Architecture Program Report - Initial Candidacy

California Baptist University
8432 Magnolia Avenue
Riverside, CA 92504

For the 5 year, 168 credit, Master of Architecture Professional Degree Program

There are no plans to rely on preparatory or pre-professional educational experiences to meet student performance criteria. All requirements will be met within the context of the 168 (min) units required for the M. Arch.

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Part One (I): Section 1 - Identity & Self-Assessment

I.1.1. History and Mission

The Institution
The history of California Baptist University begins on 18 September 1950, when the Los Angeles Baptist Association opened the doors of California Baptist College (CBC) in El Monte to 42 enrolled students who came seeking a liberal arts education in a Christian environment. In 1955, after four years of continued growth, the College relocated to larger facilities in Riverside. In 1964, enrollment at CBC eclipsed the 500 student mark. It would take another 31 years to reach the 1,000 student mark, but a trajectory of significant increases in enrollment began at that point. By 1996, CBC served 1,500 students, and that enrollment doubled over the next decade. CBC became California Baptist University (CBU) in 1998 and is currently home to more than 6,000 students, (see Official enrollment report) with growth expected to continue as we move towards an expected size of over 8,000 students by 2020.

The centrality of Christian faith and practice that is introduced in the founding Articles of Incorporation can be seen permeating the University in relation to its mission, guiding philosophy, goals, and University Student Outcomes (USOs) which are designed to prepare students who are Biblically Rooted (USO 1), Globally Aware (USO 2), Academically Prepared (USOs 3-5), and Equipped to Serve (USOs 5-6). These are the four pillars of the California Baptist University , which ground students in Christian liberal arts tradition to prepare them for service in the ever-changing global dynamic that is the 21st-century. Following in the footsteps of and complementing growing programs in areas such as engineering and graphic design, new program offerings in architecture will equip graduates to meet the global challenges in ways that are aesthetic, practical, socially responsive, and ecologically responsible.

Program's Benefit to the University
The architecture program is a completely new program, and its Student Learning Outcomes are aligned with those of the University in that the program will prepare students to serve their community and their world, to improve the human condition through the built environment, to be leaders in their culture and to live missional lives of authentic, biblically rooted community through architectural practice, dialogue and education. The program exists within, and is the anchor program of the newly created College of Architecture, Visual Arts & Design (CAVAD), which serves the University's desire to promote cross-disciplinary learning opportunities both within the College and without. Courses have been offered, and more are planned, that will be co-taught by faculty from Architecture/Film, Architecture/Art and Graphic Design/Film. We have also begun, in Fall 2012, newly created interdisciplinary Design Thought classes that every incoming CAVAD student will take together to form a common foundation of design understanding and appreciation throughout the various disciplines of the College. The makeup of the new College has, and will continue to promote natural synergies between it and several other existing majors outside of the college, such as Engineering, Construction Management, Theater Arts, Communications, Marketing, Math, Science and History. In fact, CAVAD and the Theater program hosted their first joint event, a film screening and panel discussion on September 24, 2012. Architecture holds a unique place within the University, in that it connects with other artistic and design oriented

disciplines, as well as the disciplines of math and science, in a relationship much deeper and more meaningful than the typical major/general education arrangement. Our philosophy is that architectural education is the heart of a university in that it is informed by, and informs, all the other parts of the university. Neither can properly exist without the other. CBU is also unique in its commitment to International Service Projects (ISP), United States Projects (USP) and Summer of Service (SOS) (United States and International Service projects). Practically speaking, this means that graphic design faculty lead design teams to New York City; nursing faculty lead nursing students to operate clinics in the rural villages of South Asia; music faculty lead music students to perform in various public venues in Japan; and behavioral science students do ethnography in a village in the Middle East. The CBU Office of Mobilization refers to this as the hybrid model, "academics on missions." According to a survey done in 2010 by the International Mission Board, of 400 colleges and universities across the country, CBU is sending more students on short term service projects than any other institution, public or private. The Architecture program is committed to joining the other disciplines of CBU in uniquely allowing students to employ the knowledge and skills gained in the classroom in meaningful and enduring service to their fellow man.

University's Benefit to the Program
Perhaps the greatest challenge we face as educators today is in recognizing the need to prepare our students for jobs that may not yet exist using tools we have not yet invented to solve problems we have not yet imagined. Toward that end, the architecture program will be well served by CBU's entrepreneurial institutional spirit, its creativity, and its reputation as an institution that is self reflective and eager to learn as we grow. Nowhere have these qualities been better documented than in our recent regional accreditation visit. The five-year self-review and accreditation reaffirmation cycle that culminated with our Educational Effectiveness Review visit in October 2010 was a valuable period of institutional, dialogue, and growth. The Western Association of Schools and Colleges (WASC) gave CBU a ten-year reaccreditation (see the February WASC action letter), the longest term possible, in no small part because of the institution's ability to assure continuous program quality and improvement even in the face of an aggressive growth agenda. With this ten-year "seal of approval," WASC has demonstrated its confidence that CBU is able to launch new programs that are academically rigorous, relevant, and of continuously high quality.

The institution's history with program development further attests to its ability to develop and sustain a program such as the master of architecture. Over the last six years we launched successful and rapidly growing programs in baccalaureate nursing, engineering, graphic design and allied health, and introduced a new division of online programs, while maintaining enrollment growth in traditional liberal arts programs. Despite such rapid growth, this recent regional accreditation, and our accreditation history overall, has confirmed that we do indeed have the capacity to deliver these programs in an educationally effective manner and have the infrastructure and support necessary for the proposed degree offerings. Architecture takes its place within the fast paced, ever emerging culture of the University as an entrepreneurial, forward thinking program, devoted to innovative and progressive educational possibilities.

Liberal Arts Learning
The educational effectiveness of our programs is assured in several ways. All are grounded in a program of general education designed to give students a well-rounded background in the liberal arts. This "cafeteria plan" affords students the opportunity to select 45 to 64 units of coursework that is particularly well-suited to their interests and program of study while maintaining proper balance among liberal arts with courses selected from prescribed areas including art and music, math and science, language and literature, behavioral sciences, history and political science, philosophy, and Christian studies. Courses designated as appropriate for general education are

populated by students from a variety of majors, creating a rich dialogue of perspectives around a wide variety of topics relative to the liberal arts. The remaining units comprising the 168 (minimum) units of the M. Arch. build on this broad foundation and provide students with a specific lens through which to focus their special, elective learning. The specific design of the M. Arch. program has been developed by the founding dean, in conjunction with numerous advisors from academia and the architecture profession. The program has sought to take full advantage of the breadth of general education available across the campus, and to actively find ways to cooperatively join the architecture program to as many other diverse programs as possible. All new programs are approved at several levels beginning in the school or department, continuing through Undergraduate and/or Graduate Curriculum Committee and Executive Council, and finally the Board of Trustees. This multilayered review ensures not only the academic quality and educational effectiveness of the curriculum, but the continuity of the Christian liberal arts tradition that is essential to our institution. The architecture program has progressed through all necessary levels of approval.

Even while we strive for continuity and consistency in some areas of the institution, we are very aware that growth means an inevitable climate of change for us in other areas. Change can be difficult at times and perhaps, for some institutions, even unwelcome, but CBU embraces the unique synergy that both fosters and is a result of the type of dynamic institution we have become. Where other institutions have a freeze on hiring, we have been hiring faculty in double-digits for the past five years. Our new colleagues bring fresh perspectives, new ideas, and probing questions that push us to new levels of excellence.

The Program
Trustees voted at their May 2011 meeting to establish a College of Art, Design, Architecture, and Film. Leadership by founding dean Mark Roberson is providing the vision to foster a constructive synergy among these disciplines. It is appropriate that the College is being initially housed in the James Building, marked by the city of Riverside for its historical and architectural significance. CBU's location in Southern California affords it the unique opportunity to benefit from a rich blend of the historically significant and the emerging. The architecture program will not be dedicated to the promotion of any style or particular technology. CBU Architecture will promote beauty, responsibility, efficiency and creativity, all understood within the foundational principle of context, with the overarching purpose of serving our fellow man. We will highly value the creative laboratory of the studio culture while simultaneously seeking opportunities to expand our education beyond our walls and borders.
The mission of CBU Architecture is to develop architects who demonstrate professional excellence and personal integrity, are servant leaders in their communities and who live biblically based, missional lives within the profession. The program's curricular and extra curricular components have been designed with that specific mission in mind.

Student Learning Outcomes
The program Student Learning Outcomes were derived to serve both our mission and the expectations of NAAB.
CBU Architecture graduates are expected to:
1. Employ Critical Thinking skills.
2. Demonstrate facility with the wider range of Communication skills.
3. Research and Analyze multiple theoretical, social, political economic, cultural and environmental contexts.
4. Demonstrate overall Design sensibilities and Problem Solving skills.

5. Comprehend Building Technology, including technical aspects of design, systems and materials, and be able to apply that comprehension to their services.
6. Appreciate the role of Professional Practice, including their role in the implementation of design decisions and the impact of such decisions on the environment.
7. Integrate their Christian worldview and their profession through service to their community, through learning to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public.

Practicum Based Learning

The program has actively involved architecture professionals from the Riverside area who are excited to be part of the first architecture program in the Inland Empire, and professionals from across Southern California who find a special connection to our program because of our unique mission. These professionals have been engaged in helping shape the curriculum to reflect industry needs, are supporting the program in various ways, and are poised to provide mentorships and internships to our students. In fact, one large local firm has even volunteered to host a design studio in their offices. The program will also be closely tied to the profession through field trips to regional architectural masterworks, architecture offices and construction sites, and the use of local professionals as lecturers and adjunct faculty. The program will also be involved in real-life, constructed, impactful projects around the country and the world through International Service Projects, United States Projects, Summer Of Service and connections to various domestic and international service organizations. All of this is reflective of, and part of, our commitment to practice-based education.

One of the most prominent built features at CBU is a black granite sphere, floating on water, that marks the entrance to the Yeager Center, our largest building on the main campus. Etched on the surface of the sphere, or kugel, is the outline of the globe; the inscription on the base is of Matthew 28:19-20, the Great Commission, to go into all the world. Students pass this globe on their way to freshman orientation and touch the globe as they proceed on their way to commencement ceremonies. Interdisciplinary teams of students gather here during spring and summer breaks as they prepare to leave for various short-term service projects across the country and around the world, putting the skills and knowledge they have gained to work as they serve people everywhere. This is a tradition into which the new architectural program comes and to which it will enter and contribute.

I.1.2. Learning Culture and Social Equity

Learning Culture Policies
Expectations for student learning at CBU focus on six University Student Outcomes (USOs) approved by the Board of Trustees in 2002. Of the six outcomes, two specifically address the values of optimism, respect, sharing, engagement, and innovation foundational to the M. Arch. program.
- Students will respect diverse religious, cultural…..and aesthetic experiences and perspectives.
- Students will implement a personal and social ethic that results in informed participation in multiple levels of community.

In 2010, CBU embarked on a marketing campaign to make students more aware of the intended learning outcomes for all students. The six USOs were captured in what has become known as the "Core 4," which provide the foundation of CBU's current "Live Your Purpose" campaign. By preparing students who are biblically rooted, academically prepared, globally minded, and equipped to serve, CBU seeks to enable every student to live the purpose for which they were created. Each of these core values has been assigned an icon. These icons have become a prominent feature on campus banners and on syllabi promoting these institutional values and linking them to Student Learning Objectives (SLOs) at the program and course level. These values are also linked to co-curricular activities such as dorm life, community and international service activities, and athletics.

Appreciation of these values and expectations for social, academic, and professional conduct begins early in an individual's experience at CBU. Faculty and staff are provided with orientation. For faculty hires, this consists of a two-day intensive workshop at the beginning of the fall semester and continues with regular workshops throughout their first year. Students received several days of orientation at the beginning of their first semester. This Freshman Focus experience orients students to the college environment and addresses topics such as time management; health and safety; support resources including the Academic Success Center, Annie Gabriel Library, computer labs, faculty office hours, the counseling center; or opportunities for service such as United States and International Service projects (USP/ISP), Urban Plunge, or Compassion Ministries.

Policies relating to learning culture for faculty and staff can be found in the Employee handbook, which includes sections for both faculty and staff; the Student handbook; and University catalogs. Departmental or discipline specific handbooks guide students in appreciating these values and understanding program-specific policies throughout their tenure at CBU and into their professional careers. The architecture program will have its own, program specific policies, including the Studio Culture Policy (found below, starting on page 9). For programs with outside licensure or accreditation such as nursing, engineering, education, athletic training, or business, the program specific policies addressed in such handbooks can be extremely important, as they will be for the M. Arch. program which is being developed with strict adherence to the requirements set forth by the National Architecture Accrediting Board. Faculty in each of these areas are heavily involved in developing such handbooks. Programs such as those in the School of Nursing and the College of Engineering use student representative or advisory groups who contribute substantially to the development and maintenance of such policies and handbooks. The architecture program will, in the '13-'14 academic year, establish its first Student Advisory Council, who will function as the voice of the students in the establishment of program policies and handbooks.

Grievance Policy

Institutionally, policies and procedures for grievances related to harassment and discrimination are clearly outlined in Section 3.600 of the Employee Handbook and in the Student handbook. Faculty Senate initiates or has input on all additions to the Faculty Section of the Handbook. Staff Advisory Council has similar oversight of the Staff Section. The Associated Students of CBU (ASCBU) has input on the Student Handbook.

Student academic and behavior grievances are addressed as follows:

Students who feel a conflict exists with a university official and/or faculty member are encouraged to address the issue with the respective individual. In the event a resolution cannot be reached, the student who believes that he/she has been unfairly dealt with is encouraged to contact the dean of students. In the area of academics, protocol requires that student concerns or grievance about course content and relevancy, grading, teaching style, and the like, be addressed first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the college/school. (CBU Student Handbook, 17+)

Harassment Policy
Sexual-harassment is addressed on pages 19 and following in the Student handbook. The topic is addressed during Orientation. Similarly, new faculty and staff are apprised of policies during orientation. Any employee who oversees faculty or staff must attend regular training on harassment prevention. All new faculty complete an annual 2 hour sexual harassment training session.

Academic Integrity Policy
Policies on academic integrity are clearly stated in the Student handbook which is available online and in print form to all students and faculty. These policies outline expectations as well as procedures to be followed. Students sign a statement that they have read these policies and understand them. Further, policies are stated as part of most syllabi, and it is the expectation that discipline specific standards would be included for all syllabi developed for the M. Arch. program.

Discrimination Policy
CBU's *nondiscrimination policy* is stated in University catalogs and the student handbook as described below. Provisions for students with mobility or learning disabilities are made in compliance with ADA regulations, and syllabi are ADA compliant. All buildings have wheelchair ramp access and elevator access to all parts of the buildings. Sign language interpreters are available for students needing these services. The Academic Success Center helps coordinate other accommodations as needed. CBU does not require students to sign a statement of faith as a condition of admittance or attendance. All faiths are welcome as are students who hold no faith commitment. Faculty and staff, however, must be practicing Christians. CBU bylaws require that 51% of the full-time faculty be Baptist.

Diversity
Despite past efforts to advertise for positions in venues that might attract the attention of underrepresented minorities both for faculty and for students, CBU has not historically attracted a highly diverse population. Our faculty profile has remained relatively static over the past 10 years despite an aggressive hiring agenda. The staff profile is similar. Trends in student demographics, however, show modest growth in the enrollment of minority students. CBU was identified as eligible to receive Title III and Title V funding in 2010, reflecting our increased service to low income and Hispanic students. 68% of the first cohort of architecture students are minority

students and 44% are women. In regards to the faculty, the architecture program will, and has already begun to, strive to develop a faculty that is diverse in regards to race and gender in particular. In fact, our first full-time and our first half-time architecture faculty hire were both women.

CBU Architecture's Studio Culture Policy *

The Studios Culture of CBU Architecture will value generosity of spirit, open discourse, continuous testing of ideas and a commitment to excellence on the part of all the participants. It will promote a culture of engagement in which students develop intellectually, technically, ethically and spiritually through interaction with problems, opportunities and people not only within the field of architecture, but beyond it.

Process of implementation and Maintenance

The members of the CBU Architecture community agree to uphold the Studio Culture Policy. The policy will be a working guide for Studio Culture at CBU. The Policy will be introduced to students at the Academic School Orientations, posted in the studios themselves, available on the CAVAD website and included in the Student Undergraduate Catalog.

A team of faculty and Students will review the policy annually, determine its efficacy and ensure its implementation. Revisions to the current policy will be discussed by the team with the common goal of maintaining a healthy studio environment that supports holistic growth through the sharing of knowledge, ideas and experiences.

Studio

Design Studio is the central component of an effective education in architecture. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and a "learn-by-doing" pedagogy. The Studio atmosphere is a unique learning community that fosters increased scholarship as well as personal connectedness and an attitude of "iron sharpening iron."

Faculty

Students are encouraged to think of all the faculty of CBU Architecture as "their" faculty, not just their particular Studio instructor. Interaction between students in separate studios and between students in separate years of the program is encouraged, as is interaction between students in the separate disciplines of CAVAD.

Time Management

Students and faculty must lead balanced lives and use time wisely, including time outside the Design Studio, to gain from all aspects of a university education and life experiences. Although we believe in the Studio as the backbone of the architectural education, we also believe in the value of a rich, fully engaged life that is deeply involved in spiritual maturity and service.

Interdisciplinary and Collaborative Opportunities

We believe that Design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

The CBU Architecture program is built on a foundation of interdisciplinary learning, and opportunities to promote and experience this philosophy are inherent throughout the program. We seek every opportunity for collaborative processes and learning opportunities, not only within the program, but across the disciplines of CAVAD, CBU and the larger community outside of our walls. This is in keeping with our University Student Outcome to "implement a personal and social ethic that results in informed participation in multiple levels of community."

Assessment

Design critique is an integral part of the learning experience. Students will learn from faculty, but also from peers and from the experience itself. Making clear, understandable and comprehensive presentations of one's ideas, both graphic and verbal, and then learning from the critical feedback that the presentation generates, are vital learning experiences that help prepare students for professional practice.

CBU's architecture program encourages assessment for design and studio courses that affirms the values of respect for a student's ideas (intention), the development of these ideas (process), and the ability to make those ideas spatial & material (product). Students will therefore be graded on an understanding of the concepts that motivate and initiate the project at hand (grasp of ideas), the student's rigor in the development of ideas and use of information in the process of design (work effort), and the material and graphic quality of the project's final products – be they models, drawings or representations in other media (communication of ideas). Some advanced Studio projects will also consider the appropriateness of the proposed design solution in its real-world context.

Diversity

CBU Architecture values social, intellectual and disciplinary diversity, as well as diversity in race, nationality and gender, in its staff, faculty and student population, as well as in its curriculum. We support active, open discourse, and the Studio must be a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry provides the foundation of a life-long learning perspective that begins in architecture school. This attitude is in keeping with our University Student Outcome to "respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives." The program is currently recruiting students from high schools representing a wide cross section of Southern California's ethnic and socio-economic communities. We are also involved in the ongoing recruitment of international students.

*Studio Policy is a draft, to be negotiated and ratified with Students and faculty.

I.1.3. Response to the Five Perspectives

The design of the new program under Dean Roberson clearly articulates the response of the M. Arch. program to the five perspectives. The architecture program will balance a holistic, practical, and liberal arts-based education with the demands of the profession and its associated professional organizations and licensure requirements. The architecture program embraces the entrepreneurial spirit already in effect in other disciplines throughout the university, which combines passion for excellence in the profession with a desire to develop new ways of knowing in and about that profession. Such theoretical models and foundational values are communicated early on and help students prepare for and transition to internship and licensure experiences.

The architecture program will require students to understand the role of various regulatory entities related to their profession and incorporates this information into courses throughout the curriculum. Some of these courses, as well as previously described extra-curricular opportunities, emphasize the global impact of the profession across a diverse landscape of people groups, geographies, and cultures and provide opportunities for student integration in service and community engagement. Some of the courses in the curriculum are designed to give students a broad perspective of the various roles architectural professionals play, and the value of collaboration and interdisciplinary thinking as they engage the needs of a rapidly changing world. The value of the Design Thinking emphasis of CAVAD and the program is becoming apparent to other disciplines across the campus, such as business, allied health and nursing, as they consider adding CAVAD classes to their required curriculum.

A. Architectural Education and the Academic Community

The CBU architecture program embraces the philosophy that our faculty and their talents and abilities exist in an environment that nourishes excellence in research, teaching, the application of knowledge, and the integration of learning. The academic community of the program has the great opportunity to be connected to, and an integral part of, the larger academic community of CBU. All faculty begin their careers at CBU by attending a two day New Faculty Orientation. Then all faculty participate in an annual Faculty Workshop. All faculty are also invited to participate in a variety of Learning Communities that meet regularly throughout the year and discuss various topics, read through books together and sometimes produce deliverables to the university.

Like all new faculty at CBU, new architecture faculty automatically become part of New Faculty First Year Experience Learning Community called "Seminar on Faith and the Academic Profession (SOFAP) - Surviving and Thriving – The First Year Experience." This year-long seminar provides not only a great deal of information on the university's academic goals and perspectives, but also provides a much needed support community and great social connections for new faculty. SOFAP is the first component of a still developing, on-going, 6 year program to provide structure and guidance to faculty from their arrival on campus all the way through to tenure. Also please see Section I.2.1 for further information on university-wide faculty development opportunities.

Architecture faculty are also part of the College of Architecture, Visual Arts & Design (CAVAD). CAVAD is a highly interdisciplinary, collaborative, collegial unit where all of the programs are design-oriented, and all of the faculty share common interests and goals. It is a very tight-nit group and we certainly hope to continue that spirit for years to come. The architecture program promotes and supports continuing education, both for licensure and for personal and

professional development, and supports the faculty's continued involvement in professional endeavors and research in a variety of capacities.

CBU Architecture values social, intellectual and disciplinary diversity, as well as diversity in race, nationality and gender, in its faculty. We support active, open discourse among our faculty where diverse life experiences and opinions are shared. We continually foster a culture of respect and open inquiry among our faculty peer group.

*Please see Appendix 16 for information on Faculty Learning Communities

B. Architecture Education and Students

The students of the CBU architecture program will receive an education based on the Core Four values of the university – to be Biblically Rooted, Globally Aware, Academically Prepared, and Equipped to Serve, as well as the program SLOs and NAAB SPCs. We believe this gives our students a more well-rounded and mature educational experience than they would get at a typical university, because we teach not only the knowledge and the skills of architecture, but also the greater purpose for which we learn and live as architects. We truly believe in the idea of preparing students to "Live Your Purpose," therein better preparing them for successful careers and lives.

In pursuit of this philosophy, Dean Roberson has developed new, cross-disciplinary, introductory classes, Design Thought Foundation 1 & 2 (DES 110 & 112), which all incoming CAVAD students take together. These classes extensively expose students majoring in the four separate disciplines of the College (Architecture, Graphic Design, Film and Visual Arts) to the other three disciplines, and to how Design Thought informs and applies to all of the resultant professions. This allows students a much broader understanding of design's potential for impacting the world and the possibilities of their own engagement with it. These classes also help students make more informed decisions about the specific creative discipline they will pursue through their collegiate experience and beyond. These classes represent the program's foundational philosophy of an interdisciplinary, collaborative, life-long pursuit of knowledge. This philosophy, built on the concept of a way of thinking, living and being, will create more culturally aware and inquisitive life-long-learners who will be ready to fulfill the promise that a M. Arch. degree portends.

The architecture program values a thriving connection between our students and the profession. The program will have professional architects involved in the program in many on-campus capacities, such as reviewing projects, mentoring and advising students, and speaking to classes and at conferences and special events. The students will also have extensive opportunities to visit architectural offices and job sites, exposing them to the realities of the architectural profession.

The students will also visit many regional architectural masterworks, as well as many international masterworks through our study abroad program and international service opportunities. These service opportunities will also allow students to participate in real-world projects that demonstrate architecture's power to impact lives and communities.

Last year (2012), CAVAD opened a gallery space in downtown Riverside, affording our students the opportunity to have their work viewed by thousands of Riverside Art Walk participants every month, and tens of thousands during the holiday seasons and other special occasions.

The students will have the opportunity to organize and participate in student chapters supported by groups such as; American Institute of Architectural Students, National Organization of Minority Architecture Students, and others. They are also beginning to formulate the first Student Advisory Committee and Architecture Club.

The program strives to prepare future architects that are capable not only of creating beauty, but also of communicating clearly and convincingly, its value to the public. We also strive to help our students appreciate the potential for applying their design knowledge to preservation and renovation as much as the creation of new things.

C. Architecture Education and the Regulatory Environment
It is the goal of the CBU architecture program to prepare students, through professional practice and comprehensive education, exposure to the profession through mentorships, internships and professional engagement in the program, and sustainability educational requirements and opportunities, to be prepared to proceed to both professional licensure and LEED accreditation. The students will be exposed to the requirements of IDP, LEED, state licensure and the role of NCARB.

Comprehensive design studios, involvement in real-life projects and opportunities to participate in local, national and international service projects will expose students to building, life-safety and energy codes, as well as national, state and regional accessibility requirements. These are some of the program's efforts to promote understanding of the architect's responsibilities for public health, safety and welfare. Students will also have the opportunity to see the impact of budgets and schedules on a design project. The program is actively seeking opportunities to create and implement effective, new, for-credit curricular approaches that raise awareness about issues central to practice. We also strive to effectively make connections between knowing about architecture and how that knowledge can come to bear on the changing needs of the profession, clients, our communities and our culture.

D. Architecture Education and the Profession
The tagline for CAVAD is to "See Differently." By this we mean that we strive to teach our students how to see beyond the surface and comprehend more than meets the eye. The CBU architecture program emphasizes this ability to see differently by building the curriculum on a backbone of design thinking and understanding. The curriculum starts with an emphasis on deign thinking as it applies to the complex world in which we live and work. We believe that a cross-disciplinary emphasis on Design Thinking, as the basis of our creative efforts, helps our students comprehend design's vital role in responding to our world's cross-cultural, increasingly complex problems and social issues. The curriculum then continues through an intentional series of design studios, culminating in a comprehensive design thesis. The entire curricular path is infused with an emphasis on sustainable design, leadership and collaboration, and the integration of design, technology and practice. We value diversity, inclusiveness and an interdisciplinary spirit. And all of our efforts are geared toward preparing students to become effective, informed and responsible practitioners who will be leaders in service to their communities, commitment to sustainability, and perpetuating a culture of life-long learning. We strongly believe that this approach is the only approach that will help the architectural profession retain its essential role in our culture.

CBU's engagement in the larger global context, as exhibited in the core University Student Outcome of being "Globally Minded," is the foundation upon which the architecture program

bases its emphasis on global awareness, sustainability, social justice and cultural engagement. We believe all of these things are natural outcomes of being "Biblically Rooted."

The curriculum will also be infused with opportunities to be connected not only to the profession in the many ways mentioned previously, but also with "real-world", collaborative projects involving actual clients in sponsored studios, uniquely preparing students for the service profession of architecture. Professional architects are involved in formulating programs and will advise and review projects. Students will also spend time in professional architect's offices, learning about the varied avenues that architects pursue to use their unique skills and knowledge to impact their communities and the world.

E. Architecture Education and the Public Good
   CBU's last University Student Outcome of being "Equipped to Serve," is much more than a slogan on a sign. As previously discussed, the university at large and the architecture program in particular embrace the concept of service through numerous ISP, USP, SOS and other opportunities. Some of those opportunities include projects such as joining forces with the College of Engineering to design a new sustainable prototype house for Habitat for Humanity, working with the City of Riverside to rethink underdeveloped areas of downtown, and working with medical missions in third world countries to develop mobile medical facilities. The program is fully committed to finding every opportunity to engage students in the process of employing their skills and knowledge in the service of others and the betterment of society as a whole. The program desires for our students to contribute to pushing architectural knowledge forward, to designing environments that enrich communities, to communicating more effectively the value of the specialized knowledge that only architects can contribute, and to practicing their profession at all times with the highest ethical standards. Our commitment to producing ethical, caring and responsible architects is founded in the first of our Core Four university values – that of being "Biblically Rooted." One of the Biblical principles that we hold dear in the program is that of stewardship – of our environment, of human dignity, of resources of every kind, and of our cultural and societal structures. Because of our foundational values, our program and our university clearly demonstrate that students and faculty alike should regard service to our communities and culture as an essential part of scholarship.

*Please see Appendix 01 for CBU Architecture Program / 5 Perspectives Matrix.

I.1.4. - Long-Range Planning and I.1.5 – Self-Assessment Procedures

Continuous Improvement
Long-range planning and assessment are integrally linked at CBU. Each program is required to develop a five-year assessment cycle plan that examines a defined element or set of elements of the program each year and culminates in a comprehensive program review by an outside content expert every five years.

Data and Information Sources
The process is grounded in an Annual Assessment Report (see the 2009-2010 sample from the Film Studies Program. This climate of on-going self-reflection and quality assurance allows students a voice in planning and assessment through regular course evaluations, student forums, and focus and advisory groups.

Role of Long Range Planning
This system enables faculty to bring their professional and pedagogical expertise to the development, implementation and revision of curriculum; and provides program directors and deans evidence that helps them make informed decisions that drive budget, faculty and staff hiring, and other long-range planning and decision making. All of this planning is incorporated into the Comprehensive University Plan.

Five Perspectives
The Annual Assessment Report for Architecture will be founded on the program's Student Learning Outcomes, which are derived from the program's mission, the NAAB Student Performance Criteria and are based on the concepts of the five perspectives, as previously discussed in section I.1.3.

Program Self Assessment
The architecture program will choose a subset of its Student Learning Outcomes to assess every year for five years, so that all of the SLOs will be assessed in a five-year cycle. Each year, data collected in courses connected to the selected SLOs will be examined and assessed in regards to an established benchmark. Results will then be evaluated and a plan for improving performance will be determined. At the end of the five-year cycle, the entire program will be reviewed, including the yearly plans for improvement and their results, by program and university assessment administrators and an outside reviewer. The results of this review inform faculty hiring, budget increases and other institutional long-rang planning. This system is the established, university-wide assessment process.

For Architecture specifically, the iterative process of traditional design education is an ingrained self-assessment process that we fully embrace. Each review and jury is then not only a multi-voice assessment for the student, but also an ingrained peer-review for the faculty.
A draft of the Annual Assessment Report will be provided in the team room.

Part One (I): Section 2 - Resources

I.2.1. Human Resources & Human Resource Development

Maintaining the human resources necessary to serve its students is a top priority at CBU. Even in the current economic climate, faculty hiring at CBU continues to grow the number of faculty profile each year. Data and demographic information about the faculty as a whole is compiled in various institutional reports which break down faculty by ethnicity, gender, and school or department. Matrices of faculty aligned with more specific disciplinary information, courses taught, credentials and experiences, are developed in accordance with guidelines established by professional organizations related to that particular discipline. The templates prescribed by NAAB will be used for faculty in the M. Arch. program.

*Please see Appendix 02 for information on the architecture Faculty Credentials Matrix.
*Please see Appendix 03 for an overview of university faculty demographics.

Faculty & Staff

Faculty Policies / Diversity
Faculty Policies
Personnel policies including descriptions of all faculty and staff positions are contained in the Faculty section handbook and the Staff section of the Employee Handbook. California Baptist University is an equal opportunity employer. Specific position descriptions for open positions are posted on the University web site during the recruitment period.

EEO/AC/ Diversity
The following statement is included on the online application for all faculty and staff positions: "State and Federal law permit California Baptist University to discriminate on the basis of religion in order to fulfill its purpose. The University does not discriminate contrary to either State or Federal law." The University Catalog carries this nondiscrimination statement: "In compliance with both state and federal law, California Baptist University does not illegally discriminate on the basis of any protected category, except to the extent it is necessary to fulfill its religious purposes, so as to be in compliance with the 2000 version of the Baptist Faith and Message" (2013-14 catalog p ii). The architecture program has and will continue to advertise our job postings to a variety of outlets in order to reach a diverse audience, in an ongoing effort to ensure a diverse faculty. The program's first two hires (one full-time, one half-time) are both women architects.

Workload Policies
CBU's workload balance policies are established to support tutorial exchange between student and teacher, and stem from the institutional stance that faculty are contracted primarily to teach. The typical faculty contract load is 24 units per academic year, usually divided evenly between two semesters. Faculty may elect to teach additional classes as overload for additional pay, but these additional units must be approved by the faculty member's immediate supervisor. Faculty wishing to teach more than an additional six units per semester must have the request approved by the Provost. Such instances are quite rare. In addition to their teaching duties, faculty are required to keep regular, posted office hours during which time they must be available to meet with students. Most full-time faculty keep a minimum of eight office hours per week. Full time staff are required to work forty hours per week, twelve months per year with two weeks paid vacation and a 9-day paid break between Christmas and New Year's Day.

Human Resource Development Policy / Opportunities
Ongoing professional development for faculty and staff is provided in several ways.
The faculty community comes together at the beginning of each academic year for a Fall Faculty Workshop during which time topics of general institutional interest are addressed. Faculty engage in a variety of interactive activities and interdisciplinary dialogue. Activities often include discussions of best practices and pedagogies. During the academic year faculty have at least one opportunity each month to engage in small breakout sessions, workshops, hands-on activities, and collegial dialogue that suits their research interests and supports their development as teachers. Staff also meet throughout the year for ongoing, task-specific training and education sessions covering a variety of topics such as IT, travel policies and workplace safety.

Faculty who wish to pursue development opportunities and research outside this context may apply for funds from their school, college, or department, or from the Faculty Development Committee, which supports conference attendance, travel and expenses. In most years all faculty requesting such funds are at least partially supported, and many years we are able to fully fund all faculty who are presenting at 100% with a smaller percentage going to faculty who merely wish to attend a conference. Where possible, faculty who serve in programs which require outside licensure or accreditation are encouraged to apply and are given priority. Last year, faculty actively used the development funds, as reflected in the following breakdown:

Basic Break-Down of Faculty Development Activity for the 2012-13 Fiscal Year

Total Funds reimbursed to faculty:	$156,452.28
Individual Faculty Development Awards given:	196
Total number of individual faculty receiving reimbursement:	116

Additionally, faculty may take advantage of opportunities that are fully funded by the University through programs such as those offered by the Council of Christian Colleges and Universities (CCCU) or by our regional accreditor, the Western Association of Schools and Colleges (WASC). This past year, for example, CBU sponsored a faculty member for the CCCU Leadership Development Institute and another for the WASC Assessment Leadership Academy.
Faculty are also eligible to apply for and receive micro grants from the university to support research.
Staff can also petition their respective deans for funding to attend outside, professional conferences throughout the year.

*Please see Appendix 22 for a recap of activities for which faculty received Faculty Development Funding during the 2012-2013 school year.

Continuing Education Policies
CBU also strongly supports faculty members who wish to pursue terminal degrees in their field of study. Faculty and staff wishing to pursue a terminal degree may participate in a loan forgiveness program that covers up to 75% of the tuition costs of the program at an accredited institution. This program has been instrumental in mentoring Masters level faculty to the doctoral level, particularly in fields such as nursing, with extremely difficult to find terminally degreed practitioners. Two of the three nursing faculty who received their terminal degrees this year participated in this program. Since the program began in 2005, sixty-five faculty and staff have benefited or are benefiting from this program to date. Staff are also eligible to obtain a bachelors degree through a program that covers up to 100% of the tuition costs.

Sabbatical Policy

Sabbatical leaves are granted for the purpose of providing opportunity for faculty to pursue projects of advanced study and research. Application may be made for a leave of one semester or one full year. The faculty member will receive full salary for the one semester leave or one-half salary for the full year leave, as applicable. Criteria, procedures and conditions are available in the Faculty section of the Employee Handbook (3.301).

Promotion /Tenure Policy
Criteria used for determining rank, reappointment, tenure and promotion are included in the Faculty section of the Employee Handbook (3.200). Faculty are evaluated in four areas: teaching, scholarship (or creative activity), service to the institution, and service to the community. Faculty are required to submit annual self reviews as part of the merit pay and tenure and promotion process. The professional portfolios faculty maintain include information on their academic activities and teaching loads; research, scholarship, publications and presentations, and creative activities; service to the institution, such as committee involvement, club sponsorship, or service project leadership; and other community service and civic engagement. These portfolios are reviewed by the faculty member's immediate supervisor and their dean, and are available to the Provost. If the faculty member is applying for tenure or promotion, the faculty led Tenure and Promotion Committee also reviews the portfolio and makes recommendations to the Provost. The Board of Trustees has final approval for all tenure and promotion decisions and reviews faculty files for new hires. To date they have never ruled contrary to the faculty committee recommendation. The role of the Trustees did not even warrant mention in our most recent action letter following a comprehensive visit, which indicates that the visiting team found the Criteria for Review related to independent governing boards with appropriate oversight (CBF 3.9) to be met.

Benefits
Both faculty and staff are eligible to take advantage of a generous medical insurance and retirement plan.

*Please see Appendix 14 for the Course / Faculty Plan.
*Please see Appendix 15 for information on the CBU benefits package.
*Please see Appendix 16 for information on CBU Faculty Learning Communities.
*Please see Appendix 02 for Faculty Credentials Matrix.
*Please see section i.4.5 for Faculty Resumes.

Students

Admissions
Instructions and requirements for admission to the University are clearly outlined on the University's website under the tab Future Students Applying to CBU, as well as in university catalogs. Policies and procedures specific to particular schools and programs are linked from this page, as is information relative to financial aid, veterans, ROTC, information sessions and preview events. A list of scholarships is available in University catalogs. Currently, the admissions requirements for the architecture program are the same as those of the university.

Student Support Services
Student Support Services at CBU include academic advising, career guidance, internship placement and other services. Some of these are described as follows.

The Office of Career Services at CBU strives to assist students in their personal journey of career exploration and development, to be vocationally and professionally equipped, and to competently

serve and effect change as servant-leaders within the local and global marketplace upon completion of their degree. A student will be able to:

1. Articulate their God-given gifts and competencies within a vocational context.
2. Establish holistic career goals.
3. Apply cutting-edge technologies for networking strategies and career-related goals.
4. Integrate academic and co-curricular education with one's professional calling.

The Academic Success Center (ASC) at CBU aids in scholastic success through a student-oriented PROCESS of personal and group engagement. The ASC is *p*erceptive and *r*esponsive to student needs, *o*pen to student ideas, *c*ares about the advancement of each student, *e*ncourages student development, *s*eeks to promote student growth, and *s*hares in the accomplishments of each student.

Tutoring
The Academic Success Center (ASC) provides twenty-five (25) and/or fifty (50) minute peer tutoring appointments in virtually every discipline offered by CBU. Appointments must be made no later than the close of business on the previous day for which the appointment is requested. Appointments may be made by calling the ASC Front Desk at (951) 343-4349 or coming to the office, which is located in Lancer Arms.

CBU Student Tutoring
All tutoring services for CBU students are cost free. In addition to standard appointments, the ASC offers walk-in tutoring, group tutoring, and may arrange online tutoring sessions. The ASC Front Desk provides information on walk-in hours and availability, or to acquire information on forming or joining a group tutoring session. Contact the ARC for more information.

Community Tutoring
The ASC offers tutoring services to community students (elementary, junior high school, and local colleges) for a fee of $20.00 per fifty (50) minute appointment. Tutoring is provided by trained CBU students with proven excellence in their particular disciplines.

Academic Workshops
The ASC provides academic support workshops over the course of the semester. Workshops include topics such as APA Style, Note Taking Strategies, and Exam Preparation. Advertisements are delivered via LancerMail and/or posted around campus.
See the [Academic Success Center](#) page on the CBU website for more information.

Internships
CBU provides internship resources and assistance to students, employers, and faculty through a centralized internship program administered through the Career Services department. The Internship Coordinator is the main point of contact for students, employers, and faculty and assists undergraduate students who are seeking volunteer or paid opportunities and those who intend to enroll for academic credit for an internship experience.

The Undergraduate Student Catalog provides the following definition and information for students regarding internships:

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships

give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. Students may enroll in an internship for academic credit at the upper division level with approval and signatures from the faculty member, Dean/Department Chair, Career Services, and University Registrar. Students are responsible for locating their own internship experience prior to enrollment but are encouraged to utilize the Career Services office for assistance in the process and to obtain the required paperwork in order to enroll. Minimum enrollment requirements include a 2.0 cumulative GPA and sophomore status. Internships must be completed within the semester in which both the enrollment and the internship experience occur; retroactive credit may not be granted for internships previously served."

The architecture program requires a three-semester internship sequence that begins with an Internship Preparation course (ARC 405), proceeds on to Internship (ARC 492) and then culminates in an Internship report and Presentation class (ARC 505).

Guest Speakers/Fieldtrips
CAVAD offered several guest lectures and a field trip during the 2012-2013 school year, of particular interest to architects and designers. We are following the example of other active disciplines on the campus such as the Colleges of Engineering and Allied Health and the school of Business.
Guest Speakers:
    Marco Eacrett, Principal, HMC Architects, Ontario CA
    Mel McGowan, President, Visioneering Studios, Irvine CA
    Stacey Steinberger, Curator – Decorative Arts & Design, LA County Museum of Art
    Chet Glaze, Artist
    Brent Huff, Filmmaker
    Chris Grant, Senior Visualization Artist, HMC Architects, Ontario CA
    Peter McGowan, Design Principal, Plain Joe Studios, Corona CA
Field Trips:
    Project Site Trip to Pershing Square, downtown L.A.
    Tour of the Sam Maloof Residence and Studio

Diversity
The architecture program's first cohort include 68% minority students and 44% female students.

*Please see Section I.3.1 for Architecture Program Student Demographics.
*Please see section IV.4.5 for current faculty resumes.
WASC Stipulated Policies - this link will help the reader access institutional integrity policies and statements.

I.2.2. Administrative Structure and Governance

University Structure and Governance
CBU is owned and operated by the California Southern Baptist Convention. The nominating committee of the convention elects members of CBU's Board of Trustees, the governing body of the institution, in a full session of the Convention. The only stated qualification for membership on the Board is that nominees be members of Baptist churches cooperating with the California Southern Baptist Convention, with the exception of up to six (6) global trustees who shall be members of Southern Baptist churches within the United States or churches cooperating with their respective Baptist Conventions outside the United States. In general, trustees are selected to provide ethnic, gender, church, geographical, and global representation. The relationship of the Board to its constituency is determined by the California Southern Baptist Convention rather than by the University. Duties and responsibilities of the Board are set forth in the California Baptist University By-Laws. The Board of Trustees is ultimately responsible for the quality and integrity of the institution. It selects and evaluates the chief executive officer, approves the purposes of the institution, and concerns itself with provision of adequate funds. It establishes broad institutional policies, and delegates to faculty and administration the responsibility to administer and implement these policies. The Board protects the institution from external pressures antithetical to academic freedom (as defined in the Academic Freedom portion of the Faculty section of the Employee Handbook), to institutional autonomy, or to integrity. The Board differentiates roles and responsibility of various persons or bodies, and provides stability and continuity to the institution through an organized system of institutional planning and evaluation.

Administrative Structure
The University President reports directly to the Board of Trustees. Six area vice presidents in turn report to the president. (See Institutional organization chart.) The dean of the College of Architecture, Visual Arts & Design reports to the university provost, one of the six vice presidents. The dean of the College is also currently the chair of the architecture program. The program and the College share an administrative Assistant. There is currently one full-time faculty and one half-time faculty under the leadership of the dean/chair.

Other Degrees Available from the College of Architecture, Visual Arts and Design
CAVAD offers Bachelor degrees in Graphic Design, Photography, Visual Arts and Film Studies.

*Please see Appendix 17 for CBU Organization Chart

I.2.3. Physical Resources

Education Space
Planning and construction to accommodate the new M. Arch. program is underway. As is typical given the growth trajectory at CBU, several elements are in process to create space necessary to support and encourage the kind of studio-based, hands-on, and interactive learning required in this program. The new business building and other planned buildings have and will free up office space in the Yeager Center that will be occupied by faculty currently housed in the James Building. These moves will free up approximately eight faculty offices and 21,000 ft. of classroom space distributed over several of the four floors in the building. Some of this educational space will be remodeled to accommodate studio space, an architecture library, review spaces, offices, a workshop, equipment and furniture. Some of the space is already being used by the graphic design program, which has similar needs for a studio atmosphere. Creating new space and adapting existing space for new purposes is an ongoing challenge for the institution, but the new business building, the Joanne Hawkins music building, the Yeager Center, the Recreation Center and other planned buildings are evidence of the institution's ability to successfully sustain the types of capital campaigns necessary to provide the requisite space.

Current Construction
Renovations to the CAVAD offices, a review/gallery space, and studio space were created on the 4th floor of the James building during the summer of 2013. The studio space will be used during the '13-'14 school year for DES classes and as a Photography studio. The space will be converted in the summer of '14 into architecture studio space.

*Please see Appendix 04-A, B & C for the proposed plans to renovate the James Building to accommodate the Architecture program.

University Master Plan
The Comprehensive University Plan (CUP) [CUP 2012 Physical Development Plan](#) provides design guidelines and standards to enable the University to continue to develop and complete the current phase of the campus master plan. The plan also guides the institution as we refine and develop strategies for utility management, deferred maintenance and property acquisition.

IT Systems
Institution-wide, the University has invested significantly in a new network infrastructure that is 10 gigabit-enabled over a fiber backbone. In addition to new switching and routing technologies, the pure IP network is versatile and scalable. Based on a converged model, the objective of supporting voice, video, and data over a single infrastructure is now possible. The benefit is higher capacity and bandwidth to support large data packets that may include HD video or architectural software and drawings. The new network can also support future computer labs dedicated to processor intensive applications within the disciplines of architecture, art, design, and film. Campus-wide wireless coverage provides students and faculty with access to network resources as well as the internet.
The architecture program will be teaching CAD, CAM, Building Information Modeling, NURB Surface modeling and robotics, employing software including SketchUp, Revit, Rhino, Autocad, Grasshopper, Photoshop, 3D Max and Illustrator.

I.2.4. Financial Resources

Institutional Finances
CBU complies with the requirements to provide consolidated financial statements each year including the WASC required Private Financial Indicators. The Annual audit report verifies the accuracy of the annual financial statements. The annual management letter also confirms the reports and audits. The Comprehensive University Plan CUP outlines revenue forecasts, integrates FTE enrollment information and analyzes its implications for financial decision-making, projects donor development, includes human resource planning, researches additional revenue opportunities and outlines plans to improve cash flow, collection, vendor relationships, and processes for providing services to our various constituents. Student Fees are approved each year by the Board of Trustees. Key financial ratios are reported annually. A WASC annual longitudinal recapitulation reports FTE, number of degree programs, tuition and fees, and financial information at a glance for the past 5 years.

*Please see Appendix 23 for WASC 2012 Longitudinal Recapitulation report

Program Finances
The program currently derives virtually 100% of its finances from the university. The program generates and submits an annual operating budget, submits it to the university for approval, and operates from that budgeted amount. The program has received a few small direct donations, but is planning a number of efforts to increase program specific giving.

The university does not currently generate information on the cost of education to the university per student either university-wide or within the architecture program. The university understands this as a growing need and is planning on hiring a new position that will be able to address such questions in the future.

*Please see Appendix 05 for the Architecture program's 2013-2014 annual operating budget.
*Please see Appendix 06 for the Architecture program's pro-forma budget.
*Please see Appendix 07 for the Architecture program's projected student enrollment.

I.2.5. Information Resources

Architecture Specific Resources
The Annie Gabriel Library (AGL) at CBU recognizes that students pursuing the M. Arch. need ready access to current information that supports the program's curriculum. The library, which is immediately adjacent to the James Building, begins the process of meeting this need with its current collection of 1,045 architecturally related titles in its monographs collection (both print and electronic), and it plans to aggressively add titles to this collection, as well as video and audio resources, over the next few years. The goal is to quickly amass a minimum of 5000 volumes appropriate to current architectural education. The library compliments these holdings by providing access to 89 full-text architecture-related journals through its electronic databases, including the multi-subject Academic Search Premier and Lexis/Nexis Academic databases. The library provides an index of many architecture-related journal articles through the Bibliography of the History of Art database. All of these materials are available to students whether they are located on- or off-campus. Online chat research and reference assistance is provided by professional librarians in support of student use of these resources. The library hopes to expand its digital images collection in the future by subscribing to the ARTstor Digital Library, it plans to expand its full-text journal offerings by adding Art Source Full Text in January 2014, and it hopes to add the following indexes as well: Avery Index to Architectural Periodicals (scheduled for addition in January 2014), Design and Applied Arts Index, and the RIBA British Architectural Library Catalogue & Architectural Publications Index.

University Wide Resources
Space is a significant issue facing the Annie Gabriel Library; however, creative collection development, collaborative partnerships with other libraries, and strategic acquisition of electronic resources have enabled us to serve the needs of our growing student body effectively while responding to the demands for new programs. The AGL Strategic Plan is updated annually and includes an extensive analysis of current access services, research and instructional services, digital services, collection development, serials, technical services, and archives as well as strategic directions, goals, and objectives. The Collection Development Handbook outlines general strategies that guide selection of resources. Cooperative relationships with other libraries will provide Architecture students and faculty with access to materials from dozens of public, academic, special, and other libraries through local library organizations and loan networks. Such relationships include the Inland Empire Academic Libraries Cooperative (IEALC), an agreement between 18 San Bernardino, Riverside and eastern Los Angeles County libraries; the Statewide California Electronic Library Consortium (SCELC), a consortium of 109 academic libraries. Students and faculty can request materials from cooperating libraries in-person, through online forms on the library Website, or even from within many of the library's individual online journal databases. An IEALC Card is available to students at the Access Services Desk in the library. This card allows students to visit participating local university and college libraries, where they have borrowing privileges. The library also belongs to a library consortium called CAMINO, which gives CBU students access within 72 hours to more than 7,000 additional monograph titles in the field of Architecture. Along with the Annie Gabriel Library's print collection and associated services, CBU students have access to a variety of online library resources through the library Webpage. These resources include more than 120,000 electronic books, online access to the library catalog, access to 67 electronic databases, a document delivery service that ships items from the library's print collection to students living outside of the Riverside area, an interlibrary loan program that locates and obtains books and journal articles that are not part of the Annie Gabriel Library collection, and online support provided by library professionals for all of these services and resources. In addition to these efforts to use our existing space as efficiently as possible, the architecture program has

plans to add a satellite library in the James Building to house a large portion of the architecture collection.

Administrative Structure
The library is served by a staff of five faculty librarians, including a Director of Library Services, a reference and serials librarian, a digital services librarian, a Collection Development Librarian, and a technical processes and cataloging librarian. Each of these librarians holds an M.L.I.S. degree, and two of them hold a Ph.D. Three experienced and well-qualified paraprofessionals serve the library in the areas of access services and technical services. The library also employs a part-time archivist who oversees the California Baptist University Archives as well as a special collections archive (the Southern Baptist Depository and Archive).

Information Literacy
The librarians offer information literacy instruction to students in several contexts. The library website includes an Architecture subject guide that describes the many information resources that are available to students in that field of study. The website also provides a series of information literacy tutorials that are designed to teach basic concepts in university-level research to students. Also, in the context of intermediate composition classes all students at CBU receive from a librarian an intensive, week-long introduction to information literacy skills, including the identification of an information need, how to find information sources that meet that need, the evaluation of information sources, how to use information sources to produce a desired outcome, and how to use information sources in an ethical manner. Finally, librarians work with individual faculty members to provide advanced information literacy instructional sessions on a class-by-class basis as needed. This information literacy program is formally assessed on an annual basis. A tabulated report of Information and Computing Resources is complied annually and demonstrates continued institutional support.

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

I.3.1. Statistical Reports

University Characteristics
Demographics
Data on student demographics is aggregated by gender, race and ethnicity, financial aid status, and degree objectives. Data relative to student qualifications and degree objective is gathered at admission and aggregated across categories such as class rank, degree objective, gender, and ethnicity. Students receiving financial aid are also tracked. The 2012 retention and graduation benchmarking report analyzes the most recent retention and graduation data available including information on time to graduation, freshman to sophomore retention rates, and an analysis of effectiveness measures taken to ensure student success and retention.

For the 2005 cohort, the latest on which CBU has such full data, the graduation rate for standard students who complete their degree within the "normal time to completion" (4 years) is 45.1%. The rate for those who complete their degree within 150% of the "normal time to completion" (6 years) is 60.2%.

Faculty data is collected and reported in a variety of ways. Data Exhibits required for our annual accreditation report have changed somewhat over the years, but they provide information on the ethnic makeup of the faculty and give faculty headcount by school Department. These exhibits also aggregate data by gender, distinguish between full-time and part-time staff, and report faculty and staff turnover for the last five years.

The CBU faculty profile provides an overview of faculty composition. The first section of the Faculty Data report aggregates faculty by position to show the percentages of faculty promoted and granted tenure each year. Information on faculty to maintain licenses from US and other jurisdictions is captured in the annual Self Review, but this data is not compiled at the institutional level. Individual schools and departments who have need of such record-keeping do so in ways that are appropriate for their accrediting agency. That will be the case with licensing data on architecture faculty.

Faculty Promoted
N/A

Faculty receiving Tenure
N/A

Faculty Maintaining Licenses
Mark Roberson, State of California #C 24436 – Renewed July, 2013

Architecture Program Characteristics
Student Demographics
The 2013 incoming freshman architecture class breaks down as follows:

> **Race**
> White (non-Hispanic) –   8 (32%)
> Hispanic/Latino -   8 (32%)
> African American/Black -   3 (9%)
> Two or more races -   3 (9%)

Asian -	2 (8%)
African -	1 (4%)

Gender

Male -	14 (56%)
Female -	11 (44%)

Student Qualifications

Average grade point of incoming freshman architecture class is **3.20** (on a 4.0 scale).
Average SAT score (english & math sections) of incoming freshman architecture class is **955.38.**
Average ACT score of incoming freshman architecture class is **26.**

Time to Graduation

All current students are on track to graduate in May of 2018.

*Please see Appendix 08 for a profile of university-wide Qualifications of Incoming Students.
*Please see Appendix 09 for university-wide Student Demographic information.
*Please see Appendix 03 for university-wide Faculty Demographic information.

I.3.2. Annual Reports

Annual reports are required by a number of our outside licensing and accrediting agencies. CBU complies fully with the requirements of these agencies as well as those of our regional accreditor, the Western Association of Schools and Colleges (WASC). The architecture program will complete all annual reports as required by NAAB. All statistical data will be accurate and consistent with reports submitted to other national and regional agencies.

I.3.3. Faculty Credentials

Faculty are thoroughly vetted to ensure that they are academically prepared to provide education in the academic content area for which they are hired to teach, and within the mission, history and context of the institution. [Online applications](#) for faculty positions are reviewed by the deans of the academic unit. Candidates who are qualified are interviewed by phone or Skype, and those who appear to be a good institutional fit are ranked before being referred to the Provost who then approves candidates for on-campus interviews. Once on campus, every candidate participates in a teaching demonstration, interviews with the department faculty, deans and department chairs of that academic unit, and the Provost. All deans, academic faculty from the candidate's discipline, the Vice Provost and the Provost attend these demonstrations. Each candidate is evaluated on their teaching ability and knowledge of content area; ability or potential to integrate faith with their academic discipline; and potential for contributing to the institution and the discipline through collegial relationships, scholarship, and teaching. Candidates who are endorsed during the teaching demonstration may be recommended to interview with the President who interviews all full-time faculty and staff. Additional background checks are performed following the successful teaching demonstration to assure the validity of the candidate's credentials and to corroborate personal recommendations. Trustees on the Academic Affairs Committee review files on all new hires at their September meeting, but they no longer approve those hires.

Program Faculty

The Architecture program currently has two full-time and one half-time faculty members.

Dean Mark Roberson holds a B.S. in Architecture from University of Texas, Arlington, a B. Arch and an M. Arch degree, both from University of Southern California. He is a registered architect in the State of California. He is an experienced professional, serving as Vice President and Director of Design for Fender Architects in Fort Worth, TX for the 14 years prior to arriving at CBU, as well as an experienced lecturer and teacher.

Susan Duemer received both a B. Arch and a M. Arch degree from Judson University. She is in the IDP process with the intent of registration. She has worked for SOM and Serena Stern Architects in Chicago and MacPherson Architects in Toledo, Ohio. She has taught at Judson University for the past five years.

Katherine Papineau received a Bachelor of Arts from Wellesley College and earned both a Master of Arts and a Ph.D. from University of California, Santa Barbara. She has taught at UCSB and Cal State Polytechnic University, Pomona.

Future faculty will be required to hold a graduate degree in architecture and demonstrate a significant record of practice, teaching or research in their area of specialization. Architectural licensure will be preferred.

*Please see section IV.4.5 for faculty resumes.

Part One (I): Section 4 – Policy Review

List of Documents to be Available in the Team Room (Part I: Policy Review)

The information requested in Part I, Sections 1-3 of the APR, is addressed in this APR-IC. In addition, the program will provide a number of documents for review by the visiting team, at the time of our next visit. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

* Studio Culture Policy
* Self-Assessment Policies and Objectives
   - Draft of the Annual Assessment Report
* Personnel Policies including:
   - Position descriptions for all faculty and staff
   - Rank, Tenure, & Promotion
   - Reappointment
   - EEO/AA
   - Diversity (including special hiring initiatives)
   - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
* Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
* Square feet per student for space designated for studio-based learning
* Square feet per faculty member for space designated for support of all faculty activities and responsibilities
* Admissions Requirements
* Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
* Policies on use and integration of digital media in architecture curriculum
* Policies on academic integrity for students (e.g., cheating and plagiarism)
* Policies on library and information resources collection development
* A description of the information literacy program and how it is integrated with the curriculum

Part Two (II)
Educational Outcomes and Curriculum

Part Two (II): Section 1 - Student Performance – Educational Realms & Student Performance Criteria

While responses to Part 1 demonstrate that we are an institution well experienced in developing and sustaining programs of the caliber required by NAAB and are prepared to meet the standards and requirements outlined in this section effectively, Part 2 will demonstrate our commitment and preparedness to ensure successful educational outcomes for our students relative to the SPC guidelines of NAAB.

The founding dean has the infrastructure as described above as a guide in developing performance criteria and framework. Each new program must be approved by Undergraduate or Graduate Curriculum Committees (in the case of the M. Arch, both committees). These committees are made up of all program directors at that level; all academic deans; the Vice Provost; the Associate Provost for Administration; the Dean of Academic Services; the Registrar; the Dean of Admissions at that level; and the Director of Enrollment Advising. Any of these members may invite guests who have a stake in an item being presented or who have expertise relative to a particular item. The Vice Provost, who also serves as the institution's Accreditation Liaison Officer (ALO), works with members as they develop items to be presented, organizes the meeting agenda, distributes materials to the Committees and keeps minutes of each meeting. The Provost presides at each meeting.

The curricular framework for the architecture program (M. Arch) has been presented and accepted by both the Undergraduate Curriculum Committee and the Graduate Curriculum Committee during the 2011-2012 school year, and was approved by Executive Council for presentation to the Board of Trustees, who approved the program.

*Please see Appendix 18 for Architecture Program Student Learning Outcomes
*Please see Appendix 10 for the NAAB Program Student Performance Criteria Assessment Matrix.
*Please see Appendix 11 for the CBU University Student Outcome Integration Assessment Matrix.
*Please see Appendix 12 for the M. Arch. Suggested Curriculum Path chart.

Part Two (II): Section 2 - Curricular Framework

II.2.1. Regional Accreditation

California Baptist University is accredited by the Western Association of Schools and Colleges (WASC). Our most recent action letter, dated 28 February 2011, sets the date of our next re-affirmation visit for spring 2020 with a focused interim report to be submitted on 1 November 2013. The M. Arch degree was approved by the WASC Senior College and University Commission on August 6, 2013.
The CBU Architecture M. Arch. Degree was recently approved by WASC.

*Please see Appendix 19 for WASC approval memorandum.

WASC Stipulated Policies - this link accesses institutional integrity policies and statements.

II.2.2. Professional Degrees and Curriculum

Degree Offered
The institution is offering the M. Arch. program, which will require a minimum of 168 semester credit hours in academic coursework, of which a minimum of 30 semester credit hours will be at the graduate level, in academic coursework in professional studies and electives. A minimum of 46 units of the coursework will be in general education, the remainder in professional studies and electives. There will be 12 units of architectural electives and 9-12 units of open electives as part of the program. As described above, general studies includes coursework in the arts and humanities as well as the sciences. Professional studies will be consistent with those courses that satisfy the NAAB Student Performance Criteria and will provide enough flexibility for students to pursue their special interests. The program will incorporate a strong faith and service component, as these are both hallmarks of our institutional mission and context.

Minors or Concentrations Offered
There are currently no concentrations offered by the architecture program, but we plan to add concentration options in the very near future (Interior Design, Urban Design and an interdisciplinary option – Film Production Design).
The accomplishment of a minor alongside of an architecture curriculum has always been a challenge. However, CBU architecture students can readily minor in any of the other CAVAD disciplines (graphic design, photography, film, art) based on the common core of DES courses, our commitment to offering cross-disciplinary courses within CAVAD, and available general elective credits.
Plans are currently underway for architecture majors to be able to build a business minor from the business courses already required in the curriculum, along with selected general education courses and electives.
In 2015, the university will implement changes to its general education requirement, reducing the number of required GE credits which will allow students in professional programs like architecture, engineering and nursing more freedom to pursue minors across the university.

Off Campus programs or Facilities
There are currently no off-campus programs or facilities associated with the architecture program.

*Please see Appendix 12 for the M. Arch. Suggested Curriculum Path chart.
*Please see Appendix 20 for a list of courses required for Professional content and courses required for general education for the M. Arch degree.
*Please see Appendix 21 for a Minimum Credit Distribution chart

II.2.3. Curriculum Review and Development

The process for curriculum development is described above in **Section 1 Student Performance.**

Curriculum Review
A description of the composition of the program's curricular review process is as follows. Revisions or modification to curriculum come about as a result of the five-year cycle. During each year of the cycle, faculty in the unit select a focus for their review by selecting a particular program outcome or outcomes. Often these outcomes are selected thematically, sometimes aligning with a particular institutional focus. In the course of the five-year cycle, it is expected that all program outcomes are reviewed and evaluated. The cycle culminates in an outside review of the entire program, sometimes aligning with a review by the outside accrediting or licensing agency.

The outside review can be derived from an architectural academic from another institution and a licensed architect representing the profession. The process is designed to ensure that the program continues to employ best practices, maintains relevance and currency and reflects current licensing requirements. The School of Christian Ministries recently underwent its five-year outside review. The 2009 site visit report for the Master of Science in Athletic Training provides an example of the type of self-reflective report expected from an academic unit entering candidacy for accreditation. The 2010 quality assurance report from the School of Business is an example of the integration of agency requirements with the annual report process.

Review Committees/Panels
All annual reports and five-year program reviews are reviewed by the Office of Institutional Research, Planning, and Assessment. Reports and reviews are also evaluated by the Assessment Committee which is made up of the Assessment Coordinators from each academic unit across campus.

Long Range Planning
Sharing the findings of each program in this interdisciplinary setting provides the institution with a more comprehensive picture of curricular needs that may drive changes in institutional policy or have implications for budget. When requesting increases in budgetary line items, particularly when requesting new faculty positions, deans must reference the annual reports and program reviews as evidence of the need for increases or decreases.

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

As CBU's architecture program is a 5 year, undergraduate program resulting in an M. Arch. There are no plans to rely on preparatory or pre-professional educational experiences to meet student performance criteria. All requirements will be met within the context of the 168 (min) units required for the M. Arch.

Transfer Student Work
University Policy
Students who transfer coursework will be held to institutional transfer policies and procedures which require that "students who have completed 24 or more units from a regionally accredited college or university [be] evaluated on the basis of their official college transcripts" (CBU Catalog, p.16). Students may transfer in no more than 100 semester units towards degree requirements at CBU. Of these 100 units, no more than 30 upper division units may be transferred and no more than 70 may be transferred from a community college. A maximum of 30 semester units is allowable from examinations. All previous college work is evaluated by the registrar to determine its relationship to the requirements of CBU programs. Only coursework completed with a grade C- or better is accepted in transfer. Transfer coursework must be at the same division level and must be degree applicable by the issuing institution (CBU Catalog, p. 49). Transfer course work within a particular major or program is carefully evaluated against course descriptions and syllabi from that program, which are on file with the minutes of the curriculum committees. If a question arises about the appropriateness of coursework for transfer, the director of the program or dean of the academic unit in which the program is housed is the final authority.

Architecture Program
All courses that are being transferred to replace courses that contribute to the fulfillment of NAAB SPCs will be carefully evaluated according to evidence of work that meets NAAB criteria for the designated SPC(s) in levels of achievement & understanding.

The architecture program will require a portfolio of work from any student wishing to transfer any design studio or other design or art-related courses into the program. These courses will be evaluated according to course descriptions and syllabi from the CBU architecture program for quality and appropriateness, as well as evidence of work that meets NAAB criteria for the designated SPC(s) in levels of achievement & understanding.

Part Two (II): Section 4 - Public Information

II.4.1 Statement on NAAB-Accredited Degrees

Regulations pertaining to public information outlined by NAAB are similar to those required by other accrediting and licensing agencies, which govern programs already in existence at CBU. This institution takes such regulations very seriously, and it is our policy to adhere completely to such regulations when designing promotional materials, creating language for the university catalog, posting information to the university website, providing information to prospective students, parents, and other stakeholders. Compliance with HERI disclosures are posted on the University website.

Throughout CBU, schools and departments are in the process of finding engaging ways to include information on accreditation, career development information, licensure pass rates, and other information of public interest on their web pages and in promotional materials. It is our desire to promote transparency in all aspects of the accreditation process and provide ease of internal access as well as appropriate external stakeholder access. A website devoted to the College of Architecture, Visual Arts & Design, with a section devoted to the Architecture program has been constructed and contains the proper candidacy language and public information.

The university understands that when public information is made available, the following statement must be included, in its entirety, in the catalogs and promotional materials of the program.

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

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

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

California Baptist University, College of Architecture, Visual Arts & Design was granted candidacy for the following professional degree program in architecture:

Master of Architecture (No Prerequisites required for admission / Minimum 168 credits required).

Next visit for initial candidacy: 2014. Projected year of initial accreditation: 2018.

II.4.2. Access to NAAB Conditions and Procedures
Information available on the program website

II.4.3. Access to Career Development Information
Information available on the program website

II.4.4. Public Access to APRs and VTRs
N/A

II.4.5. ARE Pass Rates
N/A

Part Three (III)
Progress Since the Last Site Visit

3.1. Summary of Responses to Team Findings

Not applicable

3.2. Summary of Responses to Changes in the NAAB Conditions

Not applicable

Part Four (IV)
Supplemental Information

4.4. Course Descriptions

Number & Title of Course:
DES 110 Design Thought Foundations I (3 credits)

Course Description:
This course continues the process of understanding and applying design thinking through an exploration of 3D design theories, principles and applications.

Course Goals:
The course is an introduction to 2D design thinking, as applied to the interrelated, interdisciplinary fields of design and as understood from a biblical worldview.

Course Objectives:
1: Students will be introduced to and explore Design Thought as a discrete realm and process of thought.
2: Students will learn concepts and language of Design Thought as it has evolved over the history of civilization in various cultures.
3: Students will formulate an understanding of how Design Thought functions as the foundation for all design oriented disciplines.
4: Students will be exposed to the applications of Design Thought across the entire spectrum of disciplines.
5: Students will realize the inherent connections between Design Thought and a Christian worldview.
6: Students will learn to apply Design Thought, design principles and design elements to the design process.

Student Performance Criterion addressed:
A1 - Communication Skills (U)
A2 – Design Thinking Skills (U)

Topical Outline:
Design Thinking (50%)
History of Design Thinking (10%)
Collaboration/Interdisciplinary Thought (25%)
Communicating Design Thought (15%)

Prerequisites:
None

Textbooks/Learning Resources:
The Creative Habit: Learn it and Use it for Life; Tharp, Twyla; 256 pp., Simon & Schuster, 2006.
Library and Interlibrary resources for supplementary sources.

Offered:
Fall, Spring; annually

Faculty Assigned:
Mark Roberson
Susan Duemer

Course Description

Number & Title of Course:
DES 112 Design Thought Foundations II (3 credits)

Course Description:
This course continues the process of understanding and applying design thinking through an exploration of 3D design theories, principles and applications.

Course Goals:
This course continues the process of understanding and applying design thinking through an exploration of 3D design theories, principles and applications. Topics include developing a larger framework for design, design methods, human factors, and environmental factors.

Course Objectives:
1: Students will further develop a base of Design Thought concepts and knowledge with an investigation of references and ideas to foster independent inquiry.
2: Students will learn concepts and language of Design Thought as it has evolved over the history of civilization in various cultures.
3: Students will develop their understanding of how Design Thought functions as the foundation for all design oriented disciplines.
4: Students will be exposed to the applications of Design Thought across the entire spectrum of disciplines.
5: Students will understand the inherent connections between Design Thought & a Christian worldview.
6: Students will apply Design Thought, design principles and design elements to the design process.
7: Students will explore the inherently collaborative nature of design thought.

Student Performance Criterion addressed:
A2 - Design Thinking Skills (U)
C1 – Collaboration (A)

Topical Outline:
Design Thinking (35%)
History of Design Thinking (20%)
Collaboration/Interdisciplinary Thought (30%)
Communicating Design Thought (15%)

Prerequisites:
DES 110

Textbooks/Learning Resources:
How Designers Think – The Process Demystified; Fourth Edition; Bryan Lawson; Architectural Press

Offered:
Fall, Spring; annually

Faculty Assigned:
Mark Roberson
Nancy Ward
Susan Duemer

Course Description

Number & Title of Course:
DES 120 2D Visual Expressions (3 credits)

Course Description:
The course establishes a base of design concepts and knowledge with an introduction to references and ideas to foster independent inquiry.

Course Goals:
The course is a broad investigation of design principles, process, and practice involving problems in two-dimensional design. Selected design applications are introduced.

Course Objectives:
1: Students will develop a base of design methods based on the DES 110 concepts and work to create projects based on those theoretical concepts alongside those introduced in this course.
2: Students will develop good habits of creative process and critical assessment through engaging in the act of design.
3: Students will build a working knowledge of design fundamentals by studying the basic elements of design, examining their use in the work of others, and applying them to their own work.
4: Students will mature in their understanding of the ongoing dialogue of aesthetics and learn to critically assess their own work and that of others in relation to recognized masters.
5: Students will be introduced to and explore studio practice as a discrete realm and process of thought.
6: Students will realize the inherent connections between ideation and a Christian worldview.
7: Students will learn to apply Design Thought, design principles, and design elements to the studio process.

Student Performance Criterion addressed:
A3 – Visual Communication Skills (A)
A5 – Investigative Skills (A)

Topical Outline:
Design Thinking (35%)
History of Design Thinking (20%)
Collaboration/Interdisciplinary Thought (30%)
Communicating Design Thought (15%)

Prerequisites:
DES 110 – co-requisite

Textbooks/Learning Resources:
Design Basics; Lauer, David A.; Pentak, Stephen; 308 pp., Wadsworth, Cengage Learning, 2010.
Library and Interlibrary resources for supplementary sources

Offered:
Fall; annually

Faculty Assigned:
Susan Duemer

DES 122 3D Visual Expression (3)

The course will establish a base of design concepts and knowledge with an introduction to references and ideas to foster independent inquiry.

The course will develop foundational appreciation and skills for effective 3 dimensional visual expression through graphic representation.

Prerequisite: Previous completion of Design Thought Foundations I.

A.3 Visual Communication Skills (A)
A.8 Ordering System Skills (U)

ARC 210 Design Studio I – Spatial Constructs (5)

The studio explores and develops conceptual strategies for basic formal and spatial design, emphasizing the role of ordering principles and of fundamental architectonic elements in the implementation of design intentions.

Students will be introduced to foundational processes for developing design projects through the application of formal analytical vocabulary, diagramming, drawing methods and conventions, and three-dimensional modeling.

Prerequisite: Design Thought Foundations II, 3D Visual Expression.

A.6 Fundamental Design Skills (A)
A.8 Ordering System Skills (A)

ARC 212 Design Studio II – Programmatic Types (5)

The studio focuses on conceptualization and implementation of architectural ideas in response to environment, landscape, site and enclosure, as applied to a specific program and building type. Students will continue to develop the foundational design processes introduced in previous studios, and will be introduced to the role of rigorous precedent analysis in the generation of architectural ideas.

Prerequisite: Design Studio I.

A.6 Fundamental Design skills (A)
A.7 Use of Precedents (A)

ARC 220 Computer Modeling (3)

The course will be an advanced course to develop an awareness and understanding of the role of Building Information Modeling in the student's ability to study design ideas and present those ideas in the various design disciplines.

Emphasis will be on the relationship of computer graphics and the design process.

Prerequisite: Design Thought Foundations II, 3D Design Foundation.

A.3 Visual Communication Skills (A)
A.5 Investigative Skills (A)

Course Description

Number & Title of Course:
ARC 240 Architectural History I, 3 credits

Course Description:
This course will introduce students to architecture and the built environment beginning with prehistoric civilizations and ending with medieval societies.

Course Goals:
As a survey, students will analyze a wide range of structural and urban examples, terms, concepts, chronology and geography to understand the larger function and significance of ancient civilizations. This course will emphasize several main themes including space, planning, innovation and technology.

Course Objectives:
From pre-history to the Gothic period:
1. Identify major monuments by name, date, architect, and location.
2. Understand and explain key moments of development in building technology.
3. Explain and critically analyze built environments in terms of historical, political, cultural & social contexts.

Student Performance Criterion/a addressed:
A. 1. – Communication Skills
A. 5. – Investigative Skills
A. 9. – Historical Traditions and Global Culture
A. 10. – Cultural Diversity
A. 11. – Applied Research
B. 12. – Building Materials and Assemblies
C. 2. – Human Behavior

Topical Outline:
Prehistoric architecture and community (10%)
Ancient Near Eastern architecture (20%)
The Western Classical tradition (30%)
Byzantine tradition (5%)
Far-Eastern architecture (10%)
The Americas (5%)
Romanesque and Gothic in Europe (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Kostof, Spiro. A History of Architecture: Settings and Rituals. 2nd ed. New York: Oxford University Press, 1995.
Other readings and materials will be posted to Blackboard.

Offered:
Fall quarter; annually

Faculty assigned:
Katherine Kaford Papineau, PhD

Course Description:
ARC242 Architectural History II, 3 credits

Course Description:
This course will introduce students to architecture and the built environment from the Renaissance through Postmodernism.

Course Goals:
As a survey, students will analyze a wide range of structural and urban examples, terms, concepts, chronology and geography to understand the larger function and significance of early modern, modern and postmodern architecture. This course will emphasize several main themes including space, planning, innovation and technology.

Course Objectives:
From Renaissance to Postmodernism:
1. Identify major monuments by name, date, architect, and location.
2. Understand and explain key moments of development in building technology.
3. Explain, compare, and critically analyze built environments in terms of historical, political, cultural and social contexts.

Student Performance Criterion/a addressed:
A. 1. – Communication Skills
A. 5. – Investigative Skills
A. 9. – Historical Traditions and Global Culture
A. 10. – Cultural Diversity
A. 11. – Applied Research
B. 12. – Building Materials and Assemblies
C. 2. – Human Behavior

Topical Outline:
Renaissance in Europe (25%)
Modernism (25%)
Near Eastern architecture (5%)
North America (20%)
South America (5%)
Colonialism (10%)
Postmodernism (10%)

Prerequisites:
ARC240

Textbooks/Learning Resources:
Kostof, Spiro. A History of Architecture: Settings and Rituals. 2nd ed. New York: Oxford University Press, 1995.
Other readings and materials will be posted to Blackboard.

Offered:
Spring semester; annually

Faculty assigned:
Katherine Kaford Papineau, PhD

ARC 290 Statics and Strength of Materials (3)

The course will cover concepts of statics and the nature of materials and structural concepts to be used in the construction process.

Prerequisite: Math 245.

A.5 Investigative Skills (A)
B.9 Structural Systems (U)

ARC 292 Structures I (3)

The course will offer an overview and investigation of the basic principles of structural systems through the analysis of overall structural behavior.

Prerequisite: Statics and Strength of Materials, Physics for Architects/Engineers

A.5 Investgative Skills (A)
B.9 Structural Systems (A)

ARC 310 Design Studio III – Architecture in the City (5)

The studio focuses on conceptualization and implementation of architectural ideas in response to the human experiences, human needs and human diversity of cities.

Emphasis will be placed on architectural design as an interpretation and accommodation of various human activities through the exploration of program, perception, scale and proportion, and safety and accessibility requirements. Students will continue to develop the design processes introduced in previous studios.
Prerequisite: Design Studio II, Computer Modeling.

A.10 Cultural Diversity (A)
C.2 Human Behavior (A)

ARC 312 Design Studio IV – Housing (5)

The studio draws upon the three previous courses in the studio sequence, emphasizing the integrative nature of architectural design.

Students will develop and demonstrate their abilities to conceptualize and implement building designs that bring together basic design principles, structural and envelope systems, environmental systems, programmatic and building service systems and egress, through the design of housing.

Prerequisite: Design Studio III.

B.6 Comprehensive Design (A)

C.2 Human Behavior (A)

ARC 350 Architectural Theory I (3)
The course is an advanced seminar providing an in-depth examination of issues related to design theory and history in architecture.

Specific course content will vary and will be defined by individual instructors. Topics, content, and methods will support the acquisition of knowledge and abilities within the general topic area, as well the application of these to other coursework including advanced Design Studio. Students will be expected to develop and apply advanced analysis, research, and communication skills.

Prerequisite: Architectural History II.

A.5 Investigative Skills (A)
A.11 Applied Research (U)

ARC 380 Sustainable Systems I (3)
The course will be an overview of sustainable design integrated with natural resource conservation.

Prerequisite: None

B.3 Sustainability (U)
C.9 Community and Social Responsibility (U)

ARC 385 Environmental Systems (3)
The course deals with those building elements that pertain to the visual and aural conditioning for the purposes of human use and comfort.

The basic principles of light (natural and electrical) and acoustical systems, their integration with other building systems and the impact on the aesthetics of design will be stressed. Plumbing and electrical systems also will be presented. The sustainability of various systems will be explored.

Prerequisite: Junior standing in the program.

B.8 Environmental Systems (U)
B.12 Building Materials & Assemblies (U)

ARC 390 Structures II (3)
The course will be an analytical examination of timber and steel structures.

It will involve the examination and design of solid and laminated timber and steel structures.

Prerequisite: Structures I.

A.5 Investigative Skills (A)

B.9 Structural Systems (A)

ARC 392 Structures III (3)
The course will be an analytical examination of concrete structural systems and an application of engineering principles and analytical methods presented in the earlier technology coursework.

Prerequisite: Structures II.

A.5 Investigative Skills (A)
B.9 Structural Systems (A)

ARC 400 Special Topics in Architecture (varies)
The course will focus on various studio and lecture courses, which explore and present selected topics in architecture and design.

May be repeated for credit with change in topic.

Prerequisite: Advanced standing in the program.

ARC 405 Internship Preparation (1)
The course is designed to prepare students for the official required internship, to be accomplished after the 3rd year of the program (minimum). The individual's priorities for their learning contract will be discussed and developed. Topics include: resume and internship writing, finding an internship, internship assessment, the psychology of the workplace, different types of management structures and work environments, and collaboration.

Prerequisite: None.

C.2. Human Behavior (U)
C.6. Leadership (U)

ARC 410 Design Studio V – Comprehensive Studio (5)
The master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional portion of the program.

This studio focuses on the conceptualization and implementation of comprehensive architectural design. Students will be expected to draw upon all previous coursework in order to thoroughly develop a project from a detailed program. Emphasis will be placed on the elaboration of architectural ideas through integration and syntheses of structural, environmental, envelope, building assemblies, life-safety systems and the principles of sustainability.

Prerequisite: Design Studio IV.

B.6 Comprehensive Design (A)
B.11 Building Service Systems (A)

ARC 412 Design Studio VI – Topic Studio (5)

The studio promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated with selected 'real world', community-based architectural and urban design problems.

Particular emphasis shall be placed upon the development of interdisciplinary and participatory investigations of regional community issues.
Prerequisite: Design Studio V.

B.6 Comprehensive Design (A)
C.3 Client Role in Architecture (A)

ARC 420 Digital Fabrication (3)

Students are introduced to advanced representational techniques related to computer aided manufacturing and fabrication.

Parallel tutorials, applications, and investigations related to the use of computer technologies focus on current and innovative technologies (CAD, BIM, CAM, etc.) affecting architectural production.

Pre/co-requisites: Successful completion or equivalent demonstrated competency of ARC 220 COMPUTER MODELING, and at least concurrent enrollment in ARC 410 DESIGN STUDIO V.

A.3 Visual Communication Skills (A)
A.4 Technical Documentation (A)

ARC 434 Southern California Modernism (3)

The course will be an exploration of Southern California's unique contributions to the development and expansion of American modernism through lectures, discussions, guest presenters and field trips.

Prerequisite: None

ARC 450 Architectural Theory 2 (3)

The course will be selected topics in concepts, philosophy, and models of architecture and allied arts of design with specific application to how these, as seen through a missional, Christian worldview, address 20th Century problems. We will consider how the built environment may have potential for building community and for enhancing engagement with divinely created reality.

Discussion of these topics, and subsequent projects, will challenge us to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.

May be repeated for credit as specific topics vary. Junior standing in the program is required. Restricted to Architecture majors.

Prerequisite: Junior standing in the program.

C.8 Ethics & Professional Judgment (U)
C.9 Community & Social Responsibility (U)

ARC 460 Seminar Abroad (3)

The course offers students an opportunity to learn and discuss historical and contemporary European theory and criticism, from Vitruvius and Alberti to contemporary figures.

Raises and addresses architectural questions of composition, society, politics, and environment.

Offered only abroad.

Prerequisite: Junior standing in the program.

A.9 Historical Traditions & Global Cultures (U)
A.10 Cultural Diversity (U)

ARC 462 Architecture and Urbanism Abroad (3)
The course covers the detailed history of architecture and urban development in the host city, from its founding to the present.

Offered only abroad.

Prerequisite: Junior standing in the program.

A.7 Use of Precedents (U)
A.9 Historical Traditions & Global Cultures (U)

ARC 480 Sustainable Systems II (3)
The course will not only investigate pressing environmental problems, but look at possible natural alternatives. Some of these solutions are - solar, wind, geo-thermal, and ocean phenomena.

The intent is to have the students - individually or in teams - research, and then investigate and apply at a small scale, one of the alternatives.

Prerequisite: Sustainable Systems I.

B.8 Environmental Systems (A)
B.10 Building Envelope Systems (A)

ARC 492 Internship (1)
Under faculty supervision, the students will procure and participate in an off-campus work opportunity, utilizing principles of design acquired and employed throughout their university experience. This internship provides an opportunity for investigating and participating in field experience with a practitioner of the trade. Unit value will vary in relation to the specific discipline involved, and to the time commitment and the individual's learning contract.

Prerequisite: Internship Preparation.

C.1. Collaboration (A)
C.8. Ethics and Professional Judgment (A)

ARC 505 Internship Report and Presentation (1)

The student will submit an executive summary of their intern experience, signed by the student's supervisor, on the first day of class. A PowerPoint (or other) presentation of the internship experience will be made to the entire class for evaluation by faculty and peers. A video of the student's presentation will be made and feedback will be provided.

Prerequisite: Internship.

A.1. Communication Skills (A)
C.6. Leadership

ARC 510 Design Studio VII – Topic Studio (5)

The master level course is an advanced design studio that assumes a high level of proficiency in design process and representation, as well as in other content areas developed in the pre-professional program.

The studio promotes the critical, creative and innovative exploration of environmental, human and tectonic factors associated with selected 'real world', community-based architectural and urban design problems. Particular emphasis shall be placed upon the development of interdisciplinary and participatory investigations of regional community issues.

Prerequisite: Design Studio VI.

C.3 Client Role in Architecture (A)
C.4 Project Management (A)

ARC 511 Thesis Preparation / Research (3)

The thesis track is comprised of two components: a three-credit-hour seminar in the fall term and a six-credit-hour thesis studio in the spring term.

The course takes the form of a seminar plus individual tutorials. Each thesis student selects a faculty thesis advisor to work with throughout the year, as well as an outside consultant - a specialist with knowledge of the particular subject matter of the thesis. The prospective thesis student must present a statement of intent along with portfolio examples to a thesis committee for review and acceptance into the thesis studio.

Prerequisite: Design Studio VI.

B.1 Pre-Design (A)
C.3 Client Role in Architecture (U)

ARC 512 Thesis Studio (6)

The master level studio is the capstone of the studio sequence, providing a setting for the exploration and synthesis of specific in-depth topics of personal and professional importance to the individual student that were developed in the thesis preparation course.

Prerequisite: Design Studio VII, Thesis Preparation.

B.6 Comprehensive Design (A)
C.6 Leadership (A)

ARC 520 Portfolio (3)

The course will focus on determining, exploring and executing the appropriate presentation method for the student's collected work, including the thesis, into a professional portfolio.

Prerequisite: Upper level standing in the program.

ARC 536 Architecture of Cities (3)

The seminar is designed as a critical and collective inquiry into theories of urban design in order to develop an in-depth, interdisciplinary approach toward a more meaningful urban design for the future.

Prerequisite: Upper level standing in the program.

ARC 570 Professional Practice (3)

The master level course is an advanced seminar that addresses laws and regulation, project process and economics, business practices and management and ethical concerns.

Students will critically explore how daily operations of architectural practice are an expression of personal values.

Prerequisite: Admission to Graduate level work.

C.4 Project Management (U)
C.8 Ethics & Professional Judgment (U)

4.5. Faculty Resumes

Name: Mark A. Roberson, AIA

Courses Taught (Two academic years prior to current visit):
FLM 400 Architecture in Film
DES 110 Design Thought Foundations I
DES 112 Design Thought Foundations II

Educational Credentials:
B.S. in Architecture, University of Texas, Arlington, 1985
B.Arch., University of Southern California, 1988
M.Arch., University of Southern California, 1989

Teaching Experience:
Adjunct Professor, University of Texas, Arlington, 2003-2004
Visiting Lecturer, Ecole des Ponts, Paris, France,2004-2005
Teacher, Modern Art Museum, Fort Worth, 2004-2005

Professional Experience:
Vice President/Director of Design, Fender Architects, Fort Worth, TX, 1997-2011
Project Architect, Schwarz-Hanson Architects, Fort Worth, TX, 1997
Project Architect, Aubrey Hallum Architects, Fort Worth, TX, 1996-1997
Project Architect/Lead Designer, James R. Wooten Associates, Fort Worth, TX, 1993-1996
Project Architect/Designer, The Architecture Studio, Los Angeles, CA, 1989-1993
Intern Architect, Dominy Cecil Associates, San Diego, CA, 1989
Intern Architect, Arthur Weinman Associates, Fort Worth, TX, 1986-1987

Licenses/Registration:
Licensed architect, State of California

Selected Publications and Recent Research:
Not Applicable

Professional Memberships:
American Institute of Architects
American Institute of Architects California Council
American Institute of Architects Inland California Chapter

Name: Susan Duemer

Courses Taught (Two academic years prior to current visit):
DES 121: Design I
ARC 122: Communication and Architectonics
ARC 251: Heuristics and Architectonics
ARC 252: Architectural Design Explorations
ARC 351: Intermediate Architectural Design Studies
ARC 381: Architectural Study Tour

Educational Credentials:
B. A. in Architectural Studies, Judson University, 2004
M. Arch., Judson University, 2006

Teaching Experience:
Visiting Assistant Professor of Architecture, Judson
University, Elgin, IL, 2009–2013
Instructor – High School Architectural Discovery Camp, Judson University, Elgin, IL, 2009-2012
Graduate Assistantship - First Year Design Studio [ARC122], Judson University, Elgin, IL, 2006

Professional Experience:
Visual Resource Center Director, Judson University School of Art, Design and Architecture, Elgin, IL, 2009–2013
Architectural Design Consultant, Serena Sturm Architects, Chicago, IL, 2009–2010
Architectural Designer MacPherson Architects Toledo, OH, 2008-2009
Intern Architect, Skidmore, Owings and Merrill, Chicago, IL, 2006-2008

Professional Memberships and Activities:
CIVA Member, 2011 - present
AIA, Associate, 2010 - present
AIA Chicago Young Architects Forum, 2006 - present
World Vision Disaster Relief Shelter Competition Supervisor, 3rd Place2012
Chicago Architecture Foundation Volunteer for high school programs and curriculum development, 2007-2010
AIA Toledo, OH Chapter sponsored High School Design Competition Advisor, 2009
Invited Critic, various level reviews, Judson University, Bowling Green State University, and University of Tennessee, 2005 - present
Judson University Mission Trip Leader, Adventure Learning Center, Nassau, Bahamas 2010

Name: Katherine Kaford Papineau, Ph.D.

Courses Taught:
Renaissance to Modern Architecture
Introduction to Architecture and Planning
Ancient-Medieval Art Survey
Modern Art Survey

Educational Credentials:
Ph.D., History of Art and Architecture, University of California, Santa Barbara, 2013
M.A., History of Art and Architecture, University of California, Santa Barbara, 2008
B.A., Art History and French Cultural Studies, Wellesley College, Wellesley, Massachusetts, 2004
Massachusetts Institute of Technology, studio design, 2001-2003
Syracuse University in Florence, architecture and urban planning, Spring 2003

Teaching Experience:
Instructor, Cal State Polytechnic University, Pomona Winter 2012
Teaching Assistant, UCSB, Spring 2011
Instructor, UCSB Summer, 2010
Head Teaching Assistant, UCSB, Spring 2010
Teaching Assistant, UCSB, 2009
Teaching Assistant, UCSB, 2008
Teaching Assistant, UCSB, 2007
Teaching Assistant, UCSB, 2006

Related Professional Experience:
Editorial Assistant, Journal of the Society of Architectural Historians - Editor: Swati Chattopadhyay, 2010-2011
Curatorial Assistant, Architecture and Design Collection, UCSB, 2007-2008

Research Experience:
Research Assistant, "Carefree California: Cliff May and the Romance of the Ranch, 1925-60"
Exhibition at the University Art Museum, UCSB, in conjunction with the Getty Research Institute's
Pacific Standard Time: Art in L.A. 1945-1980 exhibition, Winter 2012
Research Assistant, "Subaltern-Popular Workshop," Professor Swati Chattopadhyay, director,
UCSB, 2008-2009 http://www.ihc.ucsb.edu/subaltern/
Research Assistant, "Thomas de Keyser," Professor Ann Jensen Adams, director, UCSB, 2008-2009

Fellowships, Grants, Awards:
Graduate Dean's Dissertation Fellowship, UCSB, 2012-2013
Doctoral Research Travel Grant, History of Art and Architecture, UCSB, 2010-2011
Graduate Dean's Advancement Fellowship, UCSB, Feb 2011

Publications:
Forthcoming review of Sarah Burns and John Davis, "American Art to 1900: A Documentary History" in
The Eighteenth Century Current Bibliography, n.s. Vol. 35 (2013)
"The Carefree Californian: 'Cliff May Homes,' 1952-1958," in *Carefree California: Cliff May and the Romance of the Ranch*. Rizzoli (2012)
Review of Duncan Faherty, "Remodeling the Nation: The Architecture of American Identity, 1776-1858"

in *The Eighteenth Century Current Bibliography*, n.s. Vol. 33 (2011)

Conferences:
Icon and Anonymity: What is Californian Architectural History, discussion chair, UC Santa Barbara, May 2012
California Architecture and Design, Multi-campus Research Group, UC Davis, March 2012
Getty Research Institute, Seminar in Architecture and Design, "Displaying Domesticity: Life in Mid-Twentieth Century Modern Glass Houses", April 2010
"Yona Friedman: Recycling the Interior," presented at "Reused, Recycled, Re-Viewed," UCSB History of Art and Architecture Graduate Symposium, Feb 2010

Guest Lectures:
"Finding Domestic Space in a Glass House" –*ThinkSpatial* Focus Group, UCSB, Fall 2011
"Cliff May Homes: Low-Cost Modern" –*Advanced Spatial Practices,* Fall 2011
"Hellenistic Architecture: Drama, Procession and Theatricality" –*Hellenistic Greek Art*, Spring 2010
"Letting Nature In: Living in Glass Houses" –*Introduction to Architecture and Environment*, Fall 2009
"Giovanni Lorenzo Bernini: Renaissance Geometry and Viewer Experience"- *Renaissance and Baroque Art Survey*, Summer 2009
"Environment, Culture, Nature"- *Architecture and Environment*, Fall 2008
"Garden Cities"- *Architecture and Environment*, Spring 2008
"Huts, Cabins and Other Simple Houses"- *Architecture and Environment*, Spring 2008

Professional/ Academic Memberships and Societies:
Historical Society of Southern California, member, 2012-present
Universities Art Association of Canada, member, 2012-13
University of California, Santa Barbara, Research Focus Group: "California Design," member, 2011-13,
University of California, Santa Barbara, Research Focus Group: "Identity," member, 2009-2010
College Art Association, member, March 2009-present
Society of Architectural Historians, member, March 2009-present
Society of Architectural Historians, Southern California Chapter, member, March 2009-present
University of California, Santa Barbara, Art History Graduate Student Association Lecture Committee Student Coordinator, 2008-2009
University of California, Santa Barbara, Art History Graduate Student Association Faculty Representative, 2007-2008
University of California, Santa Barbara, Art History Graduate Student Association Museum Liaison, 2006-2007

4.6. Visiting team Report
Not Applicable

4.7. Catalog – 2013-14 Undergraduate Catalog

4.8. Eligibility Memorandum from the review of the application for candidacy
Please see Appendix 24 for the NAAB Candidacy Memorandum.