks and supports a rich diversity of ideas and people. The vision directs the college to:

- Engage design and planning challenges that are significant for our society. We are not an ivory tower. Learning experiences address real issues facing designers and planners as they create healthier, more sustainable, more meaningful environments for the 21st century. In recent years, among many other socially important projects, our students have: designed alternatives to suburbia; built award-winning solar-powered homes; written new codes to encourage livelier, safer cities; discovered ecological design principles in Colorado ranches; proposed ways for neighborhoods to recover from natural disasters; and invented new ideas for affordable housing.

- Engage these challenges in partnerships among the disciplines and with our external communities. No one discipline can address these issues alone. Architects, landscape architects, planners, urban designers, and developers must work together to create holistic, healthy, sustainable environments.

In our college, students have opportunities to:

- Participate in multi-disciplinary teams, modeling the practices of today's successful design and planning firms.

- Interact with outstanding practicing designers and planners in the Denver metro area, through internships, mentorships, design juries, lectures, and student professional organizations.

Communities of Interest

To implement this vision, the College has organized many of its activities around "communities of interest." These bring together faculty, students. and practitioners across the disciplines who share an interest and expertise in a particular theme, building synergistic relationships as they explore new design and planning ideas.

The college's communities of interest currently include:

- Emerging Practices in Design
  Exploring how the digital design revolution and sustainable design practices are reshaping the professions. These include sustainable design and design/build practices as well as digital visualization and Building Information Modeling (BIM) technologies.

- Sustainable Urbanism Exploring new ideas about creating livable cities in the midst of intense pressures for growth and fragile ecosystems.

- Healthy Environments Exploring how to build
  healthier buildings, cities and landscapes

- Cultural Heritage Understanding, interpreting and preserving our cultural heritage in design and planning, including historic buildings, landscapes and intellectual and cultural ideas.

5. Program Self Assessment

The following text is taken from the 2009 University of Colorado Denver Architecture Program Report.

The strengths of the Department of Architecture are:

1. Its place in a very special set of landscapes—urbanized Denver and the Front Range and the spectacular natural landscape of the high plains and the Rocky Mountains: This location offers a living laboratory of the most varied design and planning problems, including urban, suburban, and varied landscape sites. The same variety is found in the social and economic areas. During the past years, Colorado has begun to experience both rapid growth as well as social and cultural change, which allow us to introduce architecture students to real-world projects.

2. Its mission and vision of integrative design:
As the sole granter of degrees in architecture in the State of Colorado, the department must serve a wide and diverse constituency. The program accommodates and enhances each student's personal, educational, and professional growth, and extends these effectively.

3. Its Interaction with outstanding practicing designers and planners in the Denver metro area:
The Department continues to attract high-level members of the local architectural profession as honorarium teachers. Through the mentorship program that was begun since the last accreditation, our students are put in contact with professionals working in Denver. The thriving architectural offices in Colorado provide good local job prospects for our graduating students.

4. Its location in the State of Colorado, which is among the national leaders in development of renewable energy and sustainable ways of building:
The natural topography and climate of the State of Colorado present a perfect laboratory for the testing and application of sustainable ways of designing and building. Based on increasing student demands, the Department is constantly widening its offerings of green and sustainable studios and classes.

5. Its efforts in interdisciplinary teaching: In the various classes taught in our Department, students are introduced to design, theory, and technical skills, while also being exposed to critical thinking.

6. Its diverse student body. Our students come from all walks of life, diverse ethnic and racial background, varied professions or disciplines, and are of widely different age.

<u>The Challenges the Department faces are:</u>

1. The large number of students, coupled with the scarce financial support and the spreading of the program on two campuses:
The Department is constantly trying to cope with increased numbers of students and stagnant or decreasing numbers of faculty. During the last three years, the Department has hired a fair number of instructors and tenured/tenure-track faculty, and this has greatly eased the pressure on the faculty. In addition, it has, also brought increased continuity, as faculty are now teaching classes regularly. A better vertical integration between the undergraduate and graduate programs is a primary goal for future curricular planning.

2. Improving the strengths of the undergraduate program, while maintaining its identity: The graduate program is primarily a professional program, whereas the undergraduate program on the Boulder campus has a broader environmental perspective. Keeping these two identities strong and distinct is proving to be very difficult for our faculty. The goals of our diverse undergraduate student body for intellectual accomplishment, high ethical standards, their work towards the creation of a sustainable global community, and their dedication to service to a broader community of clients are one of the greatest asset of the undergraduate program.

3. Involving our students in the larger communities: The number of community outreach and service learning programs supported by the college and its students should increase.

4. Improving the quality of our incoming students: Over the past few years, the Grade Point Average of our incoming graduate students has increased. Nevertheless, the admissions standards should be made more stringent.

5. Improving the effectiveness of faculty service: Faculty should work together in a collegial way and younger faculty should become more active in leadership.

6. Improving the research output of faculty:
Through faculty participation and discussion, a clearer focus for the research endeavors of the department and its students and faculty should be established. The College has instituted four research centers. Faculty are encouraged to funnel their research/creative work interests through these centers.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, March 14, 2009

02:30 PM	Team arrival and check-in at the hotel
02:30 – 03:30 PM	Team Chair and Department Chair tour team room
04:00 PM	Team departs for Boulder Campus with Chair and Associate Chair
04:45 – 06:15 PM	Tour CINC Facility & ENVD Building
06:15 PM	Team departs for Denver;
07:00 – 08:00 PM	Team orientation meeting in team room
08:00 – 09:00 PM	Team only Dinner

Sunday, March 15

08:00 – 09:00 AM	Breakfast with Department Chair & Associate Chair
09:00 – 10:00 AM	Tour of UC-Denver Building
10:00 – 12:00 PM	Review of the team room & Team work
12:00 – 01:30 PM	Team lunch with committee chairs, coordinators & select faculty
01:30 – 05:30 PM	Team work
05:30 – 07:00 PM	Reception/Meeting with select faculty
07:00 – 08:00 PM	Team only Dinner
08:00 – 11:00 PM	Team work: Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)

Monday, March 16

08:00 – 08:50 AM	Breakfast with Department Chair
09:00 – 10:00 AM	Entrance conference call with UCD Chancellor
10:00 – 11:00 AM	Entrance meeting with UCD Provost
11:00 – 12:00 PM	Entrance meeting with College Dean
12:00 – 01:30 PM	Lunch with select faculty
01:30 – 04:30 PM	Team work, observe studio, seminar, lecture classes
04:30 – 05:30 PM	Entrance meeting with students
05:30 – 06:30 PM	Reception with students, faculty, alumni, professionals (incl. State Examining Board)
06:45 – 08:00 PM	Dinner with select faculty
08:00 – 10:00 PM	Team work: Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)

Tuesday, March 17

07:30 – 08:30 AM	Breakfast with Department Chair
08:30 – 12:00 PM	Team work, observe seminar and lecture classes
12:00 – 01:30 PM	Team lunch with student government representatives
01:30 – 02:30 PM	Meeting with faculty
02:30 – 07:00 PM	Team work: Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)
07:30 – 08:30 PM	Team-only dinner:
08:30 – 10:00 PM	Team work: Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)

Wednesday, March 18

07:30 – 08:30 AM	Breakfast with Department Chair and Associate Chair and hotel checkout
09:00 – 10:00 AM	Joint exit conference call with Chancellor and meeting with Provost
10:00 – 11:00 AM	Exit meeting with College Dean
11:00 – 12:00 PM	School-wide exit meeting with the faculty, students and administration
12:15 PM	Team member departures

IV. Report Signatures

Respectfully submitted,

Jeffrey Morgan AIA, NCARB
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Representing the NCARB

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Team member
Representing the ACSA

Danielle S. Willkens
Team member
Representing the AIAS

Charles D. Cadenhead, FAIA, FACHA
Team member
Representing the AIA

Christopher Stumm, AIA
Observer

Lee. W. Waldrep Ph.D.
Associate Executive Director
Observer
Representing the NAAB

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II.4.5 Catalog or URL for catalogs and related materials

The Catalog information for the M Arch program of the College of Architecture and Planning is found on the following site:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/Pages/MArch.aspx

This includes sub-links to:

- Program Requirements
- Curriculum Overview
- Course Sequence
- Admissions
- M Arch Syllabi (current)
- Accreditation

The course syllabi for the current and the two previous semesters, are found on:

http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/Academics/DegreePrograms/MArch/MArch%20Syllabi/Pages/default.aspx