4.0 SUPPLEMENTAL INFORMATION

4.1 STUDENT PROGRESS EVALUATION PROCEDURES

Requirements for student admission and progression in the architecture program meet, or in some cases exceed, those stipulated by the University. The following subsections focus primarily on the School of Architecture policies and standards for advancement through the undergraduate and graduate programs.

4.1.1 Advancement—Undergraduate

Advancement in the program is based on performance in individual courses as measured by a student’s grade point average (GPA) as well as a portfolio review for progression into the upper division. Students in the undergraduate program retake coursework in which they achieved a grade of “D” or “F” through the University’s grade forgiveness program. Although the unsatisfactory grade remains on the transcript, it is no longer counted in the GPA calculation. However, beginning fall 2004, only three such requests are available to the student during his/her undergraduate career. This policy does not apply at the fifth-year or master’s levels. Grades of “C” or lower are failing grades for graduate students.

At the end of 59 hours attempted, a student must have a 2.0 cumulative average and maintain it each term. A student whose cumulative average is less than 2.0 but who earns at least a 2.0 term average will be allowed to remain in school but placed on probation. Failure to earn a term average of at least 2.0, with the cumulative average being below 2.0, will result in probation or suspension by the University.

Advancement into the upper division requires that the student complete all lower-division course requirements, earn a minimum “C” grade in all courses attempted, have a minimum of a 2.5 overall GPA as well as a 2.5 GPA in all architecture coursework, and achieve a passing score on a portfolio review consisting of a representative sample of work from all lower-division design courses. In addition, the State University System requires that all students pass three of the four parts of the College Level Academic Skills Test (CLAST) before registering for upper-division courses. The CLAST is a minimum competency test consisting of four parts: computation, reading, writing, and essay. Students must pass all parts of the exam by the time they have accumulated 96 credit hours.

4.1.2 Advancement—Bachelor of Architecture (B.Arch.)

Students in the professional B.Arch. program are required to maintain a minimum 2.0 semester average and a minimum “C” grade in all courses counted toward the degree. Course forgiveness does not exist at this level.
4.1.3 Advancement—Graduate

Graduate students are required to maintain a minimum overall GPA of 3.0. Students who fall below the minimum are placed on a one-semester probationary status. If they fail to meet the requirements at the end of the probationary semester, they lose their graduate status. Graduate students are also required to achieve a minimum grade of “B” for the course to count toward graduation.

4.1.4 Advanced Placement

Students who have an extensive background (i.e., work experience) in one or more content areas of the program may receive credit for coursework through a Dean’s waiver. Students must meet with the faculty member in charge of a content area who will establish equivalency with the exempted course before a waiver can be granted. If the waiver is granted, the course and credit hours will appear on the student’s transcript with a grade of “DW.”

4.1.5 Transfer of Credits

A student who has attended any regionally accredited college or university in Florida may transfer those courses to the University. Students transferring from state-articulated pre-architecture programs with an AA degree have met the common course requirements of the lower division at FAMU and are eligible to apply to upper division. FAMU has also developed articulated pre-architecture programs at select community colleges in Florida. AA degree transfers from these programs have met common course requirements of lower division at FAMU and are eligible to apply to upper division. Others transferring with general AA degrees may have fulfilled the common course prerequisites for general education if they have completed calculus and physics.

An out-of-state student who has attended any regionally accredited college or university may also transfer to the University. Transfer courses are evaluated on a course-by-course basis.

All transfer students admitted to FAMU are required to have official copies of their transcripts from previous institutions on file in the Admissions Office prior to evaluation. Credits are transferred based on the following:

- The institution from which the student wishes to transfer is regionally accredited.

- The overall grade point average is 2.00 or better on the transfer transcript.

- The grades of individual courses to be transferred are “C” or better, or “S” or “P.”
• Out-of-State students wishing to transfer architecture courses are also required to provide course descriptions and/or work samples.

• All transfer of credit courses are coordinated through the Coordinator of Recruitment and Retention.

• A University form is completed listing the transfer course and grade and the equivalent FAMU course and credit hour. FAMU transfers courses and not the grades. The FAMU equivalent course, credit hour, and “T” grade will be listed on the student’s transcript. “T” grades are not computed with the GPA.

• FAMU students are permitted to attend other institutions for a term. Students who attend other institutions without written permission from their academic area may not have their credits accepted. Transient forms are approved based on the following:

  • The institution the student wishes to attend is regionally accredited

  • Student is in good standing at FAMU (GPA 2.00 or better; not administratively suspended)

  • Confirmation of course number and content is required. If an out-of-state institution, course descriptions are also required.

  • Successfully completed courses appear on the transcript as the FAMU equivalent with the FAMU credit hours.
4.2 **Studio Culture Policy**

Inserted below is the text from the draft *2005 Studio Culture Policy* for the School of Architecture.

*DRAFT*

**Studio Culture Policy**  
School of Architecture  
Florida A & M University  
2005

The *FAMU School of Architecture Studio Culture Policy* provides a philosophy for faculty and students to help frame and ensure that the academic environment is conducive to healthy learning. It is therefore the intention of the School that faculty and students be given a nurturing and supportive environment where intellectual development can occur, where harmonious relations thrive between faculty and students, and where intellectual curiosities are matched with realistic expectations. As such, the *Policy* attempts to frame an academic climate that is conducive to individual/group exploration and application, to the approved learning outcomes, and to assert the value of each person that becomes a part of this community.

The *SOA Policy* is not autonomous; it is connected to the mission of the University. As an 1890 land-grant institution, the FAMU mission is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. To help promote these goals, the SOA has identified six specific values that will structure the *Policy*. The FAMU SOA holds the following core values essential to the *Studio Culture Policy*, and achievement of the University’s mission:

- Passion  
- Respect  
- Professionalism  
- Focus  
- Integration  
- Time Management Skills

While these values provide the basis for actualizing the University mission, they also provide the means for self-evaluation and modification to ensure that this academic environment is mutually beneficial to faculty and students.
PASSION:
Students have the right to expect that the faculty member will actively solicit student’s contributions to the studio.

Faculty has the right to expect that students with optimism, passion and fever, will value the efforts and contributions of faculty and other classmates.

RESPECT:
Students have the right to expect that each faculty member will regard them with the respect given a “paying” client.

Students have the right to expect each faculty member to view them as an individual, assessing their growth, outcomes, and values, independently of others.

The faculty’s goal must be to encourage the student to excel and to be as successful as reasonably possible.

Faculty has the right to comment, on an on-going basis, on student progress towards predefined goals.

PROFESSIONALISM:
Students have the right to expect that final reviews, submission deadlines will be given well in advance of the time for the critique session.

Students have the right to expect that faculty members will design critiques, reviews and/or juries to optimize the learning of the entire class.

Faculty have the right to expect that each student come to class with the desire to learn.

Faculty also have the right to expect students to function professionally, adhering to posted schedules, class meeting times, attendance/punctuality, and cell-phone usage.

Faculty have the right to expect each student to come to the studio eager to learn from others and to assist others with their learning needs.

FOCUS:
Students have the right to expect that during the studio hours the faculty member will devote his/her focus solely on the needs of the students and the studio.

Faculty have the right to expect students to be focused, alert, working, and fully engaged in the task at hand or topic being discussed or presented.
INTEGRATION:
Students have the right to expect faculty to create an opportunity in the studio to integrate material from other courses.

Faculty have a right to expect students to experiment, take risks and expand the range of their understandings and abilities.

TIME MANAGEMENT SKILLS:
The students have a right to expect that the collective faculty of the School of Architecture will value his/her time.

The students also have a right to expect that faculty are sensitive to academic obligations and deadlines outside of the School.

Faculty members have the right to expect that each student will work to meet the prescribed course expectations and specific assignments in a timely manner.

The faculty has a right to expect students to use the allocated studio time efficiently.
4.3 **Course Descriptions**

Following in numerical order by course number are the courses offered at the SOA since the last accreditation visit along with the term in which they were taught (in parentheses). They are divided into two groups: required courses and elective courses.

**Required Courses:**

- ARC 1211 The Building Arts (fall)
- ARC 1301 Design 1.1 (fall, summer)
- ARC 1302 Design 1.2 (spring, summer)
- ARC 2201 Theory in Architecture (fall, summer)
- ARC 2303 Architectural Design 2.1 (fall)
- ARC 2304 Architectural Design 2.2 (spring, summer)
- ARC 2470 Introduction to the Technology of Architecture (fall)
- ARC 2501 Architectural Structures I (spring)
- ARC 2701 Architectural History I (spring)
- ARC 3058 Computer Applications in Architecture (fall, summer)
- ARC 3207 Architectural History II (fall)
- ARC 3324 Architectural Design 3.1 (fall, spring)
- ARC 3325 Architectural Design 3.2 (spring, summer)
- ARC 3463 Materials and Methods of Construction II (fall, spring, summer)
- ARC 3551 Architectural Structures II (fall)
- ARC 3682 Environmental Technology II (spring)
- ARC 3703 Architectural History III (spring)
- ARC 4319 Design Analysis (spring)
- ARC 4341 Architectural Design 4.1 (fall)
- ARC 4342 Architectural Design 4.2 (spring)
- ARC 4562 Architectural Structures III (spring)
- ARC 4683 Environmental Technology III (fall)
- ARC 5175 Architectural Computer Applications (fall)
- ARC 5206 Advanced Architectural Theory and Philosophy (fall)
- ARC 5286 Practice I (fall)
- ARC 5288 Practice II (spring)
- ARC 5352 Advanced Architectural Design 5.1 (fall)
- ARC 5353 Advanced Architectural Design 5.2 (spring)
- ARC 5361 Architectural Design 1 (summer)
- ARC 5362 Architectural Design 2 (summer)
- ARC 5363 Architectural Design 3 (fall)
- ARC 5364 Architectural Design 4 (spring)
- ARC 5475 Materials and Methods of Construction III (summer)
- ARC 5584 Architectural Structures I (spring)
- ARC 5585 Architectural Structures II (summer)
- ARC 5597 Qualitative and Experimental Structures (fall)
- ARC 5662 Environmental Technology IV (spring)
ARC 5731 Architectural History I (summer)
ARC 5732 Architectural History II (fall)
ARC 5789 Modern Architectural History (spring)
ARC 5910 Architectural Research (fall)
ARC 6217 Theories of Intervention (spring)
ARC 6245 Models of Inquiry (fall)
ARC 6357 Graduate Design 6.1 (fall)
ARC 6359 Graduate Design 6.2 (spring)
ARC 6624 New Technology of Buildings (fall)
ARC 6910 Thesis/Master's Project Research (fall)
ARC 6971 Thesis/Master's Project (spring)
ARC 6974 Thesis/Master's Project Planning (spring)

**Elective Courses:**

Following are the elective courses offered over the past five years by topic area.

*History and Theory:*
  - ARC 4292 Path-Portal-Place (Fall '04)
  - ARC 5788 Modern Architectural History (Spring '04, '05)
  - ARC 6292 Architectural Design Theory and Methods (Fall '04)
  - ARC 4293 The House (Spring '04)
  - ARC 4294 Design Methods (Spring '04)
  - ARC 4782 American Architecture (Fall '03)

*Urban Design:*
  - ARC 4294 Arch. History and Theories of Urban Design (Spring '05)
  - ARC 6294 Practice & Community Assistance (Fall '04)
  - ARC 4424 Introduction to Urban Design (Summer '02, Fall '02, Fall '03, Spring '04)
  - ARC 3374 Site Planning (Spring '04)
  - ARC 5305 Urban Planning and Design (Fall '01)

*Sustainability and Green Design:*
  - ARC 4291/6932 Green Architecture and Sustainable Planning (Summer '03, Fall '03, '04)
  - ARC 6932 Masters Seminar on Sustainability (Fall '00, '01, '02, '03; Summer '01, '03)
  - ARC 6293 Design Technologies (Fall '04)
  - ARC 4292 Building Performance and Design (Spring '05)
  - ARC 5291 Vital Signs (Spring '04)

*Landscape Architecture:*
  - ARC 4291/ LAA 6231 Intro. to Landscape Architecture (Spring '04, '05)
  - LAA 6716 Landscape Architecture History (Fall '04)
LAA 6716  Modern Landscape Architecture History (Fall ‘00, Spring ‘02, Fall ‘02, Spring ‘03, Fall ‘03, Spring ‘04, ‘05)
LAA 6425  Site Engineering (Fall ‘02, ‘03)
LAA 6426  Site Implementation (Spring ‘03, ‘04, ‘05)
LAA 6545  Florida’s Natural Communities (Fall ‘04)

International Experiences:
ARC 4293/6284  Cultural Landscapes: Barcelona (Spring ‘05)
ARC 4905  Cultural Landscapes: Panama (Summer ‘04)
ARC 4292  Cuba (Summer ‘03)
ARC 6291  Cultural Interpretation, Historic Preservation (Fall ‘04)
ARC 6294  Historic Preservation, Barcelona (Spring ‘05)

Communications/Digital Media:
ARC 3174  Intermediate CADD (every Fall and Spring)
ARC 4138  Architectural Graphics IV (Spring ‘02, ‘03, Fall ‘03)
ARC 4292  Freehand Drawing (Fall ‘00)
LAA 6371  Landscape Architecture Computer Graphics (Fall ‘00, Spring ‘02, ‘05)
ARC 4291  Digital Theory and Criticism (Spring ‘02)

Other:
ARC 4292  Furniture Design Workshop (Fall ‘01, ‘02, ‘03)
ARC 4294  Cloth Construction (Spring ‘03, ‘04, ‘05)
ARC 6291/6931  Teaching and Learning in Design Education (Spring ‘04, ‘05)
ARC 5282  Architecture and Corporate Culture (Fall ‘00)

Note: When a course has been offered several times under a slightly different title and number, it is included only once in the one-page descriptions that follow.
Course Descriptions

Required Courses
Instructor: Lumpkin, Wright
Prerequisites: None. The course is also open to non-architecture majors and students without majors.

Course Overview:
The first-year course is an introduction to the profession of architecture and to the curriculum leading to the pre-professional, professional, and post-professional degrees offered at the FAMU School of Architecture. The course consists of lectures depicting various aspects of architecture: the ways in which architecture is created and produced and the roles of the many participants in this process. Ways of looking at, awareness of, and evaluating architecture are presented. The standards, issues, and organizations of the profession are also discussed. Basic concepts of reading and preparing architectural documents are explained. Finally, the School of Architecture’s curriculum, faculty resources, student organizations, and strategies for mastering the classroom and studio work round out the course topics.

Learning Objectives:
4. To understand the rigor of architectural education and the resources of the School of Architecture.
5. To understand the many aspects of the profession of architecture.
6. To understand the built environment as a foundation to the development of critical thinking skills.
7. To understand the role of clients and allied career fields.
8. To understand the professional development in the discipline.
9. To begin the building of a professional vocabulary in architecture.

Course Requirements:
Instructor: Dobson, V. Goodwin, Huffman, LaGrasse, Mateo, Robles
Prerequisites: None

Course Overview:
The primary foci of this course are the development of two- and three-dimensional graphic skills and the ability to think spatially and to manipulate elements in space. Analysis and design exercises are located primarily in abstract two- and three-dimensional space and deal with topics such as figure/ground relationships; line/plane/mass; the ideas of systems, networks, repetition; and the relation of part to whole.

Learning Objectives:
1. To understand formal ordering systems.
2. To understand basic 2D and 3D communication skills, such as drawing, sketching, model making, graphics, etc.
3. To introduce a variety of presentation techniques.
4. To introduce a strict sense of craftsmanship, discipline, and work ethic.
5. To initiate an awareness of aesthetics and the ability to make critical aesthetic judgments.
6. To be able to think creatively and critically about formal architectural issues.
7. To understand spatial systems, networks, and the relation of part to whole.
8. To develop attitudes, values, and work habits appropriate to our profession.

Course Requirements:
Successful exploration and completion of design projects that address the issues and objectives listed above and weekly sketchbook assignments and readings.
Instructor: Dobson, V. Goodwin, Huffman, LaGrasse, Mateo, Robles

Prerequisites: ARC 1301 Design 1.1

Course Overview:
This course continues the emphases and topics studied in Design 1.1, with increased expectation with regard to graphic and spatial manipulation ability. Students begin the process of developing an understanding of the role history plays in their own creative explorations. By the end of the course, human scale is part of the design environment. Exercises engage only a few carefully selected architectural variables at a time.

Learning Objectives:
1. To understand formal ordering systems.
2. To understand two-dimensional and three-dimensional drawing conventions.
3. To be able to think creatively and critically about form, space, and color.
4. To introduce aesthetics and the ability to make critical aesthetic judgments.
5. To introduce human scale and proportion systems in design.
6. To introduce making, craft, an integral part of design process.
7. To introduce basic design theory.
8. To develop attitudes, values, and work habits appropriate to architectural education and the profession.

Course Requirements:
Successful exploration and completion of design projects that address the issues and objectives listed above and weekly sketchbook assignments and readings. Preparation of graphic research papers on significant architects and artists.
ARC 2201 Theory in Architecture

Instructor: Knight, Ots
Prerequisites: ENC 1102 Freshman Communicative Skills II

Course Overview:
An introduction to contemporary architectural theories, their evolution and their historical basis. The course consists of a combination of lectures, guided discussions, and student presentation. A survey of typical theoretical positions regarding the understanding of meaning in architecture is presented. This includes the theoretical underpinnings of previous historical periods as well as contemporary thinking. Connections between theoretical positions and architectural responses as a process are emphasized.

Learning Objectives:
1. To understand the evolution of architectural theories in relation to human behavior and diversity.
2. To be able to write and think critically about architecture.
3. To be able to take a theoretical position regarding their own design work.
4. To introduce seminal works of Western architecture and their theoretical bases.
5. To provide each student a basic vocabulary about design theories and their related design methods.
6. To understand sustainability within the history of architecture theory.

Course Requirements:
Evaluation occurs day to day based upon class participation, completion of assignments, and test results. Course materials are available on the course website or in the library including handouts, Power Point lecture hard copies, and a collection of reference books and articles.

The following is the distribution of the grade for the course:
   Essay project  15%
   Term research paper  25%
   Seminar leadership  10%
   Midterm test  15%
   Final exam  15%
   Participation in-class tasks, attendance  20%
ARC 2303  Architectural Design 2.1

Instructor: Chambers, Dobson, V. Goodwin, R. Goodwin, Huffman, Porter, Simmons
Prerequisites: Design 1.1, 1.2

Course Overview:
The course focuses on the development of inhabited space, including considerations of generic site, climate, and human comfort for simple indoor and outdoor spaces. Students extend the lessons learned in first year to the study of basic building parts—floor, wall, and roof. The use of plan/section/elevation and models become central to the design exercises.

Learning Objectives:
1. To be able to use the fundamental design principles learned in earlier studios.
2. To understand the use of design process to facilitate the making of architectural form.
3. To understand the application of precedents to designing buildings.
4. To be able to use a variety of presentation techniques.

Course Requirements:
The students are evaluated on each project (and each day). Students’ journals, documentation of field trips, site visits, and project development are also evaluated.

Due to the distribution of evaluation over a board number of criteria, grading reflects the development of these skill areas: building design, design process, theory, presentation techniques, and personal development.
ARC 2304    Architectural Design 2.2

Instructor:    Chambers, R. Goodwin, V. Goodwin, Huffman, Martineau, Porter, Simmons, Wells-Bowie

Prerequisites:    ARC 2303 Architectural Design 2.1

Course Overview:
The course continues the focus on the development of inhabited space, including considerations of generic site, climate, and human comfort for simple indoor and outdoor spaces. Students extend the lessons of systems learned in first year to the study of basic building parts—floor, wall, and roof. The use of plan/section/elevation and models incorporating the human dimension is the main vehicle for these explorations.

Learning Objectives:
1. To apply and expand the fundamental design principles learned in earlier studios.
2. To understand the use of design process to facilitate the making of architectural form.
3. To understand the application of graphics precedents to designing buildings.
4. To be able to use a variety of presentation techniques.
5. To be able to apply formal ordering systems.
6. To be able to speak and write about a studio project.

Course Requirements:
The studio meets three times a week. Typically, students complete two to three projects. Students are graded on quality of research, analysis, development of the ideas, craftsmanship, and presentation techniques. Students conduct pre-design research often in teams and individually and complete a proposed scheme to meet the program issues. Projects are presented with diagrams, models, and drawings and are explained in juries.
ARC 2470  Introduction to the Technology of Architecture

Instructor: Dobson, R. Goodwin, Martineau
Prerequisites: None

Course Overview:
This course is the beginning of the technology sequences in the area of structures, environment technology, and materials and methods of construction. It introduces the response of buildings to the natural and built environments; the impact of the built environment on the natural environment; the strength, stiffness, and durability in building materials; and the quantitative methods of analysis and design of building assemblies and supports systems. It explores the relationship between building technology and the social, aesthetic, environmental, and economic aspects of the settings in which buildings are located and how these factors relate to the process of architectural design. Examples from the past and present, as well as speculation about future technologies, are used to support the principles and processes discussed in the course.

Learning Objectives:
1. To understand basic principles of building structures, environmental systems, building systems, building service, and material assemblies.
2. To understand sustainable design as central to architecture.
3. To introduce the principles that underlie building form and logic.

Course Requirements:
The course consists of two lectures a week and one field trip to a building completed or under construction or a lab. There are several projects where students explore in model form the core concepts of the course. Approximately two-thirds of the course grade is based on exams and one-third on course projects and quizzes. Exams require responses in the form of short essays and annotated drawing. It uses field trips to buildings completed and under construction and lab projects to supplement the lectures, exercises, and reading assignments.

These are two required books: How Buildings Work by Edward Allen and Structure and Architectural Design by Corkill, Puderbaugh, and Sawyers.
**ARC 2501**  
**Architectural Structures I**

**Instructor:** Huston, Shaeffer

**Prerequisites:**  
PHY 2053 College Physics I (“C” or better)  
MAC 2311 Calculus 1 (“C” or better)  
ARC 2470 Introduction to the Technology of Architecture (“C” or better)

**Course Overview:**  
This course covers structural concepts and principles of structural behavior. Included are the elements of statics and mechanics of material: concurrent and noncurrent force systems, moments and couples, equilibrium, centroids and moment of inertia, stress and strain, shear and moment diagrams, elastic column buckling, flexural and shearing stresses in beams, and truss analysis.

**Learning Objectives:**  
1. To be able to:  
   a. Solve elementary statics problems,  
   b. Determine section properties,  
   c. Sketch shear and moment diagrams,  
   d. Select beams on a preliminary basis, and  
   e. Compute basic stresses and strain.  
2. To be able to discern the appropriateness of certain structural systems for certain architectural functions.  
3. To be able to “order” a problem and perform an analysis of the variables.

**Course Requirements:**  
Reading, homework assignments, quizzes, tests, and projects. Performance is evaluated as follows:  
- Four or five tests: 60%  
- Homework, class participation, pop quizzes, papers, and projects: 15%  
- Final exam: 25%

The numerical total is influenced by improvement, effort, and attitude.
ARC 2701  Architectural History I

Instructor: Dozier, Henderson, Pabón
Prerequisites: ARC 1211 The Building Arts
Open to non-architecture students and fulfills a humanities requirement.

Course Overview:
A critical exploration of the history and theory of architecture from antiquity through the end of the 13th century. This course examines the making and intent of significant buildings and sites tracing developments that have given meaning to the built environment and brought order to the tectonics of architecture.

Learning Objectives:
1. To understand the importance of Western, Non-Western traditions. Attention is given to the process of historical study.
2. To understand the linkage between cultural experience and architectural traditions.
3. To understand how to write about architecture history.
4. To expand the student’s critical understanding of national/regional traditions.
5. To introduce architectural vocabulary, with special attention to the classical orders and ancient and medieval building traditions.

Course Requirements:
Two or three one-hour tests
Final exam
Paper/project including visual content
**Instructor:** Chin, Gray, Kalbli, Wnuk  
**Prerequisites:** Upper-division standing

**Course Overview:**  
The course introduces students to the basic drawings and graphic presentation applications used in the design profession. The course focuses on the development of computer literacy, basic application commands, application-specific techniques and terminology, and organizing principles in graphic communication. The use of raster- and vector-based application further expands the students’ knowledge and their ability to communicate conceptual and detailed architectural design.

**Learning Objectives:**  
1. To be able to use computer applications that facilitate the communication of design ideas.  
2. To understand graphic design principles as it relates to electronic media compositions.  
3. To introduce vocabulary that allows one to engage in competent dialogue with regard to computer applications in the design profession.  
4. To understand the use of a variety of presentation techniques through assorted media types.  
5. To develop a strict sense of craftsmanship, discipline, and work ethic.

**Course Requirements:**  
The students are evaluated on bi-weekly in-class exercises and bi-weekly mini-projects. Students’ journals and a final cumulative project are also evaluated. Grading should reflect the development of these skills areas: process, graphic communication techniques, and personal development.
Instructor:        Dozier, Henderson, Pabón
Prerequisites:    Upper-division standing

Course Overview:
The course provides a critical exploration of the history and theory of architecture from the
beginning of the 14th century to the 19th century. This course examines the making and intent
of significant buildings and sites tracing the developments that have given meaning to the
built environment and brought order to the tectonics of architecture.

Learning Objectives:
1. To understand the linkage between cultural experience and architectural form. Emphasis
   is placed on human institutions, their development, their programs, and appropriate
   architectural responses demonstrated in Western and Non-Western traditions.
2. To understand architectural vocabulary with emphasis on terminology for the
   Renaissance and the Industrial Revolution.
3. To be able to think critically and write about architecture.
4. To expand the student’s critical understanding of national/regional traditions.

Course Requirements:
Two or three one-hour tests and occasional quizzes
Final exam
1500-word paper/graphic study of exemplary building or site
Instructor: Alfano, Dobson, Grondzik, Ots, Peterson, Stone, White
Prerequisites: Upper-division standing

Course Overview:
The important issues from the first two years of design are revisited within the context of small buildings or building complexes with multiple uses and specific sites with distinctive site features. Design exercises are structured to allow for teaching design processes and to ensure that students engage all issues of a project. Students are expected to begin to develop meaningful alternative responses to important design issues and to begin to evaluate these alternatives.

Learning Objectives:
1. To be able to design small-scale projects considering a range of aspects including standard architectural principles and precedents; specific program expectations; site and context; building components, materials, and systems, and the needs of individuals with unique physical challenges.
2. To understand the role of key issues of any given project in the development of solution concepts, the setting of priorities, and criteria for evaluating the performance and quality of solution ideas.
3. To understand various aspects of the design process, ranging from tools and techniques for dealing with specific tasks and problems, gathering and constructive use of information, the role of intuitive approaches as well as systematic methods for generating creative responses to design problems, and the development of a solid basis of critical judgment and sense of quality to guide the overall work.
4. To understand the relationship between man and the built environment.

Course Requirements:
Student work is evaluated according to the following considerations:
1. Categories of work to be completed
   - In-class exercises, sketch projects (days projects)
   - Day book, notes, and sketches from the site visits, field trips
   - Library and other research contributions to class
   - Contributions to group projects (e.g., common site model)
   - Main course projects, each weighted according to length
2. Criteria
   - Effort, completeness, thoroughness
   - Understanding, grasp of issues
   - Appropriateness of solutions and responses to issues
   - Creativity, originality
   - Appeal of solutions, presentations
ARC 3325  Architectural Design 3.2

Instructor: Alfano, Dobson, Grondzik, Ots, Stone, Wells-Bowie, White
Prerequisites: Completion of Architectural Design 3.1 with “C” or better

Course Overview:
Design 3.2 emphasizes working within a specific context, both in terms of a site in an historic setting and in terms of the materials and logic of building.

Learning Objectives:
1. To be able to design small-scale projects considering a range of aspects including life safety and site conditions.
2. To be able to use architectural principles in the design of a building, interior, and site.
3. To be able to communicate about architectural design issues by visual means in drawings and models as well in oral discussion and presentation.

Course Requirements:
Student work is evaluated according to the following considerations:
1. Categories of work to be completed
   In-class exercises, sketch projects (days projects)
   Day book, notes, and sketches from the site visits, field trips
   Library and other research contributions to class
   Contributions to group projects (e.g., common site model)
   Main course projects, each weighted according to length
2. Criteria
   Effort, completeness, thoroughness
   Understanding, grasp of issues
   Appropriateness of solutions and responses to issues
   Creativity, originality
   Appeal of solutions, presentations
Course Overview:
This course builds on the Introduction to the Technology of Architecture course and prepares students to apply the technical principles governing the construction and behavior of building enclosure in the design studio setting. The discussion of these principles is framed mainly within the context of issues important to the present and anticipated future built environment. It uses field trips to buildings completed and under construction and case studies of specific buildings to supplement the lectures and reading assignments on generic building assemblies and that are relevant to a range of cultural and climatic settings. It assumes a basic knowledge of the form and durability of the major families of building materials.

Learning Objectives:
1. To understand and be able to apply to the analysis and detailing of generic building configurations the principles of building envelope, with particular emphasis on exterior enclosure.
2. To be able to integrate structure, life safety, and building service systems.
3. To understand the basic sequence of building construction and some of the standard ways that building materials are joined through observations of construction in process.
4. To improve visualization and representational skills through drawing and modeling building systems.

Course Requirements:
Course assignments include short analysis and design exercises in class and as home assignments. The course text is *Fundamentals of Building Construction* by Edward Allen and notes by the instructors. Field trips to local construction sites are an important supplement to the course lectures. Exams require written and drawn responses to questions involving the analysis and design of parts of building assemblies.

Approximately two-thirds of the grade is based on the four exams and most of the remaining one-third on homework exercises and in-class quizzes.
ARC 3551  Architectural Structures II

Instructor: Huston, Shaeffer
Prerequisites: Upper-division standing

Course Overview:
This course covers structural concepts and principles of behavior. Structural analysis covered includes: deflection theory, moment area techniques, principles of superposition, indeterminate and continuous beams, and theorem of three moments. Also covered are: structural framing in wood and steel, analysis and design of timber elements and systems, use of NFPA National Design Specification, analysis and design of steel elements systems, use of AISC Manual of Steel Construction (LRFD), bolted connections in timber construction, bolted and welded connections in steel construction, and a three-dimensional framing exercise.

Learning Objectives:
1. To be able to:
   a. Estimate beam deflections,
   b. Analyze continuous beams,
   c. Select beams in wood and steel based on moment, shear, and deflection,
   d. Analyze and select wood and steel columns, and
   e. Select steel bar joints.
2. To differentiate among basic structural materials on the basis of physical properties.
3. To "frame-out" a plan in timber or steel, using rational spans.

Course Requirements:
Reading and written homework assignments, quizzes, tests, and projects. Performance is evaluated as follows.

- Five to seven short quizzes 20 points each (lowest one is dropped)
- Four tests 100 points each (lowest one is dropped)
- One or two projects 75-100 points each
- Final exam 100-150 points
- Homework 10% of the above

The numerical total will be influenced by improvement, effort, and attitude.
Instructor: Grondzik, Martineau
Prerequisites: Upper-division standing

Course Overview:
Topics covered in this course include the following: thermal comfort, thermal design criteria, psychometrics, heat transfer, design heat loss, cooling load, heating and cooling systems, solar energy systems, passive heating and cooling strategies, fire protection planning and systems, smoke control concepts, water supply systems, and sanitary and storm drainage systems.

Learning Objectives:
1. To understand:
   a. Basic terminology and measurement units,
   b. Key systems functions (what they can and cannot do),
   c. The place of various systems in the larger building context, and
   d. The basic principles of life-safety systems with an emphasis on egress.
2. To be aware of the fundamentals of systems selection, placement, components, sizing, and integration.
3. To be able to make preliminary decisions throughout the design process regarding the appropriateness of various systems concepts.

Course Requirements:
Two term exams and one final, cumulative exam. Three to four quizzes. Six to eight out-of-class exercises and projects. Ten one-page “connections” describing aspects of daily life that are connected to the course topics.
Instructor: Henderson, Dozier
Prerequisites: None

Course Overview:
The third course in the architectural history sequence consists of a historical survey of 20th century architecture. The problem of architecture and the city has always been important in architectural thought and for architectural design. At times the city was a central societal and cultural concern. The middle of the 18th century, late 19th century, and the early decades of the 20th century were three such periods when the role of architecture confronted changing city form, institutions, and economies. During the past 20 years, the city is again prominent in architectural thought and in the development of architectural design strategies. The course is presented as a comparative discussion of the positions of 20th century architects toward making building and toward making cities. The first two-thirds of the class consists of chronological lectures that provide a context for later discussions. The last third of the course is a seminar series that explores specific case studies. The seminars provide an opportunity for increased student participation and more in-depth discussions.

Learning Objectives:
1. To be able to identify, and understand relevant modern architectural icons.
2. To understand national and regional traditions associated with the 20th century.
3. To understand how to write about architecture history.

Course Requirements:
Reading Notes
A course reader is on reserve in the library that includes required and supplemental readings. All students must submit notes from the required readings. The notes are due at the beginning of each class and are the means of recording attendance and tardiness. Late submissions will be accepted at 50%.

Group Presentations
Each student is assigned to a group that focuses on one of the seminar themes. The groups lead the seminar discussion with their summaries of reading material, book reviews, responses to the architects ideas, and visual materials.

Research Paper
The paper evolves into the student’s group presentation. The paper examines the position statements of an architect discussed. The paper is submitted in two parts: the first is a book review; the second is a reaction paper. Late submissions are reduced one letter grade each day. Papers submitted more than 48 hours late are not accepted.
Instructor: Huffman, Martineau, Ots, Peterson, White
Prerequisites: Upper-division standing

Course Overview:
The course focuses on four points: (1) Analysis as the process of generating, scrutinizing, and validating the knowledge serving as the basis for architectural programs and their interpretation in design. (2) The nature of programming and design problems. (3) Methods and techniques for improving skills by problem analysis and problem solving, creativity, critical thinking and judgment, evaluation, communication about design problems, information gathering and analysis, dealing with design difficulties, negotiation, and conflict resolution. Ethics of planning and design. (4) Analysis of expected performance of building designs at various levels of projected development.

Learning Objectives:
Students passing the course will be expected to:
1. Be able to apply appropriate analysis and problem-solving techniques to the development of an architectural programming and design.
2. Be able to recognize the nature of needed information for specific design situations, and apply appropriate strategies for finding, gathering, analyzing, and drawing appropriate conclusions from that information.
3. To be able to recognize various types of problems within larger (architectural) design projects as well as the presence of various types of design difficulties.

Course Requirements:
The final course grade will be based on the student’s performance in the following categories of work:

- Assignments 65%
- In-class and overnight exercises 15%
- Quiz and final exam 20%

Work will be evaluated according to the following criteria: effort and thoroughness; understanding and grasp of problems, concepts, issues, correctness, and appropriateness of compiled information; application of concepts and methods; originality and creativity; clarity of communication (including proper English) and timeliness, appeal, professionalism, and workmanship of submissions.
ARC 4341            Architectural Design 4.1

Instructor:          Grey, Huffman, Knight, Martineau, Wells-Bowie
Prerequisites:       Completion of all third-year design courses and ARC 3463 Materials and
                     Methods of Construction II

Course Overview:
The course emphasizes how to work from a theoretical position and the use of precedents as
form determinants. Precedents are used to inform architectural detail and building technology
decisions. The precedent and technology issues are addressed in the development of a mid-
rise building.

Learning Objectives:
1. To understand the application of building systems principles developed in prior technical
courses in the design studio.
2. To be able to develop design responses based on specific materials systems.
3. To understand issues historically and currently important to architecture.
4. Understand how architectural decisions are informed by exemplary projects of other
   architects.
5. To be able to address site conditions, life safety, and accessibility issues in the
development of a design solution.
6. The ability to use graphic skills to present a coherent design “argument.”

Course Requirements:
The course consists of three four-hour studios each week. Studios are punctuated by lectures
by the instructors and group discussions on specific topics relevant to the project at hand.
Readings from selected texts and study of the work of specific architects supplement the
student’s individual research. The course often includes a week-long field trip to various
eastern cities such as Chicago, Savannah, Charleston, Philadelphia, and Washington, DC.
These trips focus on characteristics of good urban spaces and buildings. It forms a common
reference for discussion and design strategies in the design studio following the trip.
Instructor: Alfano, Grey, B. Goodwin, Knight, Ots, Wells-Bowie, White
Prerequisites: ARC 4341 Architectural Design 4.1

Course Overview:
This course has two emphases. The first is to bring together the lessons of the previous design courses in the design of a building of moderate size. The second is to study large, complex buildings culminating within an urban setting in a design project that focuses on the organization of all the parts of such a building and its relation to the historical/cultural and physical context.

Learning Objectives:
1. To be able to independently research information needed to inform the design process.
2. To be able to articulate a coherent design “argument” when working as a design team.
3. To be able to develop coherent design solutions to complex building programs in terms of spatial organizations, relation to context, organization of structure and service systems, and the image and articulation of building enclosure.
4. To be able to apply the principles developed in prior technical courses, particularly those that have a strong impact on the organization, shape, and appearance of space and surface.
5. To be able to apply contemporary and historical issues important to architecture and to the design process.
6. To be able to utilize graphic skills with particular emphasis on accurate representation of space and surface.

Course Requirements:
The course consists of three four-hour studios each week. Studios include lectures by the instructors and group discussions on specific topics relevant to the project at hand. Reading from selected texts and study of the work of specific architects supplement the student’s individual research. Where appropriate to the goals of the course, the main project of the term may be a national student design competition.
Instructor: Beitelman, Shaeffer
Prerequisites: ARC 3551 Architectural Structures II

Course Overview:
This class covers theory and behavior of indeterminate frames; introduction to moment distribution and computer techniques; rapid moment estimating techniques; properties of materials used in reinforced concrete; reinforced concrete desk systems: flat plates and slabs, one-way and two-way pan systems, shear heads and panels, typical spans and span/depth ratios, systems appropriateness and selection; analysis and design of reinforced concrete elements using strength design techniques and ACI 8 references; footings and foundation systems; lateral forces and building form; determination of wind forces and pressure coefficients referencing ASCE 7; and determination of earthquake ground shear forces (static techniques) and their distribution referencing ASCE 7.

Learning Objectives:
1. To be able to
   a. Analyze simple indeterminate beams and frames
   b. Analyze and design reinforced concrete beams and slabs based on moment
   c. Analyze reinforced concrete footings
   d. Analyze simple prestressed beams
   e. Determine wind and earthquake forces
2. To be able to differentiate among basic structural materials on the basis of physical properties.
3. To be able to “frame-out” a plan in reinforced concrete using rational spans.
4. To be able to develop appropriate design responses to wind and earthquake forces.

Course Requirements:
Reading and written homework assignments, quizzes, tests, and projects. Performance is evaluated as follows:
- Five to seven short quizzes  20 points each (lowest one will be dropped)
- Four tests  100 points (lowest one will be dropped)
- Computer exercise  100 points
- Project  75-100 points
- Final exam  100-150 points

The numerical total is influenced by improvement, effort, and attitude.
ARC 4683 Environmental Technology III

Instructor: Grondzik, Martineau
Prerequisites: Upper-division standing

Course Overview:
This course covers light and vision, light and color, daylight and electric light sources, lighting design criteria and process, lighting application, sound and hearing, acoustical design criteria, room acoustics issues and design concepts, noise control issues and design concepts, equipment noise control, mechanized circulation systems, building electrical systems, and communication systems for intelligent buildings.

Learning Objectives:
1. To understand:
   a. Basic terminology and measurement units.
   b. Key system functions (what they can and cannot do).
   c. The place of various systems in the larger building context.
2. To understand the fundamentals of system selection, placement, components, sizing, and integration.
3. To be able to make preliminary decisions throughout the design process regarding the appropriateness of various systems concepts.
4. To understand issues related to sustainability.

Course Requirements:
Two term exams and one final, cumulative exam. Three to four quizzes. Six to eight out-of-class exercises and projects. Ten one-page “connections” describing aspects of daily life that are connected to the course topics.
ARC 5175  Architectural Computer Applications

Instructor: Capoot, Gray, Wnuk
Prerequisites: Admission to 3.5 year graduate program

Course Overview:
The course introduces students to the basic drawings and graphic presentation applications used in the design profession. The course focuses on the development of computer literacy, basic application commands, application-specific techniques and terminology, and organizing principles in graphic communication. The use of raster- and vector-based application further expands the students’ knowledge and their ability to communicate conceptual and detailed architectural design.

Learning Objectives:
1. To be able to use two-dimensional computer applications that facilitate the communication of design ideas.
2. To understand graphic design principles as they relate to electronic media compositions.
3. To introduce vocabulary that allows one to engage in competent dialogue with regard to computer applications in the design profession.
4. To understand the use of a variety of presentation techniques.
5. To develop a strict sense of craftsmanship, discipline, and work ethic.

Course Requirements:
The students are evaluated on bi-weekly in-class exercises and bi-weekly mini-projects. Students’ journals and a final cumulative project are also evaluates.

Grading should reflect the development of these skills areas: process, graphic communication techniques, and personal development.
ARC 5206  Advanced Architectural Theory and Philosophy

Instructor:  Pabón, Wells-Bowie
Prerequisites:  Graduate standing

Course Overview:
The course aims to engage the student in a philosophical analysis of historical and contemporary architectural and urban theoretical systems that have contributed to the development of the history of thought in architecture. In order to accomplish this goal, the course explores how different theories and philosophical paradigms express society’s relationship to architectural artifacts.

The course helps students understand the philosophical and theoretical landscapes that shape the profession of architecture, cultivate their mental skills, and gain new perspectives enhancing, in this manner, their critical thinking skills. This is probably one of the most relevant goals of the course: to augment the number of personal tools that strengthen reason, perception, and imagination in future architects in order to increase the “conduits to freedom in the design process.”

Learning Objectives:
1. To be able to evaluate a variety of theoretical systems and how these shape architecture.
2. To be able to analyze contemporary architectural paradigms.
3. To be able to evaluate and synthesize the systems of thought behind architectural and urban artifacts.
4. To be able to speak and write critically about architecture theory.
5. To be able to synthesize and generate a knowledge base for critical analysis of architectural topics.
6. To understand Western and non-Western intellectual traditions.
7. To understand issues of diversity in relation to architecture.

Course Requirements:
1. Attendance and participation on a daily basis.
2. A number of oral reports and position papers (which may include graphic presentations) related to the course content.
3. A midterm and a final exam (or a paper).
Instructor: R. Goodwin and V. Goodwin
Prerequisites: Admission to B.Arch. or M.Arch. program

Course Overview:
Practice 1 provides a framework for the larger legal, ethical, and social issues addressed in Practice 2. The intent of this course is to develop an understanding of the day-to-day professional realities encountered in contemporary practice. Attention is given to the client/architect relationship, administration, architects as leaders, and issues related to cost control.

Learning Objectives:
Students completing this course gain an understanding of:
1. Ethical issues associated with architecture
2. Client/architect relationship
3. Administrative roles of architects and working in a team
4. Forms of architectural practice and their related challenges
5. Roles of architects as leaders in the building design and construction process
6. Legal responsibilities of the architect
7. Fundamentals of lost control
8. Internship and licensing process

Course Requirements:
Classroom lectures/discussions are supplemented by active student participation in assignments designed to introduce the students to experiences in an office setting. Depending upon the size of enrollment, the students form classroom “firms,” complete with firm histories and profiles.

Forty percent of the final grade is based on individual assignments, exams, attendance, and classroom participation. Sixty percent is based on group assignments.

Online section:
An online section of this course has been offered since 2003.
Instructor: Martineau
Prerequisites: Admission to B.Arch. or M.Arch. program

Course Overview:
Practice 2 is the second course in the professional practice sequence. The course investigates the evolution of architectural practice and the role of the architect and the profession from a historical and contemporary point of view. Emphasis is placed on the current state of practice and its relation and obligations to the community, the marketplace, and the profession. Attention is given to architectural practice, professional development, legal responsibilities, and ethical judgment.

Learning Objectives:
Students completing this course gain an understanding of:
1. Ethical issues associated with architecture
2. Client/architect relationship
3. Administrative roles of architects and working in a team
4. Forms of architectural practice and their related challenges
5. Roles of architects as leaders in the building design and construction process
6. Legal responsibilities of the architect
7. Fundamentals of lost control
8. Internship and licensing process

Course Requirements:
One essay-type midterm and final exam are scheduled based on the assigned readings, class presentations, discussions, etc. The final exam includes a position paper/statement on an issue of the student’s choice. Throughout the semester, students are expected to search the Internet and other media sources for articles, position papers, new stories, and other pertinent information concerning the issues of this course. Each student must select and submit a minimum of two such case studies for presentation and discussion in class and on the Forum. The following book is strongly suggested but not required reading. Reading assignments are given from this and other sources: Barry Wasserman, Patrick Sullivan, Gregory Palermo, Ethics and the Practice of Architecture. Recommended source materials are Bill Hubbard, A Theory of Practice; Dana Cuff, Architecture: The Story of Practice; Justin Sweet, The Legal Aspects of Architecture. The Internet should be considered as equally or more useful.

This is both a classroom course and an online seminar course with required active student participation. The course website http://groups.yahoo.com/group/famusoa_practice2_forum and e-mail serve as a means to share student work and to post questions, respond to student case studies, etc. Members of the online class are welcome to participate in the on-campus meetings if and when they are able. The instructor serves primarily as a discussion guide and facilitator, although he presents occasional, formal lectures to set the direction, but not necessarily the tone, of future discussions.
Instructor: Chin, Grey, Huffman, Robles, Wells-Bowie
Prerequisites: Admission to the B.Arch. program

Course Overview:
This term focuses on the study of a particular urban setting. This setting forms the basis for an urban design project conducted during this term and also for the terminal project of Advanced Architectural Design 5.2. The urban design project requires students to work both individually and in groups with other students, some of whom may be from other disciplines.

Learning Objectives:
1. To develop familiarity with urban design issues.
2. To be able to conduct an urban analysis and develop a project brief.
3. To be able to develop a conceptual proposal for a large, complex, urban problem.
4. To understand and apply ideas, theories, and precedents for both building types and urban form.
5. To understand the role of urban memory, historic context, and sense of place.
6. To utilize computer programs as design tools and as an effective means to illustrate alternate urban images to the public.
7. To develop effective public presentation skills.

Course Requirements:
The studio meets three times a week. It is normal to engage in one major project in the semester. Field trips, lectures and seminars related to urban planning and design are used to generate a quick familiarity with prototypical urban issues. Students are expected to work in project teams in the analyses, data collecting, and documentation portion of a project as well as development of urban concepts. However, each student is individually responsible for the design solution of a building proposed for a particular urban setting.
Instructor: Chin, Huffman, White
Prerequisites: ARC 5352 Advanced Architectural Design 5.1

Course Overview:
Students are required to design a building or group of buildings in the urban setting based on the building programs they developed in the previous semester. Students work closely with the course instructor and one or more other advisors among the architecture faculty. The student’s work must demonstrate competence sufficient to meet the exit requirements of this degree program and entry into the architecture intern program.

Learning Objectives:
1. To be able to expand design skills learned in earlier studios.
2. To be able to evaluate one’s own research/data through systematic application.
3. To be able to determine if the goals, objectives, and issues identified for the project are valid and resolvable.
4. To be able to use programming skills.
5. To be able to develop an ability to effectively utilize specialized faculty consultants through the various design phases.
6. To be able to incorporate ideas related to structure, materials, constructions, and mechanical systems into the design process.
7. To be able to design with the intent of not only meeting the program need for a building and incorporating item 6 but also to consider the building’s role relative to its specific location.
8. To be able to present the terminal project in a clear, coherent, and professional manner, both graphically and verbally.

Course Requirements:
The studio meets three times a week. Students are required to make four formal presentations:
1. Schematic design presentations to studio advisor and class.
2. An interim presentation to both the studio adviser and project adviser.
3. A major penultimate presentation to a faculty jury.
4. A final presentation to the same jury and the School.
The project must be finished in order to be graded.
**Course Overview:**
The primary foci of this course are the development of two- and three-dimensional graphic skills and the ability to think spatially and to manipulate elements in space. Analysis and design exercises begin as abstract two- and three-dimensional space and deal with topics such as figure/ground relationships; line/plane/mass; the ideas of systems, networks, repetition; and the relation of part to whole. By the end of the course, human scale is a part of the design environment.

**Learning Objectives:**
1. To understand formal ordering systems.
2. To understand basic 2D and 3D communication skills, such as drawing, sketching, model making, graphics, etc.
3. To introduce a variety of presentation techniques.
4. To be able to think creatively and critically about form, space, and color.
5. To be able to think creatively and critically about formal architectural issues.
6. To understand spatial systems, networks, and the relation of part to whole.
7. To initiate an awareness of aesthetics and the ability to make critical aesthetic judgments.
8. To develop attitudes, values, and work habits appropriate to our profession.

**Course Requirements:**
Successful exploration and completion of design projects that address the issues and objectives listed above and weekly sketchbook assignments and readings.
ARC 5362 Graduate Design 2

Instructor: Alfano, White
Prerequisites: ARC 5361 Graduate Design 1

Course Overview:
The course focuses on the development of inhabited space, including considerations of generic site, climate, and human comfort for simple indoor and outdoor spaces. Students extend the lessons learned in first year to the study of basic building parts—floor, wall, and roof. The use of plan/section/elevation and models become central to the design exercises.

Learning Objectives:
1. To be able to use the fundamental design principles learned in earlier studios.
2. To understand the use of design process to facilitate the making of architectural form.
3. To understand the application of precedents to designing buildings.
4. To be able to use a variety of presentation techniques.
5. To be able to use formal ordering systems.
6. To be able to speak and write about a studio project.

Course Requirements:
The students are evaluated on each project (and each day). Students' journals, documentation of field trips, site visits, and project development are also evaluated.

Due to the distribution of evaluation over a broad number of criteria, grading reflects the development of these skill areas: building design, design process, theory, presentation techniques, and personal development.
Instructor:  Alfano, White  
Prerequisites:  ARC 5361 Architectural Design 1 and ARC 5362 Design 2

Course Overview:  
This studio is a transition to whole-building design, building systems, and site conditions. Topics from beginning design classes are revisited within the context of small buildings with multiple uses and specific sites with distinctive site features. Design exercises are structured to allow for learning design processes and to ensure that students engage all issues of a project. Students are expected to begin to evaluate these alternatives in their pursuit of the final, proposed scheme.

Learning Objectives:  
1. To be able to apply the fundamental design principles learned in prior studios to whole-building projects.  
2. To be able to make design decisions logically and in addressing programmatic requirements responsibly.  
3. To be able to develop depth and resolution throughout the design process, especially to respond with a conceptual intent and refining and resolving the final product.  
4. To be able to respond to and reinforce the soundness of early conceptual design ideas with emphasis on site organization, interior building organization, accessibility, building form, building technology, and the use of precedents.  
5. To be able to appreciate the role of precedent in the making of buildings.  
6. To be able to expand and refine graphic presentation skills.

Course Requirements:  
Completion and presentation of two major design projects and numerous investigative exercises.
Instructor: Alfano, Robles, White
Prerequisites: ARC 5363 Graduate Design 3

Course Overview:
This course has two emphases. The first is to bring together the lessons of the previous design courses in the design of a building of moderate size. The second is to study large, complex buildings culminating within an urban setting in a design project that focuses on the organization of a building’s systems and its relation to its context.

Learning Objectives:
1. To be able to independently research information needed to inform the design process.
2. To be able to articulate a coherent design “argument” when working as a design team.
3. To be able to develop coherent design solutions to complex building programs in terms of spatial organizations, relation to context, organization of structure and service systems, and the image and articulation of building enclosure.
4. To be able to apply the principles developed in prior technical courses, particularly those that have a strong impact on the organization, shape, and appearance of space and surface.
5. To be able to apply contemporary and historical issues important to architecture and to the design process.
6. To be able to utilize graphic skills with particular emphasis on accurate representation of space and surface.
7. To be able to address site conditions, life safety, and accessibility issues in the development of a design solution.

Course Requirements:
The course consists of three four-hour studios each week. Studios include lectures by the instructors and group discussions on specific topics relevant to the project at hand. Reading from selected texts and study of the work of specific architects supplement the student’s individual research. Where appropriate to the goals of the course, the main project of the term may be a national student design competition.
Instructor: Goodwin, Huffman, Pugh, Stone
Prerequisites: Admission to the 3.5-year graduate program

Course Overview:
This course builds on the New Technology of Buildings course and prepares students to apply the technical principles governing the construction and behavior of building enclosure in the design studio setting. The discussion of these principles is framed mainly within the context of issues important to the present and anticipated future built environment. It uses field trips to buildings completed and under construction and case studies of specific buildings to supplement the lectures and reading assignments on generic building assemblies and that are relevant to a range of cultural and climatic settings. It assumes a basic knowledge of the form and durability of the major families of building materials.

Learning Objectives:
1. To understand and be able to apply to the analysis and detailing of generic building configurations the principles of building enclosure, with particular emphasis on exterior enclosure.
2. To be aware of the evolution in form, composition, and use of these materials in relation to economic, technological, and social parameters.
3. To understand the basic sequence of building construction and some of the standard ways that building materials are joined through observations of construction in process.
4. To improve visualization and representational skills through drawing and modeling building systems.

Course Requirements:
Course assignments include short analysis and design exercises in class and as home assignments. The course text is Fundamentals of Building Construction by Edward Allen and notes by the instructors. Field trips to local construction sites are an important supplement to the course lectures. Exams require written and drawn responses to questions involving the analysis and design of parts of building assemblies.

Course Topics
- The logic and sequence of contemporary building construction.
- The principles of enclosure and materials assemblies at and below ground.
- The principles of enclosure and materials assemblies of exterior walls above ground.
- The principles of enclosure and materials assemblies of moderate and steeply sloped roofs.
- The principles of enclosure and materials assemblies of low slope roof.
- The principles of enclosure and materials assemblies interior enclosure—floor/ceiling,
- The detailing of working and non-working joints in buildings.
- The detailing of building edges: wall/corners, building/ground, wall/roof.
- Building safety and accessibility.
ARC 5584 Architectural Structures I

Instructor: Huston
Prerequisites: PHY 2053 College Physics I ("C" or better)
MAC 2311 Calculus I ("C" or better)

Course Overview:
This course covers structural concepts and principles of structural behavior. Included are the elements of statics and mechanics of material: concurrent and noncurrent force systems, moments and couples, equilibrium, centroids and moment of inertia, stress and strain, shear and moment diagrams, elastic column buckling, flexural and shearing stresses in beams, and truss analysis.

Learning Objectives:
1. To be able to:
   a. Solve elementary statics problems,
   b. Determine section properties,
   c. Sketch shear and moment diagrams,
   d. Select beams on a preliminary basis, and
   e. Compute basic stresses and strain.
2. To be able to discern the appropriateness of certain structural systems for certain architectural functions.
3. To be able to "order" a problem and perform an analysis of the variables.

Course Requirements:
Reading, homework assignments, quizzes, tests, and projects. Performance is evaluated as follows:

Four or five tests 60%
Homework, class participation, pop quizzes, papers, and projects 15%
Final exam 25%

The numerical total is influenced by improvement, effort, and attitude.
ARC 5585  Architectural Structures II

Instructor:  Huston, Shaeffer
Prerequisites:  ARC 5584 Architectural Structures I

Course Overview:
This course covers structural concepts and principles of behavior. Structural analysis covered includes: deflection theory, moment area techniques, principles of superposition, indeterminate and continuous beams, and theorem of three moments. Also covered are: structural framing in wood and steel, analysis and design of timber elements and systems, use of NFPA National Design Specification, analysis and design of steel elements systems, use of AISC Manual of Steel Construction (LRFD), bolted connections in timber construction, bolted and welded connections in steel construction, and a three-dimensional framing exercise.

Learning Objectives:
1. To be able to:
   a. Estimate beam deflections,
   b. Analyze continuous beams,
   c. Select beams in wood and steel based on moment, shear, and deflection,
   d. Analyze and select wood and steel columns, and
   e. Select steel bar joints.
2. To differentiate among basic structural materials on the basis of physical properties.
3. To “frame-out” a plan in timber or steel, using rational spans.

Course Requirements:
Reading and written homework assignments, quizzes, tests, and projects. Performance is evaluated as follows.

- Five to seven short quizzes  20 points each (lowest one is dropped)
- Four tests  100 points each (lowest one is dropped)
- One or two projects  75-100 points each
- Final exam  100-150 points
- Homework  10% of the above

The numerical total will be influenced by improvement, effort, and attitude.
Instructor: Beitelman, Shaeffer
Prerequisites: ARC 5585 Architectural Structures II

Course Overview:
This class covers theory and behavior of indeterminate frames; introduction to moment distribution and computer techniques; rapid moment estimating techniques; properties of materials used in reinforced concrete; reinforced concrete desk systems: flat plates and slabs, one-way and two-way pan systems, shear heads and panels, typical spans and span/depth ratios, systems appropriateness and selection; analysis and design of reinforced concrete elements using strength design techniques and ACI 8 references; footings and foundation systems; lateral forces and building form; determination of wind forces and pressure coefficients referencing ASCE 7; and determination of earthquake ground shear forces (static techniques) and their distribution referencing ASCE 7.

Learning Objectives:
1. To be able to
   a. Analyze simple indeterminate beams and frames
   b. Analyze and design reinforced concrete beams and slabs based on moment
   c. Analyze reinforced concrete footings
   d. Analyze simple prestressed beams
   e. Determine wind and earthquake forces
2. To be able to differentiate among basic structural materials on the basis of physical properties.
3. To be able to “frame-out” a plan in reinforced concrete using rational spans.
4. To be able to develop appropriate design responses to wind and earthquake forces.

Course Requirements:
Reading and written homework assignments, quizzes, tests, and projects. Performance is evaluated as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five to seven short quizzes</td>
<td>20 points each (lowest one will be dropped)</td>
</tr>
<tr>
<td>Four tests</td>
<td>100 points (lowest one will be dropped)</td>
</tr>
<tr>
<td>Computer exercise</td>
<td>100 points</td>
</tr>
<tr>
<td>Project</td>
<td>75-100 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>100-150 points</td>
</tr>
</tbody>
</table>

The numerical total is influenced by improvement, effort, and attitude.
Instructor: Grondzik
Prerequisites: Admission to the 3.5-year graduate program

Course Overview:
Topics covered in this course include the following: thermal comfort, thermal design criteria, indoor air quality, psychrometrics, heat transfer, design heat loss, design cooling load, passive heating and cooling strategies, HVAC systems, active solar energy systems, fire protection planning and systems, smoke control concepts, water supply systems, and sanitary and storm drainage systems.

Learning Objectives:
1. To understand:
   a. Basic terminology and measurement units,
   b. Key systems functions (what they can and cannot do), and
   c. The place of these various systems in the larger building context.
2. To understand the fundamentals of systems selection, placement, components, sizing, and integration.
3. To be able to make preliminary decisions throughout the design process regarding the appropriateness of various systems concepts.
4. To be able to gather, assess, record, and apply information relevant to environmental technologies.
5. To be able to assess, select, and conceptually integrate structural systems, building-envelope systems, environmental systems, life-safety systems, and building-service systems into building design.

Course Requirements:
Two exams, ten pop quizzes, six homework assignments, and a semester-long case study. Weekly reflections upon materials covered in class.
ARC 5731  Architectural History I

Instructor:  Dozier, Henderson, Pabón
Prerequisites:  Admission to the 3.5-year graduate program

Course Overview:
This course is the first one in the three-course sequence of history of architecture survey courses. It introduces graduate students to notable built environments from the beginning of recorded time to the end of the Medieval Period, roughly 1400 AD. This course focuses on what is generally accepted as the “Western tradition” of architecture, which includes Egypt, Mesopotamia, Greece, Rome, Europe, and North Africa but also includes “non-Western” cultures of India, China, Japan, and Native America.

Examples of architecture, landscape architecture, and urban design are presented in class, or students are asked to do readings and research on them. These help students form a frame of reference to understand cultural, typological, morphological, iconographic, and theoretical developments. Extensive classroom participation in discussions is anticipated.

Learning Objectives:
1. To understand many of their chosen profession’s historical, theoretical, moral, and philosophical ideas.
2. To understand the relationship between built environments of architecture, landscape architecture, and urban planning to their contexts, including those that are natural, rural, urban, and suburban.

Course Requirements:
The semester grade is the average of three exams and a research paper. Students are also required to read three papers written by their classmates. The required text is Buildings Across Time: An Introduction to World Architecture by Moffett, Miriam; Fazio, Michael; Wodehouse, Lawrence Published by McGraw–Hill 2004.
ARC 5732  Architectural History II

Instructor: Dozier, Pabón
Prerequisites: Admission to the 3.5 year graduate program

Course Overview:
The course provides a critical exploration of the history and theory of architecture from the beginning of the 14th century to the 19th century. This course examines the making and intent of significant buildings and sites tracing the developments that have given meaning to the built environment and brought order to the tectonics of architecture.

Learning Objectives:
1. To understand the linkage between cultural experience and architectural form. Emphasis is placed on human institutions, their development, their programs, and appropriate architectural responses demonstrated in Western and non-Western traditions.
2. To understand architectural vocabulary with emphasis on terminology for the Renaissance and the Industrial Revolution.
3. To be able to think critically and write about architecture.
4. To expand the student’s critical understanding of national/regional traditions.

Course Requirements:
Two or three one-hour tests and occasional quizzes
Final exam
1500-word paper/graphic study of exemplary building or site
Instructor: Dozier, Henderson
Prerequisites: Students should have completed Architectural History I and II or have a history of architecture or art degree from an undergraduate institution.

Course Overview:
This course is the third one in the graduate three-course sequence of architectural history survey courses. It is intended to introduce students to notable built environments from the beginning of the “Age of Enlightenment” in Europe, including historical revivals of the 19th century, to the impact of the Industrial Revolution, to American experiments in Chicago, to European Art Nouveau and Art Deco, to American Art Deco/Jazz Age, and Streamline Moderne; through the Brave New World of Heroic Modernism, to the Post-World era of 1970s to today’s search for new directions of architecture in the 21st century.

While much of the course focuses on what is generally accepted as the “Western tradition” of architecture, there are also lectures on Japan and of architects in the United States that have been marginalized in the past, such as women, African-Americans, Hispanics, and Asisans.

Learning Objectives:
1. To understand many of the profession’s historical, theoretical, moral, and philosophical ideas.
2. To understand the relationship between built environments of architecture, landscape architecture, and urban planning to the context of modernity, including those that are natural, rural, urban, and suburban.

Course Requirements:
Examples of architecture, landscape architecture, and urban design are presented in class, or students are asked to do readings and research on them. Students are expected to have completed the reading assignments prior to class sessions. These items should help students form a frame of reference to understand cultural, typological, morphological, iconographic, and theoretical developments. Extensive classroom participation in discussions is anticipated.

The semester grade is the average of three exams and a research paper. Plus students are also required to read three papers written by their classmates. The required text is Buildings Across Time: An Introduction to World Architecture by Moffett, Miriam; Fazio, Michael; Wodehouse, Lawrence Published by McGraw–Hill 2004.
ARC 5910  Architectural Research

Instructor: Chin, Knight, Peterson, White
Prerequisites: Admission to the B.Arch. program

Course Overview:
This lecture and discussion course takes the student systematically through the process of
programmatic preparation for the senior comprehensive project. The senior project is the
culmination of the five-year program for the Bachelor of Architecture degree.

Learning Objectives:
1. To understand the major issues to be addressed in the development of a design program.
2. To understand methods commonly used in the performance of architectural research .
3. To understand the steps in organizing and preparing a comprehensive research report.
4. To develop an appreciation of quality in the undertaking of research and of its
documentation.
5. To be able to analyze information and draw new, original ideas from such information.
6. To understand the activities that precede and inform the design process

Students who complete this course successfully should, at a minimum:
1. Be able to prepare the basic components of a program report.
2. Be able to use basic tools of architectural research.
3. Be able to prepare a comprehensive and comprehensible research report, as manifested in
   the final project research report.

Course Requirements:
Student performance is measured via steady progress on the report as sections are assigned
during the course of the semester. Evidence of student participation in class discussion and
class attendance patterns are also included in the overall evaluation. The overall course grade
will be based on the following percentage weights given each item:

Individual assignments during the semester 30%
Final draft report (content) 30%
Final report (presentation, organization) 30%
Participation/Attendance 10%
ARC 6217  Theories of Intervention

Instructor: Huffman, Pabón, Powers, Wells-Bowie
Prerequisites: Graduate standing

Course Overview:
This is the second course in the sequence designed to prepare the graduate student for thesis work. The course is offered in multiple sections each spring semester. Each section is taught by a senior faculty member with interest in one of the themes within the graduate program, namely: historic preservation, urban design, technology, design education, and design methods. Each section examines the methods, means, and outcomes of interventions in the particular area of study. An example of the course description for the section focusing on historic preservation follows.

Learning Objectives:
1. To improve on the ability to write.
2. To be able to think critically.
3. To be able to gather, assess, record, and apply relevant information within the student’s area of interest.
4. To understand the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals.
5. To expand on each student’s area of interest identified in the Models of Inquiry course with the goal of each student’s framing a topic by the end of the semester.

Course Requirements:
Each section results in a proposal for a Master of Architecture thesis by each student.
Course Overview:
One of the ways architecture acts as an “instrument of intervention” is when it achieves the status of “cultural resource” or “historic property.” It is at this point that an architectural object reaches its ultimate social significance: becoming an icon or symbol, at times, the emblematic representation of the motherland. As such, it transforms itself into an “agent of change,” both physical and spiritual. This course introduces aims to contribute to future architects’ education by presenting conservation and rehabilitation issues that affect, form, and inform architectural and urban design processes. An architect’s role, when intervening architectural artifacts deemed to possess historic significance, is two pronged for it has to both intervene and preserve the historic product of the profession. It is critical for the architect to understand this responsibility (by analyzing the set of legal guidelines the government has created).

Learning Objectives:
1. To demonstrate knowledge of core literature in the field of historic preservation and to be able to critically analyze current preservation issues.
2. To strengthen consciousness about the shared responsibility regarding the preservation of historic properties.
3. To understand historic preservation as both a unique professional intervention and as an agent of change within the architectural profession.
4. To educate about an architect’s role as steward of the past for the future.
5. To collaborate in the interpretation and rehabilitation of the nation’s architectural heritage.
6. To reinforce respect and pride regarding the region’s historic architecture.
7. To inculcate a personal and professional commitment towards the preservation of the cultural landscape of the region and ethnic minorities.
8. To illustrate the need to recognize, cherish, and preserve culturally diverse architectural artifacts.
9. To comprehend the impact historic preservation issues have upon the architectural decision-making process.
10. To demonstrate how best to preserve a cultural resource’s Alterswert from indecorous architectural interventions.
11. To recognize and appreciate the creative intersection that exists between historic preservation activities, architecture, and urban planning.

Course Requirements:
1. Attendance and participation on a daily basis.
2. A number of oral reports and position papers (which may include graphic presentations).
ARC 6245  Models of Inquiry

Instructor: Ots, Peterson, Powers, Wells-Bowie
Prerequisites: Graduate standing

Course Overview:
This course is the first in the inquiry/intervention sequence of the graduate program. Its focus
is upon the nature of inquiry in architecture.

Learning Objectives:
Students who have successfully completed this course will have developed a greater
appreciation of the relationship between larger societal forces, inquiry, and architecture. This
enhanced understanding is expected to lead to a better understanding of the personal goals of
each student regarding his/her master’s project. The learning objectives are:

1. To understand the cultural and temporal context of architectural design activity.
2. To understand current architectural discourse.
3. To understand the relationship between design method and design inquiry.
4. To engage each student in his/her personal attitude toward inquiry in architecture.
5. To be able to appropriately apply selected models of inquiry.
6. To establish an agenda for further study by each student within the topic areas provided
   within the School.

Course Requirements:
There are several short projects during the semester as described below. The following is a
breakdown of course components and associated grade distribution.

1. Introduction of the landscape of current discourse in architecture (two weeks).
   Assignment: Compilation of issues, position, and arguments. (10% of grade)
2. Deconstructing our conceptual framework (three weeks).
   Assignment: Essay (15% of grade)
3. Reconstruction: Developing a place to stand (four weeks).
   Assignment: Research paper/seminar (20% of grade)
4. Student inquiry project: Application of an inquiry paradigm (five weeks).
   Assignment: Research paper and seminar (30% course grade)

Final exam and participation.
Students are graded on quality of research, writing, and class discussion as well as
performance on tests. Each student’s level of engagement with the course is heavily
considered.
ARC 6357  Graduate Design 6.1

Instructor:  Alfano, Wells-Bowie
Prerequisites:  Graduate standing and completion of all undergraduate design courses or instructor's permission.

Course Overview:
Design as inquiry of urban design and urban architecture, with an emphasis on design as a method of intellectual discourse. And investigation of urban typologies and the paradigms they serve. An emphasis on the role tradition and invention play in making architecture.

Learning Objectives:
1. To understand the development and presentation of theoretical positions in making architectural and urban forms.
2. To understand and develop argument in support of architectural design as it represents critical thinking.
3. To be able to make architecture that is aesthetically beautifully as an object as well as a useful vessel to support, serve, and celebrate its intended function.
4. To understand issues and become aware of the processes and paradigms of urban design.
5. To be able to utilize knowledge from the advanced theory course as a basis for making sophisticated urban and architectural form.

Course Requirements:
1. Develop works of architecture that are clear expressions of stated positions.
2. Demonstrate an ability to clearly articulate paradigms of architectural and urban theory.
3. Employ a combination of written, oral, and visual (models and drawing) forms of expression to explain intents and concepts.
4. Demonstrate an understanding between design intent and design object.
5. Demonstrate an ability to resolve programmatic, technological, contextual, and aesthetic needs of work developed.
Instructor: Alfano, Robles, Wells-Bowie
Prerequisites: Graduate standing and completion of Graduate Design 6.1

Course Overview:
This is the last formal design studio in the graduate program. The educational intent is to explore the architectural implications of tradition, intervention, and invention in making architecture and urban fabric. The course has two components: (1) the development of an urban design scheme, and (2) the exploration of a thesis topic and its implication in making architecture. The studio design challenge is located in Jacksonville, Florida. The Jacksonville AIA sponsors the studio with resources and hosts a final review of the students’ work.

Learning Objectives:
1. To understand the architectural potential of research.
2. To be able to explore the impact of architectural works as a positive catalyst in the urban and suburban fabric.
3. To be able to begin the investigation of a possible thesis topic through the making of architecture and the development of an urban design scheme.
4. To be able to make conceptual decisions that demonstrate the use of architecture as a vehicle for critical thinking.
5. To be able to demonstrate initiative, responsibility, and professionalism in their efforts.
6. To be able to develop a comprehensive thematic work of architecture that illustrates programmatic resolution, technological solutions, and appropriate communication of the work.

Course Requirements:
The students are evaluated based on the following criteria:
1. The articulation of thematic intentions that demonstrates critical thinking and a concise understanding of the opportunity at hand.
2. The work demonstrates a definitive conceptual framework that engages and sustains the proposed thematic intentions into a clear vision of purpose.
3. The work is refined to a level that demonstrates a resolution of design principles and theory, technological elegance and competency, and programmatic commodity.
4. The work is communicated in a professional manner that reinforces and clarifies the intent, conceptual aspects, and resolution of the student’s efforts.
5. The ability to work and contribute in a professional manner to the development of an urban design scheme as part of a team of students.
ARC 6624  New Technology of Buildings

Instructor:  R. Goodwin, Grondzik, Pugh
Prerequisites:  Admission to 3.5 year graduate program

Course Overview:
This is a three-credit-hour course for students entering the Master of Architecture program with an undergraduate degree in another discipline. It introduces students to the how and the why of four major areas of architectural design: sound, light, electrical systems, and vertical transportation. The class is conducted in a discussion format, and the text is Mechanical and Electrical Equipment for Buildings, Ninth Edition, by Stein and Reynolds.

Learning Objectives:
1. To understand the basic principles of each area studied
2. To be able to locate and evaluate detailed information as needed
3. To be able to apply these principles and information to their decision-making process
4. Be able to describe the processes by which light, sound, electrical systems, and vertical transportation systems impact buildings and their occupants.
5. Be able to demonstrate a familiarity with the details of various building systems and suggest reasonable design responses in relation to economic, technological, and social parameters.
6. Be able to communicate effectively their knowledge in drawings or electronic media.

Course Requirements:
Students are expected to demonstrate in very small design-related projects and/or written assignments and examinations progress toward achievement of each objective. There are three one-hour quizzes administered during the class period and several project assignments. Unless exempted by having earned an A average, students are also examined on all course material in the final examination. All work assigned during the semester receives a grade. The criteria for evaluating each assignment is explained as the assignment is being introduced.

The final semester grade is proportioned as follows:
Attendance and class participation  15%
First Quiz                   10%
Second Quiz                 15%
Third Quiz                  15%
Projects and Assignments   25%
Final Exam                  20%
ARC 6910                Thesis/Master’s Project Research

Instructor:               Martineau, White
Prerequisites:            Completion of ARC 6974 Thesis/Master’s Project Planning

Course Overview:
This course provides a supportive structure to help the student manage his/her thesis to a successful conclusion. This structure involves intermediate due dates, desk crits, group review of work in progress, faculty guests, chalk talks, and short exercises. At the end of the semester, the student should have completed his/her approved proposal; studied the architectural implications of the thesis inquiry; substantially finished information collection, organization, and analysis; formulated tentative conclusions; completed drafts of the key thesis chapters; and visualized the final product.

Learning Objectives:
1. To assist the student in managing thesis progress so as to encourage the successful completion of the project in the second thesis semester.
2. To be able to reflect on his/her world views, values, ways of thinking and making, and role in architecture.
3. To be able to employ the thesis experience to refine generic competencies such as fathoming problems, gaining traction in ill-defined situations, shaping telling questions, making mid-course corrections, cutting losses, engaging others in the process, visualizing end products and completion paths, renegotiating scope, reaching closure, and reflecting on the meaning of findings.
4. To be able to explore the architectural implications of the thesis inquiry and to encourage participation in the iterative and heuristic transactions between questions and answers that generate more questions.
5. To provide occasions for mutually supportive dialog among students and between students and faculty and to promote a sense of community in the class.
6. To understand the regulations that apply to thesis procedure and product.

Course Requirements:
Products completed during the semester include the thesis proposal, exploratory architectural exercises, thesis table of contents, key thesis chapters, bibliography, and initial design concepts.

Semester grades for ARC 6910 Thesis/Master’s Project Research and ARC 6971 Thesis/Master’s Project are not on an A-B-C scale and do not count in the calculation of the student’s GPA. A grade of “TP” (thesis is progress) is earned by successful completion of the semester’s products and positive participation in the activities. A “TP” grade must be earned in ARC 6910 in order to register for ARC 6971. Unsatisfactory work in this class results in a grade of “U” (unsatisfactory). This means that ARC 6910 must be retaken and passed before moving on to ARC 6971.
Instructor: Alfano, Chin, Knight, Peterson
Prerequisites: Completion of ARC 6910 Thesis/Master's Project Research

Course Overview:
ARC 6971 Thesis/Master's Project is the second and concluding class in the thesis course sequence. The class meets once a week in a seminar setting to promote dialog about the work in progress. Students present their work, raise questions, share problems, and describe next steps. Discussion is constructive and supportive, involving suggestions, things to consider, potential new sources of information, and possible directions or approach. Students may invite other faculty to attend.

Learning Objectives:
1. To be able to successfully complete the project at the end of semester.
2. To promote personal student reflection about his/her world view, values, ways of thinking and making, and role in architecture.
3. To be able to refine generic competencies such as fathoming problems, gaining traction in ill-defined situations, shaping telling questions, making mid-course corrections, cutting losses, engaging others in the process, visualizing end products and completion paths, renegotiating scope, reaching closure, and reflecting on the meaning of findings.
4. To facilitate the continued exploration of architectural implications of the thesis inquiry begun in Thesis/Master’s Project Research and to encourage participation in the iterative and heuristic transactions between questions and answers that generate more questions.
5. To provide occasions for mutually supportive dialog among students and between students and faculty and to promote a sense of community in the class.
6. To understand the regulations that apply to thesis procedure and product and to the exit process for the M.Arch.

Course Requirements:
Students entering ARC 6971 have their committees in place; their topics, issues, and approaches defined; the architectural implications of their inquiry explored; and key components of the thesis completed or underway such as table of contents, bibliography, some chapters, and exploratory exercises.

The primary working relationship in ARC 6971 Thesis/Master’s Project is between the student and his/her committee. The formal product at the end of the course is the completed thesis document and the formal thesis presentation. At the completion of thesis approval by the student’s committee, a grade of “S” is awarded for the class. This means that the thesis has been satisfactorily completed.
Instructor: Chin, Knight, Peterson
Prerequisites: ARC 6245 Models of Inquiry

Course Overview: The subject of the course is the task of planning a thesis or master’s project in architecture, specifically of selecting an appropriate topic; organizing the committee; writing pertinent proposals; selecting appropriate research methods; and planning, scheduling, implementing, and presenting the project.

Learning Objectives:
1. To understand the different types of theses and master’s projects and their requirements.
2. To be able to develop a clear understanding of the fundamental issues in a chosen thesis areas, the critical and unresolved items in the area, and their relationship to other areas and disciplines.
3. To understand the parts and organization of a thesis, master’s projects, and research project and the procedural steps involved in their planning and execution.
4. To assist in the implementation of the projects by developing a range of methodological and research tools.
5. To be able to communicate intentions and findings about the projects.

Course Requirements: A set of assignments must be completed. These include the preparation of a thesis or master’s project proposal outline research on the selected topic, development of a bibliography, the beginnings of an academic discourse with the appropriate issues, and the search for a committee. The course employs a seminar format with active and regular participation from every student.

Students are graded on quality of research, writing, and class discussion/participation.
Descriptions for Elective Courses

ARC 3174  Intermediate CADD
ARC 4138  Architectural Graphics IV
ARC 4291/ LAA 6231  Intro. to Landscape Architecture
ARC 4291  Green Architecture and Sustainable Planning
ARC 4292  Furniture Design Workshop
ARC 4292  Path-Portal-Place
ARC 4293  Cultural Landscapes: Barcelona
ARC 4293  The House
ARC 4294  Design Methods
ARC 4294  Arch. History and Theories of Urban Design
ARC 4294  Cloth Construction
ARC 4782  History of American Architecture
ARC 4905  Cultural Landscapes: Panama
ARC 6291/6931  Teaching and Learning in Design Edu.
ARC 6292  Architectural Design Theory and Methods
ARC 6293  Design Technology
ARC 6294  Practice and Community Assistance
ARC 6932  Master’s Seminar on Sustainability
LAA 6371  Landscape Architecture Computer Graphics
LAA 6425  Site Engineering
LAA 6426  Site Implementation
LAA 6715  Modern Landscape Architecture History
LAA 6716  Landscape Architecture History
ARC 3174 Intermediate CADD

Instructor: Capoot, Chin, Crowe, Gray, Wnuk
Prerequisites: ARC 2171 Introduction to CADD

Course Overview:
This elective course is designed to help students understand the principles of 3D geometry and modeling by using various software programs relevant to architecture. The course includes the creations of 3D models, the creation of 2D renderings, and the presentation of these models. We also explore how 3D modeling can affect the creative process by quickly and accurately representing the students’ ideas relating to architecture and design.

Learning Objectives:
1. To understand the fundamental concepts of 3D modeling.
2. To be able to experiment with color, light, shadow, texture, camera placement, rendering quality, and the creation of views within the modeling program.
3. To understand how 3D modeling may affect the design and presentation of a building.
4. To be able to create renderings and combine them with other digital media (PhotoShop) and/or with other artistic media (pencil, pen, watercolor, etc.).

Course Requirements:
1. Projects are assigned for all facets of the software program covered in the course.
2. The student’s progress through the course is evaluated by assignments that relate to specific tasks in the program under study. Also, a final project encompasses material covered in each of the prior assignments and combines them into one complete and detailed assignment that includes a hard-copy printout presentation.
3. The assignments are evaluated on the quality of the product, the accuracy with which tasks are completed, and the timely completion of each assignment.
Instructor:  White
Prerequisites:  None (elective)

Course Overview:
This course is open to students at all levels. The class concentrates on three types of freehand perspective drawing. (1) Quick sketch perspectives using a "portrait method" in ink, marker, and color pencil on 5" x 8" cards. (2) Freehand design perspectives employing an internal grid that evolves with construction of the drawing. (3) Professional-quality ink renderings. Quick sketches are drawn from slides of built environments. The rendering is of a building chosen by each student. The instructor demonstrates techniques and shows numerous examples.

Learning Objectives:
1. To be able to draw with expression, composition, representation, and efficiency.
2. Refine techniques of craft and careful making.
3. To be able to execute three types of freehand perspectives: The conceptual sketch, design process drawing, and ink rendering.
4. Experience the joy and satisfaction of the drawing process and its products.

Course Requirements:
In-class sketch perspectives from slides on 8" x 5" cards. In-class freehand grid perspectives. Ink rendering of chosen building in Tallahassee.
LAA 6231/ARC 4291  Introduction to Landscape Architecture

Instructor:  Powers
Prerequisites:  None (elective)

Course Overview:
Landscape architecture is a design field concerned with creating landscapes that balance human needs with environmental concerns. Landscape architecture involves the design, planning, and management of sustainable human environments at many scale—from plaza, to park, to campus, to regional landscapes.

This course provides an overview of landscape architecture, emphasizing the design processes used by landscape architects in shaping built and natural environments. Students will explore the underlying values that are vested in the landscapes that we manipulate and examine the works of several notable landscape architects as they exemplify the cultural values of their respective eras.

By looking at current landscape architectural issues and concerns, students develop an understanding of the content and scope of the field and, to some extent, directions for its future. No background in design is required for this course.

Learning Objectives:
This course provides the student with:
1. A general appreciation of the landscape architecture profession.
2. A greater understanding of people, places, and issues associated with landscape architecture.
3. A general understanding of landscape architectural design processes.

Course Requirements:
- Journal/assignments
- Exploratory project
- Observation project
- Midterm test
- Final exam

Course grades are determined by improving success on course assignments, projects, etc. Thirty percent of the overall grade comes from the journal, 35% from the exploratory project, etc. Each project and assignment has its own grading and assessment criteria.

Grade points:
- Journal/assignments  300 points
- Exploratory project  350 points
- Observation project  100 points
- Midterm test  100 points
- Final exam  150 points
TOTAL:  1000 points
Instructor: Peterson
Prerequisites: None (elective)

Course Overview:
Green architecture and sustainable planning processes recognize the long-term value of making a built environment and infrastructure that creates a habitat in which humans and all of the other creatures on this planet cannot only survive but flourish. As William McDonough says in Cradle to Cradle, being less bad is not being good. Architects face an exciting futures if they can adopt new paradigms of design processes and make buildings that contribute to the improvement of the landscape—economically, socially, and ecologically—in a true sustainable fashion.

This course will broadly expose students to the range of contemporary thinking about the challenge of sustainability, with a distinct focus on the role of green architecture to shape the built environment and infrastructure for supporting human habitat and lifestyles. Students review the recent past to determine how the patterns of human habitation in America were started and why they persist. Finally, we look at the optimistic signs for the future that are evident in the U.S. and other countries.

Learning Objectives:
1. To be able to gather, assess, record, and apply relevant information
2. To understand the principles of sustainability
3. To understand the need for architects to provide leadership

Course Requirements:
Students in the course discuss reading assignments from many authors, from related documents, and from their review recent projects. Students are required to do Web research on subjects related to green architecture and sustainable community planning including, but not exclusively, new urbanism, transit-oriented development, traditional neighborhood development, community-building economic development, mixed-modal transit planning, pedestrian-friendly and walkable design, regional watershed design, the Web-connected neighborhood, and other topics.

There are four components to the evaluation of the semester’s work. The components, percentages of the semester grade they represent, and evaluation criteria are outlined as follows:

- Essays, in-class assignments, pop quizzes: 30%
- Midterm report: 30%
- Final report: 30%
- Attendance, participation, positive contribution to class: 10%
Instructor: Robles
Prerequisites: None (elective)

Course Overview:
This is a design-build, hands-on workshop. This workshop intends to provide the opportunity to explore design and details at full scale and the same time. It is a first-hand experience in the nature of materials, their properties, and their limitations; in how materials fit together, interact with each other, and represent a design philosophy that comes alive at this scale. The final product is two or more pieces of furniture at full scale.

Learning Objectives:
1. To deal with issues of abstract design, materials, details, scale, and human proportion.
2. To incorporate cultural influences, social functions, and psychological needs.
3. To question the aesthetic value of materials and their use.
4. To understand furniture as an extension of architecture.
5. To develop a relationship between design, materials, and craftsmanship.
6. To establish a design agenda for further study.

Students who have successfully completed this course will have developed a greater appreciation of materials, joints, connections, textures, colors, craftsmanship, and the design of objects, specially furniture. From here, the student might develop a greater appreciation of details in particular and of architecture in general.

Course Requirements:
The course emphasizes observation and analysis of basic building materials, bought and found, new and uses, and their relationship to human use and appreciation. Real-time, full-scale, actual conditions, help develop a direct understanding of the materials and of the design opportunities that they present.

There are two or three given projects and two or three individually selected projects. Given the opportunity, the course dedicates time to design and build furniture for a local non-profit organization such as The Shelter (homeless).
Instructor: White
Prerequisites: None (elective)

Course Overview:
This course investigates philosophies, theories, concepts, and examples of place-making in architecture. The class focuses on path as setting for journey, passage, and pilgrimage; on portal as threshold at meeting of path and place; and on place as container for human habitation and action. Exterior, man-made environments in urban settings are the primary class emphasis although natural and interior examples are also addressed.

The class concentrates on exploring attributes that make places successful and draws upon the travel experiences of the instructor and other faculty. The class also borrows lessons from written theory, travel writing, poetry, sacred architecture, and other inquiry modes.

Students study a particular path, or portal, or place of their choosing and produce a paper, poster, and presentation on their selection.

Learning Objectives:
1. To expand and deepen awareness and understanding of theories and philosophies that underpin the perception; appreciation; making; and using of paths, portals, and places.
2. To learn taxonomies and analytical tools for studying, discussing, and evaluating natural and man-made places.
3. To appreciate the attributes that are present in paths, portals, and places that are considered to be successful.
4. To become better able to conceive, plan, and detail successful paths, portals, and places.

Course Requirements:
Paper. Presentation to class. Poster summarizing paper/presentation.
Instructor: Chin, Pabón, Robles
Prerequisites: Upper-division standing

Course Overview:
This is an elective course that concentrates on urban design, historic preservation, and landscape architecture themes. Students study the intersection between urban design, historic preservation, landscape architecture, and cultural interpretation with the unique Catalan environment. Students are presented with a series of related topics such as: preservation, rehabilitation, compatible design, mitigation, cultural interpretation, management of cultural and natural resources, and others related to traditional Spanish urban centers (Barcelona and Tarragona).

Learning Objectives:
1. To help develop sensitivity and respect toward architectural, urban design, and landscape architecture expressions.
2. To contribute to the preservation and appreciation of the built patrimony of all peoples and nations.
3. To better understand the American architectural experience as it evolved from foreign countries.
4. To recognize the architectural contribution made by different ethnic groups throughout history and to recognize the unique melting pot personality present in Barcelona.
5. To comprehend the importance, relevance, and responsibility that is imbedded in the preservation of the urban and architectural patrimony, a responsibility for which we are all accountable to future generations.
6. To understand that all resources, such as archeological, vernacular, popular, and many others, form a corpus—they belong to all of us, beyond national barriers and that, as such, we should respect and contribute toward the improvement and preservation of the built and natural environment.
7. To promote communication links with other cultures and nations as members of the international community.
8. To increase the students' cognoscenti and emotive infrastructure.
9. To present, study, analyze, and interpret the role of the architectural artifact within the Spanish-American world.

Course Requirements:
The principal objective of the course is to prepare the student for a 10-day trip during Spring 2005 to the city of Barcelona, Spain. For this, lectures about Spain, Spanish Architecture, Barcelona, and Catalan Architecture will be conducted. Students will develop a journal with sketches, and prepare topic presentations.
Instructor: Alfano  
Prerequisites: None (elective)

Course Overview:  
The intent of this elective is to explore three aspects of the individual house and to familiarize the student with both the theoretical and pragmatic aspects of house design.
- The first component of the course reviews the historical antecedents of the contemporary house.
- The second component reviews the issues that are important to the primary participants in the design process the architect and the client.
- The third component reviews both built and unbuilt examples of contemporary houses.
This critical overview of the mythic, physical, and tectonic intentions that have influenced architectural thought related to the house emphasizes the success and failures of architecture in making memorable houses. The student demonstrates the ability to engage in both commentary and critical debate through written, oral, and graphic presentations.

Learning Objectives:
1. To develop a knowledge base for critical commentary.
2. To explore the historical basis for contemporary architectural thought on making the house.
3. To review the theories used to design houses and understand how different architects express these theories.
4. To afford the students a forum to develop their own theories of architecture and make a house that has a basis in a personal philosophy or world view.
5. To present a broad overview of architectural thought as manifested in making the house.
6. To become aware of the design process related to the house.

Course Requirements:
1. Successfully complete all projects assigned.
2. Engage in field trips to different house sites.
3. Actively participate in seminars and class discussions.
Instructor: Ots
Prerequisites: None (elective)

Course Overview:
This course is designed to assist each student in his/her search for an effective design process. Emphasis is placed upon the individual and his/her values, experiences, and goals as a designer. In order to provide a menu of design methods, a part of the course examines various recipes for designing. Reference is made to how award-winning architects design. There is also an opportunity for students to self-diagnose their designing activity using past successes and failures. One product from this class could be a design portfolio.

Learning Objectives:
1. To be able to use basic architectural principles in the design of buildings, interior spaces, and sites.
2. To be able to incorporate relevant precedents into architecture and urban design projects.
3. To understand methods of design that incorporate consideration for human needs and behavior.
4. To be able to respond to natural and built site characteristics in the design of a project.
5. To be able to integrate building systems.
6. To understand the role of the client.

Course Requirements:
The bulk of the course consists of workshops that focus upon alternative approaches to the process of design. Specific exercises develop techniques and skills associated with each process. Students are expected to supplement these short exercises with research regarding the design activities of specific architects. Each student is required to keep a course sketchbook used to document class discussions and the process of completing design exercises.

Grading is based upon assignments and exercises as well as active participation in class. The sketchbook is considered as needed.
Instructor: Alfano

Prerequisites: None (elective)

Course Overview:
The intent of this elective is to explore those attributes—both historical and contemporary, theoretical and pragmatic, socio-political and economic, man-made and natural—that the practice of urban design engages to determine the form of urban areas. To achieve these ends, the course is organized into three components.

• The first component defines the basic vocabulary and the basic components of urban design.
• The second component defines historical urban form and the issues that have shaped cities in the past.
• The third component examines various contemporary schools of theoretical thought and the issues affecting urban form today that they are attempting to address.

This critical overview of complex social, mythic, physical, and tectonic intentions that have influenced urban design theory will emphasize the success and failures of making memorable cities and urban form. The student will demonstrate the ability to engage in both commentary and critical debate through written, oral, and graphic presentations.

Learning Objectives:
1. To develop a knowledge base for critical commentary.
2. To explore the historical basis for contemporary urban design theory.
3. To review the evolution of theories of making urban form, as they are interpreted by urban designers, and the various typologies by which these theories are expressed.
4. To afford the students a forum to develop their own theories of urban design and urban form that has a basis in a personal philosophy or world view.
5. To present a broad overview of urban design as a process that mediates decision making in architecture as a part of the urban fabric.

Course Requirements:
1. Completion of projects assigned.
2. Pass examination and quizzes.
3. Class participation.
**ARC 4294**  
**Cloth Constructions**

**Instructor:** V. Goodwin  
**Prerequisites:** Beginning design studio

**Course Overview:**
This is a design elective class that focuses on fiber-specific languages and approaches to design. During the class students are able to work with a variety of materials and images. Using hand-dyed, printed, commercial fabrics, paper, and other materials, this class explores how to use them as a means of artistic and architectural expression. Demonstrations, slides, discussion and lots of samples are a part of this class.

**Learning Objectives:**
1. To expand on the student’s understanding of fundamental design principles.
2. To learn to use a variety of presentation techniques, one of which relates to fiber-related media.
3. To explore analytical techniques for the understanding of the nature of the design problem to be solved.
4. To learn to develop a strict sense of craftsmanship, discipline, and work ethic.
5. To develop an awareness of architecture, its general organizing principles, and the fundamentals of design thinking.
6. To strengthen the student’s awareness of aesthetics and the ability to make critical aesthetic judgments.
7. To think creatively and critically about design.

**Course Requirements:**
A series of design exercises and projects are given during the course of the semester to serve as a means of teaching the above-mentioned topics.
ARC 4782  History of American Architecture

Instructor:  Dozier
Prerequisites:  ARC 2702 Architectural History I and ARC 3207 Architectural History II

Course Overview:
The primary focus of the course is the historical period from the mid-19th century to the present. A secondary focus is the architecture of the South, including African-American architecture. Specific topics include the Spanish Main, Early Florida, Architecture of the Southwest, Architectural Education, African-American Architects, and Urban/Rural Preservation.

Learning Objectives:
1. To be able to exercise critical thinking skills.
2. To be able to gather, assess, record, and apply relevant information in architectural coursework.
3. To understand the local regional heritage in architecture.
4. To understand the implications of diversity for the roles and responsibilities of architects.

Course Requirements:
The course is a lecture/seminar, and, as such, all reading assignments must be completed before class. Students are expected to develop critical, independent judgment about American architectural history.
ARC 4905  Cultural Landscapes: Panamá

Instructor: Chin, Pabón, Powers, Robles
Prerequisites: Upper-division standing

Course Overview:
This is an elective summer course that concentrates on urban design, historic preservation, and landscape architecture themes. The principle objective of the course is to prepare the student for a study trip during the summer to the cities of Panamá, Colon, and Portobelo in the country of Panamá. Students study the intersection between urban design, historic preservation, landscape architecture, and cultural interpretation with the unique Panamanian environment. Students are presented with a series of related topics such as: preservation, rehabilitation, compatible design, mitigation, cultural interpretation, management of cultural and natural resources, among others, related to traditional Panamanian urban centers and natural areas.

Learning Objectives:
1. To help develop sensibility and respect toward architectural, urban design, and landscape architecture expressions.
2. To contribute to the preservation and appreciation of the built patrimony of all peoples and nations.
3. To better understand the American architectural experience as it evolved in foreign countries and to recognize the architectural contribution made by different ethnic groups.
4. To comprehend the importance, relevance, and responsibility that is imbedded in the preservation of the urban and architectural patrimony, a responsibility for which we are all accountable to future generations.
5. To understand that all resources, such as archeological, vernacular, popular, and many others, form a corpus—they belong to all of us, beyond national barriers and that, as such, we should respect and contribute toward the improvement and preservation of the built and natural environment.
6. To promote communication links with other cultures and nations as members of the international community.
7. To present, study, analyze, and interpret the role of the architectural artifact within the Caribbean basin.

Course Requirements:
The format includes lectures; papers; and short pre-visit urban, landscape, and architectural exercises. There is a 10-day field trip to Panamá in which the students participate in three distinct projects involving urban design, preservation, and landscape architecture. A presentation to a local school of architecture in Panamá and a final presentation/exhibit at the SOA are also part of the course.
Instructor: Powers
Prerequisites: None (elective)

Course Overview:
This course uses instructional design as the basis for exploring a range of issues significant to teaching and learning in design education. Emphasis is on preparing students for teaching assistantships and future faculty positions in architecture and landscape architecture education. Students should expect to learn more about learning and thus have the opportunity to become better learners themselves.

Learning Objectives:
This course provides the student with:
1. A general appreciation for the complexities of teaching and learning at the college level, specifically within the disciplines of landscape architecture and architecture.
2. A basic introduction to key teaching and learning theories and practices.
3. A fundamental understanding of how to design a course instruction including teaching philosophy, needs assessment, sequencing, prototyping, assessment, and evaluation.
4. A broad introduction to critical topics associated with design education such as conflict, documentation, grading, syllabus and schedule construction, and other such topics.

Course Requirements:
Course grades are determined by improving success. You will accumulate points for each project, task, etc. The grade is determined by the cumulative score of all projects, tasks, etc. Each project, task, etc. has its own grading and assessment criteria. The grading criteria explain how the work is evaluated. These grading criteria sheets are provided to students either before or shortly after the beginning of a project, task, etc. Design activities may not have grading criteria sheets.

Grade points:
• Final instructional design project 400 points
• Synopsis presentation/paper 200 points
• Design tasks 200 points
• Design exercises 100 points
• Final exam 100 points
TOTAL: 1000 points
ARC 6292  Architecture Design Theory and Methods

Instructor:  Alfano
Prerequisites:  B.Arch. or graduate admission

Course Overview:
This is a course that allows the student to explore the relationship between philosophical intents and architectural conceptualization. To be cogent in its expression of this intent, architectural work engages the physical and cultural fabric within a definitive conceptual framework. This framework has as its basic premise the intent to either change or sustain the state of the art of architecture. A series of influences that affect architectural theory are introduced in class lectures.

Learning Objectives:
Engaging the material through reading, writing, lectures, symposia, and graphic representations, the expected outcomes for the student are as follows:
1. To be able to critique various topics presented in class and define their own positions, conceptual tendencies, and aesthetic visions related to the topics presented.
2. To understand and develop a working knowledge of influences on various contemporary theories.
3. To understand how philosophical positions have architectural consequences.
4. To gain experience in representing their work in both a digital and non-digital environment.

Course Requirements:
1. The students develop a series of papers.
2. The students present their papers and discuss their work in a seminar.
3. The students are asked to establish their own philosophical intents and conceptual positions in the final seminar.
Instructor: Robles
Prerequisites: Upper-division standing

Course Overview:
This is an elective course that concentrates on the architectural practice and its involvement with the community in the realm of urban design. It incorporates elements of architecture, historic preservation, urban design, landscape architecture, and its interface with the participating community. For this the course considers the cultural aspects of the community. The course will deal with the city of Tallahassee as a practical ground in which to experiment, but it will include examples of several different urban centers, and it will concentrate on architecture and urban design of Latin America. This is a continuation of the work done after the 2004 trip to Colon, Panamá.

Learning Objectives:
1. To help develop sensibility and respect toward architectural, urban design, and landscape architecture expressions, large or small.
2. To better understand the American urban and architectural experience as it evolved locally as well as in foreign countries.
3. To recognize the architectural contribution made by different ethnic and socio-economic groups.
4. To understand that all resources, such as archeological, vernacular, popular, and many others, form a corpus—they belong to all of us, beyond national barriers and that, as such, we should respect and contribute toward the improvement and preservation of the built and natural environment.
5. To promote communication links with other groups, cultures, and nations as members of the international community.
6. To increase the students’ cognoscenti and emotive infrastructure.

Course Requirements:
This is a lecture/seminar course that demands active participation during class and afterwards as the weekly assignments are carried out. The students research the city (of Tallahassee) in order to discover, interpret, and analyze different urban/cultural aspects. From here, they present their findings. Finally, the class concentrates in a plaza of the city of Colon in order to try to understand present conditions and to formulate possible solutions.
Instructors: Bohannon, Kalbli
Prerequisites: None (basic computer skills and basic CAD recommended)

Course Overview:
The course focuses on the expansion of the student’s skill in two-dimensional graphic presentation techniques to include techniques using computer software. Students extend their knowledge of hand-drawing techniques to incorporate photo-images and CAD. The use of plan/section/elevation, computer-generated models, and photo-montage techniques are the main vehicles for these explorations. This course offers the opportunity for students to make linkages between media techniques to produce professional quality presentation drawings and construction documents.

Learning Objectives:
1. To be able to apply and expand fundamental graphic principles of architectural drawing and communication including digital media.
2. To explore graphic techniques for the communication of design analysis, design process, conceptual design, and design presentation.
3. To expand the vocabulary of graphic tools that facilitate the communication of design concepts, ideas, and solutions.
4. To be able to be proficient in various design communication techniques that increase professional work quality.
5. To develop a strict sense of craftsmanship, discipline, and the legal and ethical use of digital media.

Students who have successfully completed this course will have a greater facility in the arts and skills that impact the creation of professional landscape architectural products of service and their use in a professional environment.

Course Requirements:
The students are evaluated on the timely execution and full completion of each assigned project. Evaluation for course credit is made over a broad number of criteria, and grading reflects the student’s development in each of the skill areas covered in the class assignments and projects.
Instructors: Caster
Prerequisites: None

Course Overview:
The course focuses on the principles, theory, and practices of shaping the physical environment through the manipulation of earthwork, including the opportunities and constraints associated with surface and subsurface drainage. Students study the relationships of basic building types to earthwork modifications, and the role of surveys, topographic maps, and earthwork calculations in site design. The use of plan/section/elevation and models incorporating topographic representation is a primary vehicle for these studies. This course stresses the desirability to make linkages between natural systems, built land-forms, and proposed architectural improvements.

Learning Objectives:
1. To understand design principles to earthwork modifications.
2. To understand the role of natural factors including geology, hydrology, and soils in the solution to design problems.
3. To expand the student’s knowledge of construction technology that facilitates the making and the refinement of architectural forms in the landscape.
4. To be able to use various design process tools that facilitate the making and the refinement of land forms.
5. To understand and apply ideas, theories, and precedents to designing sustainable and environmentally friendly buildings.
6. To develop skill in technological craftsmanship.
7. To appreciate the relationship of utility and aesthetic beauty in site design.

Students who have successfully completed this course will have developed a greater appreciation and facility in the knowledge and skills that affect the built environment and the interrelatedness of all disciplines that influence architecture and its placement in the natural and built environments. This enhanced understanding adds to a student’s critical thinking skills and practice.

Course Requirements:
The students are evaluated on the timeliness and completion of each project. Students’ journals, documentation of field trips and site visits, and project development are also evaluated for course credit. An exit exam is administered, and a passing grade is required for full course credit.
LAA 6426  Site Implementation

Instructors: Caster
Prerequisites: None

Course Overview:
The course focuses on the principles, theory, and practices of shaping the physical environment through the manipulation of site construction, including the opportunities and constraints associated with paved surfaces, walls and fences, uninhabited structures such as arbors and pavilions, as well as swimming pools and water features such as ornamental fountains and pools. Students study the relationships of site improvements to earth-work modifications and buildings. The use of plan/section/elevation and models incorporating large-scale representation of construction details is the primary vehicle for these studies. This course stresses the desirability of linkages between site construction and natural systems, built land forms, and proposed architectural improvements.

Learning Objectives:
1. To understand fundamental design principles of site construction and modifications.
2. To understand the role of natural factors including climate, location, hydrology, and soils in the solution to site details.
3. To understand construction technology that facilitates the making and the refinement of architectural forms in the landscape.
4. To be able to use various design process tools that facilitate the making and the refinement of site construction details.
5. To understand and apply ideas, theories, and precedents to designing sustainable and environmentally friendly buildings.
6. To develop skill in technological craftsmanship.
7. To appreciate the relationship of utility and aesthetic beauty in site design.

Students who have successfully completed this course will have developed a greater appreciation and facility in the knowledge and skills that affect site construction in the built environment and the interrelatedness of all disciplines that influence architecture and its placement in the natural and built environments. This enhanced understanding adds to a student’s critical-thinking skills and practice.

Course Requirements:
The students are evaluated on the timeliness and completion of each project. Students’ journals, documentation of field trips and site visits, and project development are also evaluated for course credit. An exit exam is administered, and a passing grade is required for full course credit.
Instructors: Rome
Prerequisites: LAA 6715 Landscape Architecture History (or equivalent architecture or fine arts history course)

Course Overview:
The course focuses on the development of the ideas and concepts that influenced the constructed monuments that comprise the built landscape including considerations of culture, site, climate, and significant historical personalities subsequent to the initiation of the profession of landscape architecture. Students explore specific built landscapes created by landscape architects through both written research and three-dimensional models. The “North American Landscape” forms the core of the course, but connections are made to other traditions including those of Europe, Asia, and Africa. The linkages between built landscapes and their architectural monuments are emphasized, and students are encouraged to explore topics of particular interest in their individual research.

Learning Objectives:
1. To understand professional influences on site design including evolving concepts of nature, land-planning, and ecological design.
2. To understand built sites including the relationships between societal, cultural, technological, and metaphysical factors.
3. To expand a vocabulary of forms, spaces, and means of expression of intent in the built landscape and the structures that occupy it.
4. To be able to use verbal, written, and graphic tools to further the student’s ability to understand and appreciate historic and contemporary examples of the built environment and understand the reasons behind their conservation, preservation, and restoration.
5. To expand the awareness of the significant individuals who furthered the knowledge of human expression through the relationship of landscape architecture and the built landscape and the ideas and concepts behind such expressions.

Students who successfully complete this course have demonstrated increased knowledge and appreciation of the role of the professional landscape architect in the built landscape. This knowledge is critical to the development of critical thinking skills, the development of a personal philosophy toward environmental modification, site design methods, and professional practice.

Course Requirements:
The students are evaluated on class attendance and participation; quiz and test scores (a midterm and a final exam is administered); and the student-selected, individual research projects.
Instructors: Rome
Prerequisites: None

Course Overview:
The course focuses on the development of the ideas and concepts that influenced the constructed monuments that comprise the built landscape including considerations of culture, site, climate, and significant historical personalities. Students explore specific built landscapes through both written research and three-dimensional models. The "Western Tradition" forms the core of the course, but connections are made to other traditions including those of Asia and Africa. The linkages between built landscapes and their architectural monuments are emphasized, and students are encouraged to explore topics of particular interest in their individual research.

Learning Objectives:
1. To expand the student’s understanding of cultural influences on site design including concepts of nature and land-use.
2. To understand built sites including the relationships between societal, cultural, technological, and metaphysical factors.
3. To introduce a vocabulary of forms, spaces, and means of expression of intent in the built landscape and the structures that occupy it.
4. To be able to use verbal, written, and graphic tools to further the student’s ability to understand and appreciate historic examples of the built environment and to understand the reasons behind their conservation, preservation, and restoration.
5. To expand the awareness of the significant individuals who furthered the knowledge of human expression through the built landscape and the ideas and concepts behind such expressions.

Students who successfully complete this course have demonstrated increased knowledge and appreciation of the ideas, art, and skills that human attitudes and interventions in the natural and built environment. This knowledge is critical to the development of critical thinking skills, the development of a personal philosophy toward environmental modification, and site design methods.

Course Requirements:
The students are evaluated on class attendance and participation; quiz and test scores (a midterm and a final exam are administered); and the student-selected, individual research projects.
4.4 Faculty Résumés

Abbreviated résumés for both permanent and adjunct faculty are on the following pages in alphabetical order. They include:

Alfano, Michael
Arrington-Bey, Azizi
Beitelman, Thomas
Bohannon, Cermetrius
Capoot, Dan
Chambers, Shani
Chin, Andrew
Crowe, Richard
Dobson, Elizabeth
Donovan, Daniel
Dozier, Richard
Goodwin, Robert
Goodwin, Valerie
Gray, Donald
Greenaway, Vanessa
Grey, Keith
Grondzik, Walter
Henderson, Wesley
Huffman, Craig
Huston, William
Kalbli, Shawn
Knight, Roy
LaGrasse, Deborah
Lumpkin, Ronald
Martineau, Thomas
Mateo, Jorge
Ots, Enn
Pabón-Charneco, Arleen
Powers, Matthew
Pugh, Thomas
Robles, Eduardo
Rome, Richard
Simmons, Ryan
Stone, Peter
White, Edward
Williams, Daisy-O’lice
Wnuk, Michael
Wright, Rodner
Current Teaching
Fall 2004
- ARC 6292 Architectural Design Theory and Methods (3)
- ARC 6357 Graduate Design 6.1 (5)
Spring 2005
- ARC 4294 Arch. History and Theories of Urban Design (3)
- ARC 5363 Architectural Design 3 (4)

Education
M.S.U.D., The Pratt Institute
B.Arch., University of Florida

Registration
Architect, Florida—#6672

Memberships
- American Institute of Architects
- Florida Association, American Institutes of Architects
- Tallahassee Chapter, American Institutes of Architects

Research
- "Unbuilt Architecture Designed for Tallahassee," Faculty Show, School of Architecture Gallery

Scholarly Activities
- Research Growth Strategies, Marianna Hospital, Institute for Building Sciences
- Shaeffer Residence, Cape San Blas, FL
- Webb-Johnson Residence, Floral Park, FL
- Solomon Residence Addition, St. George, FL
- Slezak Residence, Havana, FL
- Alfano Studio, Tallahassee, FL
- Hotstream Addition, Baton Rouge, LA
- Sheridan Residence, Tallahassee, FL
- Hendricks Corridor Study, Jacksonville, FL
- Jacksonville Public Library Pre-Competition Study, Jacksonville, FL

Creative Projects
- I.D.P. Educational Coordinator, School of Architecture
Current Teaching
- Fall 2004
  - ARC 1301 Design 1.1 (4)
- Spring 2005
  - ARC 1302 Design 1.2 (4)

Education
- B.S., Florida A & M University
- M.Arch., Florida A & M University

Memberships
- Tau Sigma Delta
- American Institute of Architecture Students
- Phi Sigma Theta, Golden Key Honor Society

Honors and Awards
- AIA Bronze Award, 2003-04
- Jacksonville AIA Merit Award, 2004
- Florida A & M University’s School of Architecture’s Most Outstanding Student Award, 2002-2003
- AIA Foundation Scholarship Award, 2004

Research
- Conducted research on poetics, architecture, dwelling, and the Middle Passage in preparation for a master’s thesis

Scholarly Activities
- Currently preparing a book of poems of different genres, publication pending

Creative Projects
- Conducting research on the graphic design market in preparation for initiating a small graphic design business
Current Teaching
Fall 2004
• ARC 4562 Architectural Structures III (3)

Spring 2005
• ARC 2501 Architectural Structures I

Education
B.A.E., Pennsylvania State University
M.S. in Civil Engineering (structures emphasis), Florida State University

Registration
Engineer, Florida—#51870
Special Inspector, Florida—#2060

Memberships
• Precast/Prestressed Concrete Institute (PCI)
• Florida Society of Engineers
• NCHRP Committee 12-60 panel member

Research
• Special Projects Structural Design Engineer, Florida Department of Transportation, Structures Design Group (April - November 2003)

Scholarly Activities
• Structural Design Engineer, Beitelman Engineering (January 2001 - November 2003)

Creative Projects
• Interim Director of Structural Research, Florida Department of Transportation, Structural Research Center (January - July 2001)
• Senior Structural Scientist, Florida Department of Transportation, Structural research Center (1997-2003)

Publications


Current Employment
Vice President, Sound Structures Engineering, Inc., Tallahassee, FL.
Current Teaching

Fall 2004
- LAA 3431 Landscape Graphics (3)
- LAA 3429 Advanced Landscape Design Studio (6)
- LAA 5758 Senior Landscape Design Studio (6)

Spring 2005
- LAA 6371 Landscape Computer Graphics (3)
- LAA 3429 Intermediate Landscape Design Studio (6)

Education

B.L.A., University of Arkansas at Fayetteville
M.L.A., Virginia Polytechnic Institute & State University

Memberships
- American Society of Landscape Architects

Honors and Awards
- National ASLA Honor Award (graduate), 2004
- ASLA Book Award, 2004
- Outstanding Graduate Teaching Assistant, 2004
- Virginia Chapter of ASLA Design Excellence Award, 2004
- National ASLA Honor Award (undergraduate), 2002
- Alpha Rho Chi Medal, 2002

Research

Scholarly Activities
- Development of an urban redevelopment framework based on Wayne Attoe’s “Urban Catalyst Theory” that encourages contextual redevelopment.

Creative Projects
- Research on the topic of “Lost Landscape: The Mississippi Delta Region” through cultural, social, and spatial studies.
- “Diversity in Landscape Architecture,” presentation discussion at the 2005 CELA conference with Prof. Powers and Prof. Chin.
DAN CAPOOT
Adjunct Faculty Non-tenure-earning

Current Teaching
Fall 2004
- ARC 3174 Intermediate CADD (3)
- ARC 5175 Architectural Computer Applications (3)
Spring 2005
- ARC 3174 Intermediate CADD (3)

Education
B.Arch., Florida A & M University
M.Arch., Florida A & M University

Current Employer
Architects: Lewis + Whitlock, PA, Tallahassee, FL
SHANI M. CHAMBERS
Adjunct Faculty
Non-tenure-earning

Current Teaching
- Fall 2004
  - ARC 2303 Architectural Design 2.1 (4)
- Spring 2005
  - ARC 1301 Design 1.1 (4)
  - ARC 2304 Architectural Design 2.2 (4)

Education
- B.A. in Architectural Studies, University of Technology, Jamaica, with honors
- M.Arch., Florida A & M University

Memberships
- Member, Seven Hills Hand Weavers Guild

Honors and Awards
- AIA Henry Adams Medal for excellence in the study of architecture, 2004
- AIA Honor Award, Jacksonville Studio Design Competition, 2003
- Latin/Caribbean Scholar, Academic Study Florida A & M University, 2002-03

Research
- Current Research Projects
  - “Explorations in Weaving and Architecture”
  - “Pattern and Scale, Space and Structure”
  - Renovation of residence, Brooklyn, NY
  - Addition to residence, Atlanta, GA

Scholarly Activities
- Academic Papers
  - “An investigation into Woven Space as a Concept in Architectural Design,” 2004 Invited Guest, Florida A & M University, Tallahassee, FL
  - “Connections between Weaving and Architecture,” 2004 Invited Guest, Seven Hills Handweavers Guild, Tallahassee, FL

Creative Projects
- Conference Participation
  - Sloss Furnaces National Student Conference, Birmingham, AL
  - Keen Foundry Invitational Symposium, Houston, TX

Exhibitions
- “Bird Bath,” Sloss Furnaces National Student Exhibition, Birmingham, AL, 2003
ANDREW CHIN
Associate Professor and
Assistant Dean for Architecture Programs

Current Teaching
Fall 2004
• ARC 6910 Thesis/Master’s Project Research (6)
• ARC 6971 Thesis/Master’s Project (V)
Spring 2005
• ARC 4293 Cultural Landscapes: Barcelona (3)
• ARC 6974 Thesis/Master’s Project Planning (3)

Education
B.D., University of Florida
M.Arch., University of Florida
Ph.D., in progress, George Institute of Technology

Honors and Awards
• Faculty Research Award Program, FAMU School of Graduate Studies, 2002
• Promoted to tenured Associate Professor, FAMU School of Architecture, 2002
• Robert R. Taylor Faculty Research Award, American Collegiate Schools of Architecture (ACSA), 2000
• President’s Award, National Organization of Minority Architects, 2000

Research
Scholarly Activities

Creative Projects
• Principal Investigator, “Urban Design and Community Planning Assistance.” Urban design assistance and visual planning materials were provided to Florida small towns (Apalachicola, Inglis, Panacea, and Port St. Joe) through the State of Florida Department of Community Affairs (DCA) Waterfronts Grants program, 2004-05.
• Principal Investigator, “Urban Design and Community Planning Assistance.” Urban design assistance and visual planning materials were provided to Port St. Joe, FL through the state DCA, 2003-04.
• Principal Investigator, “Urban Design and Community Planning Assistance.” Urban design assistance and visual planning materials were provided to Dunnellon, FL through the State of Florida DCA, 2002-03.
• Principal Investigator, “The E-Racing Project.” This digital multimedia project explores the intersection of race, architecture, and urbanism through a study of Florida’s African-American communities. The FAMU School of Graduate Studies Faculty Research Award Program awarded the proposal $4,500, 2002.
Research Scholarly Activities Creative Projects, cont’d.

- Principal Investigator, “CoFA 2002: Connecting to Florida Architecture.” This three-week summer workshop hosted 36 students. The program focused on developing the students’ drawing, design, computer, and oral presentation skills. The Florida Dept. of Education (DOE) Governor’s Summer Program Office awarded the proposal $15,500, 2002.

Publications


Service

- Chairman, Tallahassee Trust for Historic Preservation
- Board Member, National Organization of Minority Architects
RICHARD R. CROWE  
Adjunct Faculty  
Non-tenure-earning

Relevant Teaching
Fall 2001
• ARC 3174 Intermediate CADD (3)
Spring 2001
• ARC 3174 Intermediate CADD(3)
Fall 2002
• ARC 3174 Intermediate CADD (3)

Education
M.Arch., Virginia Polytechnic Institute and State University
B.D., University of Florida

Registration
Architect, Florida—#11032

Memberships
• American Institute of Architects
• Tau Sigma Delta Architectural Honor Society

Current Employment
Founding partner, Gilchrist Ross & Crowe Architects,
Tallahassee, FL
ELIZABETH LEWIS DOBSON
Assistant Professor  Tenure-earning

Current Teaching

Fall 2004
• ARC 3324 Architectural Design 3.1 (4)
• ARC 2470 Intro. to the Technology of Architecture (3)
Spring 2005
• ARC 3325 Architectural Design 3.2 (4)
• ARC 4292 Building Performance and Design (technology elective) (3)

Education
M. Arch., Washington University
B.A., Tulane University

Registration
Architect, Florida—#11627
LEED Accredited Professional, U.S. Green Building Council

Memberships
• American Institute of Architects
• FAMU School of Architecture Society of Building Science Educators
• Mary Brogan Museum of Art, member
• Art Angels of the Mary Brogan Museum of Art, member
• Lemoyne Art Foundation, member

Honors and Awards
FAMU Library Survey Participation Award

Research Scholarly Activities
• Exhibitor, FAMU School of Architecture SOA Alumni Reunion

Creative Projects
• Exhibitor, FAMU School of Architecture Faculty Exhibit
• 20th National Conference of the Beginning Design Student, Hampton University, VA
• 21st National Conference of the Beginning Design Student, San Antonio, TX
• Participant, Agents of Change Workshop, Woods Hole Research Center, Woods Hole, MA
• ACSA Southeast Regional Conference, University of South Florida, Tampa, FL
• National Science Foundation Day Conference, FAMU, 2003
• Continuing education seminars and workshops to maintain state licensure
Publications

- 20th National Conference of the Beginning Design Student, Hampton University, Hampton, VA, "Section-Plane Construction from Cube Design" (in process of publication)
- 21st National Conference of the Beginning Design Students, San Antonio, TX, "Painting Deconstruction and Sculptural Reconstruction" (in process of publication)

Service

- FAMU Honors Committee
- Superior Accomplishment Faculty/Deans Committee for FAMU
- United Way Representative, FAMU School of Architecture
- American Cancer Society, fund raising
- Asthma Walk Representative, FAMU School of Architecture
- Judge, SOA Alumni Network logo competition
- Undergraduate Council, FAMU School of Architecture
- Curriculum Committee, Task Force, Evaluating and Refining First-Year Design; Task Force, Curriculum Development and Bridging to the Profession by establishing Mentoring and Internship Opportunities
- Honors Committee, FAMU School of Architecture
- Library Committee, FAMU School of Architecture
- Appeals Committee, FAMU School of Architecture
- Faculty Secretary, FAMU School of Architecture
- Volunteer Juror, FAMU School of Architecture AIAS Chapter Competition
- CANstruction Volunteer, Second Harvest Food Bank, FAMU School of Architecture
- Workshop presentation, Community College Day at FAMU School of Architecture
- Fall 2003 Commencement Facilitator
- Fall 2004 Commencement Facilitator
- Marshall Honors Day Convocation
- Upper-Division Review Committee
Relevant Teaching

Fall 2000
- ARC 2303 Architectural Design 2.1 (4)
Spring 2001
- ARC 2304 Architectural Design 2.2 (4)

Education
B.Arch., University of Virginia
M.Arch. in Urban Design, with Distinction, Harvard University Graduate School of Design

Registration
Architect, Florida—#7156

Memberships
- American Institute of Architects
- Society of Architectural Historians
- Tallahassee Trust for Historic Preservation
- Tallahassee Architectural Review Board
- Florida Trust
- Congress for the New Urbanism
- Sierra Club
- Human Rights Campaign
RICHARD KEVIN DOZIER
Professor

Current Teaching
Fall 2004
• ARC 5732 Architectural History II (3)
• ARC 6291/4782 Introduction to Historic Preservation (3)
Spring 2005
• On leave

Education
B. Arch., Yale University
M. Arch., Yale University
D. Arch., University of Michigan

Registration
Architect, CT—#2991

Memberships
• American Institute of Architects
• National Trust for Historic Preservation
• National Conference of Artists
• African American Association for Museums
• Association for the Study of African American Life and History

Honors and Awards
• Ralph Ellison Lecturer, Tuskegee University, 2005
• Founders Award, Alabama Black Heritage Council, 2002

Research
Getty Foundation: Campus Heritage Program

Scholarly Activities
• Organized HBCU Preservation Workshop, Spelman College, Atlanta, 2002

Creative Projects
• Research and Development of a methodology to document historic structures on HBCU campuses ($1000,000), 2004

Service
• Member, Advisory Board, Monticello, VA
• Member, Executive Council, Association for the Study of African-American Life and History
Current Teaching
- Fall 2004
  - ARC 2303 Architectural Design 2.1 (4)
  - ARC 5286 Practice 1 (3)
- Spring 2005
  - ARC 2304 Architectural Design 2.2 (4)
  - ARC 3463 Materials and Methods of Construction II (4)

Education
- B.A. in Architecture, Tuskegee Institute
- M.Arch., Tuskegee Institute

Registration
- Architect, Florida—#15659

Memberships
- Association of University Architects
- Kappa Alpha Psi Fraternity Inc. (life member)
- Alpha Rho Chi Fraternity Inc. (Faculty Advisor)
- Tuskegee University Architecture/Constructions Alumni Association

Research

Scholarly Activities
- Designed with Valerie Goodwin “Addition to C. and C. Evans Residence,” Tallahassee, FL, 2000
- Designed with Valerie Goodwin “Celebrate New Life Tabernacle Church,” Tallahassee, FL, 2000

Creative Projects

Service
- University Faculty Senate, 2000-2001
- University Faculty Senate Advisory Committee, 2000
- University Faculty Senate Committee on Committees, 2000
- Chairman, School of Architecture Building Committee and Project Liaison, 2000-2001
- Member, School of Arts and Science Charter School (SAS), 2003-present
- Chairman, Building Committee for SAS, 2004-present
- Member, Finance Committee for SAS, 2004-present
- Member, Fund Raising Committee for SAS, 2004-present
VALERIE S. GOODWIN
Assistant Professor

Current Teaching
Fall 2004
• ARC 1301 Design 1.1 (4)
• ARC 5286 Practice I (3)
Spring 2005
• ARC 1302 Design 1.2 (4)
• ARC 4294 Cloth Construction (3)

Education
B.A. in Architecture, Yale University
M.Arch., Washington University

Registration
Architect, Florida—#15705

Memberships
• The Fiber Artists Collective
• Wise Women Investors
• Sunshine State Quilter’s Association
• Surface Design Associates
• Studio Art Quilt Associates
• Alpha Rho Chi Fraternity, Inc.

Honors and Awards
• Teacher of the Year Award, Florida A & M University, 2003
• Artists Residency, “Escape to Create” sponsored by the Seaside Institute, Seaside, FL, 2003
• Alpha Rho Chi Teacher of the Year Award, 2003
• 15th Annual Art in Gadsden, A Regional Art Exhibit, Quincy, FL, Best of Show, 2003
• Art Quilts at the Sedgwick, Philadelphia, PA, Surface Design Award, 2003
• Northern Spectrum II, 621 Art Gallery, Tallahassee, FL, Honorable Mention, 2001
• 48th Florida Craftsmen Exhibit Statewide Traveling Exhibit, Honorable Mention, 2001

Research

Scholarly Activities
Research
• Principal Investigator, “Promoting Building Commissioning and Best Practices,” Oak Ridge National Laboratories, $111,282.00, 2000

Creative Projects
• Creative Activities: Juried Exhibitions
• Cultural Resource Commission, Art in Public Spaces, 2005
• Layers of Meaning: The Art Quilt 2005, Contemporary Craft Museum and Gallery, Portland, OR, 2005
Research

Scholarly Activities

Creative Projects, cont’d.

- Tactile Architecture, Houston, TX, a national traveling exhibit, 2005
- 17th Annual Juried Art Exhibit, South Bobb Arts Alliance, 2004
- Biannual Design Communication Exhibit, California Polytechnic University, School of Architecture, 2004
- Fine Focus 04, national traveling exhibit, small art quilts, 2004
- Creative Tallahassee, City Hall, Tallahassee, FL, 2004
- The Quilted Surface II, Riffe Gallery, Columbus, OH, 2004
- 15th Annual Art in Gadsden, a regional art exhibit, Quincy, FL, Best of Show, 2003
- Tactile Architecture, Houston, TX, a national traveling exhibit, 2003
- Quilt National, Athens, OH, Dairy Barn Southeastern Ohio Cultural Arts, a national traveling exhibit, 2003
- Art Quilts at the Sedgwick, Philadelphia, PA, Surface Design Award, 2003
- 50th Florida Craftsmen Exhibit, St. Petersburg, FL, 2003
- The Quilted Surface, Columbus Museum of Art, Columbus, OH, 2002
- The Quilted Surface Amerikanische Quilts Zu Gast in Rastede, Palias, Germany, 2002

Invitational Art Exhibits

- Art in Gadsden Retrospective: Winners Circle, Gadsden Arts Center, Quincy, FL, 2005
- Pushing the Surface 2005, Johnson-Humbrickhouse, Coshocton, OH, 2005
- International Miniature Textile Exhibition, Ocean County Artists’ Guild, Island Heights, NJ, 2005
- Crossing Boundaries, Margaret Harwell Art Museum, Poplar Bluff, MD, 2004
- The Quilted Surface, Ronald L. Barr Gallery at Indiana University Southeast, New Albany, IN, 2004
- Pushing the Surface 2003: Art Quilts Inspired by Ohio, Johnson Humbrickhouse Coshocton, OH, 2003
- Women’s History Month Quilt Exhibition, Tallahassee Community College, Tallahassee, FL, 2003
- The Quilted Surface, The Palais, Rastede, Germany, 2002
- North Florida Craftsmen Invitational Exhibit, Gadsden Art Center, Quincy, FL, 2002
- Florida Invitational Exhibit, Perry, FL, 2002
DONALD R. GRAY, JR.
Adjunct Faculty Non-tenure-earning

Past Teaching
Fall 2003
- ARC 3058 Computer Applications in Architecture (3)
- ARC 3174 Intermediate CADD (3)
Spring 2004
- ARC 3058 Computer Applications in Architecture (3)
- ARC 3174 Intermediate CADD (3)

Education
B.S., Florida A & M University
M.Arch., University of Michigan

Memberships
- Chair, Dean’s Council, School of Architecture, 2000-2001

Honors and Awards
- Martin Luther King Spirit Award for Community Service, University of Michigan, 2003
- Third Place Studio Design Award, University of Michigan, 2002

Research

Scholarly Activities
Creative Projects

Service
- Mentor, second grade, Florida A & M University Elementary School, 2000-2001
- Elementary school tutor, Ann Arbor Elementary School, 2000-2001

Current Employment
Intern, Architect, Huffman/Tarmey Architecture, P.A., Tallahassee
Current Teaching  Spring 2005
- ARC 1301 Design 1.1 (4)
- ARC 1302 Design 1.2 (4)

Education  B.S. Arch., Florida A & M University
M.Arch., Florida A & M University

Memberships  • American Institute of Architectural Students (AIAS)
• Golden Key Honor Society
• Ti Sigma Delta Honor Society
• Virtuous Women

Honors and Awards  • Florida A & M University School of Graduate Studies and
Research Outstanding Graduate Assistant Award, 2004-2005
• American Institute of Architects and the American
Architectural Foundation 2003-2004 Scholastic Award
• Florida Foundation for Architecture Bronze Medal, 2003-04
• Jacksonville AIA Honor Award, 2004
• Florida A & M University School of Architecture’s Most
Outstanding Fourth-year Student, 2002-2003
• Florida A & M University School of Architecture’s Lower-
Division Technology Award, 2001-2002

Research Scholarly Activities  Master’s thesis research examined the notion of the sense of
touch influencing creation of “place” in architectural design.

Creative Projects

Service  • President, FAMU AIAS, 2002-2003
• Intellectual Head, Virtuous Women, 2000
KEITH GREY
Associate Professor
Tenured

Current Teaching
Fall 2004
• ARC 5352 Advanced Architectural Design 5.1 (6)
• ARC 4244 Introduction to Urban Design (3)
Spring 2005
• ARC 6217 Theories of Intervention (3)
• LAA 6658 Advanced Landscape Design II (3)

Education
RWA Dipl. Arch., West of England School of Architecture
M.U.D., University of Southern California

Memberships
Urban Land Institute

Research
Scholarly Activities
• Multiple urban design studies for Tallahassee, variously sponsored by:
  • Tallahassee Downtown Improvement Authority
  • Tallahassee and Leon County Planning Department
  • Tallahassee Economic Development Department
  • Tallahassee Neighborhood and Community Services

Creative Projects

Publications
• Essays on local urban planning and design issues
• Bi-monthly contributor to The Pragmatist

Service
• Commissioner (representing Tallahassee), Capital City Planning Commission
• Member, Gaines Street Revitalization Advisory Committee
• Member, Kleman Plaza Advisory Committee
Current Teaching
Fall 2004
• On sabbatical
Spring 2005
• ARC 3682 (301) Environmental Technology II (4)
• ARC 3682 (302) Environmental Technology II (4)
• ARC 3682 (L-01) Environmental Technology II Lab
• ARC 3682 (L-02) Environmental Technology II Lab
• ARC 5662 Environmental Technology IV (3)

Education
B. Arch. Eng., Pennsylvania State University
M.S. Mech. Eng., Washington University

Registration
Engineer, Oklahoma—#12072

Memberships
• American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
• Illuminating Engineering Society of North American (IESNA)
• American Solar Energy Society (ASES)
• Society of Building Science Educators (SBSE)

Research, Scholarly Activities, Creative Projects
Nothing supported or recognized by the School of Architecture.

Publications
Nothing supported or recognized by the School of Architecture.

Service
Nothing supported or recognized by the School of Architecture.
Current Teaching
Fall 2004
• ARC 3207 Architectural History II (3)
Spring 2005
• ARC 2702 Architectural History I (3)
• ARC 3703 Architectural History III (3)
• ARC 5788 Modern Architectural History (3)

Education
B.S., Massachusetts Institute of Technology
M.Arch., Massachusetts Institute of Technology
Ph.D., University of California, Los Angeles

Registration
Architect, Texas—#8576

Memberships
• American Institute of Architects
• National Organization of Minority Architects
  • NOMA governing board (2004 to present)
• Society of Architectural Historians

Research
Made trips to Thomas Jefferson’s Monticello and
Fallingwater by Frank Lloyd Wright to photograph them,
2004.

Scholarly Activities
Have begun work on a second book, a biography of an
African-American architect who was the first African-
American graduate of the University of Texas.

Creative Projects

Publications
• Assistant Editor, *African-American Architects: A

Service
Volunteered to curate the slide library collection for the
School of Architecture at FAMU. Surveyed the faculty about
their digital technology imagery needs.
CRAIG HUFFMAN
Associate Professor

Current Teaching
- Fall 2004
  - ARC 2303 Architectural Design 2.1 (4)
  - ARC 4341 Architectural Design 4.1 (5)
- Spring 2005
  - ARC 5353 Advanced Architectural Design 5.2 (6)
  - ARC 6217 Theories of Intervention (3)

Education
- B.Arch., Louisiana Tech University
- M.Arch. Urban Affairs, Virginia Polytechnic Institute and State University

Registration
- Architect, Florida—#10189

Memberships
- American Institute of Architects

Honors and Awards
- Design award, Florida Trust for Historic Preservation, Commercial Building category, for the renovation and addition to the Towle House in Tallahassee, FL, Huffman/Tarmey Architecture PA

Research
- Design Principal at Huffman/Tarmey Architecture PA, Tallahassee, FL

Scholarly Activities
- Guest speaker, Florida Trust for Historic Preservation State Conference, “The History and Evolution of Maritime Towns in America”
- Researched north Florida vernacular architecture and wrote/illustrated the following for the St. Joe Company:
  - Manual of Appropriate Coastal Design Principles: Summercamp Development
  - Manual of Appropriate Coastal Design Principles: Rivercamp Development
- Exhibited architectural drawings and sketches in three faculty shows

Creative Projects

Service
- Board Member, Goodwill Industries
- Habitat for Humanity
Current Teaching

Fall 2004
- ARC 2501 Architectural Structures I (3)
- ARC 3551 Architectural Structures II (3)

Spring 2005
- ARC 2501 Architectural Structures I (3)
- ARC 3551 Architectural Structures II (3)

Education

B.S. Civil Eng., University of Florida
M.B.A., Florida State University

Registration

Engineer, Florida—#PE 32608
General Contractor, Florida—#CGC 002205

Memberships

Director, Tallahassee Habitat for Humanity

Research

Project affiliations as Consultant or Owners’ Representative:
- New office space for Big Bend Cares
- New campus for Tallahassee Coalition for the Homeless
- New Ketcham residence, Alligator Point, FL
- Renovations for Haworth, Golden Eagle, Tallahassee
- Pirates Landing, 48-unit condo, Carrabelle, FL
- New Schibelli residence, Alligator Point, FL
- Apartment building for Lutheran Social Services, Tallahassee
- Residential structures for Lutheran Social Services, Tallahassee
- New Gilmore residence, Tallahassee
SHAWN C. KALBRI
Adjunct Faculty

Current Teaching

- ARC 3058 Computer Applications in Architecture (3)
- ARC 3058 Computer Applications in Architecture (3)

Fall 2004
Spring 2005

Education
B.S., Florida State University
M.L.A., Interdisciplinary Social Sciences, The Ohio State University

Memberships
- American Planning Association
- American Society of Landscape Architecture

Current Employment
Project Manager/Senior Designer, Hatch Mott McDonald, Inc., Tallahassee, FL
Current Teaching
Fall 2004
• ARC 4341 Architectural Design 4.1 (5)
• ARC 2201 Theory in Architecture (3)
Spring 2005
• ARC 4342 Architectural Design 4.2 (5)
• ARC 6293 Graduate Architecture Theory (3)

Education
B.A., Harvard College
M.Arch., Harvard Graduate School of Design
Dipl. D'Etudes, Royal Academy of Fine Arts, Copenhagen

Registration
Architect, Florida—#15679

Memberships
• Fellow, American Institute of Architects

Research
Academy of Architecture for Health, leader of participating student team, Washington, D.C., 2004

Scholarly Activities
Creative Projects
• House design, Tallahassee, FL
• House design, Apalachicola, FL
• House design, Taylor County, FL
• Subdivision planning, Bowen Island, British Columbia, Canada

Service
• SOA Faculty Search Committee, Chair
• SOA Curriculum Committee
• SOA Tenure and Promotion Committee
• University Tenure and Promotion Committee
• Graduate Thesis Committees, SOA
• Building Committee, Restoration, Renovation, and Additions, St. John’s Episcopal Church, Tallahassee, FL
• Organ Committee, St. John’s Episcopal Church
• Columbarium Committee, St. John’s Episcopal Church
• Long-range Planning Committee, Maclay School, Tallahassee, FL
Current Teaching

Spring 2005
• ARC 1302 Design 1.2 (4)

Education

M.F.A. (Sculpture), Southern Illinois University
B.A. (Painting), University of Florida

Memberships

• Mary Brogan Museum of Art and Science, Tallahassee, FL
• Tri-State Sculptors Educational Association
• Gulf Coast Museum of Art, Largo, FL
• Florida State Museum of Art, Tallahassee, FL
• International Sculpture Association, NY, NY

Honors and Awards

• CEC Artslink grant award to teach an Iron Casting Workshop in Sarajevo, Bosnia, 2004.
• Three large-scale sculptures commissioned by Premier Fitness and Health, Tallahassee, FL.

Research

Scholarly Activities

• Panelist, “Southern Conference on Cast Iron Art,” Sloss Furnaces National Historic Landmark, Birmingham, AL, 2005

Creative Projects

• “40th Anniversary Celebration of LeMoyne Art Foundation,” LeMoyne Art Gallery, Tallahassee, FL, 2004
• “Hot Topic,” Walker Art Gallery, Kearney, NE, 2004
• Juror, 13, 16, 17, 18th High School Competition, LeMoyne Art Gallery, Tallahassee, FL, 2000-05
• “Suitcase Exchange Show” (juried traveling exhibition), NC School of the Arts, Winston-Salem, NC; Elon University, NC; University Gallery, UNC, Asheville, NC; Coastal Carolina University, SC Redux Gallery, Charleston, SC; Arts Council Art Center, Brevard, NC, 2003-04
• “Iron Tribe ‘03,” Arts Gallery, Highlands University, Las Vegas, NM, 2003
• Keen Foundry Cast Iron (symposium), Houston, TX, 2003
• Panelist, Individual Artist, Tallahassee, FL, 2002-03
• Moderator/panelist, International Contemporary Cast Iron Art, Johnson Atelier, Mercerville, NJ, 2002
Research

Scholarly Activities

Creative Projects, cont’d.

- “SECAC 2002,” Gulf Coast Exploreum, Mobile, AL, 2002
- “H2O Project,” Center for the Arts, Panama City, FL, 2001
- “Marriage of Metals,” Artport, Tallahassee, FL, 2001
- “Pier Walk 2000,” Thompson Center, Chicago, IL, 2000
- “D. LaGrasse/C. Hook Outdoor Sculpture,” Ball State Museum of Art, Muncie, IN, 2000
- “The Iron Show,” The Durbin Gallery, Birmingham-Southern College, AL, 2000
- “SECAC/Mid America College Art Exhibition,” Museum of Art, Louisville, KY, 2000
- Judge, Art Quest 2000, Eden State Park, Seaside, FL, 2000
- Judge, Destin Festival of Fine Arts, Destin, FL, 2000
- Lima, Peru, Artist Residency, 2000

Service

- “Blow the Whistle on Asthma,” Tallahassee, FL, 2004
- SOA Search Committee, 2004
- Visual Arts Representative, Arts in State Buildings Program, School of Business, FAMU, 2003-04
- Teacher, Externship Program, Godby High School, 2003-04
- FAMU Superior Accomplishment Awards Committee, 2003-05. Secretary, 2003-04
- SOA International Committee Member, 2003-04
- SOA Design Sketch Committee, 2003-04
- Occupant Representative, Arts in State Buildings Program, 2003-04
- 9th Art Auction, 621 Gallery, Tallahassee, FL, 2003-04
- City of Seaside Art Auction, Seaside, FL, 2003-04
- Program Enrichment Committee, Chair, 2001-02
- SOA Representative, SOA Annual Physical Inventory, FAMU, 2002-04
- “Connecting to Florida Architecture,” taught Freehand Drawing, 2000-01
- “Artist in School,” outreach program, Woodville Elementary and Dick Houser Center, 2000-01
- Board member, International Committee, 5th International Cast Iron Conference, 2002
- FAMU Sabbatical and Professional Development Committee, 2000-01
RONALD B. LUMPKIN
Assistant Professor  Tenured

Current Teaching  Fall 2004
• ARC 1211 The Building Arts (3)

Education  B.S., Florida A & M University
M.Arch., Florida A & M University
R.P.D., Jacksonville Theological Seminary

Memberships  • Alpha Phi Alpha Fraternity, Inc.
• Alpha Rho Chi National Professional Architectural Fraternity
• Tau Sigma Delta National Honor Society
• Fairview Middle School Parent Teacher Student Organization (PTSO), Vice President
• Pentecostal Church of God in Christ, USA, Inc. (PCGOIC), Executive Board
• United Methodist Church, Florida A & M University Wesley Foundation Campus Ministry Board of Directors, Chair

Honors and Awards  • Florida A & M University Service Award, 15-year employee, 2001
• Certificates of Merit, Florida A & M University Office of High School and Community College Relations
• Fairview Middle School PTSO Certificate

Research, Scholarly Activities  • Ronald and Detris Lumpkin private residence
• Expansion of Campus Ministry facility

Creative Projects  • Ongoing SOA retention studies
• Publisher, contributing editor of the PCOGIC state newsletter

Service  • Love Ministry, Pastor
• Rock Ministry, Pastor
Current Teaching

Fall 2004
- ARC 2470 Introduction to Technology of Architecture (3)
- ARC 4683 Environmental Technology III (4)

Spring 2005
- ARC 5288 Practice II (face-to-face and online sections) (3)
- ARC 6292 Green Community and Building Design (3)

Education
B.S., Rensselaer Polytechnic Institute
B.Arch., Rensselaer Polytechnic Institute
M.Arch., Rensselaer Polytechnic Institute

Registration
Architect, Florida—#11093
U.S. Green Building Council LEED Accredited Professional

Memberships
American Institute of Architects

Honors and Awards
Tallahassee/Leon County Historic Preservation Award for the work with Akin and Associates Architects on Historic Tallahassee U.S. Court House, 2005

Research
- Research on European public squares, re-making the suburbs into livable communities, urban college campus master planning, and affordable housing.
- Participant on team to formulate initial LEED Criteria for Neighborhood Development (LEED ND).
- Formal research paper presentations on International Making Cities Livable (IMCL) Conferences in Carmel, CA; Santa Fe, NM; Sarasota, FL; Charleston, SC; Vienna, Salzburg, and Alpbach, Austria; Siena and Venice, Italy; and London, UK.
- Project Manager for Akin and Associates Architects on Historic Tallahassee U.S. Court House; Federal Court House Annex Re-lighting; Campus Plan for Edward Waters College Master Plan.
- Jefferson County School Board Agency Representative
- Co-writer, Today's Contractor Quarterly Newsletter, for CPA Associates.
- Consultant on K-12 schools efficiency and performance audits to MGT of America, Inc.

Scholarly Activities

Creative Projects

Publications
- IMCL presentations published in IMCL Council Documentation Sets
- Today's Contractor Newsletter
- MGT reports are public record
Service

- Board of Directors, Tallahassee Habitat for Humanity
- Board of Directors, Riley House Museum and Cultural Center
- Member, International Making Cities Livable Council
Current Teaching

Fall 2004
- ARC 1301 Design 1.1 (4)
Spring 2005
- ARC 1302 Design 1.2 (4)

Education

B.S., Florida State University

Registration

Interior Design, Florida—#0039
NCIDQ Certification

Honors and Awards

- ASID Georgia Chapter Gold Award, “Best Design for a Corporate Project,” Ketchum, Atlanta
- AIA National Award-Silver, TIAA-CREF, Charlotte, NC

Research

Scholarly Activities

- Currently owns, manages, and operates a design firm.

Creative Projects
Current Teaching  
Fall 2004  
- ARC 3324 Architectural Design 3.2 (5)  
- ARC 2201 Theory in Architecture (3)  
Spring 2005  
- Sabbatical  

Education  
B.E.S., University of Manitoba  
M.Arch., University of Manitoba  

Registration  
Architect, Florida—#11700  

Memberships  
Society for Design Administration (SDA), Honorary Member  

Honors and Awards  
Appointed to the Erma Bolick Professional Grant Committee of the Design Firm Management Education Foundation, 2002  

Research  
participant, Cranbrook Institute Teachers Summer Workshop  
on the Case Study Method, 2004  

Scholarly Activities  
- SOA representative on SOA Building Renovation Team.  
  Included design development of graduate studio temporary  
  location, SOA student desks, display system, and selection of  
  SOA furniture, 2000-2002  
- Forty hours of professional continuing education courses  
  completed, 2000-2004  
- Consultant to Fringe Benefits Management Company  
  corporate headquarters building development team, 2002  
- Participant, Institute for Academic Leadership Department  
  Chairpersons Workshop, 2001  
- Facilities Advisor to Eldercare Services Steering Committee,  
  2001  
- Instructional Development Mini-grant to develop Web-based  
  instruction, 2000 (with Professor Chin)  

Creative Projects  

Publications  
- Co-editor and contributor, *Archispeak: A Handbook of  
  Architectural Terms*. Routledge/Taylor & Francis, 2004  
- Reviewer, *Design Professionals Guidebook to Managing  

Service  
- Peer reviewer, ACSA/AIA National Case Studies Project,  
  2004-2005  
- Member, Tallahassee CANstruction Steering Committee,  
  2003-2004  
- Member, FAMU Program Review Committee, 2003
Service, cont’d.

- Member, FAMU Faculty Senate Committee on Promotion and Tenure, 2003
- Chair, SOA Technology Committee, 2001-2003
- Member, SOA Curriculum Committee, 2000-2003
- Interim Associate Dean, 1997-2002
- Chair, SOA Coordinators Committee, 1997-2002
- Member, FAMU Honors Committee, 2000-2003
- Balfour Preschool Mini Village Development, 2002
Current Teaching

Fall 2004
- ARC 5206 Adv. Architectural Theory and Philosophy (3)
Spring 2005
- ARC 6217 Theories of Intervention (3)
- ARC 4293/6294 Cultural Landscapes: Barcelona (3)
- ARC 6971 Thesis/Master’s Project (3)

Education

B.E.D., University of Puerto Rico
M.Arch., University of Puerto Rico
J.D., University of Puerto Rico
Ph.D., Northwestern University

Memberships

- Member, Puerto Rico Bar Association
- Member, National Trust for Historic Preservation
- Member, National Forum for Historic Preservation

Honors and Awards

- Guest speaker, “Cultural Diversity Symposium,” invited by the National Trust for Historic Preservation, Cleveland, 2002.

Research

Scholarly Activities

Academic Papers (selected)

Research
Scholarly Activities
Creative Projects, cont’d.


Professional (consulting services) and Research (selected)

Publications

• “Conservando ‘el tiempo de las naníñas’: La puesta en valor del beneficiado de la hacienda La Esmeralda en Coamo, Puerto Rico,” published in Ensayos sobre Conservacion y Restauracion (Ciudad de Panama: 2004), Nunzio Guardini and Eduardo Tejeira Davis (editors), pp 61-72.

Service

• Advisor for Puerto Rico, Board of Advisors, National Trust for Historic Preservation, 1997-present.
• Trustee, Puerto Rico Conservation Trust, 1996-present.
• Member, Board of Directors, Tallahassee Trust for Historic Preservation, 2004-present.
• Corresponding Academician, Academia Reial de Belles Arts de Sant Jordi, Barcelona, 1990-present.
• Member, Puerto Rico Examining Board of Architects and Landscape Architects, 2000-2001.
• Member, Commonwealth of Puerto Rico Committee on Public Structures and Highways, 1993-present.
Current Teaching

- Fall 2004
  - ARC 4291/6932 Green Design and Sustainable Planning (3)
  - ARC 6293 Green Architecture (3)
  - ARC 5910 Architecture Research (3)

- Spring 2005
  - ARC 4319 Design Analysis (3)
  - ARC 6971 Thesis/Master's Project (6)
  - ARC 6974 Thesis/Master's Project Planning (3)

Education

- B.Arch., University of Kansas
- M.Arch., University of Nebraska

Memberships

- 1000 Friends of Florida, Tallahassee, FL, 1994-present
- American Farmland Trust, Washington, DC, 1999-present
- Seaside Institute, Seaside, FL, 1994-2001
- Shelburne Farms, Vermont, Shelburne, VT, 1998-present
- Tallahassee Symphony Orchestra, Tallahassee, FL, 2000-present
- Tall Timbers Research Station, Tallahassee, FL, 2004-present
- Trust for Public Land, San Francisco, CA, 1995-present

Research

- Principal Investigator, Florida Sustainable Communities Network funded by the Department of Community Affairs/Florida Energy Office; School of Architecture, Florida A & M University; 1998-2000, $1,163,000

Scholarly Activities

- Articles on the Florida Sustainable Communities Network (FSCN) website
  - “Wake up America! You’re Dreaming!” (New Zealand and Australia also struggle with sprawl), September 8, 2000
  - “Driving as Civil Disobedience,” (What does yellow mean, anyway?), March 27, 2000
  - “The Dreaded ‘D’ Words,” (Residents of sprawl-burbia have knee-jerk reactions), March 27, 2000
- Book reviews posted on FSCN website
  - “Sustainability and Cities: Overcoming Automobile Dependence,” Peter Newman and Jeff Kenworthy, September 3, 2000
Publications, cont’d.

- Guest columns on sustainable community planning issues for the local newspaper, the Tallahassee Democrat.
  - “Tallahassee, Start Your Engines,” August 1, 2004
  - “Just Because I Could’ Worst of Reasons,” July 5, 2004
  - “Saul’s Take on Downtown CRA Fails,” February 10, 2004
  - “Sustainable Communities: A Sound. . .”, October 11, 2003
  - “OK, So You’ve Retired, Now Do Something,” July 15, 2003
- “Is This Really a Blueprint for Disaster?,” March 1, 2002
- “Radical Sanity,” September 2, 2001
- “The Keys to Our Cities,” May 27, 2001
- “Kelman Plaza Will Be a Plaza No More,” April 2, 2001
- “Development Doesn’t Have to Leave Ugly Scars,” September 10, 2000
- “Build It and They Will Come, and So Will the Traffic,“ March 26, 2000
- Other Publications
  - Through the Macroscope: The Legacy of H.T. Odum, a special issue of Ecological Modeling: An International Journal on Ecological Modeling and Systems Ecology; Volume 178; 15, October 2004; two articles on my experiences with Dr. H.T. Odum at the University of Florida
  - Editor, Envisioning Florida’s Future: The Best of the FSCN Website, 1997-2000; Florida Sustainable Communities Network; Tallahassee, FL, September 2000 (in manuscript)

Service

- Board Member, Tallahassee Symphony Orchestra, Tallahassee, FL; 2002-2003, 2005-present
- Founding Member, Capital Hill Neighborhood Association, Tallahassee, FL, 2000-2001
Relevant Teaching

Fall 2001
- ARC 2303 Architectural Design 2.1 (4)

Spring 2002
- ARC 4138 Architectural Graphics IV (3)

Education

Intermediate Arts and Crafts, Preston School of Art and Crafts, United Kingdom
National Diploma in Design, Preston School of Art and Crafts, United Kingdom
Art Teacher’s Diploma, Liverpool College of Art, United Kingdom

Honors and Awards

Visiting Fellow, Oxford Brookes University, 2001

Research

- Series of four guest lectures on the subject of environmental color given on the ship Saga Rose as part of its cruise to eight Baltic capitals, 2001


- External Examiner for Greenwich University, London, validating the MSA School of Architecture programme, Cairo, Egypt, 2003

- Invited tutorial: Ph.D. research programme in fine art and printmaking, University of Gloucestershire, Cheltenham, 2004

Creative Projects

Publications

Books

Contributions to books
Publications, cont’d.

Current Teaching

Spring 2005
- LAA 6910 Thesis Research 1 (3)
- LAA 6931 Teaching and Learning in Design Education (3)
- LAA 6231/ARC 4292 Introduction to Landscape Architecture (3)

Fall 2004
- LAA 6653 Landscape Design Studio 1 (6)
- LAA 6910 Thesis Research 1 (3)
- ARC 6245 Models of Inquiry (3)

Education

B.S.L.A., West Virginia University
M.L.A., Virginia Polytechnic Institute and State University
Ph.D., Environmental Design and Planning, Virginia Polytechnic Institute and State University (Sept. 2005 completion date)

Memberships

- American Red Cross
- American Society of Landscape Architects
- Council of Educators in Landscape Architecture
- Architecture Research Centers Consortium

Research

Scholarly Activities

- Paper presentation, “Regulating Student Achievement in Design Studios: The Goal Regulation Model,” Annual Conference of the Architecture Research Centers Consortium (ARCC), Jackson, MS, April 2005
- Paper presentation, “Diversity in Landscape Architecture: Benefits and Strategies,” Annual Conference of the American Society of Landscape Architects (ASLA), New Orleans, LA, October 2004

Creative Projects

Service

- Co-Chair, Executive Committee, Florida Chapter ASLA and Government Affairs Committee, Jan. 2005-present
- FAMU SOA Representative, Architectural Research Centers Consortium, 2004-present
- Liaison for the Council of Educators in Landscape Architecture to the Architectural Research Centers Consortium, 2004-present
- Faculty Advisor, Master of Landscape Architecture Program Student Society of Landscape Architects, 2003-present
- M.L.A. Program Representative, Executive Committee, Florida Chapter, ASLA, 2003-present
THOMAS D. PUGH
Associate Professor and
Director, Institute for Building Sciences

Current Teaching
Fall 2004
- ARC 6624 New Technology of Buildings (3)

Education
B.Design, University of Florida
M.Arch., University of Florida

Memberships
International Society of Indoor Air Quality and Climate

Honors and Awards

Research
- Project Director and Principal Investigator, HUD-HBCU Neighborhood Revitalization Project

Scholarly Activities

Creative Projects

Service
- Member, Faculty Senate, 2000-present
- Member, Steering Committee, 2000-present
- Member, Committee on Committees, 2003-2004
- Executive Vice President, Chiles High School Band Boosters, 2001-2002
- Member, Four Oaks Community Church Design Committee, 2003-present
Current Teaching

Fall 2004
• ARC 1301 Design 1.1 (4)
• ARC 6294/3426 Practice, Community, and Urban Design (3)

Spring 2005
• ARC 6359 Graduate Design 6.2 (6)
• ARC 4293/6294 Cultural Landscape: Barcelona (3)

Education

Social Sciences, Licenciature, U.A.D.E. University (Buenos Aires, Argentina)
M.F.A., University of California, San Diego
M.Arch., Rice University

Memberships

• National Trust for Historic Preservation
• Member and contact person for Jefferson County, Florida
  Trust for Historic Preservation, Tallahassee, FL, 2000-2002
• President, Jefferson County Historical Association,
  Monticello, FL, 1998-2001
• Chair, Historic Design Review Board, Monticello, FL, 1998-2001

Honors and Awards

• Co-coordinator and speaker, AIA State Convention Design Charrette, July, 2004
• Panelist, International Cultural Exchange Program, Florida
  Department of State, 2002-2004
• Grant panelist, Sister City Programs, Office of International
  Affairs, Florida Department State, 2002
• Panelist, International Educational Linkage Institute, Office of
  International Affairs, Florida Department of State, 2001
• Consultant and guide, Mission to Argentina and Uruguay,
  Division of Cultural Affairs, Florida Department of State, 2001
• Panel organizer, Annual Conference, Florida Trust for
  Historic Preservation, 2000

Research

Scholarly Activities

• On-going research in Latin American architecture and
  urbanism

Creative Projects

• “Cultural Landscapes: Panamá.” Five lectures for a course
  and field trip to Panamá, summer 2004
• “Urban History of Brooklyn, Jacksonville, Florida.” AIA
  State Convention/Charrette, Jacksonville, FL, 2004
Research
Scholarly Activities
Creative Projects, cont’d.

- Corporacion de Desarrollo de Arica y Paranicota, Chile, Colegio de Arquitectos de Chile, sede Arica, y Centro de Estudios y Desarrollo Regional de la Universidad de Tarapaca, Chile, Encuentro: “Identidades y Ciudades en Chile.” Arica, Chile, 2003
- “Delineation Exhibition” (AIA Tallahassee), The Mary Brogan Museum of Art and Science, Tallahassee, FL, 2003
- Panelist, “Cities, Citizenship, and Urban Growth (Negotiating Urban Spaces: (Trans)national Politics in the Chilean City,” LASA 2003 Latin American Studies Association Congress, Dallas, TX, 2003
- Furniture Workshop Exhibit, FAMU School of Architecture, Tallahassee, 2003
- Co-curator, “First Alumni Exhibition,” FAMU School of Architecture, 2002

Publications

- Design X: Critical Reflections, catalog for the exhibit at the Museum of Fine Arts, Florida State University, 2002
- The Fish and the Butterfly, a children’s book (in process), Tallahassee, FL
Current Teaching
- Fall 2004
  - LAA 6716 Landscape Arch History (3)
- Spring 2005
  - LAA 6715 Modern Landscape Arch History (3)
  - LAA 6971 Landscape Arch Thesis (6)

Education
- B.L.A., Louisiana State University
- M.L.A., University of Texas at Arlington
- Ph.D.(A.B.D., Humanities), University of Texas at Dallas

Registration
- Landscape Architect, Texas—#1641

Memberships
- American Society of Landscape Architects

Honors and Awards
- Community Design Awards Juror, Hillsborough County Planning Commission

Research

Scholarly Activities

Creative Projects
- “Student Work,” FL ASLA Annual Meeting, St. Petersburg, FL, 2000

Publications

Service
- Secretary, Florida Chapter, ASLA
- Thesis Chair, “The Influence of Visual Imagery and the Role of Plant Material in the Creation of the Landscape of Theme Parks,” by Honey Shah, 2004
- Thesis Chair, “The Relationship of Traditional Neighborhood Development Guidelines to Neighborhood Sustainability,” by Jane Hudson Chichette, 2000
- Thesis Chair, “Natural Processes of Water: Western Design and Feng Shui in the Landscape,” by David L. Cowles, 2000
RYAN D. SIMMONS
Adjunct Faculty  Non-tenure-earning

Current Teaching  Fall 2004
                   • ARC 2303 Architectural Design 2.1 (4)
                   Spring 2005
                   • ARC 2304 Architectural Design 2.2 (4)

Education  Diploma in Building and Civil Engineering, Barbados
           Community College, Barbados, W.I.
           B.S., Florida A & M University
           M.Arch., Florida A & M University
           M.L.A., Florida A & M University

Registration  Architect, Connecticut—#2929

Research

Scholarly Activities

Creative Projects
• “Conserving the Cultural Landscape: Plant Material as a Tool
  for Investigating Culture,” current research
• AIA Florida Convention Design Charrette, Jacksonville, FL,
  2004
• Study Abroad and Design Charrette, Colon, Panamá, 2004
• Study Abroad and Design Charrette, Downtown
  Redevelopment, St. Maarten, West Indies, 2004
• Southside Historic District Analysis, Quincy, FL, 2003

Service
• Alpha Phi Alpha Fraternity, Inc., Gamma Mu Lambda
  Chapter, Executive Board Member, Community Service
  Chairperson
• Alpha Educational and Leadership Foundation
• John G. Riley Museum and Rock-a-thon, 2000-present
• Event Planning Committee, 2003, 2004
PETER D. STONE
Associate Professor

Current Teaching
- Spring 2005
  - ARC 3463 Materials and Methods of Construction II (4)
  - ARC 3325 Architectural Design 3.2 (5)

Education
- B.Arch., Dartmouth College
- B.C.E., Dartmouth College, Thayer School of Engineering
- M.Arch., Harvard University, Graduate School of Design

Registration
- Architect, Connecticut—#2929

Memberships
- Society of Building Science Educators

Research
- Design of Volkov Residence, Pachaug, CT (constructed 2003)

Scholarly Activities
- Design of Pierce Residence, Sopchopy, FL, 2003

Creative Projects
- Design of Wright Addition, Tallahassee, FL (constructed 2005)

Publications

Service
- School of Architecture Committees
  - Curriculum Development
  - Coordination
  - Tenure
  - Graduate
## Current Teaching

<table>
<thead>
<tr>
<th>Fall 2004</th>
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<tbody>
<tr>
<td>ARC 6245 Models of Inquiry (3)</td>
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<tr>
<td>ARC 4341 Design 4.1 (5)</td>
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<td>Spring 2005</td>
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<tr>
<td>ARC 6217 Theories of Intervention (3)</td>
</tr>
<tr>
<td>ARC 3324 Design 3.1 (5)</td>
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</tbody>
</table>

## Education

- B.F.A., California College of Arts and Crafts
- M.Arch., University of California, Berkeley

## Memberships

- National Organization of Minority Architects (NOMA)
- Association of Collegiate School of Architecture (ACSA)
- National Trust for Historic Preservation (NTHP)
- International Council on Monuments and Sites (ICOMOS)

## Honors and Awards

- Executive Board Member, Association of Collegiate Schools of Architecture (ACSA), 1998-2000
- Mickel Endowed Chair Professor, Clemson University, School of Architecture, 2000-2001
- Team Member, Architectural Delegates from U.S. to Cuba, ICOMOS, 2001
- Artist in Residence; Seaside, Florida; 2002
- FAVA/CA Award: $16,000 for 12 students and 2 faculty, study/travel in St. Maarten, 2002

## Research Scholarly Activities Creative Projects

- Title III Funding: “Institute for International Environmental Studies and Architecture,” $52,000, 2001-2003
- Conference Chair, Association of Collegiate Schools of Architecture, 88th Annual Conference, 2000
- Design and Coordinator, The Livable Communities Transit Initiative and Award Program, AIA, 2000
- Installation with Clemson students; Spoleto Festival USA; “Evoking History”; Charleston, SC; 2000
- Architectural Consultant for South Quincy Historic District; CRA; Quincy, FL; 2000-2003
- Invited presenter, “Shotguns: Installations and Symposium”; Houston, TX; 2001
<table>
<thead>
<tr>
<th>Research/Spurious Activities Creative Projects, cont’d.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Design Charrette Project Director, “South Quincy: Visions for Community Development”; City of Quincy, FAMU, and Florida State University; 2002</td>
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<tr>
<td>• Scholar/Co-Principal Investigator, “Think Tank: Implementation of Community Vision and Voice”; $25,000 EPA grant; Florida A &amp; M University, Environmental Justice Institute; 1998-2000</td>
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<tr>
<td>• Invited participant; University of Washington, Community Voice Design Charrette, Seattle, 2002</td>
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<tr>
<td>• Moderator; ACSA Intel. Conference; “Architecture, Culture, and the Culture of Globalization”; Havana, Cuba; 2002</td>
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<tr>
<td>• Selected Lectures: Harvard University, 2003; University of California, Berkeley; Stanford University, 2002; Rice University, 2001; University Paris, Sorbonne, 2000; Santo Domingo Republic Dominican, 2001, 2002</td>
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<tr>
<td>• Design of additions for two residences-contemporary and historic, Tallahassee, 2004-2005</td>
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<tr>
<th>Publications</th>
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<tbody>
<tr>
<td>• Executive Editor, <em>Heterotopias: Immigration, Ethnicity and the American City, Proceedings of the 88th ACSA Annual Conference</em>, 2000</td>
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<tr>
<td>• <em>Competitions Magazine</em>, “Memory, Memorial, and the Mall: The King Competition,” Vol. 10 No. 4, Winter 2002</td>
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<tr>
<td>• “Above, Beneath, Beyond, and Between,” <em>ROW Projectories Through the Shotgun House</em>, Brown and Williams, Editors, Rice University #40, Houston, 2004</td>
<td></td>
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<tr>
<td>• <em>AULA #4</em>, “Latin American Urbanities: Import/Export, Rumba Mambo and the Sanctified City,” Harvard University, Cambridge, 2004</td>
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<tr>
<td>• <em>Old Key West: The Black America Series</em>, co-authored with Norma Sawyer; Arcadia Press; Charleston, S.C., 2002</td>
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<tr>
<td>• <em>Architecture</em>, teaching methods featured in “Greening the Schoolhouse,” Spring 2003</td>
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<th>Service</th>
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<tr>
<td>• Juror on International Panel of Jurors for the Martin Luther King, Jr. National Memorial Competition, 2000</td>
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<tr>
<td>• Committee for Selection of Art for University Facilities, FAMU, 2004-2004</td>
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<tr>
<td>• Advisory Committee for Professor Emeritus Regulations, FAMU, 2005</td>
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</tr>
</tbody>
</table>
EDWARD T. WHITE
Professor
Tenured

Current Teaching
Fall 2004
• ARC 5363 Architectural Design 3 (6)
• ARC 4292 Path-Portal-Place (3)
Spring 2005
• ARC 4342 Architectural Design 4.2 (6)
• ARC 4319 Design Analysis (3)

Education
B. Design, University of Florida
M. Arch., University of Florida

Registration
Architect, Florida—#8857
Architect, Arizona—#8295

Memberships
Design Communication Association

Honors and Awards
Selected as one of four Florida artists to design a Christmas ornament for the White House.

Research

Scholarly Activities
• Planned and provided 42 continuing education workshops for architects and interior designers in 11 states.

Creative Projects
• Participated as teaching faculty in Florida State University Study Abroad Program in Greece, Switzerland, Spain, France, and England. Traveled during each assignment.
• Conducting post-occupancy evaluation of College of Education building at University of South Florida.
• Participated as visiting artist/instructor in California Summer Arts Program at Fresno State University.
• Guest speaker at “In the Works,” Florida State Department of Dance.

Publications
• Travel Drawing: Engaging the Spirit of Place (book)
• Archispeak: An Illustrated Guide to Architectural Terms, contributed book components (book)
• “Emerging Opportunities in the Continuing Education Arena,” paper in Opportunities, DCA journal
• The Piazzas of Florence (book in progress)
• Freehand Drawing (book, drawings included)
• “Travel Drawing,” paper in Opportunities, DCA journal

Service
• Invited workshop provider at Florida AIA Convention, Jacksonville
• Member of Grant Review Panel for historic preservation projects, Florida Department of State
• Designed logo for Alzheimer’s Project, Tallahassee
Service, cont’d.

- Reviewer for Florida State University grant applications
- Reviewer for three Tom Porter book proposals
- Reviewer for AIA/IDP Guide. Reviewed chapters on Site Analysis and Programming
Teaching
Fall 2003
- ARC 1301 Design 1.1 (4)
Spring 2004
- ARC 1302 Design 1.2 (4)

Education
B.S., Florida A & M University
M.Arch., Florida A & M University

Memberships
- Alpha Rho Chi Professional Fraternity, Inc.
- Tau Sigma Delta Architectural Honor Society
- Golden Key Honor Society

Honors and Awards
- SOA Outstanding Student Award, Spring 2003

Research
Scholarly Activities
- Graduate Student Assistant, Research Core, Center for Healthy Options and Innovative Community Empowerment (C.H.O.I.C.E.), FAMU and Harvard University partnership in $6 million grant to eliminate health disparities in urban and rural communities, summer 2004
- Research Assistant, “An Environmental and Cultural Conservation Plan for Northern Cat Island,” Cat Island, Bahamas, spring 2004
- Paper presentation on diversity, 20th National Conference on the Beginning Design Education, Hampton University, spring 2004
- Research Assistant, “International Research into Afro-Cuban Heritage.” Four-week FAMU SOA study program, Havana, Cuba, summer 2003
- One-week FAMU SOA study program, St. Maarten, West Indies, spring 2003
- Teaching Assistant, FAMU SOA, “Connecting to Florida Architecture,” summer program, 2001 and 2002
- Six-week study program, Valencia, Spain; Florida State University and La Universidad Politechnica, summer 2001

Creative Projects

Service
- Relay for Life, 2005
- The Tallahassee Trust for Historic Preservation, 2004
- City Vision, 2001
- Habitat for Humanity, 2000
Current Employment

Graduate Intern, The Tallahassee Trust for Historic Preservation
Teaching at FAMU

Spring 2002
- ARC 3058 Computer Applications in Architecture (3)
- ARC 3174 Intermediate CADD (3)
- ARC 4291 Digital Theory and Criticism (3)
Summer 2002
- ARC 3058 Computer Applications in Architecture (3)
- ARC 5175 Architecture Computer Applications (3)
Fall 2002
- ARC 3058 Computer Applications in Architecture (3)
- ARC 3174 Intermediate CADD (3)
Spring 2003
- ARC 2304 Architectural Design 2.2 (4)
- ARC 3058 Computer Applications in Architecture (3)

Education

B.P.S., State University of New York at Buffalo
M. Arch., State University of New York at Buffalo

Registration

NCARB---#114273

Memberships

- Member, ACADIA (Association for Computer Aided Design in Architecture)

Research


Scholarly Activities

- Co-Principal Investigator/PAL Project—a two semester collaborative demonstration project among three universities proposing a virtual design environment surveying the potential of existing digital media
- Co-Investigator/National Association of Small Farmers Grant Proposal—proposal to create (VHS and CD) renderings and animations of greenhouses to demonstrate biological systems functions to funding agencies

Creative Projects

Exhibition (2002)
- Architecture of Celestial Observation, SOA Gallery—exhibition of work done by architecture faculty

Service

- Committee Service, Florida A & M University
  - Technology/Systems Manager: Responsible for diagnosing/maintaining/updating lab computers
  - Publications/Committee: Redesigned and implemented the new FAMU School of Architecture website, created informational CD of student work for recruiting at high schools and community colleges
| Service, cont’d. | • Liaison and participant, Waterworks Charrette, Tallahassee Trust for Historic Preservation: Provided students in advanced CAD course with opportunities to work with local architects in the rehabilitation of the Tallahassee Waterworks building, creating virtual models of proposals |
Current Teaching  
Fall 2004  
• ARC 1211 The Building Arts (3)

Education  
B.S. in Design, University of Cincinnati  
M.Arch., Harvard University

Registration  
Architect, Michigan—#27997

Memberships  
• American Institute of Architects (AIA)  
• AIA Architectural Foundation  
• Florida Chapter, American Institute of Architects (1997-present)  
• National Council of Architectural Registration Boards (NCARB)

Research Scholarly Activities  
• Chair and participant, NAAB Visiting Team, Prairie View A & M University, spring 2005

Creative Projects  
• Chair and participant NAAB Visiting Team, Morgan State University, spring 2005  
• Panelist and Co-presenter, ACSA New Administrators Conference, Honolulu, HI, fall 2003 and Houston, TX, fall 2004  
• Chair and participant, NAAB Visiting Team, University of California, Berkeley, fall 2003, and Lawrence Technological University, spring 2002  
• President, National Architectural Accrediting Board (NAAB), 2000-2001  
• Chair and participant, NAAB Visiting Team, Texas Tech University, spring 2001  
• Chair and participant, NAAB Visiting Team, Drexel University and Arizona State University, spring 2000  
• Board of Directors, AIA Florida; Headquarters Task Force and Profession Development Committee, October 1997-present

Service  
• Academic Deans Council, 1996-present  
• University Collective Bargaining Negotiating Team for the United Faculty of Florida, 2004-present  
• University Personnel Committee, 1999-present  
• Chair, School of Business Dean’s Search Committee, fall 2004
Service, cont’d.

- Chair, Vice President for Development/University Relations Search Committee, summer/fall 2004
- University Capital Campaign Committee for Renovation, Remodeling, and Infrastructure, fall 2004-present
- Center for Community Health, Healthcare, Wellness Training, and Research Steering Committee, fall 2004-present
- University Athletic Committee, fall 2003-spring 2005
- Vice President for Student Affairs Search Committee, 2003
- University Committees on Cooperative Agreements, Atlantic College, Nassau, Bahamas; and the University of St. Martin, Philipsburg, St. Maarten, 2001
- City of Tallahassee, Cultural Resource Committee, Subcommittee on Facilities 2003-present
- Chair, System-wide Architecture and Construction Committee for Establishing Prerequisite Course Leveling, fall 2004-present
- Tallahassee-Leon County Community Animal Service Center, Humane Education Wing and Cat Garden Selection Committee, spring 2003
- Housing Administrator Selection Committee for the City of Tallahassee, Department of Community Improvement, fall 2002
- City of Tallahassee, Housing and Community Services, Medical Commons Selection Committee, May 2001
- Frenchtown Renaissance Center Selection Committee, 2001-2002